

English Language Advisory Committee (ELAC)

Agenda

Date: May 6, 2024

Time: 6:00pm - 7:00pm

Location: [Zoom](#)

I. Call to Order (Welcome)

- A. Ines Justiniano
- B. Irina Krokhotina
- C. Norberto Goussies
- D. Lina
- E. Alex Rochette
- F. Turkan Hasanzade
- G. Theresa Lambert
- H. Mayra Garcia-Mendoza

II. Approval of ELAC Minutes from [February 26, 2024](#)

- A. Rescheduled meeting from [April 6, 2024](#)

III. Discussion and Review Items

A. Reclassification 23-24 Summary

- 1. 17 students reclassified out of 51 current students



- a) Goal to reclassify within 4 years become Long Term English Learner
- 2. Parent asks: do we have a reason why this improvement in reclassification numbers (33%)?
 - a) We have no specific data, aside from great instruction and implementation of ELD.
 - b) Focused in ensuring that the ELD period was implemented
- 3. Parent asks: do we have a special teacher for this?
 - a) No, the classroom teacher is the same one that does the ELD small groups
 - b) Principal's job to ensure that all teachers are implementing the ELD period and contributing to reclassification numbers
 - c) Parent's jobs: to hold accountable the school and committee on track that constant growth is being made with reclassification numbers
- 4. Our reclassification number is quite high compared to other neighboring schools.
- 5. For next year, we would have another specific strand of data in analyzing why students that have been with us since kindergarten have not reclassified.
- 6. Landel's has an EL teacher: a few schools have a newcomer teacher, focusing on students that have just arrived to our country. Stevenson does not have a high number of newcomer students, therefore we were not assigned a newcomer teacher.

B. Attendance Year-to-Year Comparison

- 1. Overall attendance rates:
 - a) school average: 2022-2023: 95.52%
 - b) school average: 2023-2024: 96.29%



- (1) We had a really healthy increase, we have not met the district's goal of 97%, but we are the highest of our district's schools.
 - (2) 97% is realistic, we used to have this rate before the pandemic.
 - (3) Kinder tends to have the lowest rate of attendance
 - (a) Many factors, first year in school- first time encountering many germs, parents keep their children at home for mild illness.
2. Chronically absent: students that have missed 10% or more of the school year.
 - a) 22 students out of 445 that are chronically absent: 4.49% of students
 - b) State looks into subgroups, that is when we run into troubles.
 - (1) SWD: 9% of students at Stevenson receives Special Education services. However, 15% of those students are chronically absent.
 - (2) SED: 11% of students are SED at ST, however 12.77% are chronically absent.
 - (3) EL: 12% of students are EL, 9.80% are chronically absent
 - (4) Hispanic/Latino: 12% of students are Hispanic/Latino, and 9.62% are chronically absent
 - c) SWD and Hispanic/Latino students were identified by state as needing improvement at ST.
3. Parents asked: what has changed?



- a) If every subgroup had one less student being chronically absent, our numbers would drastically change.
- 4. We are hoping to keep improving these numbers.
- 5. Parent asks: what does it mean to be identified as a CA.
 - a) School is required to make a special plan for improving these numbers
 - b) Parent engagement/education: do an independent studies contract if traveling or not able to attend school for a few days.
 - c) ARIS- checking in with students that tend to miss school a lot, creating a safe and welcoming environment at school.
 - d) It is a parent responsibility to ensure their kids are at school
 - e) Per CA guidelines, all absences count towards this label- excused/unexcused absences.
- 6. Most of our chronically absent students do not have an overlap in between subgroups.
- 7. At the beginning of next school year, Ms. Lambert will give us an update for the ending number of chronically absences.

C. Review EL Goal in SPSA

- 1. We met this year's goal of reclassification
- 2. the action to meet this goal go into the SPSA plan
- 3. Before Ms. Lambert goes into writing a draft, what does ELAC think/suggest we could do to improve our EL=reclassification rates.
 - a) Parent's suggestion: increase the community involvement, and destigmatized being an english learner



4. Parents opting in to be part of the Konstella group:
 - a) Turkan Hasanzade
 - b) Lina
 - c) Norberto Goussies
5. Parent's suggestion: we do not have an intermediate goal/recognition, that way we can incentivize progress.
6. Parent's suggestion: For adult, there's a movies that can help learn different language

IV. Adjourn

- A. Meeting time for next school year:
 1. 6pm
- B. Meeting adjourned at 7:08pm.

Comité Asesor del Idioma Inglés (ELAC)

Agenda

Fecha: Lunes Mayo 6, 2024

Hora: 6:00 - 7:00pm

Ubicación: [Zoom](#)

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- I. Bienvenida
 - II. Aprobación de las actas de ELAC de [Febrero 26, 2024](#)
 - A. Reunión reprogramada del día [6 de Abril, 2024](#)
 - III. Artículos de discusión y revisión
 - A. Reclasificación 23-24 Resumen
 - B. Comparación de asistencia año tras año
 - C. Revisar el objetivo de EL en SPSA
 - IV. Aplazar