Cambrian School District

District English Learner Advisory Committee (DELAC)

Educational Services

December 3, 2018

12:30 - 2:00 pm

https://goo.gl/P9gxeB

Welcome!

Witaj
Welkom
Gabite
Velkommen
benvenuto
Welcome
Bem-vindo
Välkommen
歡迎
Bienvenue
Καλώς ήλθατε
Marhaban
Selamat
Maeva
Hosgeldiniz
Vitejte
Welkom
Yokoso
Bienvenido
Willkommen

English Learner Program Goals

- Goal #1: Learn English as quickly as possible
- Goal #2: Reach the same academic standards as all students

What is DELAC?

Requirement:

California public school districts with **51 or more English learners** must form a **District-level English Learner Advisory Committee (DELAC)**.

Responsibilities:

The committee **will advise the board on programs and services for English learners**, including:

- ❑ District-wide English learner needs
- ❑ District programs, goals, and objectives
- ❑ District reclassification procedures

Who is on the DELAC for 2018-19?

- ❏ Linh Nguyen, Assistant Superintendent, Ed Services
- ❏ Lisa MacFarland, Site Administrator, Principal
- ❏ Susan Ahmann, Administrative Assistant, Ed Services
- ❏ Cindy Ponce, Teacher on Special Assignment, Ed Services
- ❏ Stacy Worrell, Teacher on Special Assignment, Price Middle School
- ❏ Cassidi Lauck, Teacher, Bagby School
- ❏ ELAC Parent Representative/Site
  - ❏ Bagby School
  - ❏ Fammatre
  - ❏ Farnham
  - ❏ Sartorette
  - ❏ Steindorf
  - ❏ Price

Overall Results

Grade 3-8 English Language Arts

Percent Met or Exceeded Standard

	2016	2017	2018
All Students	67%	66%	67%
Initially FEP	86%	88%	92%
Reclassified FEP	82%	78%	82%
English Learners	26%	23%	17%
English Only	69%	68%	68%
Ever ELs (RFEP+EL)	54%	56%	59%

Overall Results

Grade 3-8 Mathematics

Percent Met or Exceeded Standard

	2016	2017	2018
All Students	52%	56%	63%
Initially FEP	76%	81%	89%
Reclassified FEP	63%	66%	75%
English Learners	27%	28%	26%
English Only	53%	56%	62%
Ever ELs (RFEP+EL)	44%	50%	58%

English Language Proficiency Assessments for California

Parent Handouts (in 7 languages)

https://www.elpac.org/resources/

ELD Standards

California adopted English Language Development (ELD) standards in 2012.

California Framework

California adopted a framework in 2014 that integrates the English Language Arts (reading, writing, speaking and listening) and ELD standards.

- ❏ Language and culture are seen as **valued assets**
- ❏ **Same high expectations** for English Learners
- ❏ Focused on building both **content knowledge** and **language** in all disciplines
- ❏ **Integrating types of communication** (speaking, listening, reading, writing)
- ❏ **Shared responsibility** among all staff members

A PARENT GUIDE TO UNDERSTANDING

The English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.

The ELPAC has two parts:

	Initial Assessment	Summative Assessment
Who	Students will take the Initial Assessment if: ■ the student has a primary language other than English, ■ the student has not taken the CELDT or ELPAC before, and ■ the student has not been classified before as an English learner.	The Summative Assessment is given to students who are identified as an English learner on the Initial Assessment.
What	The Initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English.	The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.
When	Students are given the Initial Assessment within 30 days of when they enroll at the school.	Students who are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.
Why	Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.	

The ELPAC tests four different areas:

Do students with disabilities take the ELPAC?

Yes, the ELPAC has been designed so that students, including those with special needs, can participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

How Can I Help My Child Get Ready for the ELPAC?

You are an important part of your child's education. Some things you can do to help your child are:

- Read to your child, or have your child read to you in English, daily.
- Use pictures and ask your child to tell you in English what they see in the picture or what is happening in the picture.
- Talk to your child's teacher about which areas of learning English (listening, speaking, reading, writing) he or she may need extra help.
- Discuss the test with your child. Make sure he or she feels comfortable and understands the importance of taking the test.

The ELPAC is aligned with the California English Language Development Standards. These standards can be found at: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf.

For More Information:

More information about the ELPAC can be found on the California Department of Education ELPAC Web page at: http://www.cde.ca.gov/ta/tg/ep/ or at the Educational Testing Services ELPAC Web page at: http://www.elpac.org/

More information about your child's ELPAC scores can be found by contacting your child's teacher and/or the school office.

ELPAC
English Language Proficiency Assessments for California

ELPAC Domain Information Sheet

Listening Domain

Purpose

These task types allow students to show their abilities in listening to English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12

Task Types and Descriptions

Listen to a Short Exchange

Grades K–12:
Students hear a recording of a two-turn exchange between two speakers and then answer a question about the exchange.

Listen to a Classroom Conversation

Grades 3–12:
Students hear a recording of a multiple-turn conversation between two speakers and then answer three questions about the conversation.

Listen to a Speaker Support an Opinion

Grades 6–12:
Students hear a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, students answer four questions.

Listen to a Story

Grades K–5:
Students hear a recording of a multiple-turn conversation between two speakers and then answer three questions about the conversation.

Listen to an Oral Presentation

Grades K–12:
Students hear a recording of an oral presentation on an academic topic, then answer three to four questions about it.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education
July 2017

Accessible Alternative Version: http://www.cde.ca.gov/ta/tg/ep/documents/elpaclistendomain.pdf

ELPAC Domain Information Sheet

Speaking Domain

Purpose

These task types allow students to show their abilities in speaking in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually to all grade levels

Task Types and Descriptions

Talk about a Scene

Grades K*–12:
The student is presented with an illustration of a familiar scene. The test examiner first asks three who, what, when type questions about the scene. The test examiner then administers three items intended to generate longer responses.

Support an Opinion

Grades K–12:
The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other. At kindergarten and grades 1, 2, and 3–5, students view a picture of the choices for context and support.

Speech Functions

Grades 2–12:
The student states what they would say in a situation described by the test examiner.

Retell a Narrative

Grades K–5:
The student listens to a story that follows a series of pictures, and then the student uses the pictures to retell the story

Present and Discuss Information

Grades 6–12:
The student views a graph, chart, or image that provides information. The student is prompted to read the information and then asked to respond to two prompts. The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the students to state whether a claim is supported or unsupported based on the information in the graph or chart.

Summarize an Academic Presentation

Grades K–12:
The student listens to an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points of the presentation using the illustration(s) and key terms of the presentation, if provided.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education
July 2017

Accessible Alternative Version: http://www.cde.ca.gov/ta/tg/ep/elpacspkdomain.asp

ELPAC Domain Information Sheet

Reading Domain

Purpose

These task types allow students to show their abilities in reading English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12

Task Types and Descriptions

Read-Along Word with Scaffolding

Grade K:
With scaffolding from the test examiner, the student provides the individual letter names and the initial letter sound for a decodable word.

Read-Along Story with Scaffolding

Grades K–1:
The student listens and follows along as the test examiner reads aloud a literary text accompanied by three pictures for context and support.

Read-Along Information

Grades K–1:
The student listens and follows along as the test examiner reads aloud an informational text accompanied by three pictures for context and support.

Read and Choose a Word

Grades 1–2:
The student reads three words and chooses the word that matches a picture.

Read and Choose a Sentence

Grades 1–12:
The student reads three or four sentences and chooses the sentence that best describes a picture.

Read a Short Informational Passage

Grades 1–12:
The student reads a short informational text and answers multiple-choice questions related to the text.

Read a Student Essay

Grades 3–12:
The student reads an informational essay presented as if written by a peer and answers a set of multiple-choice questions related to the essay.

Read a Literary Passage

Grades 1–12:
The student reads a literary text and answers multiple-choice questions related to the text.

Read an Informational Passage

Grades 1–12:
The student reads a literary text and answers multiple-choice questions related to the text.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education
July 2017
Accessible Alternative Version: http://www.cde.ca.gov/ta/tg/ep/documents/elpacreaddomain.pdf

ELPAC Domain Information Sheet

Writing Domain

Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12

Task Types and Descriptions

Label a Picture—Word with Scaffolding

Grades K–1:
The student writes labels for objects displayed in a picture.

Write a Story Together with Scaffolding

Grades K–2:
The student collaborates with the Test Examiner to jointly compose a short literary text.

Describe a Picture

Grades 1–2:
The student looks at a picture and writes a brief description about what is happening.

Grades 3–12:
The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students will do next.

Write an Informational Text Together

Grades 1–2:
The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.

Write about an Experience

Grades 3–12:
The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.

Write about Academic Information

Grades 3–12:
The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.

Justify an Opinion

Grades 3–12:
The student is asked to write an essay providing his/her position and appropriate supporting reasons about a school related topic.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education
July 2017
Accessible Alternative Version: http://www.cde.ca.gov/ta/tg/ep/documents/elpacwritedomain.pdf

Level	Description
4	English learners at this level have **fully functional** receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have **moderately functional** receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have **somewhat functional** receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have **limited functional** receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

INGRID
Student

Summative ELPAC Results Spring 2018

Number of Students at Each Performance Level by Grade - Overall

PL	TK/K	1	2	3	4	5	6	7	8	All	%
Lvl 4	56	45	41	10	15	19	18	15	16	235	48%
Lvl 3	24	19	13	18	18	18	14	12	5	141	29%
Lvl 2	21	16	6	16	9	2	5	2	4	81	16%
Lvl 1	9	5	4	6	5	0	3	1	4	37	7%
Total	110	85	64	50	47	39	40	30	29	494	

English Learner Identification Process

Home Language Survey

⬇

Language Testing (ELPAC)

⬇

Score determines student's language proficiency

⬇

English Learner or Initially Fluent (IFEP)

⬇

English Learners Receive ELD Support

English Language Proficiency Assessments for California (ELPAC)

Parent Guide to Understanding the ELPAC

ELD Instruction: Two Types

	Integrated ELD Learning Content with Language Support	Designated ELD Learning English
Who	Teachers with ELs in their classrooms	
What	Focus is on the CA Common Core or other content standards ELD Standards are used *in tandem* to focus language instruction	Focus is on the CA ELD Standards in order to develop critical language ELs need for content learning in English
When	Throughout the day across the disciplines	Protected time during the regular school day
Where	All classrooms with ELs	All classrooms with ELs; small group instruction

Kindergarten ELD Program

Within the classroom throughout the school day:

- Supports all students' English language skills using techniques such as:
  - Stories, songs, and poetry
  - Small and whole group instruction and discussions
  - Vocabulary development in all content areas
  - Guided Reading and Writer's Workshop
  - Frames for Fluency
  - Imagine Learning for Language & Literacy

ELD Programs in grades 1-8

Classroom Teachers	ELD Teachers on Special Assignment
• CLAD/EL certification • GLAD Trained • Support ELs in all classes to ensure they continue to strengthen their English language skills as they learn core academic content • Designated and Integrated ELD • Imagine Learning for Language & Literacy	• Provide instructional coaching and support for Designated ELD to develop the English language skills students need to learn content in English • Modeled ELD lessons • Coordinate IL/ELD support and professional development opportunities with classroom teachers
In addition, Price MS students are offered a 1-period ELD class.	

CSD English Learner Parent Notification

- **Parent Notification Letters**
  - **Initial** ELPAC Parent Notification Letter
    - Initial ELPAC

  - **Continuing EL** Parent Notification Letter
    - Summative ELPAC

Imagine Learning

- **Why Imagine Learning?**
  - Available to all English Learners
    - At school and at home
    - Communication to parents - **Letter** (Translated in **16 languages**)
    - Price Middle School Communication to parents- **Letter**
- **MUST BE USED WITH FIDELITY TO SEE MEASURABLE OUTCOMES**
  - Goal of 80% active usage
  - Students must be using Imagine Learning 80 - 100 minutes per week
  - Teachers follow-up with personalized instruction per student needs based on student data
  - Goal setting with student

A Pennsylvania Story

Imagine Language & Literacy

"I have twenty-two students right now and they are all at a different level....

Imagine Learning

Ongoing, Adaptive Assessments

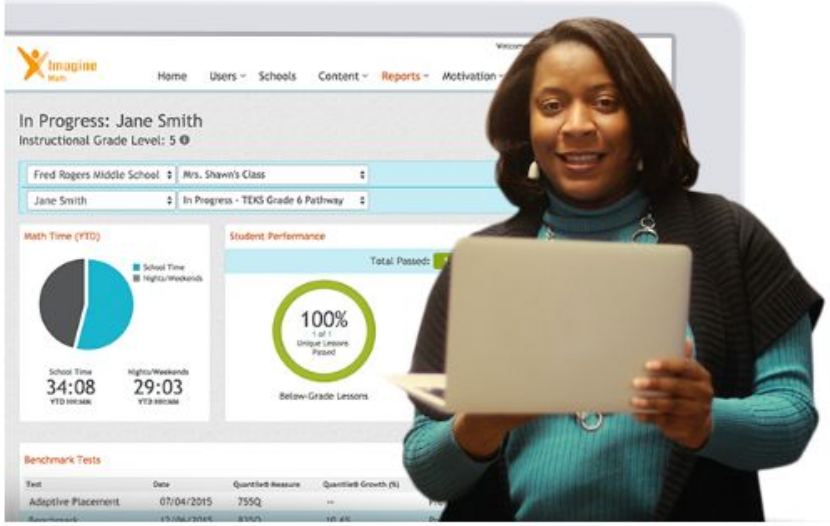
The roadmap to student understanding

How are students progressing along their individualized learning path? To answer this question, you need an accurate and reliable roadmap. Our adaptive assessment system not only maps out student performance, growth, and usage, it also gauges student understanding at every point—adjusting and informing instruction along the way.

Rely on our assessments for:

- Nationally normed data on student performance
- Benchmarks that can be administered several times a year
- Lexile® and Quantile® measures that monitor student progress
- Ongoing data points that continually inform instruction

Imagine Learning



Personalized, Actionable Reports

Your data, your way

Whether you're an administrator who needs to access district-wide growth data or a teacher who's tracking student progress by skill, you'll find the data you're looking for within the four programs of Imagine Learning. Depending on the program you use, you'll also see:

- District, school, class, and individual reports
- Links to state standards
- Reports that track long-term progress
- Detailed usage reports

See each product page for more information.

Reclassification

These criteria are used to determine if a student
should be reclassified (exited from the English learner program):

1. Assessment of English language proficiency, using the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Performance in basic skills comparable to performance in basic skills of English proficient students of the same age

CSD Reclassification Rate by School Year

Reclassification is the process through which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classroom.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total English Learners (ELs)	394	415	469	462	462	501
Number of EL Reclassified	38	26	86	85	142	64
Percent of EL Reclassified	10%	6%	18%	18%	29%	14%

EL Students with IEPs

1. If the EL student is not making progress, the IEP needs to state that an alternative assessment (different from the ELPAC) is required. The IEP should specify the alternative assessment being use (i.e., CALPS).
2. The EL student should be assessed the following year on the same alternative assessment to determine growth relative to the previous year's baseline scores.

For reclassification:

- ❏ The IEP team can redesignate the EL using the reading/writing assessments used in their respective Special Day programs or the CALPS.

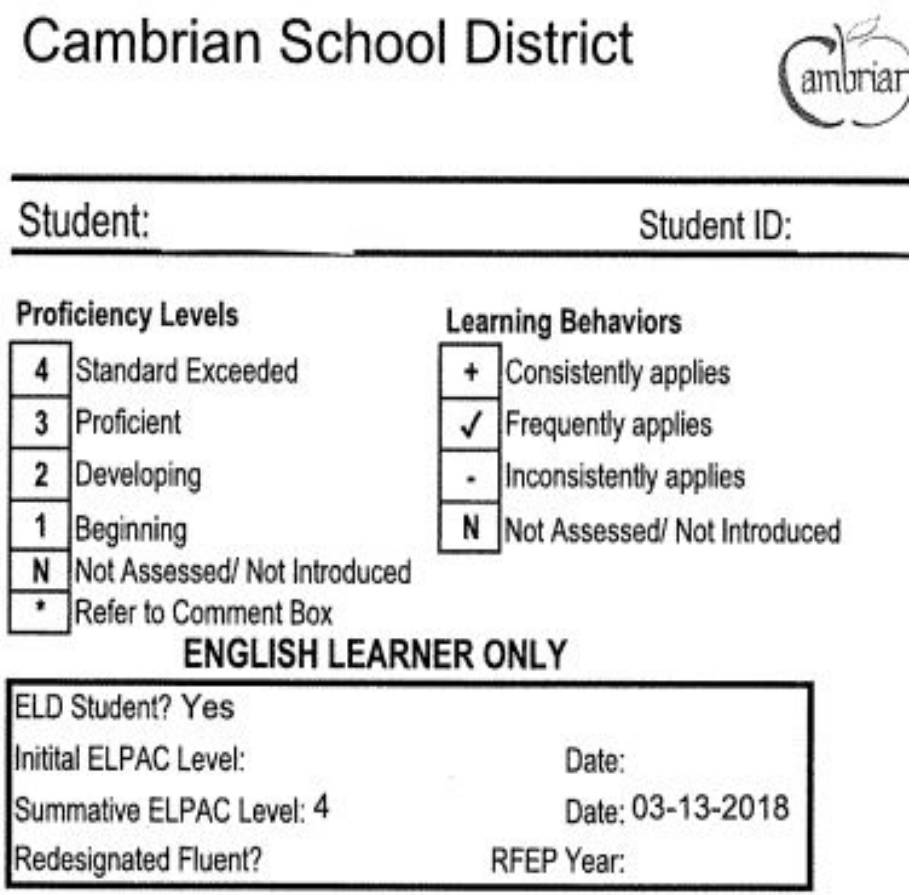
Monitoring Progress

As required by Title III and the California Education Code, students reclassified as Fluent English proficient (RFEP) must be monitored for a minimum of **four (4)** years after reclassification or until they reach and maintain grade-level proficiency.

Monitoring Progress

New Report Card for Grades K-5

https://www.cambriansd.org/Page/1949



Cambrian School District

Student: Student ID:

Proficiency Levels

4	Standard Exceeded
3	Proficient
2	Developing
1	Beginning
N	Not Assessed/ Not Introduced
*	Refer to Comment Box

Learning Behaviors

+	Consistently applies
✓	Frequently applies
-	Inconsistently applies
N	Not Assessed/ Not Introduced

ENGLISH LEARNER ONLY

ELD Student? Yes

Initital ELPAC Level: Date:

Summative ELPAC Level: 4 Date: 03-13-2018

Redesignated Fluent? RFEP Year:

Parent Engagement

Language Line
Over - the Phone Interpreting Services
Contact your school office for primary language support.

LanguageLine® Personal Interpreter℠

Parent Engagement

- What questions do you have about the district's English Learner programs?
- What CSD programs would you like to know more about?
- What is the best way to communicate district and school information to you?
- Parent Workshop Series?
  - January 28, 2019; 6:30-8:00pm
    - Topics?
- Needs Assessment Survey
  - January - February 2019

Parent Engagement

- **Join a school group**
  - Learn more about programs and activities
  - Give input
- **District English Learner Advisory Committee (DELAC)**
  - Parents, teachers and administrators review district programs for English learners
- **English Learner Advisory Committee (ELAC)**
  - Parents, teachers and administrator review school programs for English learners
- **School Site Council (SSC)**
  - Parents and school staff members make school decisions
- **H&SC (Home & School Club)**
  - A group at each school raises funds and supports school and classroom activities
- **Volunteer in your child's school or classroom!**

What is ELAC?

Requirement:
California public school districts with **21 or more English learners** must form a school-leveled **English Learner Advisory Committee (ELAC)**.

Responsibilities:

1. The ELAC will **advise the principal and staff on programs and services for English learners and the School Site Council on the development of the school plan**.
2. The ELAC will **assist the school in the development of**:
   a. The school's needs assessment.
   b. Ways to make parents aware of the importance of regular school attendance.

Who is on the ELAC?

Requirements:

- Parents of English learners **comprise at least** the same percentage of the ELAC membership as English learners constitute of the school's total student population. (e.g., if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.)
- Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.
- Regular Meetings throughout the year

2018-19 DELAC Meeting Dates

(All Monday meetings at the District Office PDC)

- Monday, December 3, 12:30-2:00 pm
- **Monday, January 28, 12:30-2:00 pm**
- Monday, March 4, 12:30-2:00 pm
- Monday, April 15, 12:30-2:00 pm

Legal References

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

Questions/Comments
Future Topics?

CSD EL Program Contacts

https://www.cambriansd.org/Page/113

- **Linh Nguyen, Assistant Superintendent**
  nguyenl@cambriansd.com
- **Susan Ahmann, Administrative Assistant**
  ahmanns@cambriansd.com
- **Cindy Ponce, Teacher on Special Assignment - Fammatre School**
  poncec@cambriansd.com
- **Chau Chieng, Teacher on Special Assignment - Farnham & Steindorf School**
  chiengc@cambriansd.com
- **Crysti Haywood, Teacher on Special Assignment - Bagby & Sartorette School**
  haywoodc@cambriansd.com

Resources

- CSD English Learners Website
- CDE English Learner Website
- ELD Standards
- Parents Overview of the ELD Standards
- A Parent Guide to Understand ELPAC has been translated into seven languages. To access these resources, click here.