



## English Learner Advisory Council Meeting Agenda

Monday, February 25, 2019

3:30 – 4:00 P.M.

Business Office Conference Room, 7353 Valley Circle Blvd.

### English Learner Advisory Committee Members

Maria Gennaro, CELDT/ELPAC Coordinator, Secretary

Sandra Ramirez, Elementary EL Coordinator, Chairperson

Pamela Moye, Middle and High School EL Coordinator, Vice Chairperson

Ana Andrade Cruz, Parent

VACANT, Parent

VACANT, Parent

A.1 Call Meeting to Order and Roll Call and Establish Quorum

A.2 Flag Salute

A.3 Adoption of the Agenda

A.4 Approval of Previous Minutes- January 28, 2019

A.5 Public Participation/Comments

B.1 ELPAC Report

B.2 EL Students Report

B.3 Reclassified Students Report

B.4 California State Seal of Biliteracy

#### A. Elementary Bilingual Service and Participation Award (BSPA)

The intent of the Elementary School "Bilingual Service and Participation Award" (BPSA) is to encourage students along the path of bilingualism for students who are not actually in a dual language or bilingual program leading to biliteracy. This can be awarded at the end of elementary school. The criteria might include:

- Attainment of age-appropriate proficiency in English (CELDT Proficiency for English Learners; California Standards Test in English Language Arts at a "Proficient" or higher level for English Only students);
- Age appropriate oral/listening proficiency in the home language for English Learners and in the second language for students whose home language is English (e.g. Spanish LAS at a level 4 or higher);
- Documentation of active use of two languages (e.g., serving as a bilingual ambassador for visitors to the school, reading books to preschoolers, etc.);
- Positive attitudes towards bilingualism and understanding that bilingualism has benefits (demonstrated through an essay or oral presentation).
- This award is designed to measure attainment of age-appropriate biliteracy for students who have been in Immersion, Heritage, Foreign Language, Two-Way Bilingual Immersion, Dual Language, or maintenance bilingual programs. Criteria could include:



- California Standards Test in English Language Arts at the "Proficient" level or above in fifth grade;
- Demonstration of proficiency in a language other than English (e.g., Standards Test in Spanish at the "Proficient" level or above in fifth grade, attainment of a level 4 or higher on the Spanish LAS).
- In addition to the requirements outlined above, both the Bilingual Service and Participation Award and the Biliteracy Attainment Award could require students to complete several additional criteria that demonstrate actual use of two languages. These might include, for example:
  - Completion of a set number of hours of community service using primary language skills in service to the school or community and demonstrating the ability to use translation in social situations;
  - A written paper in two languages (translation) with a rubric score of 4 or above at the 5th grade level;
  - A written essay on why bilingualism is important to them personally, to their community, and to the world;
  - Oral presentation about five careers where bilingualism is important and why and how bilingualism is a benefit in those careers;
  - Reading logs signed by their teachers of ten books (at grade level) read independently in English and ten books (at grade level) read independently in a language other than English.

#### B. The High School State Seal of Biliteracy

The California State Seal of Biliteracy Criteria established in legislation certifies attainment of a high level of proficiency in two or more languages. The English criteria includes:

- Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 or above.
- Passing the California Standards test in English language arts administered in grade 11 at the proficient level or above.
- For English learners not reclassified, attain the overall early advanced level on the English language development test

The criteria for proficiency in a language other than English is one of the following:

- Passing a [World Language Advanced Placement](#) examination with a score of 3 or higher
- Successful completion of a four-year high school course of study in a world language and attaining an overall grade point average of 3.0 or above
- Passing a school district language exam that, at a minimum, assesses speaking, reading and writing passing at a proficient level or higher
- Passing the SAT II world language examination with a score of 600 or higher

#### B.5 LCAP Discussion

#### C.1 Adjournment