



Time	Topic	Presenter(s)
2:00 pm	Welcome	Susy Mekarski, Program Coordinator / Chair/ Vice-Chair
2:04 pm	Agenda Review	Susy Mekarski, Program Coordinator
2:10 pm	Review of October Minutes No edits or feedback from members	Susy Mekarski, Program Coordinator
2:10 pm	Workday Updates/Account Set up Due by: December 31 st , 2025 Optional Advisory Workday Workgroups: <ul style="list-style-type: none">Monday November 24th 2:00 – 4:00 pmTuesday November 25th 2:00 – 4:00 pm Please reach out if you have any questions or concerns	Jenni Amado, Latinx SSP Team
2:20 pm	Community Connections What does academic excellence look like in our community? How can we advance our Latinx students' academic success?	Chair/ Vice-Chair
2:56 pm	Entering Public Meeting	
2:45 pm	Agenda Review	Susy Mekarski, Program Coordinator
2:46 pm	Early Proficient Family Facing Materials feedback What is the EL identification process?	Ben Wolcott, ELPA Specialist

1. Student enrolls in school
2. School finds out if the student needs testing (Language Use Survey)
3. If LUS says the student needs testing, school administers the ELPA Screener
4. If student qualifies on the ELPA Screener, they enter English Learner status
5. School delivers English language instruction
6. Student tests every year in ELPA Summative to find out how their English has progressed
7. When student scores Proficient on the ELPA Summative, they exit EL status

ELPS = English Language Proficiency Assessment

- Tests proficiency in English
- Four 'domain tests': Reading, writing, listening, and speaking

EL Status + English learner status

- Student gets English language instruction
- Student tests each year on ELPA
 - Emerging: Student stays in EL status
 - Progressing: Student stays in EL status
 - Early Proficient (new in 2025-26): Family decides if student stays in or exits EL status
 - Proficient: Student exits EL status

What is the Early Proficient family decision?

- School contacts family to let them know the student scored Early Proficient.
- School schedules live conversation with family to explain everything they need to know about EL status, ELPA, and Early Proficient.
- School provides families with an official form to record their decision.
 - If the family decides the student exits EL status, they will stop getting English language services and no longer test on ELPA.
 - If the family decides the student stays in EL status, they will keep getting English language services and keep testing on ELPA.
- Members can see and provide feedback on the forms

Member Feedback/Discussion:

- Appreciation for the state bringing this to the Advisory

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| | <ul style="list-style-type: none"> • The state is on the wrong side of the question, not about family feedback; it's about the test being fair. <ul style="list-style-type: none"> ○ Give an ELPA screener/examination to a native speaker and likely they would fail as well; that's not fair to students. ○ How do teachers build the skills for students to exit the program? That educator education and necessary resources need to be brought back. ○ There are great intentions into bringing this idea forward, but the state needs to go back and see if the ELPA itself is a fair tool to our English Language learners, and if the former practices of using portfolios could be brought back to prove proficiency to exit the program. • Questions posed to student families and caregivers are quite complex; parent language skills may be a barrier to understanding and answering accurately. <ul style="list-style-type: none"> ○ Families may not communicate with their students in English, and not being present with them at school they may not know their student's language skills and proficiency <ul style="list-style-type: none"> ▪ Parents may have different interpretations of what proficiency may mean to them that doesn't align with the framework requirements • Concern was voiced about the ability of the parents to understand the purpose of the form and the benefit to their students. • Creating new processes for educators, how will this be communicated clearly on a broad scale? How will we know that this is implemented with intention and care across the state? Will interpreters be made available to families? We have seen this same issue with students and their families concerning IEP meetings. <ul style="list-style-type: none"> ○ May be the first time parents are navigating this system in the US, they might not know all their rights ○ With all the challenges going on right now we're asking for one more thing for feedback and implementation • There may be lots of staff that aren't fully fluent in Spanish, and conversations may not be conveying the full importance during these meetings. Are parents understanding fully? Are older students being relied on to answer and provide feedback for themselves, so it's not truly the parents' choice? • How soon will this process be put in place? It may affect students based on scores that are not accurate. When will scores be tallied, | |
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	<p>meetings held, communications passed and students allowed to progress? There are implications from logistics and system standpoints.</p> <ul style="list-style-type: none"> • What if students are ready to re-test, but are sick or unable to sit for the exam? What are the fine print criteria? It heavily affects our students. • What is progress over perfection and how can we use this to our students best? Maybe posting a resources tab where resources can be compiled and shared? 	
3:50 pm	<p>Legislative Report: Input</p> <p>Due to timing, please familiarize yourself with the 2026 Latinx Legislative Report prior to our next meeting on December 16th, 2025, so we can use the time efficiently.</p> <p>ODE is seeking Advisory Group Member feedback as this report will represent our program and our community to the legislature.</p>	Susy Mekarski, Program Coordinator / Chair/ Vice-Chair
3:55 pm	Closing	Chair/ Vice-Chair
4:00 pm	Meeting Adjourned. Next Meeting December 16th	
<p>Members Present: Member Alejandrez, Member Avila, Member Balladares, Member Bazen, Member Calderon, Member Chavez Ramero, Member Gomez, Member Cibrian, Member Galvan-Rodriguez, Member Garcia-Contreras, Member Guzman Ortiz, Member Magana, Member Monroy-Mota, Member Nava-Costales, Member Nunez, Member Ortiz-Chavolla, Member Quinn, Member Ramos, Member Tovar</p> <p>Members Absent: Member Amaral Delgado, Member Arce, Member Baldisseri, Member Boman-Mejia, Member Cruz Ochoa, Member Espinoza, Member Juarez, Member Ramirez Gonzalez, Member Rivera, Member Rivera Lindstrom, Member Smith</p> <p>ODE Staff Present: Program Coordinator Mekarski, J. Amado, B. Wolcott</p>		