

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING MINUTES
Hamilton High School Library
Wednesday, December 11, 2019**

5:30 p.m. Public session for purposes of opening the meeting only.
 5:30 p.m. Closed session to discuss closed session items listed below.
 6:00 p.m. Reconvene to open session no later than 6:30 p.m.

1.0 OPENING BUSINESS:

Call to order and roll call at 5:31 p.m.

 v Gabriel Leal, President v Hubert "Wendall" Lower, Clerk Absent Rod Boone
 v Genaro Reyes v Ray Odom

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

1. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
2. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
3. Government Code Section 54956.9, Subdivision (a), Existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.
4. Government Code Section 54956.9, Subdivision (a), Pending litigation. Name of case: Goodwin v. Hamilton Unified School District, Glenn County Superior Court, Case No. 19CV02117.
5. *Conference with Real Property Negotiators.* Property: Westermann property north of Hamilton High School, approximately located at 500 Sixth Street, Hamilton City, CA 95951 (APN: 032-230-015-000). Agency Negotiator: Jeremy Powell, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.

Report out action taken in closed session. none

5.0 PUBLIC SESSION/FLAG SALUTE: Lead by Mr. Reyes

6.0 ADOPT THE AGENDA: (M)

Motion to adopt the agenda by Mr. Lower, 2nd by Mr. Reyes

Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports.
 - Mr. Reyes commented that the elementary school had a good Christmas program and that the 7th Grade fundraiser went well. The winner of the inflatable gingerbread house gave it back to PTO. Thank you.
 - Mr. Leal recently attended a basketball game and a meeting for students who want to show at the fair. Both were well attended.
2. ASB President and Student Council President Reports
 - a. Hamilton High School, report given by ASB treasurer, Mari Cruz
 - i. Next week we have finals
 - ii. Wrestling, basketball and soccer are up and running
 - iii. Turkfest last month was well attended. We look forward to Hamfest next Tuesday.
 - iv. ASB is going to provide snacks for the art exhibit in the library next Friday.
 - b. Hamilton Elementary School, Ella Mendez
 - i. The winter concert and winter program were well attended.
 - ii. We've had 3 wins for the girls' basketball team.

iii. Leadership is starting Pennies for Patients next month.

3. District Reports (written)
 - a. Technology Report by Frank James (page 1)
 - b. Nutrition Services Report by Sean Montgomery (page 2)
4. Principal and Dean of Student Reports
 - a. Kathy Thomas, Hamilton Elementary School Principal – report attached
 - b. Maria Reyes, District Dean of Students
 - i. We are wrapping up the semester.
 - ii. We toured CTE County Regional Program and saw veterinary, welding and dental programs.
 - iii. We went to BUILD.COM to pitch Senior Projects.
 - iv. Butte College will be here tomorrow to help students fill out college applications.
 - v. Next Thursday we will have a ham and students will participate.
 - vi. There is still time to participate in the MEChA giving tree until 12/20/19.
 - c. Cris Oseguera, Hamilton High School Principal – report attached
 - I. Mr. Leal asked how many students leave early and come back late for Christmas break.
 - II. Mr. Oseguera replied that about 10 students do this.
 - III. Mr. Odom commented that students who leave early miss finals and this can cause them to lose credits. He also noted that there had been discussion in the past about a short-term independent study program to recapture ADA.
 - IV. Mr. Oseguera showed gratitude for the teachers who accommodate students and their schedules.
 - d. Sylvia Robles, Adult School (page 3)
5. Chief Business Official Report by Kristen Hamman – report given under section 11.1 (written)
6. Superintendent Report by Jeremy Powell (page 4)

8.0 PRESENTATIONS:

1. Operations Report by Alan Joksch (page 5)
 - i. Dr. Powell commended Mr. Joksch in his new role and setting a vision for his team.

9.0 CORRESPONDENCE:

1. Letter from Glenn County Office of Education – HUSD 2019-20 LCAP Approval (page 6)

10.0 INFORMATIONAL ITEMS:

1. HUSD Williams 2019-20 (page 7-8)
2. HUSD Enrollment History for 5 years (page 9)
3. Bond Status (Fund 21) Update (page 10-11)
 - i. Mr. Odom asked when the items on page 11 would be reimbursable
 - ii. Mr. Cannon replied that they would be reimbursable at the time HUSD submits the application to the State for funding
4. DTSC Expansion Preliminary Endangerment Assessment Schedule (page 12)

11.0 DISCUSSION ITEMS:

1. First Interim Report 2019-20, Presented by Kristen Hamman (page 13-152)
 - i. Mr. Leal asked if the Special Ed outgo takes into consideration the bill back at end of year
 - ii. Ms. Hamman replied that this dollar amount was given to us Spring 2019, so it won't be increased
 - iii. Mr. Leal asked about utilities
 - iv. Ms. Hamman replied that she looked back and saw that we had spent more than we had budgeted
 - v. Mr. Odom commented that we are in financial crisis and that the school board members are responsible for correcting this
 - vi. Ms. Hamman confirmed that our First Interim is a Qualified Certification because projections indicate we will not meet our financial obligation in the third year.
 - vii. Mr. Odom referenced the cafeteria fund on page 66 and asked if we could charge indirect costs to the cafeteria since it has a surplus
 - viii. Ms. Hamman said she would look into it and find out.
 - ix. Dr. Powell indicated that he and Ms. Hamman will be working together with the community to address this situation. We plan to put together a budget study committee so this can be addressed in a collaborative way that will be best for our community.

- x. There was a brief discussion with public comment regarding the first interim report and the Qualified Certification. Mr. Leal reiterated that Dr. Powell would be forming a committee soon to deal with the budget issues.
2. Site Expansion Permitting Update (page 153)
 - i. Mike Cannon indicated that all site testing has been completed.
 - ii. DTSC should be done by end of May
 - iii. CEQA is running data now
 - iv. Civil Engineer reports we are within a 75-year flood plain and FEMA Zone X which means we don't have to mitigate the site for flooding. Reports have been sent to state architect to verify. This could save the district lots of money not having to bring in soil.
 - v. We are on scheduling and anticipate having work completed by end of August.
 - vi. Mr. Odom commented that we are in phase 1, purchase of the land. The next phase is to build a gym. Paradise is breaking ground on a new gym with a \$5.9 million bid.
 - vii. Mike Cannon said he would look into how Paradise is doing that.
 3. Emergency Communication Procedures (page 154)
 - i. Dr. Powell commented that the emergency communication hierarchy for major incidents is still evolving.
 - ii. This is our third iteration.
 - iii. We recently got the opportunity to implement it during our internet outage.
 - iv. We've also adjusted AERIES communications to confirm that messages go out as planned.
 - v. Mr. Oseguera commented that he wanted to take responsibility for the recent AERIES communication that didn't go out as planned.
 - vi. Mr. Leal commented that recently he got a call from a concerned parent who did not receive communication about an incident. He likes the extra step of sending something home.

12.0 **PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

No public comment

13.0 **ACTION ITEMS:**

1. Government code section 66006 Developer Fee Report for 2018-19 Fiscal Year (page 155)
 Motion to accept the Government Code section 66006 Developer Fee Report for 2018-19 Fiscal Year by Mr. Lower, 2nd by Mr. Odom Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

2. First Interim Report 2019-20 (page 13-152)
 Mr. Odom commented that knowing 85% of expenditures are fixed with salaries and 15% of the budget can be reviewed, not much can change this year.
 Mr. Odom moved to accept the First Interim Report 2019-20 and request the superintendent report options and recommendations on this year's budget.
 Dr. Powell indicated this can be included as a discussion item on the next meeting agenda.
 Mr. Lower 2nd the motion. Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

3. Direction to Superintendent regarding 2018-19 Bond Transfer (page 10-11)
 Mr. Odom commented that this \$350K that was transferred last May was legal. Those funds were expended without governance. People intended that the bond money be spent on future projects. We have an obligation to replenish the \$350K.
 Input on the subject of the bond transfer was received by multiple community members present.
 Mr. Odom made a motion to replenish the school bond fund of \$350K, but how to do it, would like the superintendent to make a recommendation next meeting. Mr. Lower 2nd the motion. Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE

Odom: AYE	
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4. Approve HTA to HUSD Request to Bargain (page 1156)

Mr. Lower made a motion to approve HTA to HUSD request to Bargain. Mr. Reyes 2nd. Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

5. Approve HUSD to HTA Request to Bargain (page 157)

Mr. Lower made a motion to approve HUSD to HTA request to Bargain. Mr. Reyes 2nd. Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

6. Approval of Contract Amendment #1 to NV5 for DTSC Studies (page 158-159)

Mr. Reyes made a motion to approve the Contract Amendment #1 to NV5 for DTSC Studies. Mr. Odom 2nd. Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

7. Resolution No. 19-20-104 Delegating Authority to Dispose of or Contract for the Sale of Personal Property (page 160-163)

Mr. Lower made a motion to adopt Resolution No. 19-20-104. Mr. Reyes 2nd.

Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

8. Purchase and Sale Agreement – Forklift (page 164-167)

Mr. Reyes made a motion to approved the purchase and sale agreement for the forklift. Mr. Odom 2nd.

Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

9. Financing for New Bus Air Conditioning (not covered by \$165,000 Grant for the rest of the bus) (page 168-182)

Mr. Odom asked if A/C could be added to the bus later.

Mr. Joksch said that it could not be added later.

Ms. Hamman said the coast would be \$4,648 per year for three years to add A/C to the school bus.

Public discussion ensued regarding the cost to the school district and the safety issue presented by not having it.

Mr. Reyes made a motion to finance the A/C for the new school bus.

Mr. Odom said that we should not approve the cost of A/C since we already have two other buses with A/C.

Mr. Lower commented to the public that he was voted into this position by the public and he is hearing that the public wants this bus to have A/C.

Dr. Powell requested a roll call vote.

Motion Carried 3-0 with Mr. Leal, Lower and Reyes in favor and Mr. Odom against.

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: NO	

10. Approve the use of Observation Protocol for Teachers of English Learners (OPTTEL) as a pilot for reclassification criteria (page 183-184)

Mr. Odom motioned to approve OPTTEL. Mr. Lower 2nd.

Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE

Odom: AYE

- 11. CSBA Policy Guide Sheet (for below first readings) (page 185-218)
 - a. Second reading of Board Policy & Administrative Regulation 6174: Education for English Learners
 - b. Second reading of Board Policy 6179: Supplemental Instruction
 - c. Second reading of Board Bylaw 9321: Closed Session
 - d. Second reading of Board Bylaw 9321.1: Closed Session Action and Reports
 - i. Delete BB - yes

Mr. Lower motioned to approve CSBA policies A, B, C and D. Mr. Reyes 2nd.

Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

14.0 **CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- 1. Warrants and Expenditures. (page 219-240)
- 2. Minutes for regular Board Meeting on October 23, 2019 (page 241-244)
- 3. Williams Quarterly October 2019 (page 245)
- 4. Winter Break 2019-20 Office Hours (page 246)
- 5. HES SSC Agenda November 1, 2019 (page 247)
- 6. HHS Sports Boosters Agenda November 4, 2019 (page 248)
- 7. HHS Sports Boosters Minutes November 4, 2019 (page 249-250)
- 8. Interdistrict Transfers (new only; elementary students reapply annually).
 - a. Out
 - i. Hamilton Elementary School
 - 1. 1 x 4th Grade
 - ii. Hamilton High School
 - 1. none
 - b. In
 - i. Hamilton Elementary School
 - 1. TK – waitlist x 1
 - Hamilton High School
 - 1. Grade 10 x 1

9. Personnel Actions as Presented:

a. New hires:

Liliana Lopez-Orta	Office Assistant I (Temporary)	HES
Trevor Heyl	JV Boys Basketball Coach	HHS
Jonathon Wilson	Boys Soccer Coach	HHS
Lawna Dalton-Saldivar	Girls Soccer Coach	HHS
Julie Atlas	Classified Substitute (on-call)	HUSD

b. Resignations/Retirement:

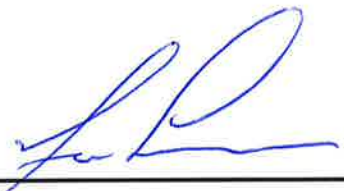
Luis Saavedra	Boys Soccer Coach	HHS
Juan Munoz	Girls Soccer Coach	HHS
Martine Zuppan	Cheerleading Coach	HHS
	Cross Country and Track & Field	
Dawn Dowdy	Coach	HHS

Mr. Lower motioned to approve the consent agenda. Mr. Reyes 2nd.

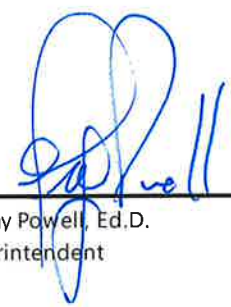
Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: absent	Reyes: AYE
Odom: AYE	

15.0 ADJOURNMENT: 8:44 p.m.

X  1-22-20

Wendall Lower
Clerk

X  1-22-20

Jeremy Powell, Ed.D.
Superintendent

HES Board Report	Submitted by Kathy Thomas 12/11/19
Numbers	<p>Total: 419 students</p> <p>97.58% for TK 97.17% for K-5 97.78% for middle school</p>
Campus News	<p>We had a successful two evening events last week: The Christmas Concert and the Christmas Program. Over 100 Middle School students participated with their Spanish class.</p> <p>The CJSF students and their advisor, Mrs. Firth, created a bilingual playground by adding the Spanish alphabet and some high frequency words in Spanish on the blacktop.</p> <p>Staff is continuing their work with the reading of Ruby Payne's Emotional Poverty.</p> <p>MTSS team is continuing to meet every other week.</p> <p>We had a very successful lockdown/fire drill this week and are improving our process each time.</p>
Instructional News	<p>Our QTEL leads are continuing their work, and Emily Peery recently opened up her classroom for visitation of her facilitation of tasks aimed at increasing access and engagement.</p> <p>We are currently in Quarter 2 and assessing our EL students with a practice ELPAC task in order to measure current skill levels.</p> <p>Our grading window opens tomorrow and closes the end of next week.</p> <p>Tomorrow we will have a TOSA meeting to address our achievement gap by examining and making improvements to our response to intervention.</p> <p>We have our last Saturday school this Saturday and will take advantage of the time to support our students who are struggling academically as well as have the opportunity to build relationships and</p>

	set goals.
Training	HES participated in a staff training on Friday on Social-Emotional Learning led by Maria Reyes, Trudy Bryan and Jenny Firth.

**Hamilton High School
Board Report
December 11, 2019**

1. **School Attendance-** Currently, the school attendance rate is over 96.00%. This will be mildly affected by family travels during the month of December.
2. **Enrollment-** Hamilton High School has 265 students, up 2 from October Board meeting. This includes- 69 9th graders; 75 10th graders; 72 11th graders; 49 12th graders. Combined with EBHS, there are 279 9-12th Grade students.
 - a. Projected for HHS 2020-2021 is for approximately 280-290 students (approximately + 20 over this year's current total).
 - b. Currently, at HHS, 42% of our students are from out-of-district!
3. **First Semester Concludes Friday December 20, 2019.** Teacher Grades due by December 25th. Grade Eligible/Ineligible date for activities/athletics is set for January 15, 2020 to ensure complete and accurate grade reporting.
4. **Second Semester begins on January 13, 2020-** Graduation day is June 5, 2020.
5. **Recent HHS Events/Activities- Athletics-**
 - i. Volleyball played in NSCIF Playoffs.
 - ii. Football completed season on November 8th.
 - iii. Fall Sports Banquet was held on November 19th and was well attended.
 - iv. Winter Sports seasons are underway and are competitive.
 - v. HHS is hosting the Marty Passaglia Basketball Tournament Dec. 19-21, 2019.
 - b. **Band-**Performed in the HUSD Winter Concert last week and played splendidly. Kudos to Heather Knutson and to the HHS Band students!
 - c. **Turkfest-** successfully held on Wednesday November 20th with meals provided to all students and staff, turkey and ham as well as other Thanksgiving meal items, all at no cost to students, staff, or district. Thank you to Sean/Marci in the cafeteria and especially to Mr. Langan/Ms. Reyes for their assistance in serving the meal to our students! I will be having another meal for our students next week (**Hamfest**).
 - d. **Canned Good Drive for Orland Pantry.** Collected over 1,500 items!
 - e. **FFA-** Olive harvest netted nearly 12 full bins. Olive Oil is here/for sale. Mandarins for sale as well. Thank you to California Olive Ranch for milling and bottling for HC FFA!
 - f. **All of our 12th Graders visited Build.com** on December 6th to make Senior Project Presentation pitches to Build.com employees. Special thanks to Build.com for hosting HHS and to Kristy Eden for leading the coordination of the event.
 - g. **Ag Industry Tours-** held on December 10th. Ag teachers along with about 20 students visited Carriere Farms/Rumiano Cheese Co/ California Olive Ranch.
 - h. **Sober Grad** is now selling the Raffle tickets. \$10 each. It is the main fundraiser for the Sober Grad Event.
 - i. **Art Exhibition-** will be held December 20 from 8:30am-12pm. ASB providing victuals for students/staff during the Exhibition.
 - j. **English Enrichment Trip** will be on Thursday January 23, 2020 to see "Dear Evan Hansen" in Sacramento.
 - k. **Accreditation:** WASC full visitation dates are set- March 21-24, 2021.

6. **Principal Duties/Activities-**

a. **Parent/Student meetings-**

- i. With Counselors Langan and Reyes, by Winter Break, we aim to meet with the majority of students who have a deficiency in credits, or have D or F grades currently. Our focus will continue to be on the 12th graders, but we will have meeting with our most needy 11th and 10th graders. Conversations with Frosh will also be conducted.

ii. **CAASPP TEST Score Comparison-** four local schools.

Spring 2019 CAASPP					
School	HAMILTON	Orland	Willows	Corning	2019 CA 11 th Grade State Averages
Students at Level 3 or 4 in ELA	59.19% (+13.22%)	56.16%	51.33%	45.10%	57.27% (+1.31%)
Students at Level 3 or 4 in Math	20.41% (+2.02%)	23.08%	15.18%	12.94%	32.24% (+0.87%)

Level 4= Standard Exceeded

Level 3= Standard Met

- iii. **School data-** from CA School DashBoard. Hamilton High School did well in comparison to schools in Northern California on Graduation rate, suspension rate, chronic absenteeism rate. There is always room for improvement and that is what we strive for in all areas.

Respectfully,



Cris Oseguera

Principal

Hamilton High School

OPTEL Tool Overview

Overview

The Observation Protocol for Teachers of English Learners (OPTEL) is an observation protocol that will be designed to meet the requirements of California Assembly Bill (AB) 1808, amending California Education Code (EC) Section 313.3. The bill specifies that the OPTEL be designed for use by classroom teachers for the following purposes:

- (1) Provide evidence that contributes to determining English learners' (ELs') readiness for reclassification (the teacher evaluation criterion used for EL reclassification).
- (2) To allow teachers to determine ELs' progress after a teaching-learning cycle, and to inform immediate instructional decisions that advance student learning (formative).
- (3) To be useful to teachers in discussing ELs' progress toward English language proficiency with parents.
- (4) To be useful to institutions of higher education in preparing new teachers.

Out of California's four criteria for reclassification, the OPTEL is specifically intended to provide information for criteria 2 (teacher evaluation) and criteria 3 (parent opinion and consultation).

Orientation

The OPTEL tool is two pages. Page one is dedicated to receptive skills (listening and reading) and page two is dedicated to expressive skills (speaking and writing).

Page 1: Receptive Skills

Fill in your student's study ID here. DO NOT USE STUDENT NAMES.

Fill in more of the student's information here.

Select one level here after observing the student.

Mark the appropriate details about the context for the observation(s).

Include notes about how you selected your rating.

Observation Protocol for Teachers of English Learners (OPTEL)

Student Name: _____
 Grade Level: _____
 Teacher Name: _____

IEP: Yes No
 504 Plan: Yes No
 ELPAC Level: _____

This document fulfills requirements in EC 313.3(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative assessment and ongoing consultation with parents/guardians.

Description of Receptive Skills: Listening and Reading Comprehension (Select one descriptor from the choices below)
 Aligned ELD Standards: P.I.A. 1-4, P.I.B. 5-8, P.II.A. 1-2, P.II.B. 3-5, P.II.C. 6-7

Level 1 (Emerging: Grade appropriate with substantial linguistic support needed) The student rarely exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with substantial teacher support can the student construct meaning when reading abstract grade-appropriate texts. The student seldom comprehends conversations and discussions unless linguistic supports are provided.

Level 2 (Early-Mid Expanding: Grade appropriate with moderate linguistic support needed) The student sometimes exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With moderate teacher support, the student can construct meaning when reading abstract grade-appropriate texts, but not yet at a level of parity with English proficient grade-level peers. The student occasionally comprehends conversations and discussions, and relies on linguistic supports.

Level 3 (Late Expanding-Early Bridging: Grade appropriate with light linguistic support needed) The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With light teacher support, the student can construct meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers. The student often comprehends conversations and discussions with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports.

Level 4 (Mid-Late Bridging: Grade appropriate with minimal linguistic support needed) The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. The student independently constructs meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers, with occasional teacher support. The student consistently comprehends conversations and discussions with increasing grade-appropriate vocabulary and rarely relies on linguistic supports.

Instructional Setting(s) in which the student was observed:
 ELA/Literacy EL Mathematics Science History/Social Science Other: _____

Interaction Type (Choose all that apply):
 Whole Group (one-to-many) Small Group (one-to-group) Pairs (one-to-one) Other: _____

What did you consider in selecting this level? You may attach supporting documentation.

Page 2: Expressive Skills

Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)

Aligned ELD Standards: PI.A.1-4, PI.C.9-12, PII.A.1-2, PII.B.3-5, PII.C.6-7

Level 1 (Emerging: Grade appropriate with substantial linguistic support needed) The student rarely expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. Only with substantial teacher support can the student use grade-appropriate content-based terms. The student demonstrates frequent errors in grammar usage. The student seldom expresses grade-appropriate ideas in writing and frequently relies on linguistic supports in order to express ideas effectively in oral and written English.

Level 2 (Early-Mid Expanding: Grade appropriate with moderate linguistic support needed) The student sometimes expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With moderate teacher support, the student uses grade-appropriate content-based terms and proper grammar hearing, but not yet at a level of parity with English proficient grade-level peers. The student occasionally expresses grade-appropriate ideas in writing with emerging grade-appropriate vocabulary, and relies on linguistic supports to express ideas effectively in oral and written English.

Level 3 (Late Expanding-Early Bridging: Grade appropriate with light linguistic support needed) The student often expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With light teacher support, the student uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. Student often expresses grade-appropriate ideas in writing with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports to express ideas effectively in oral and written English.

Level 4 (Mid-Late Bridging: Grade appropriate with minimal linguistic support needed) The student consistently expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student independently uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. The student consistently expresses grade-appropriate ideas in writing with original grade-appropriate vocabulary and rarely relies on linguistic supports to express ideas effectively in oral and written English.

Instructional Setting(s) in which the student was observed:
 ELA/Literacy ELD Mathematics Science History/Social Science Other: _____

Interaction Type (Choose all that apply):
 Whole Group (one-to-many) Small Group (one-to-group) Pairs (one-to-one) Other: _____

What did you consider that led you to mark this level? You may attach supporting documentation.

The section below is required when documenting parent consultation occurred regarding this student's reclassification from English learner to Fluent English Proficient status, per EC 313(f)(3).

I, _____ (enter name), agree/ disagree (check one) the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Signature: _____ Title: _____ Date: _____

I was consulted, discussed, and gave my opinion regarding the information provided to me about my child's English language proficiency status. I was provided the opportunity to participate in the decision to reclassify my child from English learner to Fluent English Proficient.

Parent/Guardian Signature: _____ Date: _____

Select one level here after observing the student.

Include notes about how you selected your rating.

Mark the appropriate details about the context for the observation(s).

Do not complete this section for the pilot study.