



District Language Advisory Committee Meeting
November 19, 2020

I. Meeting Called to Order

Judith Ramirez (Chairperson,) called the meeting to order at 3:00 p.m. A total of 26 participants took part in this meeting. A partial listing of participants is noted as follows: Eric Ruiz (Assistant Principal Instruction Operations/San Gabriel Charter); Ainat Emeth (Committee Assistant Co-Chair/EL Specialist Online Program); Grace Villagomez (Committee Secretary/Independent Study Teacher); Josie Jimenez (Assistant Co-Chair EL Specialist); Jodi Moreno (Principal/SanGabriel Charter); Allison Alvizuri (Post-Secondary Counselor); Jessica DeBruin (Independent Study Teacher); Cindy Weiss (Independent Study Teacher); Sarai Acosta Alonzo (Assistant Principal/Chino II); Shelly Barnett (Independent Study Teacher); Nicole Lozano (Independent Study Teacher); Daisy Valdez (Lead Center Coordinator-Online Program) Jimmy Arias (Enrollment Specialist); Kandice Bertonazzi (Assistant Principal Instruction Operations); Jessica Cameron Hogge (Independent StudyTeacher); Steven Esteban (student); Jesus Lopez (student); Maria Coronado (parent); Maria Correa (parent); Blance Flores (parent); Ines Garcia (parent); Raquel Flores (parent)

II. Agenda Items

a. Review of past meeting items

Ms. Ramirez began the meeting with a discussion on the purpose of the

DELAC committee and explained the function of the participant involvement. She further explained that the DELAC committee consists of parents, staff and any community member wanting to support the academic progress of English Language Learners. Ms. Ramirez informed the meeting attendees that this is the second committee meeting held this year.

b. Review of Needs Assessment Survey

Eric Ruiz (Assistant Principal) began a discussion relating to the results received from the “Needs Assessment Survey” completed by the parents of EL students. He noted that 59 responses were received, forming the basis of this discussion. According to Mr. Ruiz, the purpose of the survey was to determine the overall needs of our students, and to plan ways to assure that these needs are met.

- c. Before beginning the meeting, Mr. Ruiz established a process to use when evaluating the data results. Additionally, he suggested that we consider the following questions when reviewing the data: (1) “notice” or “wonder” what the data might be suggesting; (2) consider what information is driving the data (this could be because); and (3) consider a suggestion as to how to use the data (one thing the charter can do is...)

The first question posed to the parents in the assessment survey, was “how much do you know about the identification and placement process for English Learners?” Some parents explained that they don’t really understand the process, as these are not explained at the time of registration (parents don’t understand what they are filling out when completing the registration forms.) Parents also explained that they have had more experience working with traditional schools, as opposed to charter schools like Options for Youth. Parents advised they were unfamiliar with the names of the assessment tools used to classify students (i.e., ELPAC test, Ren-Star test, Home Language Survey). Others explained that this problem could be because the names of assessments have changed over time. Additionally, one person was confused as to the jargon and acronyms that are typically used when discussing the identification process. To address this issue, a suggestion was made to review the identification process at the next DELAC meeting. Additionally, this process can also be reviewed during parent conferences.

The second question posed to parents was “how much do you know about the school’s English Language Development process?” Here, many of the

responses were similar to those relating to the identification process. In response as to what can be done to encourage parent understanding, one parent suggested that enrollment materials and any information relating to this program be translated into Spanish. **Teacher Cindy Weiss suggested that the charter coordinate a “peer support group” for parents who want to be informed as to the details of the program. Another suggestion was to define the meaning of each of the acronyms used when discussing the details of this program with parents.** Teacher Jessica DeBruin wondered why some parents were not familiar with this program, given the fact that their students regularly meet with their EL specialists. Finally, the following parents all expressed an interest in joining the parent support group: **Mrs. Coronado, Mrs. Flores and Mrs. Lopez**

The third question posed to the parents in the survey was “how much do you know about how we support English Learners who are also in the school’s Special Education Program?” In response to this question, parent Maria Correa suggested that teachers utilize **text messaging to communicate** with the parents of students in these population groups.

Question number four was “would you like more information on the services provided by the Post Secondary Counselor?” Allison Alvizuri (Post Secondary Counselor) for the online program explained her responsibilities to the group. According to Ms. Alvizuri, Post Secondary Counselors focus on three areas: academics, college and career preparation and social/emotional services for students. Teacher Jessica DeBruin suggested that parents be provided with information relating to the invaluable services provided by the Post Secondary Counselors.

Question five was “how much do you know about the Bilingual Scholar’s program?” **Over 62% of the respondents indicated they knew little about the program. Some in the group wondered whether the students knew about the program.** According to Mrs. Correa, her son would most likely not recognize this title, even though he is in the program. To help improve the parent understanding, EL Specialist Ainat Emeth suggested that students be motivated to learn more about this program. **She suggested the school coordinate events where the participation of students is rewarded.** Ms. Emeth also suggested that the academic efforts of the students be recognized with school swag (merchandise.) EL Specialist Ramirez endorsed these comments, stating **“one thing we could do is bring the Bilingual Scholars together through extracurricular activities.** Parent Maria Coronado agreed that it would benefit the

students to meet others in the program, so that they could be better aware as to what the program offers the students.

The next question posed to the parents involved their knowledge of the ELPAC test and the reclassification process. A high percentage of the respondents explained that they were unfamiliar with both the test and the reclassification process. The group discussion indicated that more information needs to be presented to parents and all stakeholders.

The final question posed to the parents asked “how much do you know about the Seal of Biliteracy?” The majority of the parents and group participants explained they knew little about this program. As a result, the DELAC committee agreed to discuss this program at a later DELAC meeting.

- d. Mr. Ruiz next led a discussion in which he asked for suggestions for extracurricular activities. Mr. Ruiz encouraged the use of virtual events, given the current environment involving the pandemic. Mrs. Flores suggested that students have events in which they are encouraged to speak to each other. She explained that some EL students may need practice on how to speak to others. Mrs. Coronado suggested that students participate in events that foster a community for those who experience social anxiety. Teacher Grace Villagomez suggested that the team collaborate with Post Secondary Counselors to organize virtual museum tours. EL Specialist Ainat Emeth suggested that extracurricular activities be organized by the charter EL team to include all EL students in the charter.

IV. Meeting Adjournment

Erik Ruiz adjourned the meeting at approximately 4:05 pm.

**Minutes respectfully submitted by Grace Villagomez and Josie Jimenez*