



**Newport-Mesa**

Unified School District

# DELAC Meeting

## *Reunión de DELAC*

01/11/2023



**Newport-Mesa**  
Unified School District

# Agenda



**Newport-Mesa**  
Unified School District

Multilingual Program | English Learners  
**District English Learner Advisory Committee (DELAC)**

**When:** Wednesday, January 11, 2023  
**Time:** 6:30 PM - 8:00 PM  
**Where:** Sanborn

## Agenda

- 6:30 PM**     **Welcome and Introductions**  
Laura Dale-Pash, Director Multilingual Programs
- 6:35 PM**     **Approval of December 7, 2022 Minutes**  
Eduardo Martinez & Carmen Ramirez, Co-Chairpersons
- 6:40 PM**     **RULER and Social Emotional Learning**  
Jodie Palmer, School Counselor, & Heather Krikorian, Behavior Specialist
- 7:10 PM**     **(Required Topic) Review/Comment on District Reclassification Procedures**  
Laura Dale-Pash, Director Multilingual Programs
- 7:25 PM**     **English Learner Proficiency Assessments for California (ELPAC)**  
Laura Dale-Pash, Director Multilingual Programs
- 7:45 PM**     **Generate Questions for Superintendent for February 8 meeting**  
Laura Dale-Pash, Director Multilingual Programs
- 7:55 PM**     **DELAC Calendar of Topics, Announcements and Evaluations**  
Jackeline Gaitan, District School Community Facilitator
- 8:00 PM**     **Adjournment**



**Newport-Mesa**  
Unified School District

Programas Multilingües | Estudiantes de Inglés

**Comité Asesor de Padres de Aprendices de Inglés del Distrito  
(DELAC, por sus siglas en inglés)**

**Cuándo:** Miércoles, 11 de enero de 2023  
**Hora:** 6:30 – 8:00 PM  
**Dónde:** Sanborn

## Orden del día

- 6:30 PM**     **Bienvenida e Introducciones**  
Laura Dale-Pash, Directora Programas Multilingües
- 6:35 PM**     **Aprobación de las Minutas de 7 de Diciembre de 2022**  
Eduardo Martinez & Carmen Ramirez, Co-Presidentes
- 6:40 PM**     **RULER y el Aprendizaje Social y Emocional**  
Jodie Palmer, Consejera Escolar y Heather Krikorian, Especialista en Comportamiento
- 7:10 PM**     **(Tema Requerido) Revisión/comentarios sobre los procedimientos de reclasificación del distrito**  
Laura Dale-Pash, Directora Programas Multilingües
- 7:25 PM**     **Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC, por sus siglas en inglés)**  
Laura Dale-Pash, Directora Programas Multilingües
- 7:45 PM**     **Preguntas para el Superintendente para la junta del 08 de febrero**  
Laura Dale-Pash, Directora Programas Multilingües
- 7:55 PM**     **Calendario de los Temas a Tratar Durante las Juntas de DELAC, Anuncios y Evaluaciones**  
Jackeline Gaitan, Coordinadora de la Comunidad del Distrito
- 8:00 PM**     **Reunión Concluye**



# **DELAC Board Members - Miembros de la Junta Directiva de DELAC 2022-2023**

## **CHAIRPERSON | PRESIDENTE (A)**

**EDUARDO MARTINEZ   CARMEN RAMIREZ**

## **VICE-CHAIRPERSON | VICE-PRESIDENTE (A)**

**MADAÍ MORAN   ILIANA SANTOS**

## **PARLIAMENTARIAN | PARLAMENTARIO (A)**

**MARISELA LOPEZ   BEATRIZ FLORES**

## **SECRETARY | SECRETARIO (A)**

**FLOR SANCHEZ   ALICIA ESQUIVEL**



**Newport-Mesa**  
Unified School District

**Approval of December 7, 2022 Minutes**  
***Aprobación de las Minutas de 7 de Diciembre de***  
***2022***

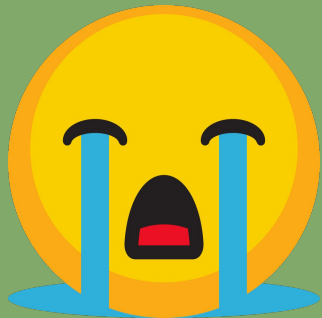
**Carmen Ramirez & Eduardo Martinez**  
**DELAC Chairpersons**  
***Presidentes de la Junta Directiva***



# Emotions Matter!

A Social-Emotional Learning Overview for the  
Families of ELAC-NMUSD

Wednesday, January 11th 2023



# Welcome!



Jodie Palmer  
Elementary School  
Counselor



Heather Krikorian  
Elementary Behavior  
Specialist

# Agenda

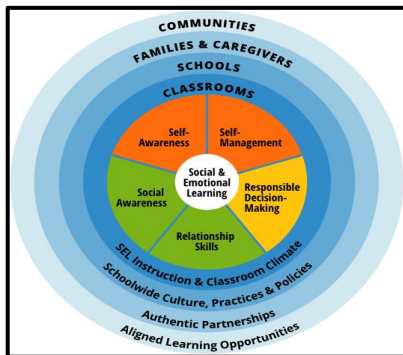
- RULER Overview
  - Social Emotional Learning
  - RULER Tools
  - Sample RULER Lesson
  - RULER at home
- Question and Answer

# Why do we need Social Emotional Learning (SEL)?

The Surgeon General's 2021 Advisory Report Warning of a Youth Mental Health Crisis the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and Children's Hospital Association have declared a National Emergency in Child and Adolescent Mental Health.

# What do we mean by “SEL” in NMUSD?

## FRAMEWORK: what we're doing



Self-Awareness,  
Self-Management, Social  
Awareness, Relationship Skills,  
Responsible Decision-Making

**CASEL**

## SEL THEORY OF CHANGE: how we're doing it

Yale Center for Emotional Intelligence

 **RULER**

**RULER**

# What is RULER?

## The OVERVIEW

- The RULER Skills
- The Anchor Tools and Core Practices
- The Feeling Vocabulary

# The RULER Skills

## RULER Skills Overview for Families

RULER is an acronym for the five key skills of emotional intelligence.

**R**

### Recognizing emotions

Identifying emotions in oneself and others by reading facial expressions, body language, tone of voice, and paying attention signals in our bodies

**U**

### Understanding emotions

Knowing the causes of emotions and how emotions influence our thoughts, actions and decisions

**L**

### Labeling emotions

Connecting an emotional experience to specific feeling words to describe it

**E**

### Expressing emotions

Knowing how and when to display or show our emotions, depending on who we are with, where we are and what we are doing

**R**

### Regulating emotions

Knowing and using effective strategies to manage our emotions

# The RULER Tools

## TOOL #1 THE CHARTER

### RULER Tools Overview for Families

RULER uses four tools to teach and practice the skills of emotional intelligence.



#### The Charter

- The Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our school or class.
- Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.



#### The Mood Meter

- The Mood Meter helps build awareness of emotions in ourselves and others, expands our emotion vocabulary, and helps us manage our emotions.
- It shows how emotions have two dimensions, the degree of pleasantness of our thoughts and the energy in our bodies.



#### The Meta-Moment

- The Meta-Moment teaches us how to extend the time between feeling emotionally triggered and our reaction.
- Instead of being reactive, the Meta-Moment helps us pause, think of our *best selves*, and choose helpful ways to respond.



#### The Blueprint

- The Blueprint provides a series of questions as a guide for reflecting on our thoughts and emotions during conflict.
- By practicing perspective-taking and empathy, we can have a compassionate conversation and work to restore the relationship.

 RULER

Yale Center for Emotional Intelligence



# SAIL TEAM CHARTER

We want to feel:

In order to feel this way we will:



- Be honest about strengths and weaknesses.
- Be inclusive.
- Create opportunities to get to know one another and connect.
- Extend ourselves to create relationships with all staff.



- Be intentional with our efforts.
- Collect data and use that information to inform decisions.
- Revisit and refine processes and systems.
- Use evidence based methods and tools.



- Align actions with personal and team goals.
- Be generous with recognition.
- Participate in work groups in areas of interest.
- Share successes and learning opportunities.



- Ask for help when it is needed.
- Create and maintain standing meetings.
- Find support among our group in order to be a source of support at school sites.
- Respond in a timely, reliable, and compassionate manner when help is requested.



- Agendize time to recognize all group members.
- Acknowledge other's contributions.
- Demonstrate gratitude for fellow SAIL Team members.
- If I'm not feeling valued, I will check in with myself
  - Are my thoughts valid?
  - Is this an automatic negative thought?



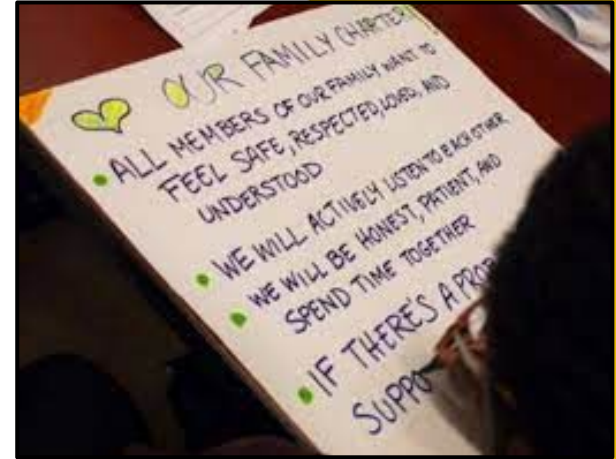
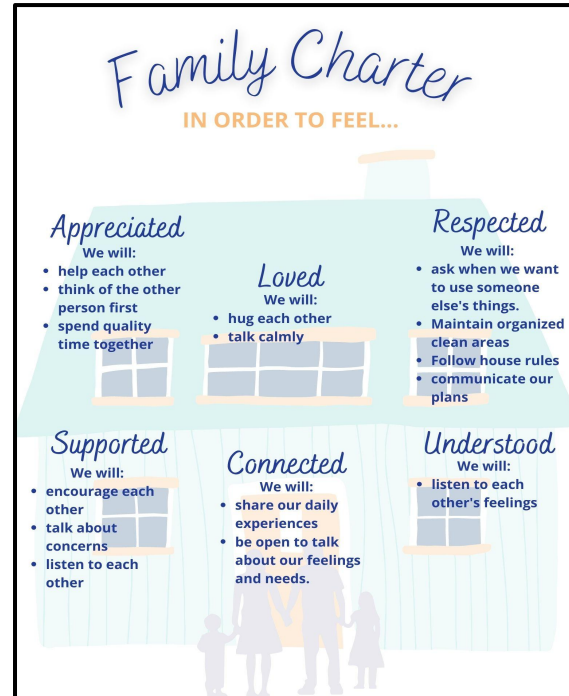
# Charter

- An agreement we make to act in ways that help us to feel the way we want to feel in our school or class.
- Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.

# The Charter

## The Two Essential Charter Questions:

1. How do you want to feel?
2. What will we do to ensure everyone feels this way?



# The Charter at Home Template

Give it a try!

\_\_\_\_\_ 's Family Charter

IN OUR FAMILY WE WANT TO FEEL

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |



## Creating a Family Charter

The Family Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our home. Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.

### Getting Started

#### Planning:

- Find a time when everyone is feeling calm, focused, and ready to work together.
- Use a comfortable area like the living room or the dinner table.

#### Materials:

- Construction paper or blank sheets of paper, and colored pencils or markers or computer.



### Step 1: How do we want to feel in our family?

- Ask everyone to think about how they would like to feel at home.
- Ask everyone to write down 5-8 feelings they want to have at home more often.
- Combine all the feeling words on one master list.
- Discuss each word and notice which feeling words have similar meanings. For example, if you have both "appreciated" and "valued" on the list, can you choose just one?
- Narrow the list down to the top 5 emotions you want to feel more often, and write them down a new piece of paper.

### Step 2: What can we do in order to have those feelings?

- For each word, discuss one or two specific, observable behavior(s) that each family member would need to exhibit in order to have the feeling as often as possible.
- For example, "being nice" is not a real behavior. Smiling or saying "good morning" to each other are behaviors that everyone can see.

### Putting it all together!

- Now it's time to pull all the pieces together and create your own living document.
- Be creative! Use your family's talent and have fun together.
- There are no limits: it can be big or small, colorful, or filled with drawings. What's most important is that you have a final document that includes the top 5 feelings, and the specific and observable behaviors that promote the feelings.
- Once the Family Charter is complete, everyone must sign it! Everyone's voice matters!
- Display your Charter prominently in your home so everyone can keep these feelings and behaviors in mind throughout the day.

### Keeping the Family Charter Alive

- Schedule weekly or monthly family meetings to review the Charter. What's working? What's not?
- Revise the Family Charter as needed. It should be a living agreement.
- Have each family member set a daily or weekly goal related to part of the Charter that he or she finds the most challenging to honor.
- Be creative - post weekly quotes, send out family emails, perform spontaneous acts to demonstrate the feelings in the Charter and show appreciation for your family members.
- Celebrate your accomplishments!



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# The RULER Tools

## TOOL #2 THE MOOD METER

### RULER Tools Overview for Families

RULER uses four tools to teach and practice the skills of emotional intelligence.

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#### The Mood Meter



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- It shows how emotions have two dimensions, the degree of pleasantness of our thoughts and the energy in our bodies.

#### The Meta-Moment



- The Meta-Moment teaches us how to extend the time between feeling emotionally triggered and our reaction.
- Instead of being reactive, the Meta-Moment helps us pause, think of our *best selves*, and choose helpful ways to respond.

#### The Blueprint

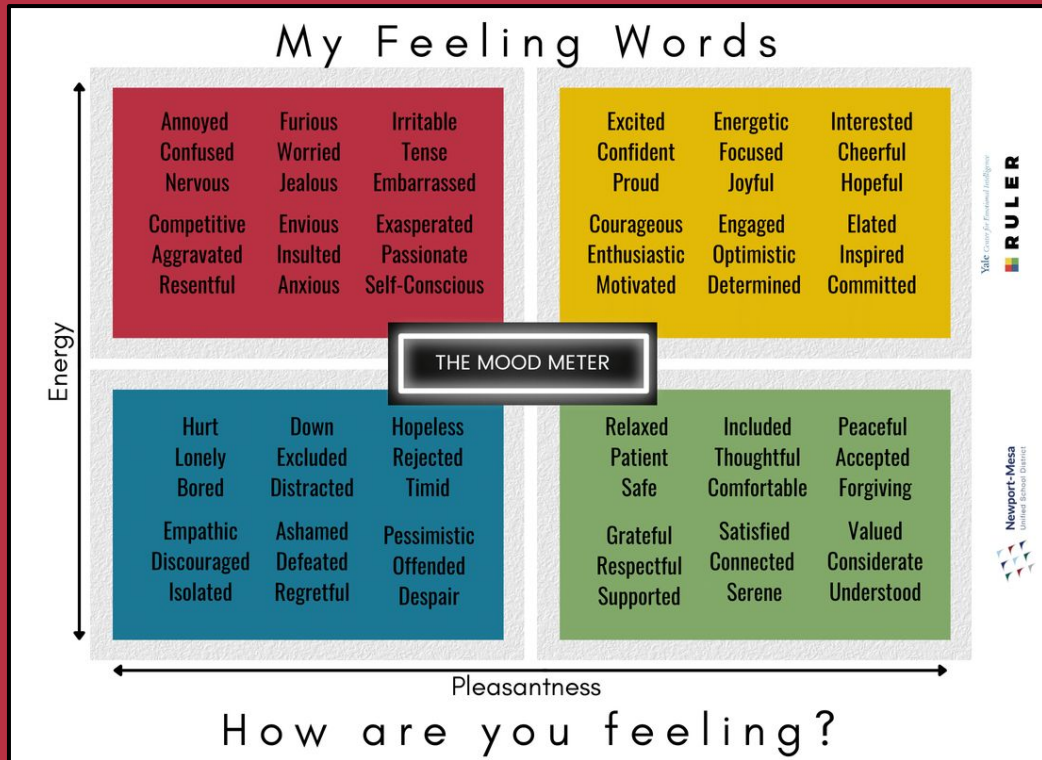


- The Blueprint provides a series of questions as a guide for reflecting on our thoughts and emotions during conflict.
- By practicing perspective-taking and empathy, we can have a compassionate conversation and work to restore the relationship.



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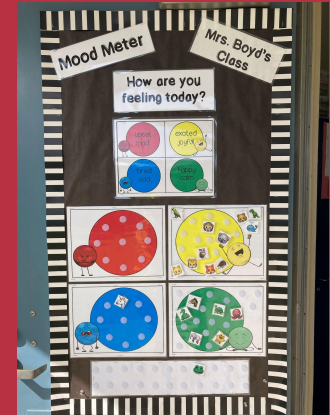
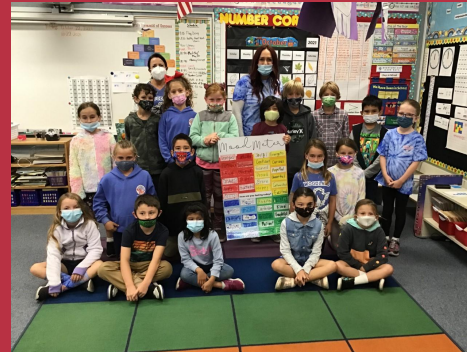
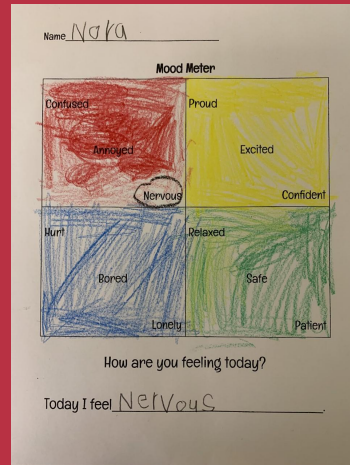
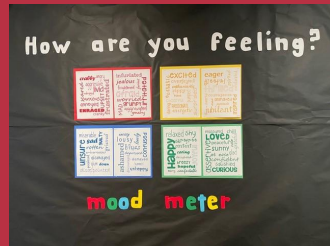
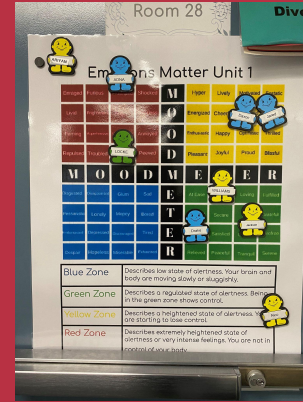
# The Mood Meter



- Builds awareness of emotions in ourselves and others, expands our emotion vocabulary, and helps us manage our emotions.
- Shows how emotions have two dimensions, the degree of pleasantness of our thoughts and the energy in our bodies.



# The Mood Meter in NMUSD



# The RULER Tools

## TOOL #3 THE META MOMENT

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#### The Blueprint

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- By practicing perspective-taking and empathy, we can have a compassionate conversation and work to restore the relationship.

 **RULER**

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# The Meta-Moment

## 1. SENSE

Notice a change in your  
body or mind.



## 2. PAUSE

Wait to respond. Take a  
breath to think more clearly.

## 3. SEE YOUR "BEST SELF"

Imagine your "best self" in  
the situation.



## 4. STRATEGIZE & ACT

Think of a strategy, and  
try it out.

# Meta Moment

- The Meta-Moment teaches us how to extend the time between feeling emotionally triggered and our reaction.
- Instead of being reactive, the Meta-Moment helps us pause, think of our best selves, and choose helpful ways to respond.



# The RULER Tools

## TOOL #4 THE BLUEPRINT

### RULER Tools Overview for Families

RULER uses four tools to teach and practice the skills of emotional intelligence.



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#### The Blueprint

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- By practicing perspective-taking and empathy, we can have a compassionate conversation and work to restore the relationship.

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Name: \_\_\_\_\_

### BLUEPRINT REFLECTION WORKSHEET

What happened? Describe the situation.

#### YOUR PERSPECTIVE

How did you feel? *(Recognize/Label)*

What caused these feelings? *(Understand)*

How did you express or regulate your feelings? *(Express/Regulate)*

How might your actions have affected others?

#### OTHER PERSON'S PERSPECTIVE

How might they have felt? *(Recognize/Label)*

What might have caused these feelings?  
*(Understand)*

How did they express or regulate their feelings? *(Express/Regulate)*

How did their actions affect you/others?

What could you have done to handle this situation better? What can you do now?

# The Blueprint

- A series of questions to support reflection or planning before or after a conflict.
- By practicing perspective-taking and empathy, we can support compassionate conversations and work to restore the relationship.
- We build the skills that were missing and caused the conflict.

# NMUSD **RULER** in the Classroom

- Elementary Counselors push in to K-6th classrooms 30 minutes a month
- Mood Meter are practiced daily
- Charter Check-Ins routinely
- Core routines are imbedded
- RULER language used and practiced daily
- RULER concepts are used to enhance academic content and instruction
- Sample Lesson Follows



## Overview



Early Childhood



Elementary School



Middle School



High School

- RULER online platform offers resources, tools and curricula for all grade levels TK-12



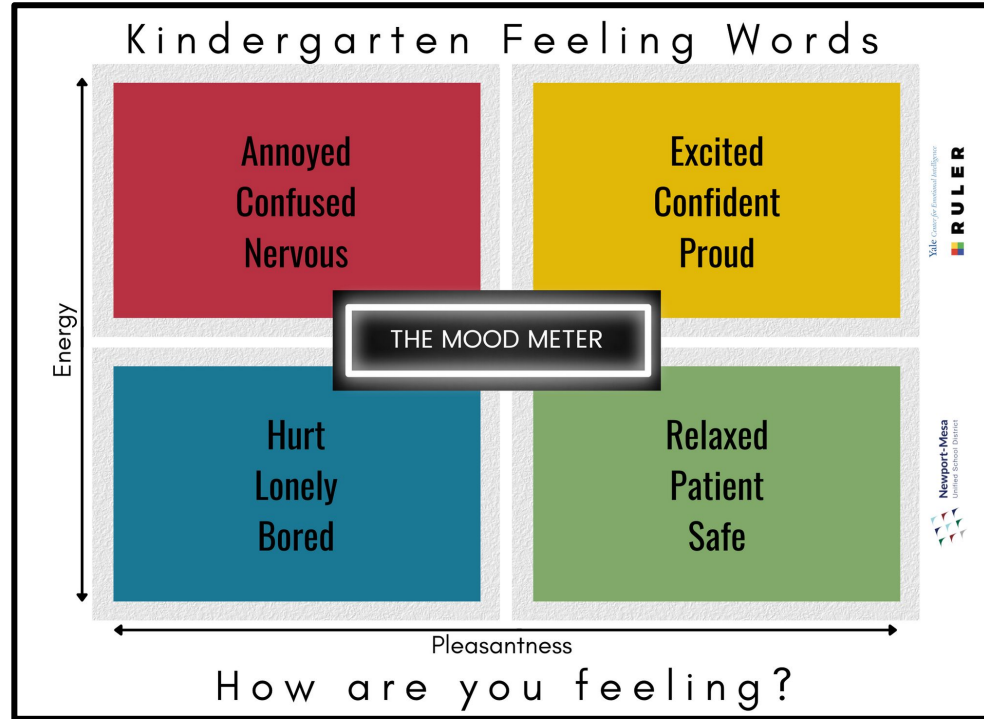
# NMUSD RULER CURRICULUM SLIDES



GRADE KINDERGARTEN: UNIT 4  
YELLOW FEELING WORD



# Feeling Vocabulary Words



Sample lesson





EMOTIONS MATTER

Measuring Up to the Future  
**RULER**

# UNIT 4: YELLOW FEELING WORD

| LESSON NUMBER | ACTIVITY AND LINK                                                                         |
|---------------|-------------------------------------------------------------------------------------------|
| 1             | <a href="#">OUR STORIES: Excited</a>                                                      |
| 2             | <a href="#">CREATIVE CONTENT CONNECTION: <i>When's My Birthday?</i> By Julie Fogliano</a> |
| 3             | <a href="#">SCHOOL HOME PARTNERSHIP: ENGLISH LINK &amp; SPANISH LINK</a>                  |
| 4             | <a href="#">STRATEGY SESSION</a>                                                          |

Sample lesson







# LESSON 1: OUR STORIES

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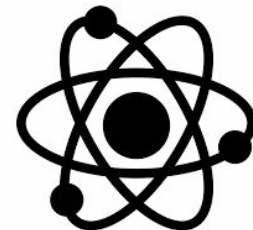
Sample lesson





BRULER

# IT'S TIME TO BE EMOTION SCIENTISTS!



Listen carefully to my story for clues about how you think I felt.



Sample lesson





# LESSON 2:

# CREATIVE CONTENT CONNECTION

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Sample lesson





Read  
Aloud  
FOR KIDS



when's  
my  
birthday?



Sample lesson



Newport-Mesa  
Unified School District



# RULER READ ALOUD QUESTIONS



R

U

L

E

R

How do you think they are feeling?  
How do you know they are feeling excited?  
How do their eyes & mouth look?  
How does their body look?  
What does an excited face look like?  
What does an excited voice sound like?  
What does an excited body look like?  
Can you show me what your face or body looks like when you feel excited?

Why do you think they feel excited?  
What happened to make their feelings change?  
When you feel excited, what do you want to do?  
When you feel excited, what do you want to say?  
What makes you feel excited?

What word describes how this character is feeling?  
What other feeling words can you think of?

If you were their shoes, what would you be thinking about?  
How did they act when they were feeling excited?  
What would be a helpful way to tell someone that you're feeling excited?  
What else could they have done or said if they were feeling excited?

Do you think they like to feel this way?  
If not, what could they do to feel less of this feeling?  
If yes, what could they do to feel more of this feeling?  
If a friend feels excited, what can you do or say to them?  
When you feel excited, what do you do?

Sample lesson





# LESSON 3:

## SCHOOL-HOME PARTNERSHIP

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Sample lesson





## AT HOME

Each night share something that you are excited about in the future just like we're doing at school.

Be sure to ask them what they're excited about as well!

[LINK TO WORKSHEET](#)

Sample lesson



Newport-Mesa  
Unified School District



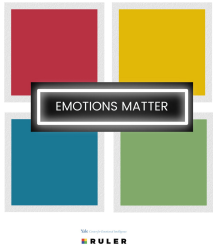


# LESSON 4: STRATEGY SESSION

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Sample lesson





## EMOTION SCIENCE LAB WORK

- ★ Feeling excited is often a desired emotion; it's pleasant and can help us reach our goals.
- ★ Usually will want to initiate, maintain, or enhance this feeling.
- ★ But sometimes our excitement can be distracting, and we want to reduce it.

---

Sample lesson





**Great Job Scientists! I'm excited about what we're learning! What are you excited about today?**



---

**Sample lesson**



# RULER At Home:



*Tips we can all practice to help families feel better and build stronger relationships.*

1. **Pay attention:** We all have feelings all the time - they come, they go - they're all okay. Emotions are signals we can learn from; they carry important information and can help us connect with each other.
2. **Feel your feelings:** Our feelings make us human. Noticing and naming our feelings helps us know ourselves better and make smarter decisions. We can all be better about enhancing feelings that make us feel better, versus the ones that don't.
3. **Talk about your feelings:** Engaging in conversations with family members about feelings helps us understand and feel closer to one another. Sometimes conversations help us untangle why we feel what we do, and get clarity about what to do next.
4. **Listen:** to understand: not to judge, deny, or dismiss one another's emotions.
5. **Be curious:** Being curious "emotion scientists" about ourselves and others can lead to discoveries that enliven our relationships and help us understand our thoughts, feelings, and behaviors. Getting at the underlying feeling and its cause is critical to providing the best possible support.
6. **Show empathy:** We all want to feel understood. While we may not agree with one another's actions, it is important that we try to accept and understand one another's feelings. When we do this, we build emotional safety, trust, and closeness.
7. **Choose your response wisely:** Having feelings is different from acting on our feelings. We don't have to react immediately to something that someone says or does, or be derailed. We can slow down (breathe), feel our feelings, think about our best self, and choose a response that we feel proud of, rather than regret.
8. **Remember there's more than one view:** We often feel we're right, but there might be another way to look at it, without necessarily making our view wrong. Sharing different points of view within a family can be healthy.
9. **Stay connected:** Take time every day to reach out to loved ones to let them know you are thinking about them.
10. **Have the courage to repair:** After an argument or being disappointed in a loved one, don't be afraid to be the first to reach out. Say you're sorry if you know you've hurt someone's feelings.
11. **Add a dose of kindness:** Your relationships will be warmer, and when you look back on your life, you'll be glad you were kind and compassionate to one another.

✓ Validate all emotions  
✓ Use a more elaborate "feeling word" vocabulary  
✓ Be a role model

# What are three simple things you can do **at HOME?**

1. Validate all emotions as meaningful information.
2. Develop your “feeling word” vocabulary.
3. Model and practice becoming an emotion scientist with your child.
4. Create a family Charter



<https://bit.ly/3gR0nym>

DO YOU WANT  
TO KNOW MORE?

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VISIT THE RULER  
FAMILY ENGAGEMENT  
WEBSITE

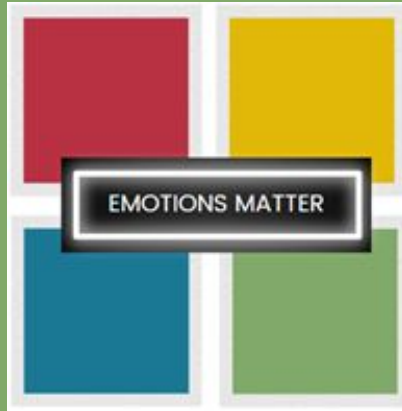
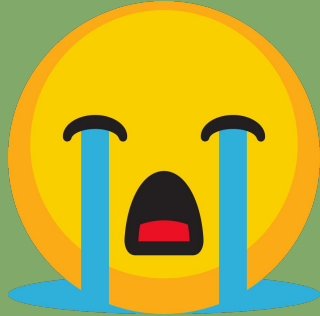


Thank you!  
Questions?

# ¡Las emociones importan!

Un resumen del aprendizaje socioemocional para  
las familias de ELAC-NMUSD

Miércoles, 11 de enero de 2023





# ¡Bienvenidos!



Jodie Palmer  
Consejera de primaria



Heather Krikorian  
Especialista en  
comportamiento de  
primaria

# Orden del día

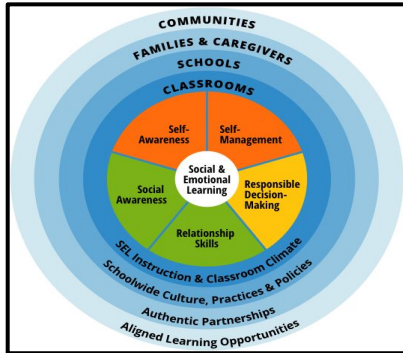
- Resumen de RULER
  - Aprendizaje social y emocional
  - Herramientas de RULER
  - Muestra de lección de RULER
  - RULER en casa
- Preguntas y Respuestas

# ¿Por qué necesitamos aprendizaje social y emocional?

El Informe Asesor de Advertencia del Cirujano General 2021 de una Crisis de Salud Mental Juvenil, la Academia Americana de Pediatría, la Academia Americana de Psiquiatría Infantil y Adolescente y la Asociación de Hospitales Infantiles, han declarado una Emergencia Nacional de Salud Mental Infantil y Adolescente.

# ¿Qué queremos decir con “SEL” en el NMUSD?

MARCO DE TRABAJO:  
lo que estamos  
haciendo



CONSCIENCE DE SI MISMO, AUTO  
CONTROL, CONCIENCIA SOCIAL, HABILIDADES DE  
RELACIÓN, TOMAR DECISIONES DE MANERA  
RESPONSABLES

**CASEL**

TEORÍA DE CAMBIO DE  
SEL:  
cómo lo estamos  
haciendo

Yale Center for Emotional Intelligence



**RULER**

**RULER**

# ¿Qué es RULER?

## El RESUMEN

- Las habilidades RULER
- Herramientas de anclaje y prácticas principales
- El vocabulario de sentimientos

# Las habilidades de RULER

## RULER Skills Overview for Families

RULER is an acronym for the five key skills of emotional intelligence.

**R**

### Recognizing emotions

Identifying emotions in oneself and others by reading facial expressions, body language, tone of voice, and paying attention signals in our bodies

**U**

### Understanding emotions

Knowing the causes of emotions and how emotions influence our thoughts, actions and decisions

**L**

### Labeling emotions

Connecting an emotional experience to specific feeling words to describe it

**E**

### Expressing emotions

Knowing how and when to display or show our emotions, depending on who we are with, where we are and what we are doing

**R**

### Regulating emotions

Knowing and using effective strategies to manage our emotions

# Las herramientas de RULER

## HERRAMIENTA #1 EL ACUERDO

### RULER Tools Overview for Families

RULER uses four tools to teach and practice the skills of emotional intelligence.



#### The Charter

- The Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our school or class.
- Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.



#### The Mood Meter

- The Mood Meter helps build awareness of emotions in ourselves and others, expands our emotion vocabulary, and helps us manage our emotions.
- It shows how emotions have two dimensions, the degree of pleasantness of our thoughts and the energy in our bodies.



#### The Meta-Moment

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- Instead of being reactive, the Meta-Moment helps us pause, think of our *best selves*, and choose helpful ways to respond.



#### The Blueprint

- The Blueprint provides a series of questions as a guide for reflecting on our thoughts and emotions during conflict.
- By practicing perspective-taking and empathy, we can have a compassionate conversation and work to restore the relationship.

 **RULER**

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# SAIL TEAM CHARTER

We want to feel:

In order to feel this way we will:



- Be honest about strengths and weaknesses.
- Be inclusive.
- Create opportunities to get to know one another and connect.
- Extend ourselves to create relationships with all staff.



- Be intentional with our efforts.
- Collect data and use that information to inform decisions.
- Revisit and refine processes and systems.
- Use evidence based methods and tools.



- Align actions with personal and team goals.
- Be generous with recognition.
- Participate in work groups in areas of interest.
- Share successes and learning opportunities.



- Ask for help when it is needed.
- Create and maintain standing meetings.
- Find support among our group in order to be a source of support at school sites.
- Respond in a timely, reliable, and compassionate manner when help is requested.



- Agendize time to recognize all group members.
- Acknowledge other's contributions.
- Demonstrate gratitude for fellow SAIL Team members.
- If I'm not feeling valued, I will check in with myself
  - Are my thoughts valid?
  - Is this an automatic negative thought?



# Acuerdo

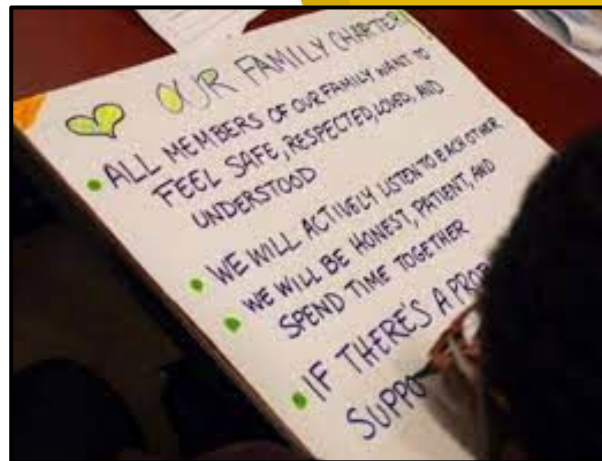
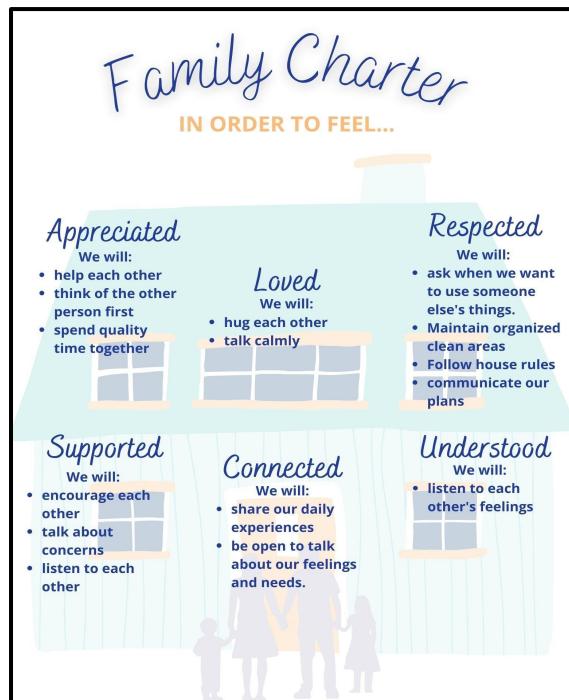
- Un acuerdo que hacemos para actuar de maneras que nos ayudan a sentirnos de las maneras que queremos sentirnos en nuestra escuela o clase.
- Todo el mundo tiene voz en la creación de un Acuerdo y todos tienen la responsabilidad de defenderla.



# El Acuerdo

## Las dos preguntas esenciales del Acuerdo:

1. ¿Cómo quisieras sentirte?
2. ¿Qué haremos nosotros para asegurarnos de que todo el mundo se sienta así?



# La plantilla del Acuerdo en casa

¡Inténtelo!

\_\_\_\_\_ 's Family Charter

IN OUR FAMILY WE WANT TO FEEL

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |



## Creating a Family Charter

The Family Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our home. Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.

### Getting Started

#### Planning:

- Find a time when everyone is feeling calm, focused, and ready to work together.
- Use a comfortable area like the living room or the dinner table.

#### Materials:

- Construction paper or blank sheets of paper, and colored pencils or markers or computer.



### Step 1: How do we want to feel in our family?

- Ask everyone to think about how they would like to feel at home.
- Ask everyone to write down 5-8 feelings they want to have at home more often.
- Combine all the feeling words on one master list.
- Discuss each word and notice which feeling words have similar meanings. For example, if you have both "appreciated" and "valued" on the list, can you choose just one?
- Narrow the list down to the top 5 emotions you want to feel more often, and write them down a new piece of paper.

### Step 2: What can we do in order to have those feelings?

- For each word, discuss one or two specific, observable behavior(s) that each family member would need to exhibit in order to have the feeling as often as possible.
- For example, "being nice" is not a real behavior. Smiling or saying "good morning" to each other are behaviors that everyone can see.

### Putting it all together!

- Now it's time to pull all the pieces together and create your own living document.
- Be creative! Use your family's talent and have fun together.
- There are no limits: it can be big or small, colorful, or filled with drawings. What's most important is that you have a final document that includes the top 5 feelings, and the specific and observable behaviors that promote the feelings.
- Once the Family Charter is complete, everyone must sign it! Everyone's voice matters!
- Display your Charter prominently in your home so everyone can keep these feelings and behaviors in mind throughout the day.

### Keeping the Family Charter Alive

- Schedule weekly or monthly family meetings to review the Charter. What's working? What's not?
- Revise the Family Charter as needed. It should be a living agreement.
- Have each family member set a daily or weekly goal related to part of the Charter that he or she finds the most challenging to honor.
- Be creative - post weekly quotes, send out family emails, perform spontaneous acts to demonstrate the feelings in the Charter and show appreciation for your family members.
- Celebrate your accomplishments!



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# Las herramientas de RULER

## HERRAMIENTA #2 EL MEDIDOR EMOCIONAL

### RULER Tools Overview for Families

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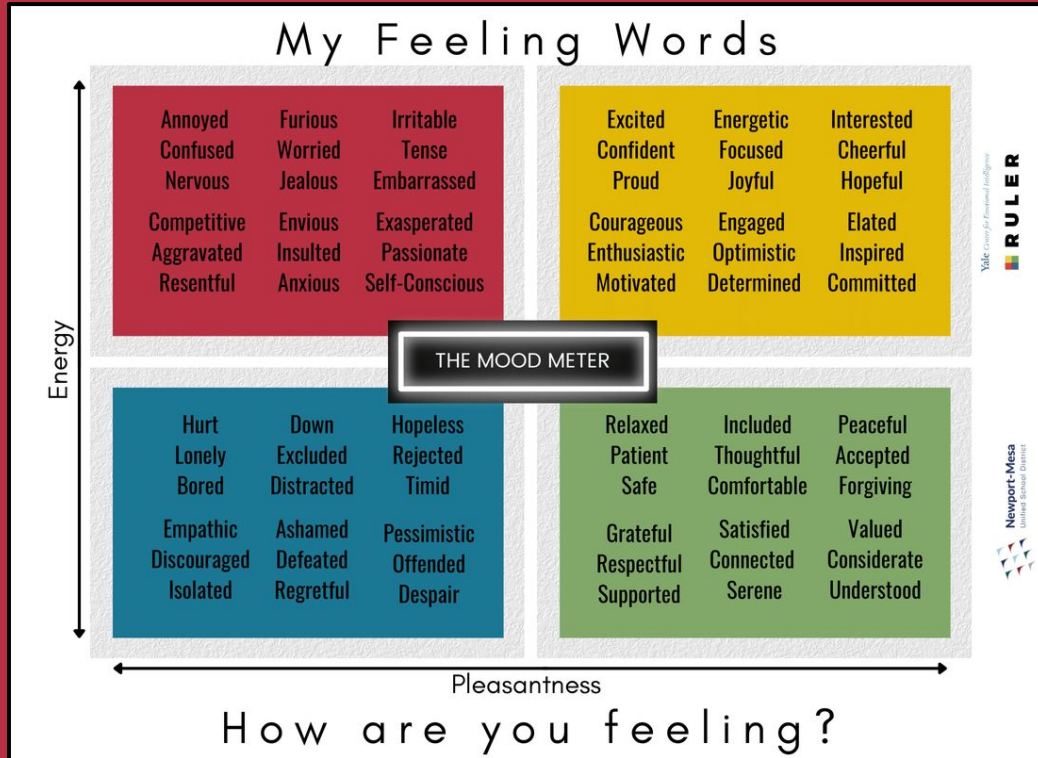
#### The Blueprint

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- By practicing perspective-taking and empathy, we can have a compassionate conversation and work to restore the relationship.

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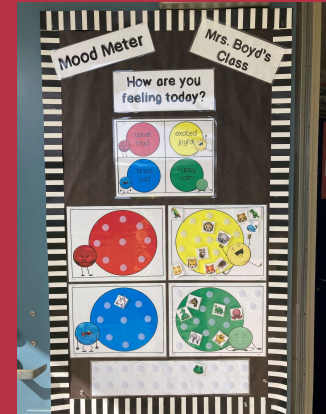
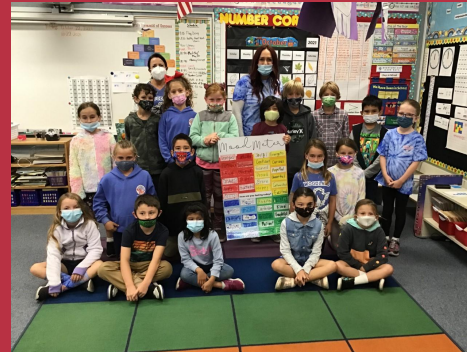
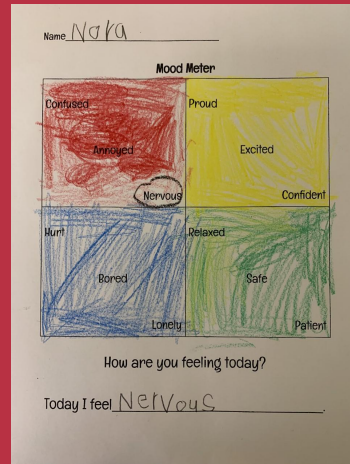
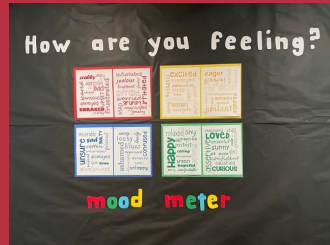
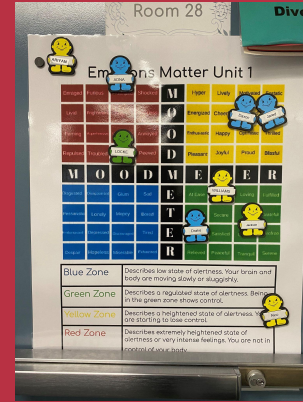
# El Medidor Emocional



- Fomenta la conciencia sobre los sentimientos en nosotros y los demás, expande nuestro vocabulario de emociones, y ayuda a manejar nuestros sentimientos.
- Muestra cómo las emociones tienen dos dimensiones, el grado de satisfacción de nuestros pensamientos y la energía en nuestros cuerpos.



# El medidor emocional del NMUSD



# Las herramientas de RULER

## HERRAMIENTA #3 EL META MOMENTO

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# The Meta-Moment

## 1. SENSE

Notice a change in your  
body or mind.



## 2. PAUSE

Wait to respond. Take a  
breath to think more clearly.

## 3. SEE YOUR "BEST SELF"

Imagine your "best self" in  
the situation.



## 4. STRATEGIZE & ACT

Think of a strategy, and  
try it out.

# El Meta Momento

- El Momento Meta nos enseña cómo extender el tiempo entre sentirse emocionalmente desencadenado y nuestra reacción.
- En lugar de ser reactivo, el Momento Meta nos ayuda a hacer una pausa, pensar en nuestra mejores versiones, y elegir formas útiles de responder.

# Las herramientas de RULER

## HERRAMIENTA #4 EL PLANO

### RULER Tools Overview for Families

RULER uses four tools to teach and practice the skills of emotional intelligence.

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 **RULER**

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Name: \_\_\_\_\_

### BLUEPRINT REFLECTION WORKSHEET

What happened? Describe the situation.

#### YOUR PERSPECTIVE

How did you feel? *(Recognize/Label)*

What caused these feelings? *(Understand)*

How did you express or regulate your feelings? *(Express/Regulate)*

How might your actions have affected others?

#### OTHER PERSON'S PERSPECTIVE

How might they have felt? *(Recognize/Label)*

What might have caused these feelings? *(Understand)*

How did they express or regulate their feelings? *(Express/Regulate)*

How did their actions affect you/others?

What could you have done to handle this situation better? What can you do now?

# El Plano

- Una serie de preguntas para apoyar en la reflexión planificación antes o después de un conflicto.
- Al practicar la toma de perspectiva y la empatía, podemos apoyar conversaciones de compasión y trabajar para restaurar la relación.
- Construimos las habilidades que faltaban y causaron el conflicto.

# RULER en los salones del NMUSD

- Los consejeros de primaria ingresan a los salones de K-6 30 minutos por mes
- El medidor emocional se practica diariamente
- Revisiones del Acuerdo rutinariamente
- Las rutinas básicas están incrustadas
- Lenguaje de RULER se usa y practica diariamente
- Los conceptos de RULER se utilizan para mejorar el contenido académico y la instrucción
- A continuación se muestra la lección



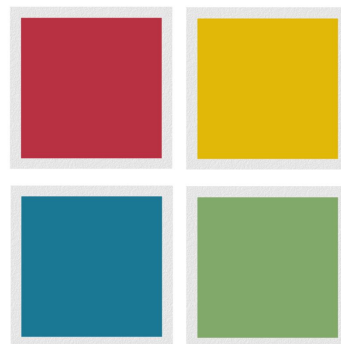


# NMUSD

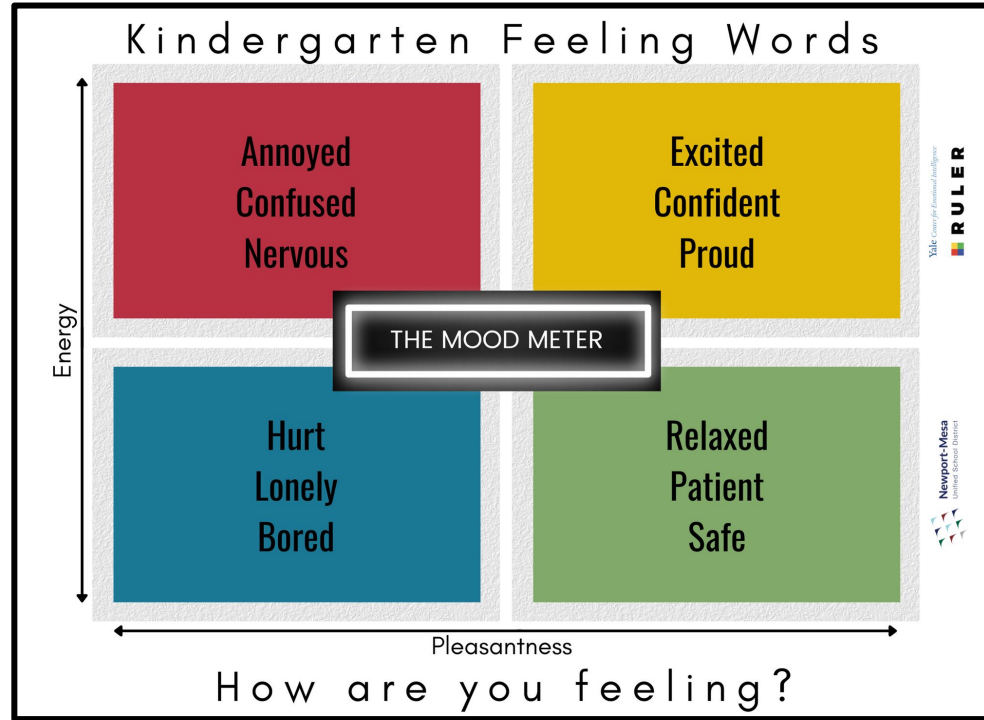
## HOJAS DEL PLAN DE ESTUDIOS DE RULER



GRADO KINDERGARTEN: UNIDAD 4  
PALABRA DE SENTIMIENTO DE COLOR  
AMARILLO



# Palabras de vocabulario de sentimientos



Muestra de la  
lección





EMOTIONS MATTER

Measuring Up  
RULER

# UNIT 4: PALABRA DE SENTIMIENTO DE COLOR AMARILLO

| NÚMERO DE LECCIÓN | ACTIVIDAD Y ENLACE                                                                            |
|-------------------|-----------------------------------------------------------------------------------------------|
| 1                 | <a href="#">NUESTRAS HISTORIAS: Emocionado(a)</a>                                             |
| 2                 | <a href="#">CONEXIÓN DE CONTENIDO CREATIVO: <i>When's My Birthday?</i> Por Julie Fogliano</a> |
| 3                 | <a href="#">ASOCIACIÓN ENTRE HOGAR y ESCUELA: ENLACE EN INGLÉS Y ENLACE EN ESPAÑOL</a>        |
| 4                 | <a href="#">SESIÓN DE ESTRATEGIA</a>                                                          |

Muestra de la lección





# LECCIÓN 1: NUESTRAS HISTORIAS

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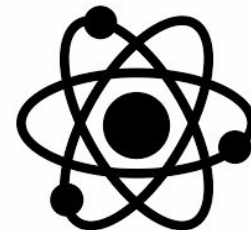
Muestra de la lección





BY  
BRULER

# ¿ES EL MOMENTO DE SER CIENTÍFICOS DE LAS EMOCIONES!



Escucha atentamente mi  
historia para encontrar  
pistas sobre cómo crees  
que me sentí.



Muestra de la lección





# LECCIÓN 2

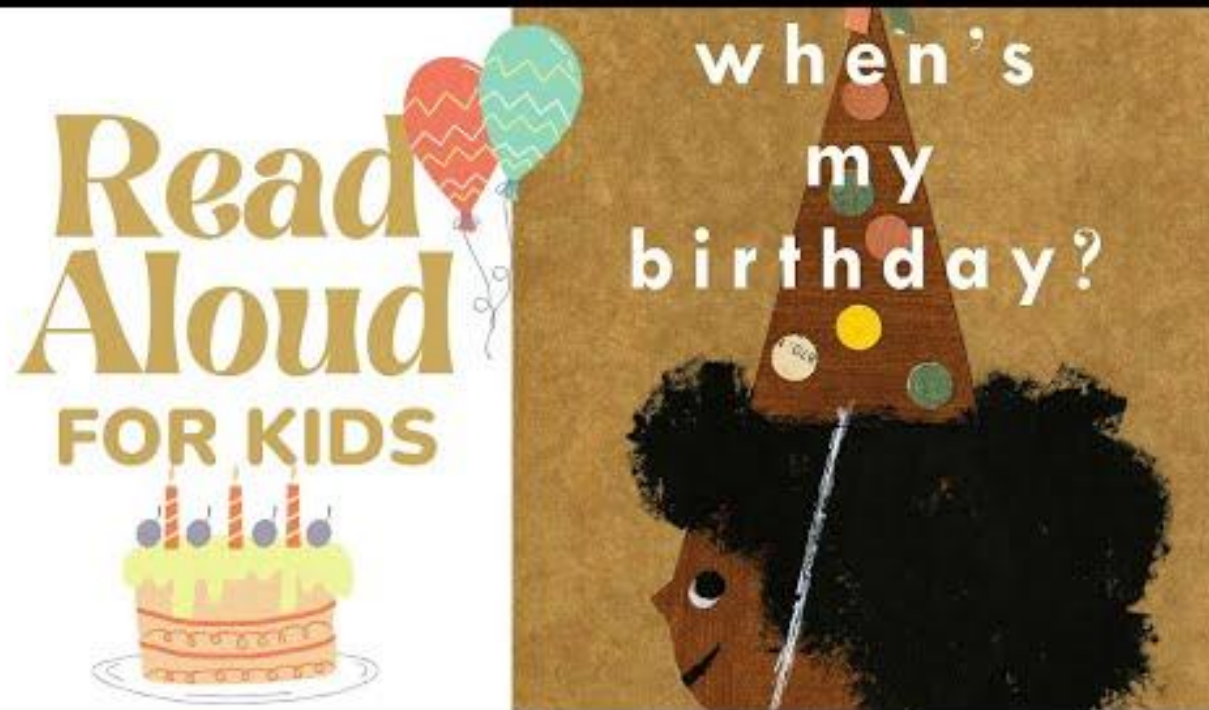
## CONEXIÓN DE CONTENIDO CREATIVO

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Muestra de la lección







Muestra de la  
lección



Newport-Mesa  
Unified School District



# PREGUNTAS DE RULER PARA LEER EN VOZ ALTA



R

U

L

E

R

¿Cómo crees que se sienten?  
¿Cómo sabes que se están sintiendo emocionados?  
¿Cómo se ven sus ojos y bocas?  
¿Cómo se ven sus cuerpos?  
¿Cómo es una cara emocionada?  
¿Cómo suena una voz emocionada?  
¿Cómo es un cuerpo emocionado?  
¿Puedes mostrarme como se ve tu cara o cuerpo cuando tú estás emocionado?

¿Por qué crees que se sienten emocionados?  
¿Qué pasó para que tus sentimientos cambiaran?  
Cuando te sientes emocionado, ¿qué quieres hacer?  
Cuando te sientes emocionado, ¿qué quieres decir?  
¿Qué te hace sentir emocionado?

¿Qué palabra describe cómo se siente este personaje? ¿En qué otras palabras de sentimientos puedes pensar?

Si tú fueras sus zapatos, ¿en qué estarías pensando?  
¿Cómo actuaron cuando se sintieron emocionados?  
¿Cuál sería una manera útil de decirle a alguien que tú te sientes emocionado?  
¿Qué más podrían haber hecho o dicho si se sintieran emocionados?

¿Crees que les gusta sentirse de esta manera?  
Si no, ¿qué podrían hacer para sentir menos de este sentimiento?  
Si la respuesta es sí, ¿qué podrían hacer para sentir más este sentimiento?  
Si un amigo se siente emocionado, ¿qué puedes hacer o decirles?  
Cuando te sientes emocionado, ¿Qué haces?

Muestra de la lección





© 2014  
BRULER



# LECCIÓN 3

## ASOCIACIÓN ENTRE ESCUELA Y HOGAR

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Muestra de la lección



**Newport-Mesa**  
Unified School District



## EN CASA

Cada noche comparte algo que te emociona en el futuro, como lo estamos haciendo en la escuela.

¡Asegúrate de preguntarles qué es lo que también los emociona!

[ENLACE A LA HOJA DE TRABAJO](#)

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Muestra de la lección



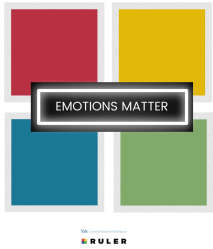


# LECCIÓN 4

## SESIÓN DE ESTRATEGIA

Muestra de la  
lección





## TRABAJO EN EL LABORATORIO DE CIENCIAS DE LAS EMOCIONES

- ★ Sentirse emocionado es a menudo una emoción deseada; es agradable y puede ayudarnos a alcanzar nuestras metas.
- ★ Normalmente querrás iniciar, mantener o mejorar esta sensación.
- ★ Pero a veces nuestra emoción puede distraer, y queremos reducirla.

Muestra de la lección





**¡Gran trabajo científicos!**  
**¡Estoy entusiasmado(a) con lo que**  
**estamos aprendiendo!**  
**¿Qué es lo que te emociona hoy?**



**Muestra de la lección**



# RULER en casa:



*Tips we can all practice to help families feel better and build stronger relationships.*

1. Pay attention: We all have feelings all the time - they come, they go - they're all okay. Emotions are signals we can learn from; they carry important information and can help us connect with each other.
2. Feel your feelings: Our feelings make us human. Noticing and naming our feelings helps us know ourselves better and make smarter decisions. We can all be better about enhancing feelings that make us feel better, versus the ones that don't.
3. Talk about your feelings: Engaging in conversations with family members about feelings helps us understand and feel closer to one another. Sometimes conversations help us untangle why we feel what we do, and get clarity about what to do next.
4. Listen: to understand: not to judge, deny, or dismiss one another's emotions.
5. Be curious: Being curious "emotion scientists" about ourselves and others can lead to discoveries that enliven our relationships and help us understand our thoughts, feelings, and behaviors. Getting at the underlying feeling and its cause is critical to providing the best possible support.
6. Show empathy: We all want to feel understood. While we may not agree with one another's actions, it is important that we try to accept and understand one another's feelings. When we do this, we build emotional safety, trust, and closeness.
7. Choose your response wisely: Having feelings is different from acting on our feelings. We don't have to react immediately to something that someone says or does, or be derailed. We can slow down (breathe), feel our feelings, think about our best self, and choose a response that we feel proud of, rather than regret.
8. Remember there's more than one view: We often feel we're right, but there might be another way to look at it, without necessarily making our view wrong. Sharing different points of view within a family can be healthy.
9. Stay connected: Take time every day to reach out to loved ones to let them know you are thinking about them.
10. Have the courage to repair: After an argument or being disappointed in a loved one, don't be afraid to be the first to reach out. Say you're sorry if you know you've hurt someone's feelings.
11. Add a dose of kindness: Your relationships will be warmer, and when you look back on your life, you'll be glad you were kind and compassionate to one another.

✓ **Validate all emotions**  
✓ **Use a more elaborate "feeling word" vocabulary**  
✓ **Be a role model**



# ¿Cuáles son tres cosas simples que puede hacer **en CASA?**

1. Validar todas las emociones como información significativa.
2. Desarrollar su vocabulario de “palabras de sentimientos”.
3. Modelar y practicar convertirse en un científico de las emociones con sus hijos.
4. Crear un acuerdo familiar



<https://bit.ly/3gR0nym>

¿DESEA SABER  
MÁS?

---

VISITE EL SITIO WEB DE  
PARTICIPACIÓN  
FAMILIAR DE RULER



¡Gracias!  
¿Preguntas?

# Newport-Mesa Unified School District



## Reclassification

# **Distrito Escolar Unificado Newport-Mesa**



## **Reclasificación**

# Steps to Reclassification for English Learners

Reclassification is the process whereby a student is reclassified from English Learner (EL ) to Fluent English Proficient (RFEP) based on state and district criteria. In order to reclassify, a student must meet **ALL** of the criteria listed below.

#1

## PROFICIENCY ON ENGLISH LANGUAGE ASSESSMENT

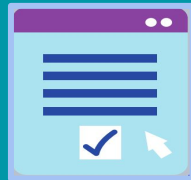
Overall  
Performance:  
**Level 4**



#2

## DEMONSTRATION OF "BASIC SKILLS"

| <u>Grade</u> | <u>Measure</u>                                                     |
|--------------|--------------------------------------------------------------------|
| K-1          | -Acadience Composite                                               |
| 2-3          | -Acadience Composite<br><u>OR</u> STAR IRL                         |
| 4-6          | -CAASPP ELA <u>OR</u> STAR<br>IRL <u>OR</u> Acadience<br>Composite |
| 7-12         | -CAASPP ELA <u>OR</u><br>STAR IRL                                  |



#3

## TEACHER EVALUATION/ REPORT CARD GRADES

**Elementary:**  
Mostly 3's or 4's, some 2's and  
no 1's

**Secondary:**  
A, B or C in ELA or ELD class



#4

## PARENT CONSULTATION

Parents/guardians have  
the opportunity to be  
involved in the  
reclassification process  
and provide an opinion  
through consultation  
with school staff.



# Pasos hacia la reclasificación de estudiantes de inglés

La reclasificación es el proceso mediante el cual un estudiante es reclasificado de Aprendiz de Inglés (EL) a Competente en el idioma inglés (RFEP) basado en criterios del estado y el distrito. Para ser reclasificado, un estudiante debe cumplir con **TODOS** los criterios enumerados a continuación.

#1

## DOMINIO EN LA EVALUACIÓN DEL IDIOMA INGLÉS

Rendimiento  
General:  
**Nivel 4**



#2

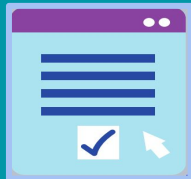
## DEMOSTRACIÓN DE "HABILIDADES BÁSICAS"

### Grado

### Medida

**K-1** - Compuesto Acadience  
**2-3** - Compuesto Acadience  
          Q STAR IRL  
**4-6** - ELA de CAASPP Q  
          STAR IRL Q Compuesto  
          Acadience

**7-12** - ELA de CAASPP Q  
          STAR IRL



#3

## EVALUACIÓN DEL MAESTRO/BOLETA DE CALIFICACIONES

### Primaria:

Principalmente 3 o 4, algunos 2 y no 1.

### Nivel Secundario:

A, B o C en clase ELA o ELD



#4

## CONSULTA CON LOS PADRES DE FAMILIA

Los padres / tutores tienen la oportunidad de participar en el proceso de reclasificación y proporcionar una opinión a través de la consulta con el personal de la escuela.



# What is Reclassification?

Reclassification is the local process used by school districts to determine if a student has acquired sufficient English proficiency to be reclassified as a fluent English speaker.



# ¿Qué es la Reclasificación?

Reclasificación es el proceso local utilizado por los distritos escolares para determinar si un estudiante ha adquirido suficiente dominio del inglés para ser reclasificado como hablante del inglés con fluidez.

# What is FEP?

- FEP stands for Eluent English Proficient.
- Students whose primary language is other than English and who have met the district criteria for determining proficiency in English.



# ¿Qué es FEP?

- **FEP** (Fluent English Proficient) es el alumno con dominio fluido en el idioma inglés.



- Son los estudiantes cuyo primer idioma no es el inglés y que han cumplido con los criterios del distrito que determinan el dominio del Inglés.

Reclassification =  
Reclasificación =

EL → FEP

# Reclassification Follow-Up



*Follow up!*

Reclassified students must be monitored for 4 years for academic progress.

Los estudiantes reclasificados deben ser monitoreados durante 4 años en relación a su progreso académico.

# How Can I Help My Student To Reclassify?

- Consult your child's teacher. Ask about the areas of growth for your child and how you can best help? Ask if your student is at grade level or meeting standards in all areas.
- Ensure your child reads daily. If possible, read with your child.
- Talk with your child. Ask them questions about daily activities and their ideas.
- Visit the [ELPAC parent resources](#) for activities related to the English proficiency test.

# ¿Cómo puedo ayudar a mi estudiante a ser reclasificado?

- Consulte con el maestro de su hijo(a). Pregunte sobre las áreas de crecimiento para su hijo(a) y cómo puede usted ayudar. Pregunte si su estudiante está a nivel de grado escolar o si cumple con los estándares en todas las áreas.
- Asegure que su niño(a) lea diariamente. Si es posible, lea con su niño(a).
- Hable con su hijo(a). Haga preguntas sobre las actividades diarias y sus ideas.
- Visite los [recursos de padres de ELPAC](#) para actividades relacionadas a la prueba de suficiencia en el idioma inglés.



Newport-Mesa Unified School District  
**English Learner Programs**

# **Understanding the English Language Proficiency Assessments for California (ELPAC)**

## **Cómo entender las Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)**



# What is the ELPAC?

The ELPAC is a test that:

- Measures an English learner's progress in learning English
- Identifies an English learner's English Learner Proficiency Level
- Provides information that helps teachers support English learner progress in English and subject areas



# ¿Qué es la ELPAC?

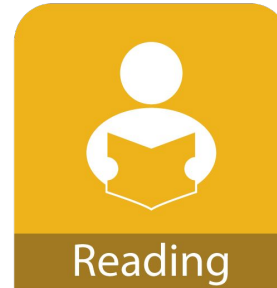
La ELPAC es una prueba que:

- Mide el progreso del aprendiz de inglés en su aprendizaje del inglés
- Identifica el Nivel de Dominio de los Aprendices de Inglés
- Ofrece información que ayuda a los maestros a apoyar el progreso entre los aprendices de inglés en inglés y en materias



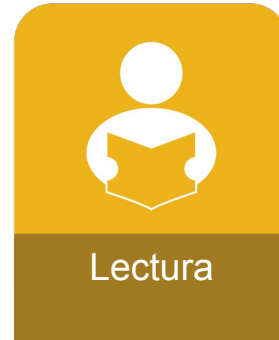
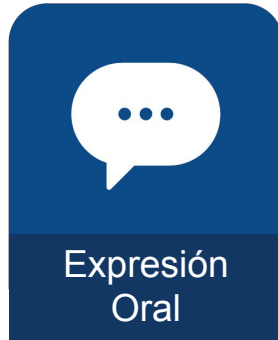
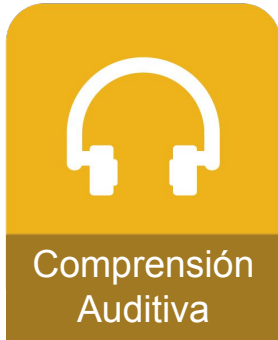
# What Does the ELPAC Test?

The ELPAC tests four different domain areas:



# ¿Qué evalúa la prueba ELPAC?

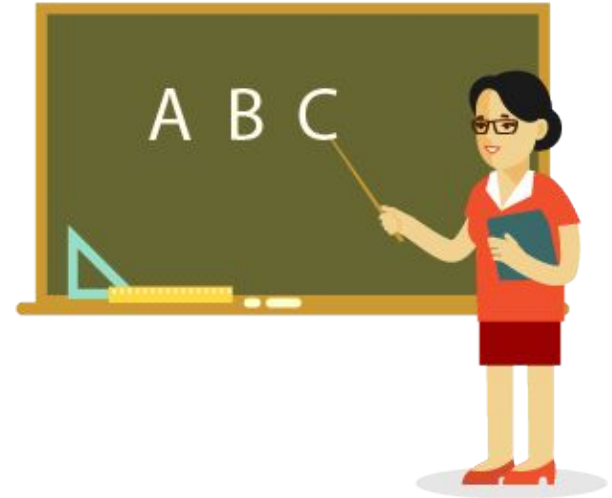
La ELPAC evalúa cuatro áreas de dominio distintas:



# Why Do Students Take the ELPAC?

If a language other than English is identified on the Home Language Survey, California requires students to take the ELPAC.

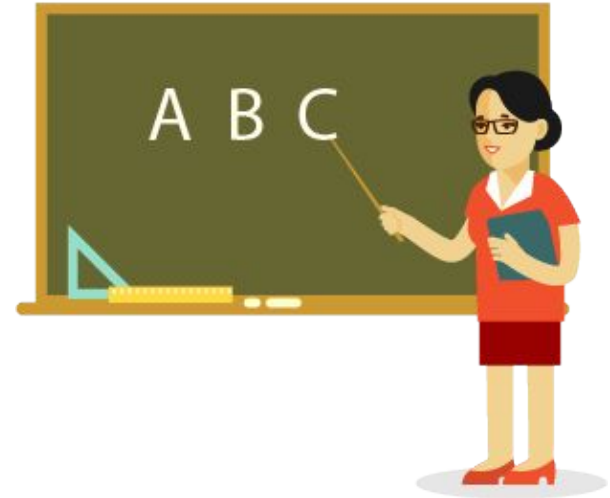
Identifying English learners language proficiency level is important so students receive the support they need to do well in school.



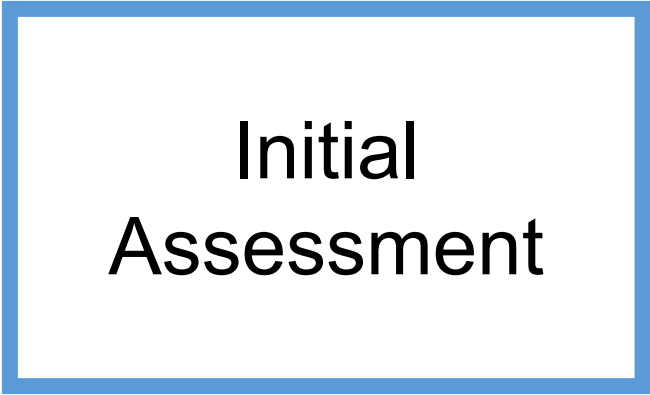
# ¿Por qué toman la ELPAC los estudiantes?

Si en la Encuesta de Idioma en Casa se identificada un idioma que no sea el inglés, California requiere que los estudiantes tomen la ELPAC.

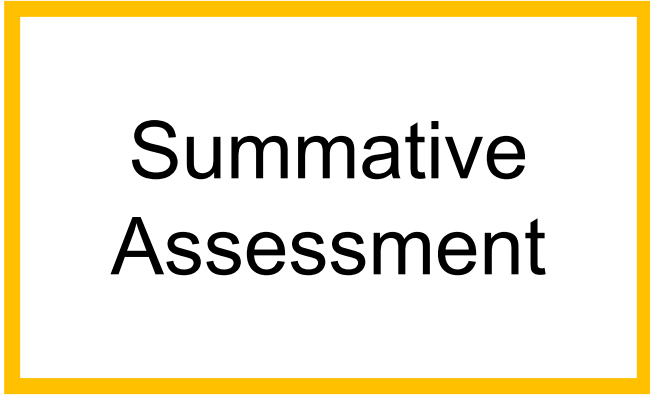
La identificación del nivel de dominio del idioma de los aprendices de inglés es importante para que los estudiantes reciban el apoyo que necesitan para tener un buen desempeño académico.



# The ELPAC Has Two Assessments:



Initial  
Assessment



Summative  
Assessment

La ELPAC tiene dos evaluaciones:



Evaluación  
Inicial



Evaluación  
Sumativa



# The Initial ELPAC:

## **Who:**

Students who are new to California schools and who are identified as speaking a language other than English are given the Initial Assessment within 30 days of when they enroll in a California school.

Students only take the Initial Assessment once.

## **Why:**

The Initial Assessment is used to identify students as either an English learner who needs support to learn in English, or as proficient in English.

# La ELPAC inicial:

## **¿Quiénes?:**

Los estudiantes que son nuevos a las escuelas de California y que han sido identificados como estudiantes que hablan otro idioma que no sea el inglés, reciben la Evaluación Inicial dentro de 30 días después de haberse inscrito en una escuela de California.

Los estudiantes toman la Evaluación Inicial solo una vez.

## **¿Por qué?:**

La Evaluación Inicial se usa para identificar a estudiantes como aprendices de inglés que necesitan apoyo para aprender inglés, o como competentes en el idioma inglés.

# The Summative ELPAC:

## **Who:**

Students who are English learners are given the Summative Assessment each spring between February 1 and May 31 until they are reclassified as English proficient.

## **Why:**

The Summative Assessment is used to measure the progress English learner students are making in listening, speaking, reading, and writing in English. The results help tell the school if the student is ready to be reclassified as proficient in English or if they need more support in learning in English.

# La ELPAC sumativa:

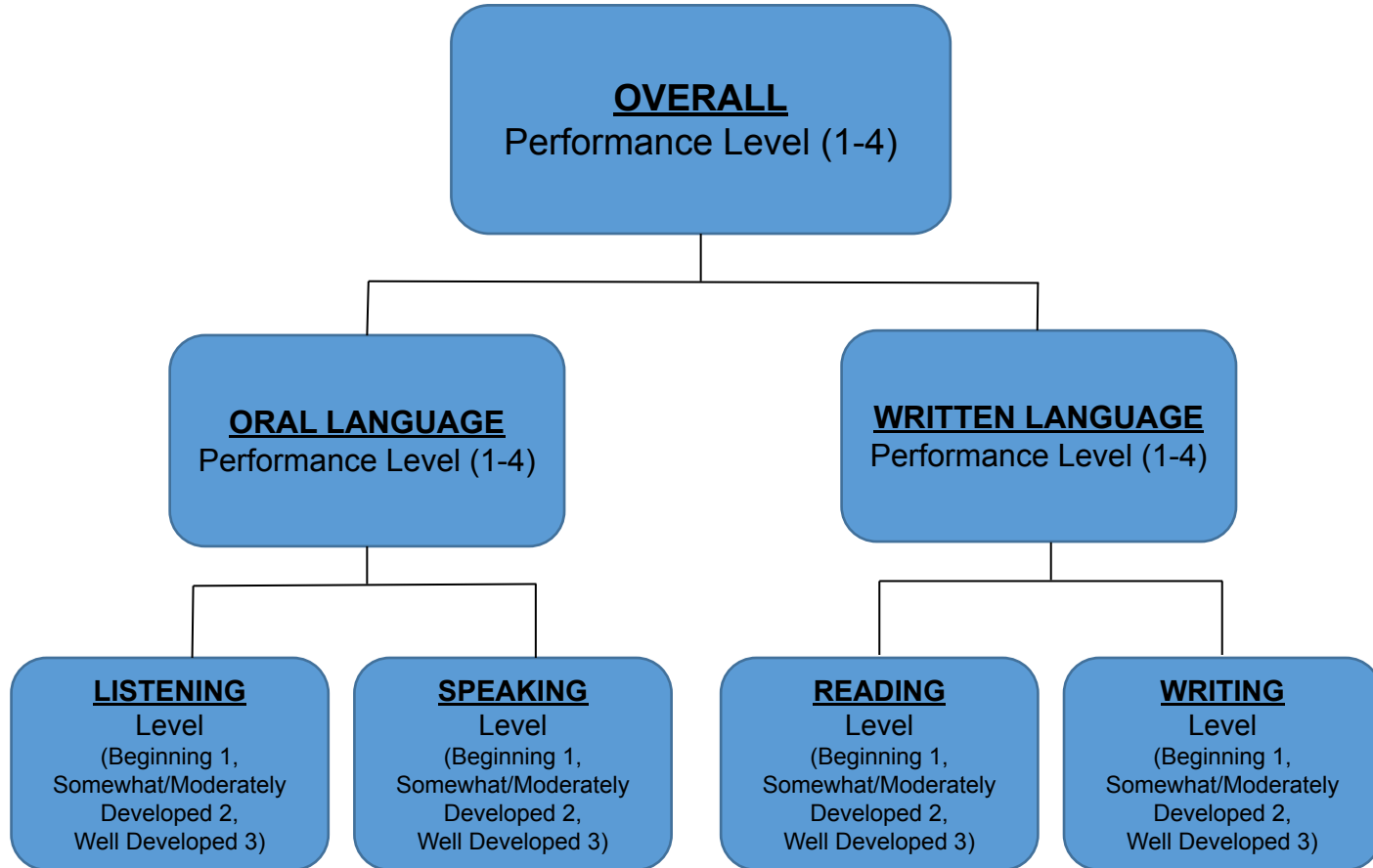
## **¿Quiénes?:**

Los estudiantes que son Aprendices de Inglés reciben la Evaluación sumativa cada primavera entre el 1 de febrero y el 31 de mayo hasta que sean reclasificados como competentes en el idioma inglés.

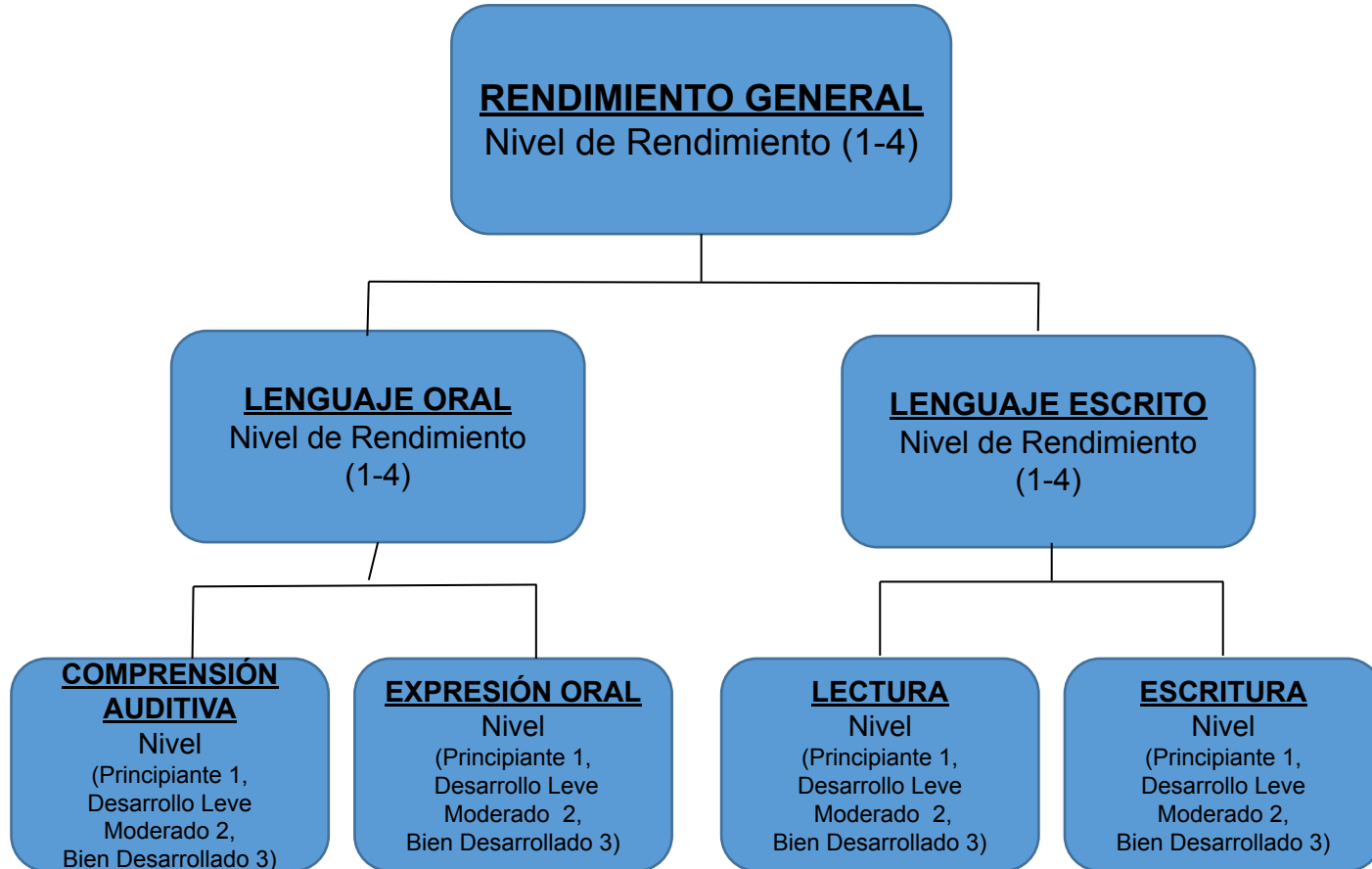
## **¿Por qué?:**

La Evaluación Sumativa se usa para medir el progreso de los aprendices de inglés en la comprensión auditiva, expresión oral, lectura, y escritura en inglés. Los resultados ayudan a decirle a la escuela si el estudiante está preparado para ser reclasificado como competente en el idioma inglés o si necesita más apoyo en el aprendizaje del inglés.

# Summative ELPAC Score Reporting



# Informe Sumatorio de los Puntajes de ELPAC



# Summative ELPAC Student Score Report



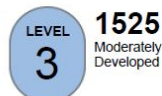
Indianapolis Indiana  
SUMMATIVE ELPAC SCORE REPORT  
2019–2020 | GRADE 5

## Indianapolis' English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:  
INDIANAPOLIS INDIANA  
1234 MAIN STREET  
UNIT 1234  
YOUR CITY, CA 12345-1234

Student #: 9999988002  
Date of Birth: 08/05/2010  
Grade: 5  
Test Date: Spring 2020  
School: California Elementary School  
LEA: California Unified  
CDS: 12345670000000

### Overall Score



Indianapolis' overall score is Level 3. More information on Indianapolis' score is provided on page 2.

### What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning



### What Students Can Do At Each Level

| LEVEL 1                                    | LEVEL 2                                            | LEVEL 3                                                | LEVEL 4                                                     |
|--------------------------------------------|----------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------|
| (1150–1466)<br><b>Beginning to Develop</b> | (1467–1513)<br><b>Somewhat Developed</b>           | (1514–1559)<br><b>Moderately Developed</b>             | (1560–1800)<br><b>Well Developed</b>                        |
| May know some English words and phrases.   | Can often use English to communicate simple ideas. | Can usually use English to learn new things in school. | Can consistently use English to learn new things in school. |

Summary results for schools, districts, and the state are available on the ELPAC Results website at <https://caaspp-elpac.cde.ca.gov/>.

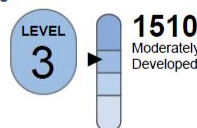


Indianapolis Indiana  
SUMMATIVE ELPAC SCORE REPORT  
2019–2020 | GRADE 5

## Indianapolis also received scores for Oral Language and Written Language

### Oral Language

The Oral Language Score includes Listening and Speaking.



#### Listening

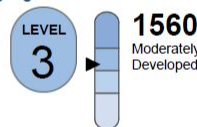


#### Speaking



### Written Language

The Written Language Score includes Reading and Writing.



#### Reading

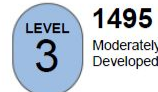


#### Writing

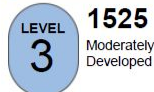


### Your Child's ELPAC Score History

Grade 4



Grade 5



# Informe de Puntajes Estudiantiles de la ELPAC Sumativa

## Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC, por sus siglas en inglés) de Indianapolis

PARA LA FAMILIA DE:  
Indianapolis Indiana  
1234 MAIN STREET  
YOUR CITY, CA 12345-1234

Estudiante #: 9999988002  
Fecha de nacimiento: 08/05/2010  
Grado: 5  
Fecha de la prueba: Primavera 2020  
Escuela: California Elementary School  
LEA: California Unified  
CDS: 12345670000000

### Puntaje Global

**NIVEL 3**  
**1525**  
Moderadamente desarrollado

El puntaje global de Indianapolis es Nivel 3. En la página 2 se suministra más información sobre el puntaje de Indianapolis.

### ¿Qué son las pruebas ELPAC?

Las pruebas ELPAC miden las habilidades en lo que respecta al dominio del inglés que necesitan los estudiantes para tener éxito en la escuela. Los estudiantes que son aprendices de inglés realizan las pruebas ELPAC sumativas cada primavera hasta que son reclasificados. Los resultados de las pruebas ELPAC de tu hijo(a) solo son una medida de sus conocimientos y habilidades en lo que respecta al inglés. Otras medidas incluyen pruebas en las aulas, tareas escolares y calificaciones.

Visita el sitio electrónico Starting Smarter en <https://elpac.startingsmarter.org/> para:

- Comprender el informe de puntaje de tu hijo(a)
- Revisar preguntas de exámenes de muestra
- Acceder a recursos gratuitos para apoyar el proceso de aprendizaje de tu hijo(a)

### Lo que los estudiantes pueden hacer en cada nivel

#### NIVEL 1

(1150–1466)

**Iniciando el Desarrollo**

Pueden saber algunas palabras y frases en inglés.

#### NIVEL 2

(1467–1513)

**Algo desarrollado**

Pueden usar con frecuencia el inglés para comunicar ideas simples.

#### NIVEL 3

(1514–1559)

**Moderadamente desarrollado**

Pueden usar a menudo el inglés para aprender nuevas cosas en la escuela.

#### NIVEL 4

(1560–1800)

**Bien desarrollado**

Pueden usar regularmente el inglés para aprender nuevas cosas en la escuela.

Los resultados resumidos de las escuelas, distritos y el estado están disponibles en el sitio electrónico de Resultados de ELPAC en <https://caaspp-elpac.cde.ca.gov/>.

Indianapolis también recibió puntajes por expresión oral y expresión escrita

### Expresión oral

El puntaje de expresión oral incluye comprensión auditiva y expresión oral.

**NIVEL 3**  
**1510**  
Moderadamente desarrollado



### Comprensión auditiva

○ Iniciando el Desarrollo ○ Moderado ○ ☒ Bien desarrollado



### Expresión oral

○ Iniciando el Desarrollo ○ ☒ Moderado ○ Bien desarrollado

### Expresión escrita

El puntaje de expresión escrita incluye lectura y escritura.

**NIVEL 3**  
**1560**  
Moderadamente desarrollado



### Lectura

○ Iniciando el Desarrollo ○ ☒ Moderado ○ Bien desarrollado



### Escritura

○ Iniciando el Desarrollo ○ ☒ Moderado ○ Bien desarrollado

### Historial de puntaje ELPAC de tu hijo

Grado 4

Ningún puntaje disponible

Grado 5

**NIVEL 3**

**1525**

Moderadamente desarrollado



# How Can I Learn More About The ELPAC?

- Review the Parent Guide to Understanding
  - Available in eight languages
  - <https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf>
- Take an ELPAC Practice Test with your child at home
  - <http://www.elpac.org/resources/practicetests/>



# ¿Cómo puedo aprender más sobre la ELPAC?

- Consulte la guía de padres para comprender la ELPAC
  - Disponible en ocho idiomas
  - <https://www.cde.ca.gov/ls/pf/c19/documents/elpac17pgtuspa.pdf>
- Tome una prueba de práctica de la ELPAC con su hijo(a) en casa
  - <http://www.elpac.org/resources/practicetests/>



# Talk About A Scene & Describe A Picture

*~correct and relevant response and expresses meaning~*



What questions can you ask your child about this picture?

- What are the kids doing?
- What is the teacher doing?
- Describe the classroom?
- Tell me something else about the picture.

# Hable sobre una imagen y describa una imagen

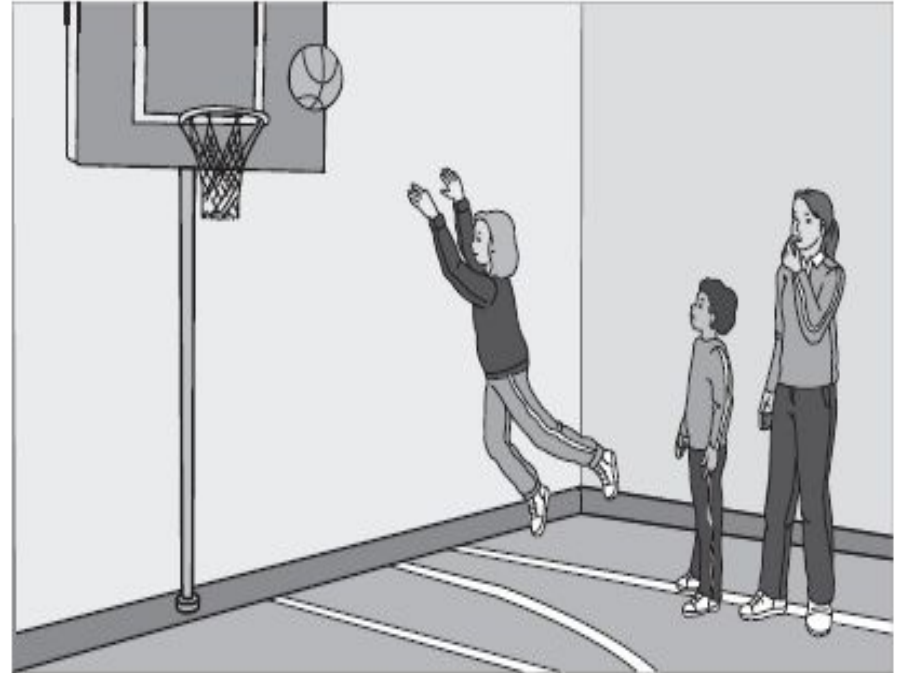
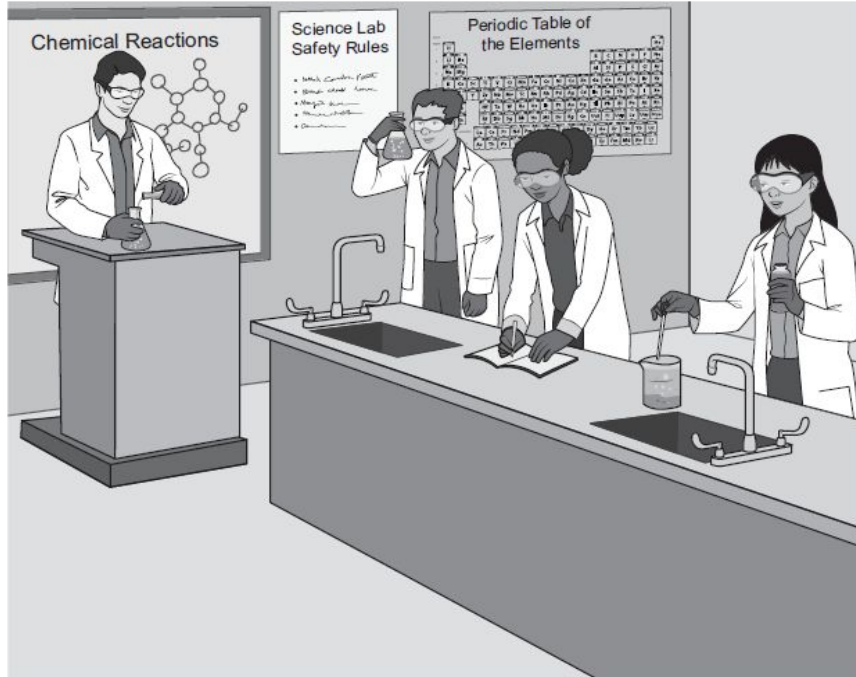
*~Respuesta correcta y relevante que expresa significado~*



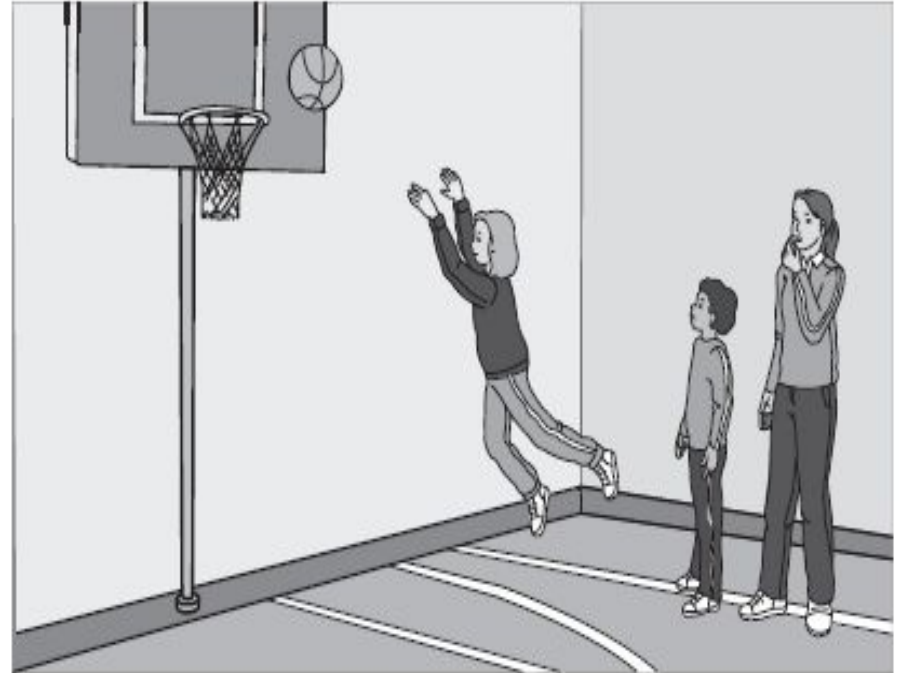
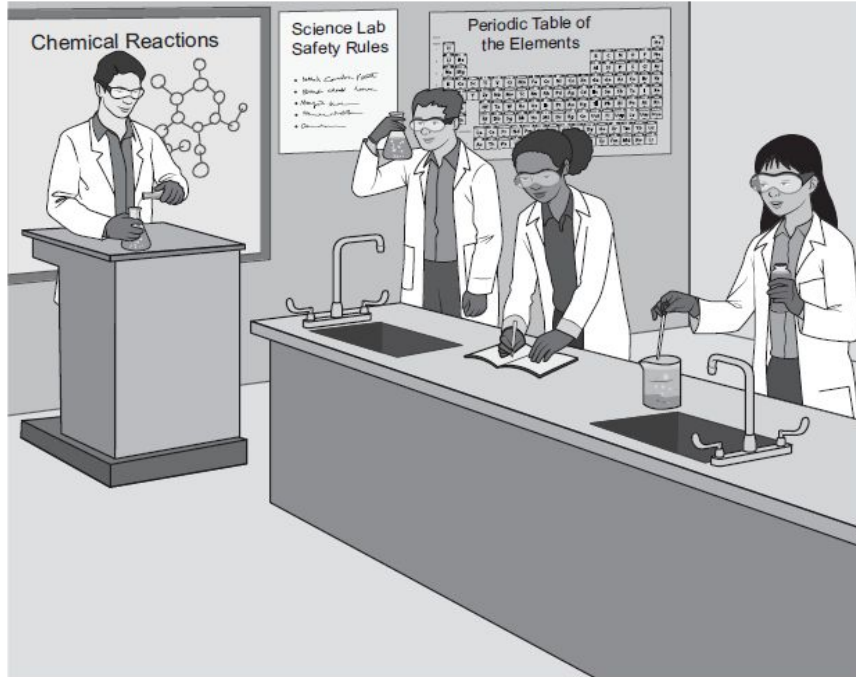
¿Qué preguntas le puede hacer a su hijo(a) sobre esta imagen?

- ¿Qué están haciendo los niños?
- What is the teacher doing?
- Describe el salón de clases.
- Cuéntame algo más sobre la imagen.

# Talk About A Scene & Describe A Picture



# Hablen sobre una escena y describan una imagen





**Newport-Mesa**  
Unified School District

**Questions for NMUSD Superintendent,  
Dr. Wesley Smith, For March Meeting**

**Preguntas para el Superintendente de NMUSD,  
Dr. Wesley Smith, para la reunión de marzo**

# Announcements/ *Anuncios*

**Newport-Mesa Unified  
School District**  
Newport-Mesa  
Unified School District



El distrito escolar de Newport-Mesa y Grupo CRECER Le invitan a participar de una nueva serie de talleres para padres con el tema:

**"COMUNICACIÓN Y MOTIVACIÓN PARA EL APRENDIZAJE"**

Este taller esta dirigido a los padres del nivel elemental y aumentará la capacidad de los padres para apoyar al éxito de los estudiantes en el hogar y en la escuela.

**¡LAS CLASES SON GRATUITAS!**

- Comunicación familiar para crear armonía, buen autoestima, y motivación para el aprendizaje
- Crear un dialogo interno positivo
- Efectos de vivir en una familia de conflicto y crisis
- Como desarrollar empatía y cooperación familiar
- Crianza respetuosa de los hijos

**CUANDO:**  
Martes 24 de enero - 21 marzo, 2023  
6:00-7:45 PM

**DONDE:**  
Por la plataforma ZOOM

**INSCRIBASE HOY!**



<https://bit.ly/3VDseAI>



**Preguntas y mas información:**  
Jackeline Gaitan, 714-800-0647





# Announcements/ Anuncios



## AFTER SCHOOL SCHEDULE:

Girls Inc. of Orange County provides after school programming for both girls and boys at the Melinda Hoag Smith Center for Healthy Living/Newport Mesa Family Resource Center.

PHASE 2: Running from January-March 2023

|                                                                                          |                                                                         |                                                                                                                                         |              |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------|
|  MONDAY | STEM LAB - Ocean Explorers<br>(4th-6th grade)<br>Dates: 1/23-2/27       |  Master Chef<br>(4th-6th grade)<br>Dates: 3/6 - 3/27   | 4:30-6:00 PM |
| TUESDAY                                                                                  | HOMEWORK CLUB<br>(1st-6th grade)<br>Dates: 1/10-3/28                    |  4:00-5:00 PM<br>5:00-6:00 PM                          |              |
| WEDNESDAY                                                                                | LITERACY LAB<br>(Kinder-3rd grade)<br>Dates: 1/18-3/29                  |  4:30-6:00PM                                           |              |
| THURSDAY                                                                                 | STEM JR. - Jr. Ocean Explorers<br>(Kinder-3rd grade)<br>Dates: 1/26-3/2 |  I'm a Chef<br>(Kinder-3rd grade)<br>Dates: 3/9 - 3/30 | 4:30-6:00PM  |

STEM Lab/ JR. STEM: Students will learn, create and work on hands-on projects that will focus on ocean exploration! Explorers, it's time learn about the mysteries below the ocean!

Literacy Lab: Students will expand their vocabulary and reading comprehension skills through individual and group reading in ways that make reading fun!

Homework Club: Students who need help with homework can join us from 4:00pm-5:00pm, 4:00-6:00 pm, or 5:00-6:00pm. To participate, you must have homework to complete at that time.



To REGISTER please visit the Melinda Hoag Smith Center for Healthy Living: 307 Placentia Ave, Newport Beach, CA 92663 Room 203 or call at (949) 764-8100



Interest List sign-up here



Programs and services at the Newport Mesa Family Resource Centers are funded in part through Families and Communities Together (FACT). FACT receives funding from federal, state, and county agencies including U.S. Department of Health and Human Services-Promoting Safe and Stable Families, the County of Orange as well as volunteer, in-kind support and private donations. FACT is a program administered by the County of Orange Social Services Agency, in partnership with the FACT FAS partner, Charitable Ventures.  
307 Placentia Ave., Suite 203, Newport Beach, CA 92663 | 949.764.8100



## HORARIO EXTRAESCOLAR:

Girls Inc. del condado de Orange ofrece programas extraescolares para niñas y niños en el Centro Melinda Hoag Smith para la Vida Sana/Centro de Recursos Familiares de Newport Mesa.

PHASE 2: a partir de enero-marzo de 2023

|                                                                                           |                                                                                |                                                                                                                                           |              |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|  LUNES | STEM LAB - Exploradores Océánicos<br>(4th-6th grado)<br>Fechas: 1/23-2/27      |  Master Chef<br>(4th-6th grado)<br>Dates: 3/6 - 3/27   | 4:30-6:00 PM |
| MARTES                                                                                    | CLUB DE TAREA<br>(1st-6th grado)<br>Fechas: 1/10-3/28                          |  4:00-5:00 PM<br>4:00-6:00 PM<br>5:00-6:00 PM          |              |
| MIÉRCOLES                                                                                 | LITERACY LAB<br>(Kinder-3rd grado)<br>Fechas: 1/18-3/29                        |  4:30-6:00PM                                           |              |
| JUEVES                                                                                    | STEM JR. - Jr. exploradores oceánicos<br>(Kinder-3rd grado)<br>Dates: 1/26-3/2 |  I'm a Chef<br>(Kinder-3rd grado)<br>Dates: 3/9 - 3/30 | 4:30-6:00PM  |

Laboratorio STEM/ JR. STEM: ¡Los alumnos aprenderán, crearán y trabajarán en proyectos prácticos centrados en la exploración de los océanos! Exploradores, ¡es hora de aprender sobre los misterios debajo del océano!

Literacy Lab: Los estudiantes desarrollarán su vocabulario y sus habilidades de comprensión de lectura a través de la lectura individual y en grupos.

Homework Club: Los estudiantes que necesiten ayuda con sus tareas pueden unirse a nosotros de 4:00pm a 5:00pm o de 5:00 a 6:00pm. Para participar, deben tener tarea para completar en ese momento.



Para REGISTRARSE por favor visite el Centro Melinda Hoag Smith para la Vida Saludable: 307 Placentia Ave, Newport Beach, CA 92663, Sala 203 o llame al (949) 764-8100



Interest List sign-up here



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307 Placentia Ave., Suite 203, Newport Beach, CA 92663 | 949.764.8100



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### CAREER TRAINING

- [Computer Basics](#)
- [Customer Service/Retail Sales](#)
- [Early Childhood Education \(credit\)](#)
- [Personal Care Aide](#)

### ENGLISH LANGUAGE LEARNING (ELL)

- [Multi-skills, Pronunciation & Grammar](#)
- [Citizenship](#)
- [English for Career Preparation & Advancement](#)
- [English for Parents](#)

### FORMACIÓN PROFESIONAL

- [Fundamentos de la computadora](#)
- [Atención al cliente/Ventas minoristas](#)
- [Educación de la Primera Infancia \(crédito\)](#)
- [Asistente de cuidado personal](#)

### APRENDIZAJE DEL IDIOMA INGLÉS (ELL)

- [Habilidades múltiples, pronunciación y gramática](#)
- [Ciudadanía](#)
- [Inglés para la preparación y el avance profesional](#)
- [Inglés para padres](#)

### CONTACT US

📞 (714) 432-6897

✉️ [adulthoodeducation@occ.cccd.edu](mailto:adulthoodeducation@occ.cccd.edu)

📍 C&L 117

### OFFICE HOURS

Mon: 8 a.m. - 5 p.m.

Tue: 8 a.m. - 6 p.m.

Wed: 8 a.m. - 6 p.m.

Thu: 8 a.m. - 5 p.m.

Fri: 8 a.m. - 1 p.m.



Newport-Mesa  
Unified School District

# Adjournment

## *Fin de la Reunión*

### **Next DELAC Meeting:**

February 8, 2023 ~ 6:30 PM

***Próxima Reunión del DELAC***

***08 de Febrero 2023 ~ 6:30 PM***

### **Next School Board Meeting:**

February 7, 2023 ~ 6:00 PM

***Reuniones de la Mesa Directiva de Educación***

***7 de Febrero 2023 ~ 6:00 p.m.***

Newport-Mesa Unified School District

**Multilingual Programs | English Learners**