

SCHOOL SITE COUNCIL MEETING - Franklin Elementary School

AGENDA/MINUTES – OCTOBER 24, 2022

DATE: 10/24/2022

TIME: 3:00 PM

LOCATION: Room 11

ATTENDEES

Role	Member Name		Role	Member Name		Role	Member Name	
Principal	Catherine Mullins	X	Other	Dina Brambila	X	Parent	Patricia Padilla	☐
Teacher	Avery Seekford	X	Parent	Ofelia Castaneda	X	Parent	Monica Alvarado	X
Teacher	Maria Uvina	X	Parent	Angelica Zamora	☐	Student		☐
Teacher	Julia Ramos	X	Parent	Mayra Valencia	X	Student		☐

MEETING CALLED TO ORDER AT 3:02 PM

ITEM	PERSON RESPONSIBLE	PURPOSE	MINUTES	ACTION
Approval of Minutes	Chairperson		The minutes from the September 26, 2022 meeting #1 were shared and approved.	Motion: Maria Uvina Seconded: Avery Seekford Action: Approved
DELAC Report from September 2022	Principal	Information	The District English Language Advisory Committee report was shared. ELAC parent Ofelia Castaneda attended and gave a report. She shared that programs for ELs were discussed, specifically RISE and ASES. She shared that beginning on Nov. 29th, TK and KN scholars will be included in RISE programs. It was discussed that if parents want to meet with their child's teacher, that parents would need to initiate a meeting.	
Local Control Accountability Plan	Chairperson	Information	The Local Control and Accountability Plan (LCAP) was adopted at the June 20, 2022 Board meeting. The LCAP is located on the Modesto City Schools website. Feedback was welcomed from all stakeholders regarding the LCAP. The LCAP website was shared with SSC members and how to access the information.	

REPORT: Initial and Annual Language Assessment and Reclassification	Principal	Information	Initial and Annual Language Assessment process was explained for 2022-2023. (see attached). The process for identifying English Learners was shared along with the Home Language Survey questions and information below. The ELPAC Assessment information and reclassification criteria was discussed and the attached handout was given to members.	
SSC Training	Principal	To assure all members are trained	Training any SSC members who were not at the first meeting. Ms. Monica Alvarado completed the SSC training. All other members have already been trained.	
Review of 2022-2023 SPSA Goals	Principal	Review, Input, Approval	The 2022-23 SPSA goals, actions, and services that resulted from the Spring 2022 SPSA Planning were presented and discussed. All SPSA School Goals and actions and strategies were shared with the council. Parents of the council shared that their children are very happy with the PBIS incentives currently used at the school. The budget allocations for these goals were approved. A change in the budget to add additional PLC Consultation Days with Kristin Anderson was approved to add additional \$24,000 to the CSI funds and reduce the amount allocated for after school interventions that are not being utilized at this time.	Motion: Mayra Valencia Seconded: Julia Ramos Action: Approved
2022-2023 Site Budget & Carryover funds	Principal	Review, Input, Approval	The 2022-2023 site budget was presented. The following input was provided: ELAC parent input was shared and discussed. Parents agree that they would like for their students to go on more college field trips. The SSC also agreed that this would be a good use of funds and help with promoting AVID this year. College field trips for 4th, 5th, and 6th grades will cost approximately \$13,000. It was also shared to help students be more prepared for SBAC testing that a program with practice tests and small group interventions would benefit improvement in goals 1 & 2 of the SPSA. This program would cost \$4544. And it was agreed to spend \$331 on parent involvement to inform parents of the AVID program.	Motion: Mayra Valencia Seconded: Julia Ramos Action: Approved
Parent Input			Parents would like to see more sports at the school.	
Future Agenda Item			None at this time.	

MEETING ADJOURNED AT 4:02 PM

Home Language Survey

The Home Language Survey (HLS) is completed upon initial enrollment into California Schools. Families do not complete an HLS if the child has previously been enrolled in California schools.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken in the home? (parents, guardians, grandparents, or any other adults)

Students for whom there is at least one response other than, or in addition to English on questions 1, 2, or 3 are designated as having a primary language other than, or in addition to, English, and must be assessed with the English Learner Proficiency Assessment for California (ELPAC) Initial Assessment within thirty calendar days of enrollment. The completed HLS is retained in the student's cumulative file in addition to being entered into the school's student information system (PowerSchool).

ELPAC Language Assessment

English Learner Proficiency Assessment for California (ELPAC)

State and federal law requires that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

- **ELPAC Initial Identification Assessment:** The ELPAC Initial Identification Assessment is used to determine whether or not a student is an English learner. LEAs will score this at the local level, which will result in a quicker turnaround of test results and facilitate timelier placement of students in the appropriate programs.
- **ELPAC Summative Assessment:** All identified ELs will be given the ELPAC Summative Assessment each spring. The results will be used to determine English learners' progress in reading, writing, listening, and speaking and for federal accountability purposes. In addition, because the summative test is administered in the spring, test results will be available to teachers by the beginning of the academic school year, providing information to guide their instructional planning. This information, along with the results of the state's academic assessment tests, can also help LEAs determine the effectiveness of their targeted ELD instruction.

ELPAC General Performance Level Descriptors

The chart below provides the general performance level descriptors (general PLDs) for the ELPAC. These general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories in the 2012 California English Language Development Standards: Kindergarten Through Grade 12. See the ELD Standards Proficiency Level Continuum below.

These general PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold between level 3 and level 4. For the IA, a student whose IA results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP).

Level	ELPAC Performance Level Description
4	English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

ELD Standards Proficiency Level Continuum

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support, depending on the linguistic and cognitive demand of the task.	General Extent of Support						
	Substantial Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.		Moderate Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.		Light Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		Occasional Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.

Modesto City Schools Reclassification (Exit) Criteria & Process 2021-2022

Districts are required by California Education Code section 313, to use the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Districts were advised by the California Department of Education that state testing or identified local assessments could be used to determine English learners (ELs) who were meeting academic measures that indicated they were ready to be reclassified. This guidance regarding the fourth criterion remains unchanged.

Once all information is documented, the student's status is changed to "RFEP", and the school is provided with documentation for the teacher and a copy is filed in the cum file. Students who do not meet all criteria remain classified as "EL" (English learner).

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (EC Section 313[f])	Modesto City Schools Criteria
English Language Proficiency Assessment	Overall English Language Development (ELD) Performance Level 4
Teacher Evaluation	The student's teacher(s) must recommend the student based on academic performance, including grades. Grades K-6: Average of 2 or higher in Language Arts on Standards-Based Report Card Grades 7-8: Obtained a grade of C or better in English Language Arts or a Cumulative GPA of 2.0 Grades 9-12: Obtained a grade of C or better in English Language Arts or a Cumulative GPA of 2.0
Parental Opinion and Consultation	After site and district approval, Parent/Guardian is notified and given an opportunity to consult with staff regarding programs to further increase prospects for academic achievement.
Comparison of Performance in Basic Skills – Academic Achievement	Grades K-3: DIBELS met benchmark Grades 4-6: CAASPP Score of Met Standard Grades 7-8: CAASPP Score of Met Standard Grades 10-11: StudySync met benchmark Or Grades 4-9, 12: Standards Met or Exceeded on CAASPP - ELA