

SCHOOL SITE COUNCIL MEETING –Standiford

AGENDA/MINUTES – OCTOBER 2017

DATE: OCTOBER 10, 2017 **TIME:** 3:00PM

LOCATION: ROOM 40

ATTENDEES

Role	Member Name	Attended	Role	Member Name	Attended	Role	Member Name	Attended
Principal	Amber Wethern	<input type="checkbox"/>	Other	Jennifer Hoogerwerf	<input type="checkbox"/>	Parent	Jessica Gines	<input type="checkbox"/>
Teacher	Jill Aja-Yates	<input type="checkbox"/>	Parent	Meghan Rupp Freriks	<input type="checkbox"/>	Parent	Tricia Ford	<input type="checkbox"/>
Teacher	Barbara Miller	<input type="checkbox"/>	Parent	Gina Mason	<input type="checkbox"/>	Student		<input type="checkbox"/>
Teacher	Amy Waayers	<input type="checkbox"/>	Parent	Amanda Reynolds	<input type="checkbox"/>	Student		<input type="checkbox"/>

MEETING CALLED TO ORDER AT

ITEM	PERSON RESPONSIBLE	PURPOSE	MINUTES	ACTION
Approval of Minutes	Jennifer (SSC Secretary)			Motion: Seconded: Action:
SSC Training	Principal	To assure all members are trained	Training any school site council member who was not at the first meeting.	
Local Control Accountability Plan	Chairperson	Information	<p>The 2017-2020 LCAP was approved at the June 20, 2017 Sylvan Board of Trustees meeting along with the 2017-2018 Proposed Sylvan District Budget. The LCAP is located on the Sylvan District Website (link below). Feedback is welcomed from all stakeholders regarding the LCAP. The LCAP is reviewed annually and revised to reflect the current needs, stakeholder feedback and budget. The LCAP is approved annually by the Sylvan Board of Trustees and reviewed by the Stanislaus County Office of Education</p> <p>You can access the LCAP on the SUSD website with the link on the left hand side. www.sylvan.k12.ca.us</p> <p>Feedback: How is our school assuring that our English Learners, Foster Youth and Socioeconomically Students are received increased/improved services? (See attached document)</p>	
Review of 2016-2017 SPSA Goals and Presentation of 2017-2018 SPSA	Principal	Information	The principal presented information about the progress the site made on the 2016-2017 SPSA Goals. The 2017-2018 SPSA goals, action and tasks that resulted from the Spring 2017 SPSA Planning Day were presented and discussed. A major change for the SPSA is the listing of metrics (data) that will be reviewed throughout the year as these help measure our progress on the	

Goals			SPSA actions. The 2017-2018 SPSA will be brought back to the SSC next month for approval prior to the Sylvan District Board of Trustees approval on December 5, 2017. Feedback from SSC members included:	
2017-2018 Site Budget	Principal	Review, Input, Approval	The 2017-2018 site budget was presented (see below). The following input was provided:	Motion: Seconded: Action: CHOOSE ONE
ELAC Responsibility - Initial and Annual Language Assessment	Principal	Information	Initial and Annual Language Assessment process was explained for 2017-2018. (see attached)	
Parent Input			Parent input was requested based on the LCAP State Priority on Parent Involvement (#3). The LCAP states, "Parent Training Opportunities, including, but not limited to Technology, Special Education, English Learners, Common Core State Standards." Question: As a parent/guardian of a Sylvan student, what training would provide you with the best support for your student? Why? (Priority 3: Parent Involvement - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups.) FEEDBACK:	
Future Agenda Items				

LCAP – INCREASED OR IMPROVED SERVICES

GOAL/ACTION	EXPENDITURE
A.1 Effective professional learning will be the vehicle for all school staff - teachers, administrators, counselors, and classified staff - to learn to effectively implement the research-based curricular and instructional practices, including technology embedded practices, proposed in State Curriculum Frameworks. Sylvan District learning initiatives for all students, including identified student groups will be the focus.	Director of Professional Learning / Induction
	2 additional days for staff at beginning of year for professional learning
A.2 Professional Learning Communities (PLC) consistent protected time will focus on collaborative work on student achievement. Site Leadership Team members, as part of the District Guiding Coalition, will support the PLC process at school sites. Embedded Coaching with Solution Tree in 2017-2018 will focus on Response to Intervention implementation process and continue to strengthen PLCs.	3 Assistant Principals at 7 elementary sites
A.3 Library access for all student groups to support pupils research and learning.	Full Time Library Media Assistants
	Librarian
A.4 Integrate technology in all content areas supported by professional learning and support by the Director of Technology and Instructional Coaches.	Technology Support Staff
A.7 Offer a multi-tiered system of supports (MTSS) as an integrated, comprehensive framework that focuses on State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Local measures to be used during collaboration to inform instruction with close analysis of student group metrics.	Teacher Hourly Pay for Site-Based Programs
	Student Data Management Systems (EADMS)
A.8 Using the ELA/ELD Framework as a guide, increase staffs' understanding of ELD standards to ensure English learners are provided with support in accessing the State Standards (credentialed and classified staff).	Books and Supplies
	Substitutes / Stipends
A.9 ELD/Literacy Specialists will continue to implement English Language Development Standards and instructional strategies to support students acquisition of English through a consistent English Language Development (ELD) program that includes both Integrated and Designated ELD. The ELD/Literacy Specialists collaborate with classroom teachers to assure all students receive Integrated ELD and Designated ELD.	ELD/Literacy Specialists 14.0 FTE
A.10 Identified Middle School English Learners will have access to core ELA/ELD and Language Acquisition classes with rigorous academic content, including Newcomers and Long Term English Learners.	Title I Paraprofessionals
A.11 Newcomer English Learners needing additional language acquisition support will be provided software to support acquisition.	Rosetta Stone Software
B.1 Parent Training Opportunities, including, but not limited to Technology, Special Education, English Learners, State Standards, Aeries Parent Portal. Provide parent training on how to assist pupils academically and behaviorally, as well as how to navigate the education system.	Materials
	Teacher Hourly Pay
	Classified Salaries
B.2 Provide opportunities for pupils to form connections with peers and adults through social/emotional support. Opportunities will include pupils who have not made adequate progress or demonstrate attendance or behavioral issues.	Counselors 4.0 FTE (Middle School not included on this document)
	Materials for Counselors
B.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.	Campus Supervisors
	Positive Behavior Intervention Support (PBIS)

	Board Certified Behavior Analyst (BCBA)
	Counselor FTE 1.0 - Focus on behavior
B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.	Director of Student Support Services/Child Welfare
	Counselor FTE 1.0 with Focus on Student Attendance
B.6 Develop school-to-pupil connections, including middle school electives.	Maintain teacher stipends for middle school clubs and sports
	Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE
B.7 Counselors will provide staff with information on issues and reality barriers that pupils experience with a focus on low income pupils and Foster Youth. Develop a partnership with foster care agencies to increase communication with parents.	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison
B.8 To support parent engagement, provide translation and interpretation services	Interpreters
	Translation Service

Home Language Survey

The Home Language Survey (HLS) is completed upon initial enrollment into California Schools. Families do not complete a 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 California English Language Development test (CELDT) 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 (SIS).

CELDT Initial Assessment (2017-2018 only)

CELDT results will be the primary determinant for initial identification of English proficiency status. Qualifying students at all grade levels are assessed in listening, speaking, reading and writing. Based on the overall CELDT score, the student is classified at one of five fluency levels in English:

1. Beginning
2. Early Intermediate
3. Intermediate
4. Early Advanced
5. Advanced

New students from other states are tested within 30 days of their enrollment into California schools.

CELDT PROFICIENCY LEVEL DESCRIPTORS

Beginning — Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Early Intermediate — Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Intermediate — Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Early Advanced — Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Advanced — Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

ANNUAL ASSESSMENT

ELPAC Annual Assessment (beginning in 2017-2018)

English Learner Proficiency Assessment for California (ELPAC)

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment in spring 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It is comprised 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. The initial assessment will be active in fall 2018.

- **ELPAC Initial Identification Assessment:** The ELPAC Initial Identification Assessment (IIA) will be used to determine whether or not a student is an English learner. The ELPAC IIA will be shorter and more targeted than the CELDT. LEA's will score the IIA 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 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.

Following the spring 2017 and fall 2017 field tests for the initial assessment (IA) and summative assessment (SA), the specific performance level threshold score recommendations will be submitted to the State Board of Education (SBE) for approval pursuant to California *Education Code* Section 60810(2) after the IA and SA standard settings. 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). These recommendations for IFEP and reclassification will be reconsidered by the SBE upon adoption of the specific threshold scores.

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

ELD Proficiency Level Continuum					Lifelong Language Learning	
→ Emerging →	→ Expanding →	→ Bridging →				
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.