

English Learner Parent Informational Meeting

Chino High School

Mr. Miller: Principal

Mrs. Beyer: ELD Teacher

Mrs. Kuklinski: Assistant Principal/
EL Coordinator

Mrs. VanEmbricqs: ELD Teacher

Agenda

- Welcome
- What is ELAC/DELAC
- Election of Representatives
- English Learner Identification
- Reclassification Process
- What does the EL program look like at Chino High School?
- Williams Uniform Complaint Procedure
- Questions/Comments



Chino High School ELAC Dates

- ELAC 1 (Parent Informational Meeting):
September 6, 2023 9:00 am
- ELAC 2: October 11, 2023 9:00 am
- ELAC 3: January 17, 2024 9:00 am
- ELAC 3: March 6, 2024 9:00 am
- ELAC 4: April 10, 2024 9:00 am

English Learner Advisory Committee

Families and Schools in Partnership

- Some Schools are Required to have English Learner Advisory Committees (ELAC)
 - California public schools
 - Grades K-12
 - 21 or more English learners
 - An Independent committee with separate agenda and minutes



Purpose of ELAC

- **ELAC – English Language Advisory Council**
 - Advise School Site Council and the development of Single Plan for School Achievement
 - Advise school's EL Program
 - Assist in the development of:
 - Needs assessment – what do our students need to learn?
 - Educating parents about the EL Program
 - Bring about awareness of the importance of school, including attendance, involvement, support.

Major Function of the ELAC

- To help
 - The Principal and school staff improve the school's program for English learners
 - The School Site Council on the development of the Single Plan for Student Achievement (with budget considerations)

Who Can Be a Member of the ELAC?

- Parents
- Staff
- Interested community members
- *Note: Only parents of EL students can vote in ELAC elections.



District ELAC Meetings (DELAC)

- October/Octubre 3, 2023 (9:00 A.M. – 11:00 A.M.)
- January/Enero 9, 2024 (9:00 A.M. – 11:00 A.M.)
- February/Febrero 20, 2024 (9:00 A.M. – 11:00 A.M.)
- April/Abril 16, 2024 (9:00 A.M. – 11:00 A.M.)

We Need Parent Representatives!

¡Necesitamos padres representantes! 我们需要家长代表！

Wǒmen xūyào jiāzhǎng dàiibiǎo!

- Please vote for parent representatives using the QR code. Would you like to be a parent representative for ELAC or DELAC? Please enter your name as a write-in.
- Vote por los padres representantes usando el código QR. ¿Le gustaría ser un padre representante de ELAC o DELAC? Por favor ingrese su nombre como escritura.
- 请使用二维码为家长代表投票。您想成为 ELAC 或 DELAC 的家长代表吗？请输入您的姓名作为填写。Qǐng shǐyòng èr wéi mǎ wéi jiāzhǎng dàiibiǎo tóupiào. Nín xiǎng chéngwéi ELAC huò DELAC de jiāzhǎng dàiibiǎo ma? Qǐng shūrù nín de xìngmíng zuòwéi tiánxiě.



English Learner Identification

- Language Assessment
 - English Learner Proficiency Assessments for California (ELPAC)
 - Initially Fluent English Proficient (I-FEP)
 - Limited English Proficient (LEP)
 - Reclassified Fluent English Proficient (RFEP)

ELPAC Proficiency Level Descriptions

- Emerging (1): Emerging ELD Class
- Expanding (2-3): Expanding ELD Class
- Bridging (3-4): Ready to Reclassify

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

Level 1 (Emerging)

- English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills.
- 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, depending on the topic.

Level 2 (Mid- to Low-Expanding)

- English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills.
- 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 contexts; they need **substantial-to-moderate support** to communicate on less familiar tasks and topics.

Level 3 (Upper Expanding, Low Bridging)

- English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills.
- 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 contexts; they need **moderate support** to communicate on less familiar topics.

Level 4 (Upper Bridging)

- English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills.
- 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 contexts; they may need **light support** to communicate on less familiar tasks and topics.

Reclassification Process

- ELPAC Score
 - Overall score of 4
- Benchmark Assessments
 - Proficient or advanced on a state and/or district benchmark assessment (SBAC, Essential Standards Assessment -ESA)
- Meet with school administration to sign reclassification paperwork
- Celebrate!

What does the EL Program look like at Chino High School?

- Emerging students have a two-hour block ELD class.
 - 60 minutes Core Curriculum (reading, writing, listening, speaking)
 - 60 minutes Intervention: ILIT Curriculum (ELD Companion Curriculum)
- Expanding A or B students have one ELD class and one English class.
 - Informational/Literary texts; Vocabulary/Assignments, Peardeck, Newsela/ Bellringers, Speaking/Conversational Practice
- Emerging and Expanding ELD support literacy for all subjects.
- ELD strategies and differentiation of instruction occur in all general education classes.
 - Designated English Language Development (DELD) = ELD class
 - Integrated English Language Development (IELD) = grade-level English class

Williams Uniform Complaint Procedure

- A Williams Complaint can be filed when a parent believes that instructional materials, facilities, or teacher assignment are inappropriate or harmful to students.

Examples:

- Perceived misuse of federal funds
- Discrimination against a student or a student's family

Williams Uniform Complaint Procedure

- Need to file a complaint? You can begin the process in our school office or at the district office.
- Your concern will go to our Human Resources (HR) Department.
- HR will evaluate the complaint and pass it to the appropriate department.

Thank you!

- We appreciate your time!
- If you have any questions, comments, feedback, or concerns, please email me:
kamila_kuklinski@chino.k12.ca.us
- We look forward to seeing you at our next meeting: October 11, 2023 at 9:00 am