ELAC
English Learner Site Needs Assessment
3/20/24
University City High School
AGENDA
● Welcome and Opening Question
● Approving Minutes of previous meeting, Feb 22, 2024
● ELAC Legal Task: the development of the schoolwide needs assessment
  1. Training
  2. Discussion & site data analysis
  3. Advise Principal
● DELAC Report
● Round Table
● Closure
Approval of Minutes of February 22, 2024
1. What is a needs assessment?
2. When should we conduct a needs assessment?
3. Why is it important?
4. What are the steps?
What is an EL Needs Assessment?

It is a systematic process used to identify the gaps/needs between current condition and desirable condition/ideal state.

Current Condition → GAPS and/or NEEDS → Ideal State = Success

EL Needs Assessment
To systematically..

- Identify areas of need and key questions to guide improvement of ELD programs;
- Involve all educational partners to develop solutions;
- Measure the impact of EL programs and use the data for decision making.
When should we conduct an EL Needs Assessment?

Yearly to measure the impact of current ELD programs.

- ELAC
- DELAC
Why is an EL Needs Assessment Important?

This process...

- Ensures a focus on current successes and strengths
- Evaluates current EL programs and practices
- Provides an opportunity to realign efforts and resources
ELAC Needs Assessment Process

1. Identify focus area
2. Gather/compile data
3. Analyze data (identify strengths & weaknesses)
4. Share findings with ELAC
5. Prioritize areas of greatest strength and need
7. Determine if more information or data is needed
8. Provide advice to the principal
9. Administrative feedback and proposed actions
Site Data Analysis
Dashboard - English Learner Progress

Student English Language Acquisition Results
Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- 2022: 55.8% ELs Who Decreased at Least One ELPI Level, 28.8% ELs who Maintained ELPI Level 4, 15.4% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H
- 2023: 58.3% ELs Who Progressed at Least One ELPI Level, 31.3% ELs who Maintained ELPI Level 4, 10.4% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H
Dashboard - English Learner Progress

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

English Learner Progress

- 58.3% making progress towards English language proficiency
- Increased 3.6%
- Number of EL Students: 48
Dashboard Overview

SCHOOL PERFORMANCE OVERVIEW

University City High

Explore the performance of University City High under California's Accountability System.

- **Suspension Rate**: Green
- **English Learner Progress**: Green
- **Graduation Rate**: Blue
- **College/Career**: Very High
- **English Language Arts**: Blue
- **Mathematics**: Blue
Let’s Look at the Data from Multiple Sources

UCHS Dashboard
Student Group Report (2022)
UCHS Enrollment Data (through 2023)
SBAC by Grade Level (11) - 2016-2022

California Healthy Kids Survey - Main Report 22-23
SBAC by Student Group
UC Profile
PowerUp Data P2 2023
D and F Comparison 2021-2022, 2022-2023, 2023-2024 P2 grades by subject
Current Practice

- Include information about what is currently being done at the site to address the second need or problem of practice.

How do you monitor your ELs? EL Coordinator monitors placement, conducted assessments, monitors grades, and supports in classes.

What support do you have in place? UCHS has three sections of ELD and ALD support. These classes have two certificated teachers to assist with small group instruction.

Do your teachers have an opportunity to specifically look at EL data? Yes, Staff looks at EL data during PLC meetings.

If your school’s ELPI Performance Level is high or very high, to what could this be attributed? UCHS ELPA performance level is HIGH and increased last year due to the focused instruction in ELD and ALD classes.
Questions to Guide Discussion

- What are the school’s strengths and how can we build on them to improve outcomes?
- What are the areas of concern? What can be done to improve these areas?
- What are the priorities according to the data?
- Do we need to gather more information? If so, what are the next steps?
UCHS has experienced low ELAC parent participation. Meeting are offered in the mornings as well as evenings. Meeting have been offered Hybrid; in person as well as on Zoom. Next year suggest offering dinner option as in previous years to increase participation.

Student performance is increasing and suggest continuing same supports next year.

23 students were reclassified and celebrated in February.
# ELAC Recommendations

## Needs Assessment: English Learner Advisory Committee

**Name of School**: 

**Date**: 

**SSC Meeting Date to present results of ELAC Needs Assessment**: 

### Names of ELAC Members Present

### Current EL Programs

Describe current programs and services for ELs at the site. Examples include: enrichment after-school activities, supplemental digital programs, etc. Be sure to include all actions from the SPDA that are provided to ELs directly. Consider describing the supports that are paid for from other funds to give a comprehensive picture of the EL program.

### Current Data for English Learners

Including, but not limited to: ELPCG, percentage of ELs making annual progress as measured by the ELPCG, SBAC performance, performance on district benchmarks, recategorization rate, Graduation rate for English Learners, S & F rates for English Learners.

### Recommendations

Based on the data above, describe the ELAC’s summary of current needs of ELs and their recommendations as to which programs for ELs should be maintained, added, and/or eliminated that are paid for out of the general, Title I, Supplemental Concentration, and/or Title III funds.
DELAC Report
### DELAC Representative Homework

**Please share the DELAC General Meeting topics with your school’s ELAC.**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>DELAC Chairperson/Vice Chairperson/Parliamentary Nominations</td>
<td>DELAC Nominations 02-29-2024</td>
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<tr>
<td>Understanding Reclassification and Alternate Reclassification</td>
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<tr>
<td>&quot;Please ask ELAC to provide input on the district’s reclassification process using the Input Form link.&quot;</td>
<td>Reclassification Process Input Form</td>
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<tr>
<td>Dual Language Programs</td>
<td>Dual Language Information</td>
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<tr>
<td>SDCCD English for Parents</td>
<td>English Classes for Parents</td>
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<tr>
<td>Family Engagement Updates Feb./Mar.</td>
<td>FE Updates March</td>
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### TAREA

**Por favor comparta los temas de la junta general de DELAC con su comité de ELAC en su escuela.**

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<thead>
<tr>
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<tbody>
<tr>
<td>Nominaciones de DELAC para Presidente/Vicepresidente/Parlamentario</td>
<td>Nominaciones DELAC 29-02-2024</td>
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<tr>
<td>Informe de la reclasificación y la reclasificación alternativa</td>
<td>Composición de la reclasificación y la reclasificación alternativa</td>
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<tr>
<td>&quot;Solicite a ELAC que proporcione información sobre el proceso de reclasificación del distrito utilizando el enlace del Formulario de información.&quot;</td>
<td>Formulario de entrada del proceso de reclasificación</td>
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<tr>
<td>Programas de Lenguaje Dual de SDUSD</td>
<td>Programas de Lenguaje Dual</td>
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<tr>
<td>SDCCD Inglés para padres</td>
<td>Clases de inglés para padres</td>
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<tr>
<td>Actualizaciones sobre la participación familiar en Febrero/Marzo.</td>
<td>FE Updates March</td>
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THANK YOU

Next Meeting:
TBD in Fall 2024