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# RIDGECREST INTERMEDIATE SCHOOL

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**Mr. Jaime Mancilla**  
Principal

**Dr. Taylor Holloway**  
Assistant Principal

## AGENDA

### English Language Advisory Committee

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*October 11, 2017 | 9 am*

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#### ELAC members

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<b>Time</b>	<b>Item</b>	<b>Owner</b>
9 am	Welcome and Introductions	Jaime Mancilla, Principal Taylor Holloway, Assistant Principal Laurie Gatz, ELD Teacher
9:10 am	Election of DELAC Representatives	Jaime & Taylor
9:15 am	Importance of Regular School Attendance	Taylor
9:20 am	ELD Program Overview	Laurie Gatz
9:25 am	ELD Placement & Reclassification Criteria	Jaime & Taylor
9:35 am	RIS Accountability Data Single Plan for Student Achievement Input	Jaime & Taylor
9:55 am	Questions & Closing	Jaime & Taylor

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## English Language Learner Reclassification Criteria

Annually, each English Learner (EL) is assessed to determine his/her progress in learning English. Parent(s) or guardian(s) will receive an annual letter reporting their student's progress. An English Learner will be reclassified as fluent English proficient when he/she meets all of the following criteria:

Reclassification Criteria Pursuant to California Education Code Section 313	PVPUSD Reclassification Criteria for Grades 3 through 12
1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and...	California English Language Development Test (CELDT): <ul style="list-style-type: none"> <li>A student must receive an overall score of Early Advanced or Advanced on the CELDT with no more than one Intermediate sub-score.</li> </ul>
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and...	Grades 3, 4, and 5: <ul style="list-style-type: none"> <li>The student must demonstrate that he/she has met a preponderance of standards in all academic areas on the 3<sup>rd</sup> trimester (year-end) Achievement Report (standards-based report card) with no standards reported as not met.</li> <li>The classroom teacher must recommend the student for reclassification to fluent based on the student's ability to demonstrate curriculum mastery and English language proficiency.</li> </ul> Grades 6, 7, 8, 9, 10, 11, and 12: <ul style="list-style-type: none"> <li>The student must earn grades of C or better in all academic areas.</li> <li>The English language arts teacher must recommend the student for reclassification to fluent based on the student's ability to demonstrate curriculum mastery and English language proficiency.</li> </ul>
3. 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; and...	California Assessment of Student Performance and Progress (CAASPP): <ul style="list-style-type: none"> <li>The students must meet or exceed the achievement standards on the English language arts literacy portion of the Smarter Balanced Assessment Consortium (SBAC) taken by students at the end of each academic year in grades 3 through 8 and 11.</li> <li>Students must perform at, near or above standard to meet or exceed achievement standards on selected English language arts literacy portion of the SBAC interim assessment blocks taken by students at the beginning of each academic school year in grades 3, 10, and 11.</li> </ul>
4. Parent opinion and consultation.	Reclassification Parent/Guardian Meeting: <ul style="list-style-type: none"> <li>The site administrator or ELD coordinator invites the parent(s) or guardian(s) of all students who meet reclassification criteria 1, 2, and 3 to a reclassification meeting.</li> <li>At the meeting, the reclassification record and appropriate supporting materials will be shared and discussed with the parent(s) or guardian(s).</li> <li>If the parent(s) or guardian(s) agree to the change in placement, the student will be reclassified as fluent English proficient (RFEP).</li> </ul>

California Department of Education

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# California Model Five-by-Five Placement Reports & Data

Ridgecrest Intermediate (Rancho Palos Verdes, CA)  
 Palos Verdes Peninsula Unified

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## English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator

Reporting Year: 2017 (Spring)

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue <ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>Asian</li> <li>Two or More Races</li> <li>White</li> </ul>	Blue (None)

<p><b>High</b> 10 points above to less than 45 points above</p>	<p>Orange (None)</p>	<p>Yellow (None)</p>	<p>Green (None)</p>	<p>Green  <ul style="list-style-type: none"> <li>▪ English Learners</li> <li>▪ Hispanic or Latino</li> </ul> </p>	<p>Blue (None)</p>
<p><b>Medium</b> 5 points below to less than 10 points above</p>	<p>Orange (None)</p>	<p>Orange (None)</p>	<p>Yellow (None)</p>	<p>Green (None)</p>	<p>Green (None)</p>
<p><b>Low</b> More than 5 points below to 70 points below</p>	<p>Red (None)</p>	<p>Orange (None)</p>	<p>Yellow  <ul style="list-style-type: none"> <li>▪ Socioeconomically Disadvantaged</li> </ul> </p>	<p>Yellow  <ul style="list-style-type: none"> <li>▪ Students with Disabilities</li> </ul> </p>	<p>Yellow (None)</p>
<p><b>Very Low</b> More than 70 points below</p>	<p>Red (None)</p>	<p>Red (None)</p>	<p>Red (None)</p>	<p>Orange (None)</p>	<p>Yellow (None)</p>

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

**Total Number of Student Groups in Each Performance Level**

All Student Groups	Red	Orange	Yellow	Green	Blue
7	0	0	2	2	3

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# California Model Five-by-Five Placement Reports & Data

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## Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

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Select an Indicator: **Mathematics (Grades 3-8) Indicator** Reporting Year: **2017 (Spring)**

[View Detailed Data](#)

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue <ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>White</li> </ul>	Blue <ul style="list-style-type: none"> <li>English Learners</li> <li>Asian</li> <li>Two or More Races</li> </ul>
High 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green <ul style="list-style-type: none"> <li>Hispanic or Latino</li> </ul>	Blue (None)

<b>Medium</b> More than 5 points below to 25 points below	Orange  (None)	Orange  (None)	Yellow  (None)	Green  (None)	Green  (None)
<b>LOW</b> More than 25 points below to 95 points below	Red ▪ Socioeconomically Disadvantaged	Orange  (None)	Yellow  (None)	Yellow  (None)	Yellow ▪ Students with Disabilities
<b>Very Low</b> More than 95 points below	Red  (None)	Red  (None)	Red  (None)	Orange  (None)	Yellow  (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

**Total Number of Student Groups in Each Performance Level**

All Student Groups	Red	Orange	Yellow	Green	Blue
7	1	0	1	1	4

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

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# California Model Five-by-Five Placement Reports & Data

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**Suspension (Middle School) - Student Group Five-by-Five Placement** [View District Five-by-Five Placement](#)

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Select an Indicator: Suspension Indicator Reporting Year: 2017 (Spring)

LEVEL	Increased Significantly by greater than 4.0%	Increased by 0.3% to 4.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 3.0%	Declined Significantly by 3.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue ▪ Students with Disabilities
Low greater than 0.5% to 2.0%	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)

<p><b>Medium greater than 2.0% to 8.0%</b></p>	<p>Orange (None)</p>	<p>Orange  <ul style="list-style-type: none"> <li>▪ English Learners</li> <li>▪ Two or More Races</li> <li>▪ White</li> </ul> </p>	<p>Yellow  <ul style="list-style-type: none"> <li>▪ All Students (School Placement)</li> </ul> </p>	<p>Green  <ul style="list-style-type: none"> <li>▪ Asian</li> <li>▪ Hispanic or Latino</li> </ul> </p>	<p>Green (None)</p>
<p><b>High greater than 8.0% to 12.0%</b></p>	<p>Red (None)</p>	<p>Orange (None)</p>	<p>Orange (None)</p>	<p>Yellow (None)</p>	<p>Yellow (None)</p>
<p><b>Very High greater than 12.0%</b></p>	<p>Red  <ul style="list-style-type: none"> <li>▪ Socioeconomically Disadvantaged</li> </ul> </p>	<p>Red (None)</p>	<p>Red (None)</p>	<p>Orange (None)</p>	<p>Yellow (None)</p>

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

**Total Number of Student Groups in Each Performance Level**

All Student Groups	Red	Orange	Yellow	Green	Blue
7	1	3	0	2	1

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.





Home / Testing & Accountability / Compliance Monitoring / English Learner Advisory Committee

## English Learner Advisory Committee

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

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[En español](#)

### Requirement

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

### Responsibilities

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. Ways to make parents aware of the importance of regular school attendance.

### Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

### Elections

1. Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
3. Districts with 31 or more ELACs may use a system of proportional or regional representation.

### Training

The district shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

## Legal References

- *California Education Code*, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)
- *California Code of Regulations*, Title 5, Section 11308 (b), (c), and (d)

**Questions: Language Policy and Leadership Office | 916-319-0845**

Last Reviewed: Friday, September 30, 2016

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### ELECTION BALLOT

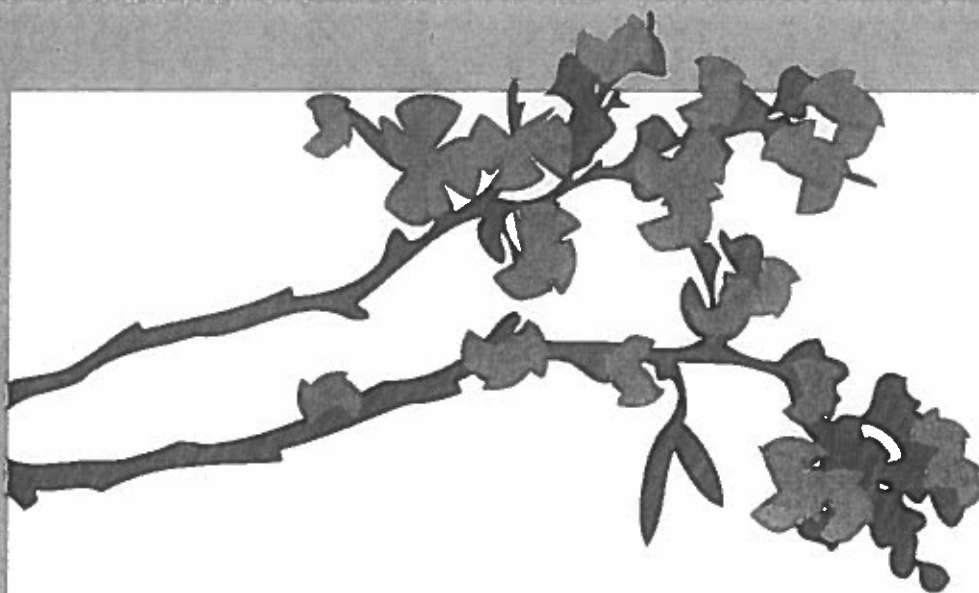
#### English Learner Advisory Committee – ELAC

Vote for up to 7 committee members

**\*\*\*RETURN TO THE FRONT OFFICE BY MONDAY OCTOBER 2<sup>nd</sup>\*\*\***

Name	Role	Mark YES Vote Here
SAMPLE Parent A	Parent	<b>X</b>
Liuchun Yang	Parent	
Kay Morikawa	Parent	
Yasuko Tanoura	Parent	
Mehrnaz Shaker	Parent	
Xiya Li	Parent	
Laurie Gatz	ELD Teacher	
Other (write in)		

**Only parents of English Learner students may vote on this ballot.**



**RIDGECREST INTERMEDIATE SCHOOL  
ENGLISH LANGUAGE ADVISORY COMMITTEE  
2017-18 MEETING DATES**

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**RIS ELAC MEETING DATES**

**OCTOBER 11, 9 – 10AM**

**JANUARY 23, 9 – 10AM**

**MARCH 28, 9 – 10AM**

**ALL MEETINGS ARE HELD IN THE RIS LIBRARY**

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**DELAC MEETING DATES**

**NOVEMBER 8, 10 – 11:30AM**

**JANUARY 31, 10 – 11:30AM**

**MARCH 14, 10 – 11:30AM**

**APRIL 25, 10 – 11:30AM**

**ALL MEETINGS ARE HELD IN THE COMMUNITY ROOM AT  
THE DISTRICT OFFICE**