



**TEACH Wide English Language Advisory Committee Meeting**  
**Monday, November 17 @ 5pm**  
**In Person: TEACH Parent Center or Zoom**  
*teachps.org*

	<b>Date</b> <i>Fecha</i>	<b>Parent/Guardian Name</b> <i>Nombre del padre / tutor</i>	<b>Student Name</b> <i>Nombre del Estudiante</i>	<b>Contact Number</b> <i>Número de Contacto</i>	<b>Email</b> <i>Correo Electronico</i>
1.	11/17	Brown, Wilma	Williams, CamrynRenee (5th)	310-702-8491	brownwilma1978@gmail.com
2.	11/17	Lopez, Graciela	Arias, Iker (6th)	323-697-7259	lgraciela83@gmail.com
3.	11/17	Ordinola, Lacey	Sanchez, Liam (6th)		annesaavedra2927@gmail.com
4.	11/17	Filidor, Julian			jfilidor@teachps.org
5.	11/17	Flores, Elsa			eflores@teachps.org
6.	11/17	Ramirez, Luis			lramirez@teachps.org

**DRAFT**



## TEACH Public Schools

### Minutes

#### English Learner Advisory Committee (ELAC) Meeting

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**Date and Time**

Monday November 17, 2025 at 5:00 PM

**Location**

@TEACH Parent Center (1750 W. Century Blvd.)

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**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

Notice is hereby given that the order of consideration of matters on this agenda may be change without prior notice.

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.

**FOR MORE INFORMATION**

For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 1846 W. Imperial Highway. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898.

[www.teachpublicschools.org](http://www.teachpublicschools.org)

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**Directors Present**

**Directors Absent**

*None*

**Guests Present**

L. Ramirez, eflores@teachps.org, jfilidor@teachps.org

**I. Opening Items**

**A. Record Attendance / Récord de asistencia**

Per roll call of elected ELAC Committee, we did not have quorum as an official meeting. This month's ELAC Committee will move forward as an informational meeting.

**B. Call the Meeting to Order**

Meeting called to order by Mr. Ramirez at 5:03pm.

**C. Approve Minutes / Aprobar las actas**

Minutes were shared by Mr. Ramirez of October's ELAC Committee Meeting. No approval of minutes was rendered due to a lack of quorum.

**II. English Learner Parent Feedback Survey / Encuesta de opinión de padres de estudiantes de inglés**

**A. English Learner Parent Feedback Survey / Encuesta de opinión de padres de estudiantes de inglés**

Mr. Ramirez, Ms. Flores and Mr. Filidor introduced the English Learner Parent Feedback Survey draft. The draft included ten preliminary questions. Mr. Ramirez shared that these questions were introduced in today's meeting to begin the process to determine both the strength of these questions and to further understand comprehension by those in attendance before sharing to those who will likely be surveyed.

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:59 PM.

Respectfully Submitted,  
L. Ramirez

## English Learner Parent Feedback Survey

### Purpose:

We value your input! Your feedback helps us understand how we can better support your child's English language development and school experience. Please take a few minutes to share your thoughts.

1. How satisfied are you with the support your child receives in learning English at school?

- Very satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very unsatisfied

**Wilma Brown:** She's very satisfied. She says she's learning everything she needs to learn. Yeah, she's been learning ever since she went to the elementary, so... and I enjoy it, and I love the work that you guys do.

**Elsa Flores:** I was thinking, Mr. Ramirez, Mr. Filidor, though, maybe with that question, like, once we push it out...to parents and to students, we can even put, like, a little... a little extra line there that says maybe asking them to state their reason why they might have picked very satisfied, why they might have picked unsatisfied or neutral. Yeah. And allowing them that space there to go ahead and respond. They don't need to, if they want you'd like to add into it.

2. How well do you feel your child's teachers understand and support the needs of English Learners?

- Extremely well
- Very well
- Somewhat well
- Not very well
- Not at all well

**Wilma Brown:** Like I've always said, the school has always deal with her needs, she's passing her grades, she's doing what she's supposed to do, she's understanding everything. Yes, I do. They do a very good job. I have no problems, I don't get no calls or nothing. I'm glad I did find this school when I was driving up and down the street. Just in time for her to go to school. But yeah, I'm glad I... you guys was in the area. Cause she was gonna go to private school, and I didn't want to pay all that money. So, I'm glad you guys let her enroll and everything, and she's doing very well.

3. What do you think is working well in your child's English learning experience this year?  
(Open-ended)

**Wilma Brown:** She's been doing a lot more. She said they're doing...A lot better than what they was doing in the elementary part of it. She likes it because she's doing her English, Hispanic, and her English, and P.E. and everything. Right? It's an advance, but they... children gotta learn how to do things. In a timely manner. It's not like she's just sitting there and not learning. She's actually learning.

**Graciela Lopez:** shared that the school checks in with both students and families in regards to their progress which is different from her experiences with other schools where they have not in the past.

4. What challenges or areas for improvement do you see in your child's English learning program?  
(Open-ended)

5. How often does the school communicate with you about your child's progress in learning English?

- Frequently
- Sometimes
- Rarely
- Never

**Graciela Lopez:** Shared her experiences at Palisades High School as opposed to now where she feels that her family has received additional support due to the school checking-in with her frequently.

**Wilma Brown:** My kids are my oldest daughter, she's 25 now, she went to, St. Mary's. And, she's always went to Catholic school. Then my son, he's went to different, public schools because he was special ed. And it's just different, just... but it feels good to have your kids to finish school and do what they're supposed to do.

**Graciela Lopez:** Shared the importance of parent-teacher conferences and their frequency for continual information regarding their children's progress.

6. When you receive communication from the school, is it provided in a language you understand?

- Always
- Most of the time
- Sometimes
- Rarely
- Never

7. How comfortable do you feel contacting your child's teachers or school staff with questions or concerns about your child's progress?

- Very comfortable
- Somewhat comfortable
- Not comfortable

8. Do you feel your child is included and supported in all classroom activities (not just English development classes)?

- Always
- Most of the time
- Sometimes
- Rarely
- Never

9. Would you be interested in attending parent workshops or meetings to learn more about how to support your child's English learning at home?

- Yes
- Maybe
- No

**Wilma Brown: The more English she knows, the better off she'll be.**

10. What additional support or resources would you like the school to provide to help your child succeed?

*(Open-ended)*

**Graciela Lopez: Shared that she believes that afterschool programming does not possibly have programs of interest for her family. She would like to see a more expansive afterschool program for children that keeps them more active.**

**Wilma Brown: Yes, and then if they can have transportation for the kids that don't have it.**

**Julian Filidor: Well, I might have a little bit of insight, for the group as far as both transportation and after school. So, I know that TEACH Public Schools. Is, in the works to purchase two vans. And we're gonna purchase two vans, put, the logo, the big logo on the side, for, transportation purposes, and those will be owned by the school. We're not gonna be...So, that was something that I heard was approved by Matt, or at least in the works. That's one thing, so perhaps... In the future, that could be an option for providing after school, and then a last round of transportation. That would be...If there's any campuses that take priority, I know that sports...Would probably take a priority, as, that was one of the main reasons why.**

**Julian Filidor: [afterschool programming]** And I know that they were supposed to have, like, a club rush, where they were offered a bunch of different clubs to the students. But unfortunately, you know, they said that at the beginning of the school year, they were going to do it in September, and September came and went, and they never actually had it. And so, Graciela brings up a good point that sometimes she picks up her child and she sees other kids just sitting, not really engaging in any activities. And so, that's something that, we need to communicate with them, like, what happened with the club rush? Why aren't there more options, right?

**Wilma Brown:** Then another thing, they be too busy on their cell phones, the reason why they're not doing what they're supposed to be doing. I see a lot of TikTok and... Instagram students on phones.

**Julian Filidor:** Right, totally. Yeah, we see it at the high school as well. quite a lot. If these students had something to occupy their minds, something to occupy their time, we... I think we would see a lot less of that, right? A lot less of that being on their phones, right? Maybe if they had a project that they needed to work on for their after-school club, right?

**Wilma Brown:** Exactly, and if they really do their homework, they can get it done in a timely manner.

**Julian Filidor:** Yeah, so, that's something that we...I'm gonna need to follow up on and... and see why programming has... Is a lot less, maybe? There's... a lack of communication between After School All-Stars and our school staff, right? They could recruit more teachers to start clubs, and it's not... it was never really made clear, to the teachers that they get paid, right, if they stayed after school, if they started a club. I, myself, offered a music club at the high school last year. I started that, because we cut the music class. the year before, and I'm a musician myself, I'm an artist, I wanted...Our kid to be able to have some kind of musical expression. the music club, right? And so that was pretty successful for last year, but it wasn't picked up really for this year. This year, there is a teacher doing the music club, Mr. Grigsby. At the high school, but it's not as developed as it could be, as it should be.

**Wilma Brown:** What I was thinking, because I know some of the girls from my daughter's school wanted to do stuff like cheerleading, maybe you could start a pre-cheerlead class at the junior high, so when they get to high school, they already be in cheerleading. them early, and then they transfer over, they're already in cheerleading? That's their activity.

**Julian Filidor:** Let's say after cheer is finished, or after, you know, he can spend some time at the middle school. Maybe at the elementary, you know, having...

**Wilma Brown:** Alright, even if they don't have cheerleading for them, they can do a drill team. Get a good drill team, get some music, get some, you know...People... have some people or somebody come out and teach them how to do drill team. That'll keep them exercised, keep them good, and everything.

**Julian Filidor:** Yeah, not only that, maybe that can get them thinking about college. Yeah, so I think as an organization, we should...Grow from having just sports, which is kind of where we're at right now....Yeah, so we have sports, but how can we grow that to different clubs, right? Right. You know, not just athletes, but what about a chess club, or a gaming club?

Yeah, that's what it's about, you know, and you're building these lifelong skills, you know, not just... it doesn't stay with you in high school, but you take that on with you for the rest of your life, you know?

**Wilma Brown:** Right. That's something you were like, okay, I know how to cook this, I can do this, let's see how, you know... and it helps them do their measuring. They're not only learning how to cook, they're learning math.

**Julian Filidor:** I really appreciate that, and your input is super valuable. Your input is very, very valuable. We appreciate all the input today that you've had, and you know, that's what it's about, learning from you, and how we can be better, a better school for your child.