Saratoga Union School District

English Learner Programs

DELAC Presentation
Oct. 10, 2023

To access Mandarin version, click here. 简报中文版在这里。
SUSD EL Team

Moira Barker
Assistant Superintendent of Educational Services

Markus Puhvel
ELD and Spanish Teacher at Redwood Middle School

Laurie Brandt
ELD Teacher, Reading Specialist, Saratoga & Argonaut Elementary

Sherri Wiesner
ELD Teacher/Reading Teacher, Foothill & Argonaut Elementary

Elementary ELD Aides
Angie Wong at Foothill, Gloria Fontanilla at Argonaut, and Yianna Spirakis at Saratoga

Maggie Chen
Mandarin Translator

Kerri Spirakis
District Office English Language Support
Agenda

★ Introductions
★ What is DELAC?
★ ELPAC Testing
★ English Learner Update
★ RFEP Criteria/Process
★ EL Programs & Services
★ Local Control and Accountability Plan (LCAP)
★ Parent Feedback & Suggestions
★ DELAC Meeting Dates for 2023-2024
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
English Learner Identification Process

- Home Language Survey
- Language Testing (Initial ELPAC)

Score determines student’s language proficiency:
- English Learner (EL) or Initially Fluent (IFEP)

English Learners Receive ELD Support at school
English Language Proficiency Assessment for California (ELPAC)

The ELPAC is a test for all students who may be learning English:

• **Initial ELPAC** - the first test to determine if students are English learners and need support services in school

• **Summative ELPAC** - given in spring to all English learners to monitor their progress
Initial ELPAC Testing

All new students who are learning two or more languages are tested to determine if they are English Learners.

• 67 new students to SUSD were tested this fall
• Results were sent to the state and have been calculated; parents received a letter with the results.
• Any new students will be tested as they are enrolled
ELPAC score reports include:

Marietta’s Initial ELPAC Score Report

FOR THE FAMILY OF:
MARIETTA C. GEORGIA
123 MAIN ST
YOUR CITY, CA 99999-1234

Student #: 9999992013
Date of Birth: 02/14/2015
Grade: Kindergarten
Test Date: 06/14/2021
School: California Elementary School
LEA: California Unified
CDS: 99999910000000

What does my child’s score mean?
Marietta recently took the Initial ELPAC, which identifies students who need help learning English. Based on the results, Marietta has novice English skills and needs help using English in school. Marietta will take the Summative ELPAC this spring, which measures the student’s progress in developing English skills. If you have questions about your child’s ELPAC results, please contact your child’s school for more information.

Overall Performance Level and Score

Novice English Learner
Overall Score: 150

Why do we administer the Initial ELPAC?
Identifying students who need help learning English is important so students get the support they need to do well in school, while receiving instruction in all school subjects.

Parent/Guardian Resources
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
- View a parent guide to understanding the ELPAC

What Students Can Do At Each Level

**Initial Fluent English Proficient Level (450–600)**
Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.

**Intermediate English Learner Level (370–449)**
Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.

**Novice English Learner Level (150–369)**
Students at this level are beginning to develop oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Complete results for schools, districts, and the state are available on the Test Results for California’s Assessments website at https://caaspp-elpac.cde.ca.gov/.

More information on Marietta’s score is provided on page 2.
# SUSD English Learners in grades 1-8

<table>
<thead>
<tr>
<th>Argonaut</th>
<th>Foothill</th>
<th>Saratoga</th>
<th>Redwood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EL Teachers:</strong> Sherri Wiesner and Laurie Brandt</td>
<td><strong>EL Teacher:</strong> Sherri Wiesner</td>
<td><strong>EL Teacher:</strong> Laurie Brandt</td>
<td><strong>EL Teacher:</strong> Markus Puhvel</td>
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<tr>
<td><strong>Instructional Aide:</strong> Gloria Fontanilla</td>
<td><strong>Instructional Aide:</strong> Angie Wong</td>
<td><strong>Instructional Aide:</strong> Yianna Spirakis</td>
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<tr>
<td><strong>43 EL Students:</strong> TK &amp; Kinder - 19</td>
<td><strong>35 EL Students:</strong> TK &amp; Kinder - 11</td>
<td><strong>31 EL Students:</strong> TK &amp; Kinder - 12</td>
<td><strong>6 Current EL:</strong> Sixth - 3</td>
</tr>
<tr>
<td>First - 18</td>
<td>First - 11</td>
<td>First - 6</td>
<td>Seventh - 0</td>
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<tr>
<td>Second - 3</td>
<td>Second - 3</td>
<td>Second - 6</td>
<td>Eighth - 3</td>
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<td>Third - 3</td>
<td>Third - 7</td>
<td>Third - 5</td>
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<tr>
<td>Fourth-0</td>
<td>Fourth - 2</td>
<td>Fourth - 0</td>
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<tr>
<td>Fifth-0</td>
<td>Fifth - 1</td>
<td>Fifth - 2</td>
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**Elementary Services grades 1-5:**
- **With EL Teacher:** one-to-one or small-group sessions throughout the week to support language and literacy
- **With EL Instructional Aide:** one-to-one or small-group support in the classroom

**Middle School Services:**
- **With EL Teacher:** one period every day for language and curriculum support
SUSD English Learner Program Goals

• **Goal #1:** Learn English as quickly as possible

• **Goal #2:** Reach the same academic standards as all students
## ELD Instruction: Two Types

<table>
<thead>
<tr>
<th>Who</th>
<th>Classroom teachers, ELD teachers, and supervised aides</th>
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</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td><strong>Integrated ELD</strong></td>
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<tr>
<td></td>
<td>Learning Content with Language Support</td>
</tr>
<tr>
<td></td>
<td>Focus is on the CA Common Core or other content standards</td>
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<tr>
<td></td>
<td>ELD Standards are used <em>in tandem</em> to focus language instruction</td>
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<tr>
<td></td>
<td><strong>Designated ELD</strong></td>
</tr>
<tr>
<td></td>
<td>Learning English</td>
</tr>
<tr>
<td></td>
<td>Focus is on the CA ELD Standards in order to develop critical language ELs need for content learning in English</td>
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<tr>
<td><strong>When</strong></td>
<td>Throughout the day across the disciplines</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>All classrooms with ELs</td>
</tr>
<tr>
<td></td>
<td>All elementary classrooms with ELs;</td>
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</table>
SUSD TK & Kindergarten ELD Program

Within the classroom throughout the entire 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
  - Workshop teaching
## SUSD ELD Programs in grades 1-8

<table>
<thead>
<tr>
<th>Classroom Teachers</th>
<th>ELD Teachers and Supervised Aides</th>
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<tbody>
<tr>
<td>● CLAD/EL certification</td>
<td>● Provide Designated ELD to develop the English language skills students need to learn content in English</td>
</tr>
<tr>
<td>● Support ELs in all classes to ensure they continue to strengthen their English language skills as they learn core academic content</td>
<td>● Push-in and/or Pull-out support</td>
</tr>
<tr>
<td>● Designated and Integrated ELD</td>
<td>● Coordinate with classroom teachers</td>
</tr>
<tr>
<td>● Coordinate with ELD Teachers and aides</td>
<td></td>
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</tbody>
</table>

Redwood Middle School students are offered a 1-period ELD class.
Redwood Middle School’s ELD Classes

Main Areas of ELD Instruction:
1. Grammar
2. Vocabulary
3. Sentence Construction
4. Written and Oral Reports
5. Reading Fluency
6. iReady
7. Discussions
8. Academic Support

ELD Support and ELD Language Arts
Reclassification (RFEP)

These criteria are used to determine if a student should be Reclassified as Fluent English Proficient (RFEP) and exited from the English Learner (EL) program:

1. **Assessment of English language proficiency**, using the state test of English language development (the Summative ELPAC score of 4 overall); and

2. **Teacher evaluation**, including, but not limited to, a review of the student's work in grade-level curriculum; 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**

Teachers with EL students who meet the criterion for Reclassification will hold conferences with parents and present the RFEP worksheet for parents to sign.

RFEP students’ academic work is monitored for four years to ensure they are continuing to access classwork in English.
Local Control Accountability Plan

**Equity:** High needs LEAs get funds needed to close achievement gaps, moving from equality to equity.

**Local Control:** Decisions are made locally to meet local needs, moving from top down orders to ground level solutions.

**Continuous Improvement:** Every year we will get better, moving from compliance towards incremental improvement.
<table>
<thead>
<tr>
<th>Local Control and Accountability Plan, LCAP</th>
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<tbody>
<tr>
<td><strong>Goal #1: High Academic Standards</strong></td>
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<tr>
<td>- Designated ELD teachers</td>
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<tr>
<td>- Summer School</td>
</tr>
<tr>
<td>- Readers’ &amp; Writers’ Workshop (PD &amp; materials)</td>
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<tr>
<td>- District Library Teams</td>
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<td>- RMS interventions</td>
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<tr>
<td><strong>Goal #2: Social-emotional &amp; Physical well-being</strong></td>
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<tr>
<td>- Counselors, CASSY</td>
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<td>- Project Cornerstone</td>
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<tr>
<td>- Toolbox</td>
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<tr>
<td>- Digital citizenship lessons</td>
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<tr>
<td>- Gaggle, Speak-up</td>
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<tr>
<td>- Summer school JUMPSTART</td>
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<tr>
<td>- Parent Education workshops</td>
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<tr>
<td><strong>Goal #3: Communication</strong></td>
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<tr>
<td>- Translations</td>
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<tr>
<td>- DELAC</td>
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<tr>
<td>- Parent Committees</td>
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<tr>
<td>- District Website with translation</td>
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<td>- Powerschool</td>
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<tr>
<td>- Canvas</td>
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Parent Input

What questions do you have about this presentation or the district’s English Learner programs?

What SUSD programs would you like to know more about?

What is the best way to communicate district and school information to you?
Parent Involvement

Join a school group
• Learn more about programs and activities
• Give input

District English Learner Advisory Committee (DELAC)
• Parents, teachers and administrators review our programs for English learners

Parent Advisory Committee
• Parents and school staff members make school decisions

PTA (Parent-Teacher Association)
• A group at each school raises funds and supports school and classroom activities
2023- 2024 DELAC Meeting Dates

- **Tuesday, Oct 10** at Saratoga Elementary Library (3:30--4:30)
- **Tuesday, January 23** at Argonaut Elementary Library (3:30--4:30)
- **Tuesday, March 19** at Redwood Middle School Library (3:30--4:30)