ELAC Q2 Meeting Minutes | Mission Academy

Meeting: ELEV8 ONLINE ELAC Q2 MEETING

ELAC Portion: 6:00 PM through end of meeting

Format: Microsoft Teams

Meeting Type: English Learner Advisory Committee (ELAC), Quarter 2

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1. Call to Order / Welcome

Gabrielle McCord opened the second ELAC meeting of the school year and welcomed both returning families from the earlier PAC meeting and families joining specifically for ELAC. She explained that the purpose of the meeting was to provide important ELAC updates while, more importantly, soliciting feedback from families about what is working and where the school can improve. Families could participate by unmuting, using the Teams chat, or contacting school leaders afterward.

The agenda included:

- ELAC officers and open committee positions
- Q1 family feedback and actions taken
- Overview of the English Learner program
- LCAP
- Learning Recovery Emergency Block Grant (LREBG)
- Comprehensive Support and Improvement (CSI)
- Reclassification
- Family/student feedback and questions

2. Spanish-Language Access & Family Translation Request

Before proceeding with the agenda, Heather Barnhart paused the presentation to ensure Spanish-language support was available. Catherine Castellanos verbally informed Spanish-speaking families that translation could be provided as needed during the meeting.

Family Input in Chat

Isela Hernandes specifically requested information in Spanish. She later clarified that she did not need the entire meeting translated, because she could follow information displayed on the screen, but wanted translation of selected spoken portions.

Catherine Castellanos responded that the information could also be sent to the family afterward for review. Isela Hernandes agreed.

Important ELAC minutes takeaway: A family requested Spanish language access during the meeting. Staff responded by providing verbal Spanish-language support and offering the meeting information for follow-up review.

3. Attendance / Family Representation

Families were asked to put their own names and their students' names in the chat for attendance purposes.

Relevant ELAC-period identifications included:

- Sarah Galvan identified herself as the mother of Angel and Brandon Galvan.
- The participant identified in chat as Israa indicated that she was Israa's mother, Sanaa.
- Denisse Sanchez identified herself as Alannie Hernandez's mother and shared that her daughter has been a San Diego Mission Academy student for three years.
- Isela Hernandes identified Dana Hernandez as her student.

- Juan Carlos Galvez identified himself as parent of Alyx Galvez.

4. ELAC Officer Roll Call & Vacancies

For purposes of the official minutes, Gabrielle McCord conducted a roll call for the returning ELAC officer. The prior chairperson, Valerie Galdamez, was called but was not present. This is her 3rd missed meeting.

The committee was informed that officer positions remain open for the current school year, including:

- Chairperson
- Vice Chairperson
- Secretary

Heather Barnhart explained that ELAC officers provide input to school leadership regarding programs, plans, budgeting, and the academic and language needs of multilingual learners. Families were told that no prior experience is required and staff will support anyone who volunteers.

At the end of the meeting, Emily Berkowitz launched a poll allowing participants to indicate yes, no, or maybe regarding interest in serving as an ELAC officer. Staff indicated they would follow up with interested participants and provide additional information.

5. Purpose of ELAC

Heather Barnhart reviewed the role of ELAC, explaining that it provides parents and students a direct opportunity to advise school leadership and participate in shaping programs and schoolwide plans affecting English learners and multilingual students.

The committee was told that the purpose goes beyond language development and includes ensuring that multilingual learners receive appropriate support for overall academic success.

6. Review of Q1 Family Feedback & School Response

The committee reviewed family feedback from the previous ELAC meeting regarding strategies for improving ELPAC performance and increasing reclassification. Previously collected family feedback showed:

- 57% selected additional workshops as helpful.
- 29% selected tutoring.
- 14% identified stronger parent-teacher communication as helpful.

Heather Barnhart explained that the school had acted on this feedback by developing additional ELPAC workshops while continuing tutoring, English-language paraprofessional support, and support from multilingual staff.

ELAC feedback/action connection: Family requests from Q1 directly resulted in additional ELPAC preparation workshops being offered during Q2.

7. English Learner Program Overview

Emily Berkowitz, Multilingual Program Specialist, provided an overview of English Learner supports. Three main layers of support were discussed:

1. Dedicated English Language Development curriculum.
2. Direct support through bilingual tutors and paraprofessionals.
3. Burlington English software, which allows students to independently practice language skills corresponding to ELPAC domains.

The four ELPAC language domains identified were:

- Listening
- Speaking
- Reading

- Writing

8. ELPAC Workshops

In direct response to Q1 family requests, the Multilingual Program developed a series of live ELPAC preparation workshops running through November, December, and January.

An introductory ELPAC session had already been offered in November. Families who missed it were told the information would be made available through ELD teachers and electronic communication.

Beginning in December, ELD teachers will offer workshops targeting each of the four ELPAC domains. Students will be permitted to attend a workshop even when it is offered by an ELD teacher other than their assigned teacher. Sessions are generally scheduled during office hours, 11:00 AM–12:00 PM.

Workshops resume again following winter break. Emily Berkowitz explained that families/students will receive a calendar containing clickable links allowing students to join individual practice sessions.

9. LCAP Review

Heather Barnhart gave families an overview of the Local Control and Accountability Plan (LCAP), explaining that it functions as the school's three-year roadmap for goals, actions, student supports, and use of state funding.

Special emphasis was placed on outcomes for:

- English learners
- Foster youth
- Low-income students

Families were reminded that their input helps shape the plan. The committee was also informed that full LCAP documentation is available for families who want additional detail.

10. Learning Recovery Emergency Block Grant

Gabrielle McCord reviewed the Learning Recovery Emergency Block Grant (LREBG), which provides funding to address academic, social, and emotional needs associated with pandemic-era impacts, with particular attention to students needing additional support.

The four grant focus areas presented were:

1. Accelerated learning, including tutoring and additional academic support.
2. Student wellness, including counseling and mental-health resources.
3. Family engagement, including stronger family involvement and communication.
4. Closing achievement gaps through targeted student supports.

Families were informed that the school has expanded from a small tutoring program to more than 20 tutors, with multilingual staff also available to support students. Extended learning, summer opportunities, increased individualized support, counseling, and mental-health services were discussed as possible/current uses of funds.

11. Parent/Student Input on Grant Funding

Families were asked to rank the grant-support priorities and identify which would be most important for their students. They were also invited to suggest additional uses of funding through the chat.

Family Chat Feedback

Sarah Galvan indicated that all of the proposed support areas were important, rather than identifying only one priority.

Important ELAC minutes takeaway: Family feedback supported the importance of the complete set of proposed grant priorities, including academics/tutoring, extended learning, individualized support, and student wellness.

12. Comprehensive Support and Improvement (CSI)

Jessica Bradley reviewed the school's Comprehensive Support and Improvement plan, focused particularly on graduation outcomes for fourth- and fifth-year high school students.

Families were informed that the schools are recognized as alternative schools because more than 70% of students belong to identified special populations. Because the federally measured fourth- and fifth-year graduation rate is below 68%, the schools are required to maintain a CSI plan.

The school explained that many students enter Elev8 after experiencing challenges in a traditional school setting, including entering behind in credits or with circumstances that have affected their educational progress. The school's approach is therefore to provide individualized support and continue working with students toward graduation.

Strategies highlighted included:

- Personalized graduation plans.
- Targeted tutoring.
- Credit-completion monitoring.
- Progress monitoring during each learning period.
- Increased supports for fourth- and fifth-year students.

The goal stated was to improve the federal graduation rate by at least 1 percentage point annually.

13. Family Feedback: Barriers to Online Coursework

A poll asked families:

What is the biggest challenge your student faces in staying on track with online coursework?

Participants responded through the poll, and families were invited to use the chat if their particular concern was not represented in the available options. The transcript confirms responses were being received, but it does not provide a reliable breakdown of the individual poll results, so those results should not be invented or quantified in the official minutes.

14. Reclassification Recognition

Emily Berkowitz recognized multilingual learners who successfully reclassified during the quarter.

Reclassification was explained as an important milestone showing that a student has demonstrated sufficient English proficiency across:

- Listening
- Speaking
- Reading
- Writing

Staff emphasized that reaching reclassification reflects significant student effort and family support. A recognition video was presented to celebrate students who had recently achieved the milestone.

The chat also reflected family/staff celebration of students. Brianna Simoneau specifically recognized Aileen's presence, and Denisse Sanchez responded with encouragement for her student.

15. Family Communication / Follow-Up Request

During the meeting, Joanne Kahili-Rositani requested Jessica Bradley's contact information through the chat. The school's contact information was provided, and Joanne Kahili-Rositani subsequently confirmed that she had emailed Jessica Bradley.

Follow-up item: Jessica Bradley received an email from the family during the meeting, creating a direct family follow-up item outside the ELAC meeting itself.

16. ELAC Officer Interest / Open Floor

Near the conclusion, Emily Berkowitz opened the floor for questions, comments, and additional feedback.

A final poll asked attendees whether they were interested in joining ELAC as an officer, with options allowing families to indicate definite interest, no interest, or that they wanted additional information first. Staff planned to follow up with interested families.

Conclusion and Thank You