

**MINUTES OF THE  
DISTRICT ENGLISH LANGUAGE ADVISORY COUNCIL  
(DELAC)**

**Monday, November 13, 2017  
Alhambra Unified School District Office  
Marengo East Room at 5:30PM**

**Attendance**

Jim Schofield, Director - English Language Development  
Adele Rodarte- Executive Secretary, English Language Development  
Hui Chiang Chen, Chairman – Alhambra High School  
Jane Fung – Emery Park Elementary  
Rocio Hernandez – Monterey Highlands Elementary  
Rosario Araujo – Northrup Elementary  
Hilda Felipe – Park Elementary  
Rocky Chang – Ramona Elementary (School Coordinator)  
Lei Zhang – Ramona Elementary  
Jody Li – Repetto Elementary  
Anel Diaz – Ynez Elementary  
Josephine Chen - Alhambra High School (School Coordinator)  
Noemi Rattray - Century High School (School Coordinator)  
Lien Luu- Mark Keppel High School (School Coordinator)

**Agenda Items:**

**Welcome** - Chairman Hui Chiang Chen welcomed the Committee Members and brought the meeting to order at 5:37 p.m.

**Pledge of Allegiance** -Chairman Hui Chiang Chen led the Committee in the Pledge of Allegiance.

**New Business:**

**Approval of Agenda** - Chairman Chen asked for a motion to approve tonight’s agenda. A correction was requested to move the EL Road Map from New Business to Old Business. Jane Fung made a motion to approve the agenda with the correction. The motion was seconded by Jodi Li and unanimously approved.

**Approval of Minutes** -Chairman Chen asked the Committee to review the minutes of the DELAC Committee Meeting of September 11, 2017. Following a brief review, a motion was made by Anel Diaz to approve the Minutes. The motion was seconded and was unanimously approved.

**I. Guest Speaker Christa Van Orden and CMAC Team:** Mr. Schofield introduced Christa Van Orden, Director of Pre-School/Elementary Education to present CMAC and Balanced Literacy English Language Arts/English Language curriculum. Ms. Van Orden had her Curricular Materials Advisory Committee (CMAC) members introduce themselves; Silvia Lohora, 7<sup>th</sup> grade Ynez Elementary, Deseree Bradvica, District Instructional Specialist English Language Arts, Patricia Diaz, Kindergarten Dual Immersion teacher Fremont Elementary, Ana Haskins District Instructional Specialist English Language Development. Ms. Van Orden began sharing the adoption process, where they are currently and the next steps in adopting the new curriculum.

a. 2010 California instated the new Common Core Standards for ELA and Math. In 2014 state put out a Framework which tells districts what instruction should look like in the classroom with these new standards. Once this occurred text book publishers submitted materials for review for possible adoption by school districts. The state requested that different individuals who work with students evaluate the materials. They asked the reviewers to look at whether the materials covered all areas of the standards and if all the standards were met within a program and not necessarily the quality of the program. The state created a new Education Code Section 60210 that states that school districts do not have to adopt materials off the state approved list, they can go through a more rigorous process to identify and adopt

materials of their chose. AUSD put out a letter to all TK-8 staff and administrators and asked them to join the CMAC. AUSD implemented an application process, but everyone who applied was accepted. Ms. Van Orden introduced Deseree Bradveca to share more about the committee.

b. Ms. Bradveca shared that the committee of sixty one members is made up of Teachers, Instructional Specialists, Principals, Asst Principals from all thirteen elementary schools in the district. She gave a Overview of the Balanced Literacy handout. What are the components? How do children learn? they need to see someone do that new thing, They need to practice with a coach, and then they need to practice alot. Teachers are looking for material that really support kids having alot of time to practice their reading, writing and practicing the skills they need to know to learn in English Language Arts.

c. Ms. Lohora then shared with the group that the CMAC has spent thirty eight hours so far and by March fifty hours will have been invested in the review and adoption process but does not include the time in the classroom working with the program. Ms. Lohora shared what those hours consisted of.

1. Balanced Literacy Training – 75 staff members over 4 days gathered in teams to practice
2. Balanced Literacy Rubric – How the committee has graded the Balanced Literacy Models
3. ELD Rubric – How English Language Development will be incorporated into the Balanced Literacy Model
4. Depth of Knowledge – We discussed hire level thinking and analysis and senthysizing language
5. Assessments – What types of tests and exams will we give to students
6. Reading Selections – What books will the students be reading
7. Examining Data – Looked at previous years data to determine curriculum priorities

Ms. Lohora explained that over seventy staff members spent over twenty-four hours deliberating over 7 “off the list” programs and publishers. The verdict – the program that we saw and piloted is what we will implement. She read a poem.. Our esearch provided what thinks we must think, so workshop it is, our pilot this year. It has all the components and we can all cheer!

d. Next, Ms. Haskins spoke about the Multi-Tiered Systems of Supports – One size does NOT fit all! She explained that AUSD’s goal is to meet the needs of all our students. Which includes our EL students, Bilingual and our Special Ed students. He explained that in order to meet all students needs the instruction needs to be differentiated. She stated that all the state approved materials did meet what the district needed to meet all students needs. Therefore the committee looked at the Balanced Literacy Approach and it does meet our needs. It provides equity and access to all our students and Universal Design for Learning gives all individuals an opportunity to learn. The methods, materials and assessments works for everyone according to their needs. This way the students are engaged and all represented and it is expressed by their learning.

e. Ms. Simental-Diaz shared the k-8 ELA/ELD adoption process timeline. She explained that each school has teacher representative who is currently piloting the Writers Workshop in their classroom. They have just completed one Unit of Study and have gone on to the narrative unit and are going into the informational writing unit. She shared there is still alot of work of head of them. She stated the team is working together as a group to get a good idea of how the program is really meeting the needs of each student and does it fit with the Balanced Literacy Program. She broke down by percentage how their time has been spent and where they are now.

71.3% Classroom piloting	September – Interactive Read Aloud, Data Collection, Rituals & Routines
7.1% Digital collaboration	October – narrative Writing Unit
7.1% Live collaboration	November – Informational Writing Unit
5.0% Program review	December – Words Thier Way (k-5)
8.1% Balanced Literacy Training	January – Reading Workshop Unit
1.4% Deliberation	February – Data Colleciton & Deliberation
	March 13 – AUSD Board Presentation

Ms. Simental-Diaz reiterated that one hundred and fifty hours will have been invested. Emery Park representative Jane Fung asked to confirm that March 13<sup>th</sup> is the date it will go to Board to get approved. Ms. Simental-Diaz confirmed. Mr. Schofield added that with the EL Roadmap for English Language Development it asks schools to provide the differentiated instruction to draw on students strengths and we can address students needs at the same time which ties in with this program nicely. Ms. Fung asked how it is going so far? Ms. Bradveca shared that it is a big change and alot of work. Ms. Fung also asked what the next steps are. Once it goes to the board and gets approved in March will there be training? Ms. Bradveca stated that once deliberations are complete and the decision is made to adopt this program then the committee will look at what professional development will look like for all teachers.

**II. English Learner Roadmap** - Mr. Schofield re-introduced Ana Haskins as our new EL Instructional Specialists shared how lucky the EL program is to have her as part of the team. He went on to explain that the purpose of the EL Roadmap is to provide guidance to districts and schools of all the components that are needed to make up a quality education for our English Learners. It is asking all schools to create a welcoming environment – Possible welcoming activity for our EL Learners next school year. Working with understanding students strengths and student needs and

Be successful working with a diverse population and with families who are rich in their own cultures. Mr. Schofield asked the group a true/false question. He asked if we had students in our schools who are English Learners who were born in the U.S.? A unanimous YES was the response.

- a. Mr. Schofield shared the findings of the research from the state:
  1. English language proficiency development takes 5 – 7 years for emerging.
  2. Benefits of bilingualism: the ability to communicate in more than one language; enhances cognitive skills, and improves academic performance
  3. A procedure for identifying, monitoring, and exiting students must improve
  4. Diverse population requires diverse set of supports services that are differentiated and supported
- b. Mr. Schofield shared the more recent research:
  1. Explicit literacy instruction, especially early
  2. Peer assisted and small group learning
  3. Providing academic language support during content area instruction
  4. Assessment in various forms to support language development
  5. Process related to social emotional development and identity formation
- c. He went on to share California's Vision:
  1. English Learners fully and meaningfully access and participate in 21<sup>st</sup> Century education from early education to grade 12 that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.
  2. What is 21<sup>st</sup> Century Education? Develops students as: College and Career Ready, Critical Thinking, Collaboration, Communication, Creativity

Mr. Schofield stated that Monterey Highlands has implemented Project based learning environment. Students are being asked to take real world scenarios and being asked to solve them. He then reiterated the state's mission.

*California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies the require for college, career and civic preparation in a global, diverse and multilingual world...*

Mr. Schofield shared that as we create the EL Master Plan he wants to make sure we address the four principles of the EL Roadmap:

1. Assets-Oriented and Needs Responsive Schools
  - Responsive to different EL Strengths, needs, and identities
  - Support socio-emotional health and development
  - Programs build on cultural and linguistic assets students bring in safe and affirming climates
  - Educators value and build strong family, community, and school partnerships
2. Intellectual Quality of Instruction and Meaningful Access
  - English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
  - Integration of language development, literacy, and content learning
  - Access to a full-standards based and relevant curriculum
  - Opportunity to develop proficiency in English and other languages
3. System Conditions that Support Effectiveness - Programs build on cultural and linguistic assets students bring in safe and affirming climates
  - State, county, district, and schools have leaders and educators who are knowledgeable to the strengths and needs of English learners and their communities
  - Use variety of data and assessment to inform instruction and continuous improvement
  - Resources and tiered support to ensure strong programs and build capacity of teachers to build on the strengths and meet the needs of English learners
4. Alignment and Articulation within and across systems -Educators value and build strong family, community, and school partnerships

- English Learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels
- Pathways build the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multicultural 21<sup>st</sup> century world

Mr. Schofield explained that within the EL Committee there are four sub committees each of which relates to each part of the EL Roadmap. They will continue to work to look at to provide support for the ELPAC.

**III. ELPAC Supports-** Mr. Schofield referred to the handout with the ELPAC Practice Tests URL <https://www.elpac.org/resources/practicetests/> that will take you to a practice ELPAC test for your child's grade level.

a. He shared that this is a very useful tool for helping your child prepare by reading and practicing it. It shows students exactly how the test is set up. He further explained that he will be sharing this with principals this week and they will share this with their teachers. Josephine Chen asked on behalf of a parent if there is an answer key to the practice test? Mr. Schofield replied that he does not think they provide answers but that a key of how the test is graded is provided. He provided sample pages of what a first grade speaking test looks like and explained the difference between how it use to be and how now the test giver explains the concept to the student and the student can take notes. Then they are asked to explain what they are seeing and the concept in their own words. Mr. Schofield further explained that in 8<sup>th</sup> grade it gets more difficult. The student will need to know academic vocabulary. The student will need to be able to speak clearly, use proper grammar usage etc.

b. Mr. Schofield stated that the EL Committee will be working with teachers to take these test types and break them down as this question sample will cover three different EL Standards in one question. EL Committee will develop units that each teacher can use during the designated EL time within their school day.

c. Mr. Schofield discussed the handout "A Parent Guide to Understanding the ELPAC" has been provided in multiple languages. Jodi Li asked what grade level the sample question was in? Mr. Schofield confirmed that it was 1<sup>st</sup> grade. He further shared that on the test website there are Kindergarten tests available.

d. Mr. Schofield reviewed the test process and explained the test levels are broken down by grade K & 1<sup>st</sup> every test is given one on one, 2<sup>nd</sup>, 3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup> and are administered in a group setting to take reading, writing and listening. Part of the listening test is a recording they will listen to on the computer and then they will be asked to answer questions with the speaking portion of the test given one on one with a teacher. For high school the 9<sup>th</sup>-10<sup>th</sup> and 11<sup>th</sup>-12<sup>th</sup> take separate tests. It will be administered in a large group setting and each student will be pulled aside for the speaking portion of the test. Mr. Schofield stated that each school has their schedule for the ELPAC testing which will take place between February 5<sup>th</sup> and May 8<sup>th</sup> and must be completed by May 31, 2018. He also stated that he will be providing a test giving planning sheet to all the sites.

Mr. Schofield asked if there were any questions on the Roadmap or any of the information provided this evening. He asked the committee what they thought of the Roadmap. Jane Fung, Emery Park stated she thought it was good and bad as it is setting higher standards for our kids and that it is tied to Common Core so it will help them be successful. Looking at the Kindergarten test it seems they really have to listen as the questions are a lot harder. Anil, from Ynez stated that it seems good but more complicated. She didn't remember questions being so difficult and seems as they require more thinking. Jane from Emery Park asked if AUSD has a good percentage of student exiting from EL if they start early? Mr. Schofield answered yes for those who start early. He stated that those who come in later (5<sup>th</sup>-8<sup>th</sup> grade) have a more difficult time exiting. He further stated that these are the students he is turning his attention to because we need to do more for those particular students. He shared examples of how learning has changed. He shared that we are now using Depth of Knowledge which includes asking students to site evidence, compare and critique. There are a number of things students are being asked to do rather than just memorizing. This is being shared with principals and teachers to be used and put a focus on establishing key academic vocabulary terms. He shared that teachers are implementing sentence frames, GLAD training, and are becoming more equipped to help all of our students not only the English Learners.

**IV. EL Master Plan** – Mr. Schofield stated that at the next meeting in February he should have a rough draft the the plan for review and input. He wants to make sure that each part of the EL Roadmap has a section in the master plan.

Jodi Li from Repetto shared her personal interpretation of the changes in our educational system. She stated that it's very important to prepare in primary and secondary grades teach our kids how to analyse and synthesize at a higher

level of interpretation. She feels students will struggle in higher institutions of learning. She is glad we are now implementing for practical use.

**V. Upcoming EL Parent Academy Workshop Series** – Mr. Schofield asked for ideas of what parents would like to learn about at our next Parent Academy. Rocio Hernandez from Monterey Highlands stated that she would really like to learn what interventions are taking place in the classroom for example English 3D. Gaining a clear understanding of what that mean, what are they doing, what does it include, what data is being used as a benchmark and how are we as a district measuring progress. Jody Li shared her experience of the last workshop. She stated that she got lost, it was so dark, there were no signs, there were not enough hand outs, close front door so not to have late arrivals enter and interrupt the session. She also suggested providing child care in a separate room or area. She stated she didn’t feel it was a warmer learning environemnt, cold and too far from the presentation. Mr. Schofield shared that EL Committee has discussed small group discussions and rotating tables to maximize the benefit of the workshop. Jane from Emery Park suggested that it really needs to show how it looks like by grade level or it is too broad. Mr. Schofield stated that the use of the Progress Monitoring tools shows by grade level of what they should be able to do. Jody Li asked for feed back from students initial assessments so as parents we know what areas they are struggling with and we can assist them to prepare for the test in Spring. Mr. Schofield stated it will be tricky this year as the initial is CELDT so it is a different test. He referred the group back to the handout which has suggetston of what to do with your child to prepare for the ELPAC test.

**Adjournment:** Mr. Chen asked for a motion to adjourn. A motion was unanimously approved.

The meeting was adjourned at 7:00 pm.

<b>GLOSSARY OF ACRONYMS</b>	
AUSD	Alhambra Unified School District
CELDT	California English Language Development Test
CMAC	Curricular Materials Advisory Committee
DELAC	District English Language Advisory Council
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPAC	English Language Proficiency Assessment for California
GLAD	Guided Language Acquisition Design