

# SCHOOL SITE COUNCIL MEETING -

**AGENDA – OCTOBER 2023**

**DATE:** 10/24/23

**TIME:** 3:30PM

**LOCATION:** LIBRARY

## ATTENDEES

Role	Member Name		Role	Member Name		Role	Member Name	
Principal	Brandon Fromm	<input type="checkbox"/>	Other	Rosizela Jordan	<input type="checkbox"/>	Parent	Emma Sperling	<input type="checkbox"/>
Teacher	Jennifer Ruijsenaars	<input type="checkbox"/>	Parent	Christine Podesto	<input type="checkbox"/>	Parent	Ashley Etchebarne	<input type="checkbox"/>
Teacher	Cydney Casteel	<input type="checkbox"/>	Parent	Luis Bautista	<input type="checkbox"/>	Student		<input type="checkbox"/>
Teacher	Nour Hamza	<input type="checkbox"/>	Parent	Jill Riley	<input type="checkbox"/>	Student		<input type="checkbox"/>

## MEETING CALLED TO ORDER AT

ITEM	PERSON RESPONSIBLE	PURPOSE	MINUTES	ACTION
Approval of Minutes	Chairperson			Motion: Seconded: Action:
DELAC Report from September 2023	Principal	Information		
Local Control Accountability Plan	Chairperson	Information		
<b>REPORT:</b> Initial and Annual Language Assessment and Reclassification	Principal	Information		
Update on goals - SPSA Monitoring Document	Principal	Information		
RISE and Intervention Supports	Principal	Information		
Update to Title I Budget	Principal	Information/Vote		Motion: Seconded: Action:
Parent Input				

Future Agenda Item				

MEETING ADJOURNED AT

# 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 →		
<b>Native Language</b>  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 <b>enter</b> the Emerging level having limited receptive and productive English skills.  As they <b>progress through</b> the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon <b>exit</b> from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners <b>progress through</b> 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 <b>progress through</b> 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 <b>exit</b> 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.
<b>High-Level Thinking with Linguistic Support</b>  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 <b>varying linguistic support, depending on the linguistic and cognitive demand of the task.</b>	<b>General Extent of Support</b>						
	<b>Substantial</b>  Students at the <b>early stages</b> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided <b>substantial</b> linguistic support; as they develop more familiarity and ease with understanding and using English, support may be <b>moderate or light</b> for familiar tasks or topics.		<b>Moderate</b>  Students at the <b>early stages</b> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided <b>moderate</b> linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be <b>light</b> for familiar tasks or topics.		<b>Light</b>  Students at the <b>early stages</b> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided <b>light</b> 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.		<b>Occasional</b>  Students who have <b>exited</b> the Bridging level benefit from <b>occasional</b> linguistic support in their ongoing learning of English.

# Modesto City Schools Reclassification (Exit) Criteria & Process 2023-2024

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