

Cesar Chavez Elementary, English Language Advisory Committee (ELAC) Report.

ELAC has had three meetings during the current school year.

In the last two meetings, EL students' parents provided their feedback to assess CCE, EL students' needs.

#### Assessment of Needs

1. Need of more funding to increase the instruction of English Language Development. Currently, there is only one English Specialist, who teaches only 12 hours per week, serving a heterogeneous group of 27 EL students across all grade levels and English proficiency levels.
2. Parents want information about their child's English progress throughout the school year. Normally, parents are informed once a year about their child's progress in English Language Development via the results of the annual English Proficiency exam. Parents want to receive more frequent reports of their child's progress during the school year from the main teacher and from the English Language Specialist (English Teacher).
3. Parents would like to obtain more resources and guidance from the school (e.g. syllabus, study guide, books, homework, etc.) so they can support their child(ren) at home.
4. Parents would like to reduce the frequency of substitute teachers who substitute for the primary classroom teacher (not to be confused with the EL specialist teacher). Having too many substitute teachers can negatively impact student's behavior and academic success.
5. Parents suggested sending an online or on-paper survey in order to seek feedback from other EL parents unable to attend meetings.
6. Eliminate the pull-out practice to provide ELD instruction to EL students. Parents disagree with this practice since EL students are missing important instruction of core subjects. Or at least to inform parents when their child(ren) will be pulled out from his/her regular instruction to receive ELD intervention.
7. Parents want to know when the ELD program starts and ends. Normally, these dates are not announced with anticipation by the school.
8. Parents and the EL specialist would like to provide after school activities (game-day, field trips, etc.) to create a sense of community among EL students.
9. According to the EL Specialist, the majority of EL students at CCE required a lot of support in their writing skills.
10. The CAASPP Math and ELA performance of EL students is still very low. E.g. in the 2018-2019 CAASPP-Math results, 12 out of 18 EL students (in grades 3 to 6) did not meet math standards.