

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

**Monday, September 11, 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  
Khai To – Fremont Elementary  
Rocio Hernandez – Monterey Highlands Elementary  
Simon Lau – Northrup Elementary  
Ming Ya Yang – Mark Keppel High School  
Jody Li – Repetto Elementary  
Ai Hua Xiao – San Gabriel High School  
Chun Tong Chang – San Gabriel High School  
Josephine Chen - Alhambra High School (School Coordinator)  
Nelly Chong - Alhambra High School (School Coordinator)  
Noemi Rattray - Century High School  
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 5:42 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. Rocio Hernandez made a motion to approve the agenda as submitted. The motion was seconded by Simon Lau and unanimously approved.

**Approval of Minutes** -Chairman Chen asked the Committee to review the minutes of the DELAC Committee Meeting of May 22, 2017. Following a brief review, a motion was made by Rocio Hernandez to approve the Minutes. The motion was seconded by Simon Lau, and was unanimously approved. Parents, Rocio Hernandez and Jody Li asked that the acronyms be spelled out or a glossary/key be provided at the top of the page.

Mr. Schofield, Director of English Language Development introduced himself and welcomed all in attendance and reviewed the guiding questions and meeting norms of the DELAC Committee Meetings.

Setting Intentions – Meeting Norms

- Take inquiry stance
- Ground statements in evidence
- Assume positive intentions
- Stick to protocol and hear all voices
- Start & end times
- Be here now – be present in the moment

Mr. Schofield asked the committee to think about which of these is their biggest challenge and how will they meet this challenge?

**I. Guest Speaker Dr. David Reynold:** Mr. Schofield introduced Dr. David Reynolds, Director of Accountability & Assessment to discuss Uniform Complaint Procedure, Williams Act and Parent Involvement Policies.

a) Uniform Complaint Procedure – Dr. Reynolds reviewed step by step directions with group how to access the UCP available in Chinese, English or Spanish on the AUSD website. He explained that parents have a right to file a complaint and reviewed the different examples of when a complaint would be filed (i.e. discrimination, harrassment, bullying etc.) He stated that the UCP is posted in all front offices and each classroom at each school site. He further stated that when a parent has a complaint, the first step in resolving the issue is to contact the site principal to discuss. If the matter is not resolved, then parent can file a UCP with the Assistant Superintendent of Student/Employee Welfare, Dr. Laurel Bear. Parent has up to six months to file a UCP with the district there is a sixty day period for the matter to be resolved and parent has the right to appeal if they do not agree with the decision.

b) Williams Act – Dr. Reynolds reviewed the districts responsibilities under the Williams Act and the Notice to Parents, Guardians, Pupils, and Teachers Complaint rights. He stated that it is available on the AUSD website in English, Spanish and Chinese. He explained that the Williams Act ensures there will be sufficient textbooks and instructional materials, School facilities must be clean, safe and maintained in good repair, There should be no teacher vacancies or misassignments.

c) Parent Involvement Policy – Dr. Reynolds walked group through how to access policies and administrative regulations on the AUSD website as well as how to search on GAMUT the website that housed all policies and procedures. He stated the AR 6020 is ten pages long so he would not review in detail. He then stated that the AR is in place to ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education. He further stated that the District Advisory Council (DAC) is required to review annually and make any changes. Dr. Reynolds explained last spring revisions were made and at the October meeting will review and approve. He briefly reviewed the four parts (general expectations, how district will implement required district wide policy, discretionary district wide parent involvement policy components, adoption). He discussed the School Site Councils responsibility to review the school policy and update annually. They go deep into data analasys and create a plan in order to determine how to spend their Title I funds. Jody Li, Repetto representative asked if these were available in Chinese or Spanish? Dr. Reynolds stated that he did not believe they were but would check into it. He further explained that all our schools are Title I schools so they are school wide funded. Mr. To, Fremont representative asked where funds for repair/supplies would come from Title I? Dr. Reynolds stated that only supplemental supplies could be purchases with Title I funds and that all repairs are funded through our facilities department LCAP budget. Title one is all about supporting students, especially those who are not performing well in English language arts or math and sets goals for parent involvement, technology to support students.

**II. Guiding questions** – Mr. Schofield reviewed the guiding questions with group and explained that they are guiding the year for our EL Committee. There is a group working on each of these questions.

a) How can we support our parents, teachers, administrators and EL students?

b) How can we monitor our students from beginning EL to reclassification to fluent English? Progress Monitoring Tool

c) How can we use the results to inform instructional practices? Work with teachers to look at where students are in order to decide what students need to practice to learn and develop.

d) How do we identify our students in need & provide supplemental support? This year we are taking a stronger look at our long term English Learners who have been here at least six years and haven't reclassified to see how we can provide supplemental support.

**III. DELAC responsibilities** – Mr. Schofield explained that DELAC committee is a group formed under California state law for all public schools and reviewed the responsibilities.

a) Developing and revising our Master Plan for English learners

b) District wide needs assessment tool – will work with Los Angeles Office of Education to get better idea of how to use

c) Goals & objectives for programs and services of our English learners

d) Make sure all teachers and assistants meet compliance with all state and federal requirements

e) Review annually the procedures used by district to reclassify English learners

f) Review and approved Title III Notification Letter for distribution

g) Training opportunities DELAC representatives so they better understand their role and duties

**IV. Data** – Mr. Schofield reviewed the EL data for SBAC testing 2017. Cannot release to public yet as it is not official. He explained that we want our students to be in green or blue.

a) English Language Arts - 13% of our English learners in the state scored at grade level or above grade level standards, 11% of our English learners in LA County scored at grade level or above but below the state – decrease from 2016, 25% of Alhambra USD scored at grade level or above grade level standards – only 1% growth from 2016

b) Mathematics – County is behind the state, Alhambra USD is doing far better than the county and the state with a 4% growth in level 3 or level 4.

c) Languages spoken in Alhambra USD – Greatest speaking population in our district is Cantonese 19%, Spanish 14.5%, Mandarin 11%, Vietnamese 5.47% and many other small percentages from Arabic, Punjabi, French which shows we have many different language needs.

**V. California Testing for EL's** - Mr. Schofield discussed the CELDT and ELPAC state tests.

a) History of CELDT: Mr. Schofield shared that in 2010 Common Core State Standards were adopted, in 2012 California state ELD standards were adopted, ELA/ELD curriculum and Framework adopted in 2014, He stated that it took our district and many others a bit of time to identify and implement these standards in our classrooms. Our expectations today are that ELD standards should be implemented in every subject of the day as we use language in every subject is different.

b) ELPAC implementation - In Spring 2017 field test implemented for our annual assessment for ELPAC, In Fall of 2017 field test for initial ELPAC – testing existing students at different sites, different grade levels and different languages to practice test so state can collect data. Mr. Schofield shared that February 1, 2018 is the first date for AUSD to administer actual ELPAC test which is more challenging than the CELDT, asks students to listen and utilize their listening skills and speaking skills. Parent representative, Jody Li asked if parents could see a sample test to see the difference between CELDT and ELPAC. Mr. Schofield stated that he would review the parent resources to see what they offer and will also ask the school sites to post on their websites.

c) Differences between CELDT and ELPAC – Both aligned with EL standards. The shift in the standards - in the past students were taught by themselves/isolated and now they are integrated in class learning with all student language levels. We now teach ELD standard in all subjects. The CELDT was one test with two purposes given as an initial and annual. The ELPAC is two different tests. The initial test is much shorter than the annual test and much better than the CELDT was. The ELPAC annual summative test. A big difference between the two is with CELDT if a student took the initial test, they would not take the annual test in the same school year. With the ELPAC if a student takes the initial test anytime between July 1<sup>st</sup> and December 31<sup>st</sup> of the school year, they will be required to also take the annual test in February of the same year. Mr. Schofield stated that CELDT had 5 grade spans the ELPAC has 7, the CELDT had 5 performance levels and ELPAC has 4 1) New comer 2) Emerging 3) Expanding 4) Bridging. Parent, Jody Li asked if students are now potentially tested twice a year, would there be reclassifications twice a year? Mr. Schofield explained that the reclassification process only happens once a year and clarified that a student would only be tested twice if they were new to a California Public School in the same year.

**VI. New Title III Notification Letter** – Mr. Schofield shared the new letter provided by the state of California. He reviewed and explained the parts of the letter CELDT results, RFEP criteria (CELDT level of 4 or 5 with no sub test lower than 3, proficient or higher on local benchmark OR SBAC score of 3 or higher, teacher recommendation, parent agreement, overall GPA of 2.5 or higher and a grade of C or better in math class), Graduation rate of English Learners, language acquisitions programs. He explained that parents have the right to opt out of services, but we are still required to test student and is still identified as an English learner or request additional language acquisition program. Mr. Schofield asked the parents to review and asked if there were any questions. Mr. Chen asked for a motion to approve. Jane Fung, Emery Park representative motions to approve the letter as is, Rocio Hernandez, Monterey Highlands representative 2<sup>nd</sup> the motion, and it was approved unanimously.

Mr. Schofield asked that we move the ELD Road Map be moved to next meeting agenda. Unanimously approved by committee.

**VII. ELD Committee** – Mr. Schofield stated the committee is made up of one teacher from every site and try to represent grade levels from TK – 12. This year they are working in sub committees. Groups are working on 1) Parent involvement 2) RFEP monitoring process 3) Long term English learners 4) Progress monitoring tool 5) Overall EL instruction (curriculum and how it’s taught)

**VIII. Future DELAC dates** – Next meeting 11/13/17, 2/26/18 & 4/9/18. Also announced the Parent Academy Workshop series and gave handout with dates. Mr. Schofield asked committee what topics would be good for parents. He stated that teachers think it would be good for parents to learn more about the ELD standards used in the classroom. Committee agreed and Jane Fung suggested providing samples – i.e. child speaking so parents can hear the difference between the different EL levels of proficiency. Jody Li suggested breakdown of sub groups at training by grade level so the training is implemented effectively and would like practical information to assist her children not just learn the standards. Suggested an evening of ideas of how to help their student or videotape of what they are doing in the classroom. Would like teachers to teach parents what they are teaching/samples so they can work in partnership with teacher. Mr. Schofield will share this with the EL Committee and the first workshop October 17<sup>th</sup> would be an overview, then breakdown at each subsequent workshop meeting dates. Location is Alhambra High School for all Parent Academy Workshop series.

Mr. Schofield thanks the committee for attending and asked if any questions for next meeting. Jody Li, Repetto representative asked if Child care and dinner could be provided at the DELAC meetings to encourage more parent participation. Mr. Schofield stated that district is in cost containment but he would look into possible funding.

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

The meeting was adjourned at 7:10 pm.

GLOSSARY OF ACRONYMS	
AR	Administrative Regulation
AUSD	Alhambra Unified School District
CELDT	California English Language Development Test
DAC	District Advisory Council
DELAC	District English Language Advisory Council
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPAC	English Language Proficiency Assessment for California
GAMUT	Governance and Management Using Technology
LCAP	Local Control Accountability Plan
RFEP	Reclassified Fluent English Proficient
SBAC	Smarter Balanced Assessment Consortium
UCP	Uniform Complaint Procedure