

**MINUTES OF THE
DISTRICT ENGLISH LANGUAGE ADVISORY COUNCIL
(DELAC)
Monday, November 5 2018
Alhambra Unified School District Office
Alhambra Conference Room at 5:30PM**

Attendance

Florence Goh – Coordinator, English Language Development
Christa Van Orden – Director, Preschool/Elementary Education
Ana Haskins- Instructional Specialist, English Language Development
Adele Rodarte- Executive Secretary, English Language Development
Monica Ruiz – Brightwood Elementary
Jane Fung – Emery Park Elementary
Khai To – Fremont Elementary
Ada Lopez – Garfield Elementary
Mrlon Palencia – Granada Elementary
Rocio Hernandez – Monterey Highlands Elementary
Le Gui – Marguerita Elementary
Rosario Araujo – Northrup Elementary
Hilda Felipe – Park Elementary
Alma Lopez – Park Elementary
Tai Song Tan – Ramona Elementary
Jody Li – Repetto Elementary
He Huang – Ynez Elementary
Josephine Chen - Alhambra High School (School Coordinator)
Noemi Rattray - Century High School (School Coordinator)
Lien Luu- Mark Keppel High School (School Coordinator)
Zhong Qi Liu – Mark Keppel High School
Zhang Xiao Yu – San Gabriel High School

Agenda Items:

Welcome Florence Goh welcomed the group and introduced Christa Van Orden, Director Preschool/Elementary Education, Ana Haskins, Instructional Specialist and Adele Rodarte, Executive Secretary English Language Development. She asked for a volunteer to chair the meeting as the appointed chair was absent. Ms. Jody Li was volunteered and called the meeting to order.

Pledge of Allegiance –Jody Li led the Committee in the Pledge of Allegiance.

Approval of Minutes – Jody Li asked the Committee to review the minutes of the DELAC Committee Meeting of April 9, 2018. Jody Li asked if by-laws allowed for a vice chair in case the chairperson is not present. Ms. Goh stated she would review the by-laws and make an amendment to add if it is not in the by-laws. Following a brief review, a motion was made by Jane Fung to approve the Minutes. The motion was 2nd by Rocio Hernandez and was unanimously approved.

Ms. Goh asked each site representative to introduce themselves.

New Business:

I. Reclassification – Ms. Goh shared that we just celebrated our reclassification of 316 students in 2017-18 and 379 in 2016-17 school year. She reviewed the criteria:

1. California English Language Development Test (CELDT) 2017
2. Test taken by all students in the grade level
 - a. Gr. 1-3 District Interim Assessment

- b. Gr. 4-8 SBAC/CASSPP (Smarter Balance Consortium/California, California Assessment of Student Performance and Progress)
3. Teacher Input – Use of Progress Monitoring Tool
4. Parent input

Ms. Goh shared that being identified as an EL is a great asset. The state mandates us to provide additional support and programs to support your students. She shared a chart that shows how well they are performing on the SBAC annual assessment in English Language Arts and Math. Ms. Li asked for clarification on the student status of EO (English Only), EL (English Learner), IFEP (Initial Fluent English Proficient) and RFEP (Reclassified Fluent English Proficient). Ms. Li asked if the Power-point presentation could be shared with the committee members to take back to the sites. Ms. Goh will share with Instructional Specialists of each site.

Ms. Goh later shared the criteria for 2018-2019 and she shared the link for the California Department of Education <https://www.cde.ca.gov/sp/el/rd/interimreclass1819.asp>

1. Assessment of ELP; ELPAC 2017/2018
2. Test taken by all students in the grade level
3. Gr. 1-3 District Interim Assessment
4. Gr. 4-8 SBAC/CASSPP (Smarter Balance Consortium/California, California Assessment of Student Performance and Progress)
5. Teacher and Parent Input

Ms. Goh explained the domains of ELPAC/ELD standards; and shared the website for more information <https://www.cde.ca.gov/ta/tg/ep/> as well as the correlation between ELPAC levels and the three proficiency levels in the ELD standard, and how they will appear on the report card.

II. Identification of English Learners – Ms. Goh explained the importance of equity in providing support to our English Learners, how students identification is mandated by the State of California through the Home Language Survey filled out by parents, and how they answer the four questions:

1. Which language did your child learn when he/she first began to speak?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home (parents, guardians, grandparents, or any other adults)?

She explained that assessment is based on how you answer these questions.

III. AUSD ELD Instructional Programs, Instruction and Strategies – Ms. Goh shared the EL programs and the strategies used at the different grade levels.

1. Elementary: Regular English and Dual Language Immersion
2. High School: Structured English Immersion
 - a. SEI ½, ¾, 5/6 English A – G
 - b. SIDAE content classes
3. EL Instruction
 - a. Designated ELD
 - b. Integrated ELD
 - c. OCDE GLAD (Guided Language Acquisition Design) strategies
 - d. Thinking Maps
 - e. English 3D

IV. Master Plan – Ms. Goh shared that we are in the process of writing/updating our EL Master Plan. It will describe the district's plans on programs and strategies that we have to support your child. Hope to present to board in June 2019.

V. GLAD Demo (Guided Language Acquisition Design) – Ms. Goh shared that the district has trained 364 elementary teachers and will have trained 107 high school teachers by the end of this school year. She introduced Ana Haskins to present 3 or 4 GLAD strategies. Ms. Haskins used student volunteers to demonstrate the strategies.

1. Pictorial – when teacher is directly teaching the students with the:
 - a. Use of color matching – students can compare items by color
 - b. Use picture supports to work with emerging EL students in small groups
 - c. Use of word cards with “Expanding EL” students and to facilitate their learning of academic language
 - d. Use of Oral rehearsal – practice talking with your student

Ms. Haskins shared that during writers workshop they use color coding, use gestures with hands, demonstrate, step by step instruction or modeling to make sure students understand, use what they already know/prior knowledge. She shared that teachers also celebrate the countries their students come from; used the knowledge students already have and further built upon it.

2. GLAD Chants – demonstrated with students
 - a. Provides oral vocabulary practice
 - b. Embeds high level academic vocabulary
 - c. Low affective filter engages kids to take risks
 - d. Hand motions help comprehension
 - e. Creates a classroom culture celebrating writers and supports the mini-lessons
3. Sentence Patterning – Parts of speech
 - a. Provides practice of academic vocabulary. Parts of speech, and sentence structures
 - b. Moves from oral language through reading and writing
 - c. Back to standards

Adjournment – Ms. Goh announced the registration dates for Dual Immersion Spanish and Mandarin programs and asked them to share with other parents. Parents were invited to attend the PAC meeting at Marengo West Conference Room. The meeting was adjourned at 6:32 pm.

GLOSSARY OF ACRONYMS	
CASSPP	California Assessment of the student Performance and Progress
CELDT	California English Language Development Test
DELAC	District English Language Advisory Committee
EL	English Learner
ELP	English Learner Program
ELPAC	English Language Proficiency Assessment of California
EO	English Only
GLAD	Guided Learning Acquisition Design
IFEP	Initial Fluent English Proficient
OCDE	Orange County Department of Education
RFEP	Reclassified Fluent English Proficient
SBAC	Smarter Balanced Assessment Consortium