

Parent Advisory Committee

**English Learner Subcommittee Report**

April 15, 2021

The meeting began at 9:15 a.m. Ms. Maria Daisy Ortiz (president) welcomed and thanked.

Each member introduced themselves and said his keyword for that meeting including the PCS Staff and MMED Team.

The learning objective. Additional information was provided by the Department of Multilingual and Multicultural Education about the different levels of ELPAC that the 4 level is the highest.

ELPAC levels range from Level 1-2-3-4 There is Level 2 Low Nivel2 High also at Level 3 Low and Level 3 High. In 2018-2019 the total ELPAC performance of English Learners is 97.261 students per K-12 levels 1 grade 20.608=21.19% 3 grade 1.583=18.15% but the alarming is that 9 grade there is 3092=53.29%. What is the reason for this increase and what support and interventions were provided that failed?

Level 2 K-12 grade 27.428=28.20% of grade 3 2.835=32.51% and grade 8 1.273=30.97% the same because this increase failed. What intensive supports were given to schools to prevent these increases? Who monitors this data and what is the role of the Coach designee?

Level 3 K-12 GRADE 34,064=35.02% 4 GRADE 3 841=41.95% But stagnation begins in grade 2 with 5,035=45.50% When proficiency levels begin to rise, the # of English Learners increase. Why? What is the failure of the Implementation or Monitoring or the 2?

Level 4 K-12 GRADE 15,160=15.59% grade 4 1,810=19.77% and GRADE 5 1,794=21.77% This is academic stagnation and it is clear that the positions paid are not doing their work in academic excellence including dELD instruction and iELD. This data is 2 years old, but in October 2020 the entire District took an ELPAC test on all Level 3 students and we have no data on what the result of that ELPAC was.

ELPAC results for writing; total EL students in 97,261.

Level 1K-12 grade29,148=29.97% Starting GRADE 6 2,067=38.83% grade 7 1,825=41.54% GRADE (1,691=41.14% GRADE 9 3,558=61.32% and successively GRADE 12 1,701=54.26% is inadmissible. How is it that they really graduate 100%, is it real the results are clear?

Level 2 K-12 GRADE 37,741=38.80% 3 GRADE 4.096=46.97% GRADE 5 4,088=49.60% GRADE 6 2,235=41.99% AND GRADE 11 1,173=40.25% Very fundamental area to close the academic gap.

Level 3 K-12 GRADE 22.20=23.26% GRADE 2 35.59% GRADE 4 28.31% GRADE 5 19.57% How they are designing daily instruction and what is the work of the School Principal and Instructional.

Level 4 K-12 GRADE 7,752=7.97% 4 GRADE 730=7.97%.

What types of supports and resources are provided to parents that are aligned to the student's academic gap to connect instruction to the home.

In SBAC (Smarter Balanced) in Language Arts that complies with the STANDARD EL 2018-2019 6% RFEP 49%

SBAC by Local District in Language Arts:

Local District Central EL5% RFEP 48%

Local District East 6% RFEP 49%

" Northeast 5% RFEP 46%

"Northwest 6% RFEP 51%

South 6% RFEP 47%

" West 7% RFEP 51%

LAUSD 6% RFEP 48%

The instruction has several phases of emergent, expansion, and transition of dELD and iELD.

What is the District and the appropriate offices doing the monitoring and implementation to know if the teacher supports student learning according to their English proficiency levels?

Suggestions submitted by members.

1- to present the second part of the ELPAC and the reclassification by grade.

2- Offer parent workshops on strategies language proficiency by grade level and by school for support your children at home

3- For ELAC committees in schools to develop and implement all workshops required of their members throughout the year to reinforce learning and teamwork.

Highlights for the May agenda

A) Title III/TSP Budget by District and its Action Plan

b) Math data in SBAC assessment.

c) Empower the families of students on how to ask questions to Teachers, Principals, and Superintendent etc.

Thank you to all the members that entered the subcommittee: Maria Munar, Carmela Jimenez, Norma Gonzales, Gabriela Rangel.

Respectfully Maria Daisy Ortiz, President