

ELAC

English Learners Advisory Committee School: César Chávez Elementary

Date:	Time:	# of Parents:
6-4-20	4:00 – 5:00 p.m.	4
https://us02web.zoom.us/j/85311425862?pwd=OGxuOHpPVHprNzZRUGwrYitMRXk3QT09		

APPROVED AGENDA	
1	Welcome & Introductions – 5 min
2	English Learner Program CCE Enrollment – 5 min i.) 2019-2020 ii.) 2020-2021
3	2020-2021 School Plan for Student Achievement Review– 25 min i.) Goal 2 – Closing the Achievement Gap ii.) Goal Statement iii.) Expected Annual Measurable Outcomes iv.) English Learner Strategies/Activities
4	English Language Proficiency Assessments for California (ELPAC) Testing Dates 2020 – 5 min
5	Distance Learning Discussion – 20 min
6	Adjournment

AGENDA ITEM DISCUSSIONS & ACTIONS		Presented by:
1	Welcome and Introductions:	Veronica Dunn
2	English Learner Program CCE Enrollment i. 2019-2020 Year started with 37 students, 10 students have re-classified, 1 student on waiver. EL specialist reduced by about 4 hours. ii. 2020-2021 23 returning students, joined by 4 kinder, 27 total for this year. Predicting 25 students up to 30 for incoming school year. Announcement Sylvia Currea is retiring. She served in the district 28 years, worked at 6 school sites. Worked at CCE since the beginning, Parents thanked her for her work with students and congratulated her.	Veronica Dunn
3	School Plan for Achievement Closing the Achievement Gap, Reclasified students: Yoriko Campero-Shiraishi, Gabriela Hernandez-Vega, Damian Jane, Alejandro Acevedo Paz, Valentino Jimenez, Diego Sanchez Castaneda, Iliana Santoscoy, Stella Seiler, Atlas Yikilmaz, Ali Zabad. District’s reclassification ceremony re-scheduled for Fall per Sra. Buggy.	Veronica Dunn

	<p>Working with Site School Council, draft has been presented.</p> <p>What metrics can we use to assess EL progress ? First two semesters Benchmark reading assessment was used. What strategies can be used? Discussion on having Progress Reports with reading levels along with writing samples. Currently, no place on Report Card to put that data. Discussion on having a semester report to provide parents their child's ELPAC score to give to families. Can give this out on ELAC meetings.</p> <p>Plan for different back to school scenarios.</p> <ol style="list-style-type: none"> 1) On site for ELAC students and start it earlier. We can serve students immediately. 2) 100% DL, online programs to use, Reads Naturally and Imagine Learning. <p>Strategy:</p> <ol style="list-style-type: none"> 1) Maintain a para-educator who works and assists Sra. Buggy with IPT assessments, translation, outreach, communications to teachers and parents. Push in classroom. 2) Discussion on software used for DL (see Parent input/comments/questions) below. Sra. Dunn advised she has used Reads Naturally, and it does incorporate a writing piece. Reads Naturally comes in English and Spanish. One license is \$30.00 Imagine Learning license in Spanish expires at the end of this year. 3) Discussion on funds and sustaining our EL student population. Concern about the educational budget revisions and impact on EL services. Sra. Buggy's position is currently at .3 EL Specialist is funded by District supplemental funds. <p>We need Spanish speaking para-educator. In 2018-2019 school year we had 2 para-educators, in 2019-2020 we had 1 para-educator. Need to decide as a committee if we continue to support with para-educator. To note, we need to find a way to support Sra. Buggy with the workload for EL students to receive services amidst the budget reductions. If we chose not to have a para-educator, can we support Sra. Buggy with use of Variable Service Agreement, in the event Sra. Buggy's position is reduced to .2? Variable Service Agreement (VSA), once we schedule groups, they do not get cancelled</p>	
4	<p>English Language Proficiency Assessment for California Testing Dates</p> <p>ELPAC 2019-2020- assessment has been postponed and to be done in Fall, typically a spring assessment. Summative ELPAC first.</p> <p>Incoming ELPAC pushed back for 45 days.</p> <p>There is currently no guidance from state on ELPAC Testing.</p>	Veronica Dunn and Sra. Buggy
5	<p>Sra. Dunn opened the floor seeking parent's feedback about Distance Learning.</p> <p>Three parents provided their feedback on their personal experience and opinions. DL was challenging, especially for younger students. A parent would have to be present to help navigate the student through the tabs to complete homework and/or upload it to be sent to teacher.</p> <p>Challenge for working parents as well. Both parents are working and limited time to help student with classroom and homework. This creates learning loss. Accessibility for some EL parents, some parents may struggle with computer skills to help their children. Parents are stressed with the model. Some parents are monolinguals preventing them to help</p>	Veronica Dunn

	<p>students with DL. Sense that academics is not the same. Socializing has disappeared. Concern if next year we have continued DL, how would kids develop a relationship with a new teacher online? Learning loss.</p> <p>Need to run assessment especially for EL parents. Parent survey did not secure data that was specific to EL households. Assess parent education skill set, assessing parent hardships to supports students. Maintain social-emotional connection. Issues with computer fatigue. Address learning imbalance. Each teacher is different. Support emotional piece.</p> <p>Sra. Dunn points out that assessment can be done through a survey, Ask questions, identify parents of EL program. Survey should also be published in parent’s first language. Can DL model be provided in small groups vs groups of more than 20? How much is distance leaning independent versus social/group assignments? Goal is to work on an assessment before first day of school instruction. Goal is also to balance groups.</p> <p>ELPAC will be given in fall and then the initial ELPAC push back 45 days after.</p> <p>We will learn of how school will resume in the fall by the end of June.</p> <p>We can adapt needs, level of support for families and students based on parent assessment and strategies to incorporate more small group sessions or instructions.</p> <p>Suggestions to continue to have friends in same groups on classroom if distance learning continues. This can provide socio-emotional support.</p> <p>What new metric for the school year to assess parents need? Strategy? Small groups, consistency. Emphasis, project base learning. Can project based learning be incorporated in EL program? Sra Dunn advised Staff at CCE is hired based on bilingual education since our model is Spanish Immersion. This year one of her goals is to implement collaborative project. It takes years to have a full staff understand what project-based learning is, it is guidance. Teacher is guide and student takes action. There is a process for this. Involves different ways to assess students learning. We explored that, small portion of teachers engaged in that, goal was to have a project-based learning project at CCE. All students began in January in that process. This was the first time; it was not 100% project based learning because we would need to have all staff trained on it. Not certain if we would have it this year. CCE has BCLAD teachers for it to work we would have to have all teachers trained on it.</p>	
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PARENT / ATTENDEE INPUT/COMMENTS/QUESTIONS:

A parent inquired about how were the programs Reads Naturally and Imagine Learning selected as online programs? Sra Buggy advised she has had experience using this program. Reads Naturally have stories that can be tailored based on students levels. Imagine Learning was bought by the district for distance learning this Spring. It also offers reading in English.

Does this help with writing? Concern since writing is an opportunity identified among EL students. Sra. Dunn advised Reads Naturally has a writing piece component. Question where we are

considering another software for writing practice. Sra Buggy advised there are other writing programs and she offered to do some research.

ADELANTE has a writing component.

Sra. Dunn added she used Reads Naturally and it does incorporate a writing aspect, it comes in English and Spanish. One license was \$30.00, Imagine learning license in Spanish expires at the end of the year.

Parent questions regarding Summer School. Summer School for Montgomery and Chavez. Incoming 3-6 they have an English only summer program. Qualification based on their reading score and it was done via invitation. Incoming 3-6 is district wide, all EL students are assessed same way as English only students. Those students who performed below the grade level in reading comprehension were invited by the district to participate in the summer program.

Summer school invitations have gone out.

LEGAL REQUIREMENTS: (Items to be discussed – enter meeting dates)

ELAC Committee Roles & Responsibilities	10/1/19	English Learners Program, Waivers & Resources	10/1/19
Importance of Attendance	10/1/19	EL Master Plan	1/7/20
Annual Language Census	10/1/19	English Learners' School Needs Assessment	4/28/20

ATTENDANCE: Check All That Apply

NAME:	DELAC REP	PARENT	STAFF	PUBLIC
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Agustin Antunez	x	x		
Guillermo (towards end)		x		
Maribel Jimenez		x		
Anne Durant-Buggy			X	
Veronica Dunn			x	
Sylvia Currea			X	
Tao			x	
<i>Sign-In Sheet Available Upon Request.</i>				