

Welcome to our
spring DELAC
meeting~

5:00-6:00



Our goals tonight:

- Share some of the work we've been doing this year in ELD
- Talk about ELPAC testing that is coming up this month
- Explain the district's reclassification guidelines from English Learner (EL) to Redesignated as Fluent English Proficient (RFEP)
- Answer any questions you may have about ELD



Welcome and Introduction

Meet the ELD team



Julie Harris
Director of Student
Services



Lindsay Lauzon
ELD Coordinator



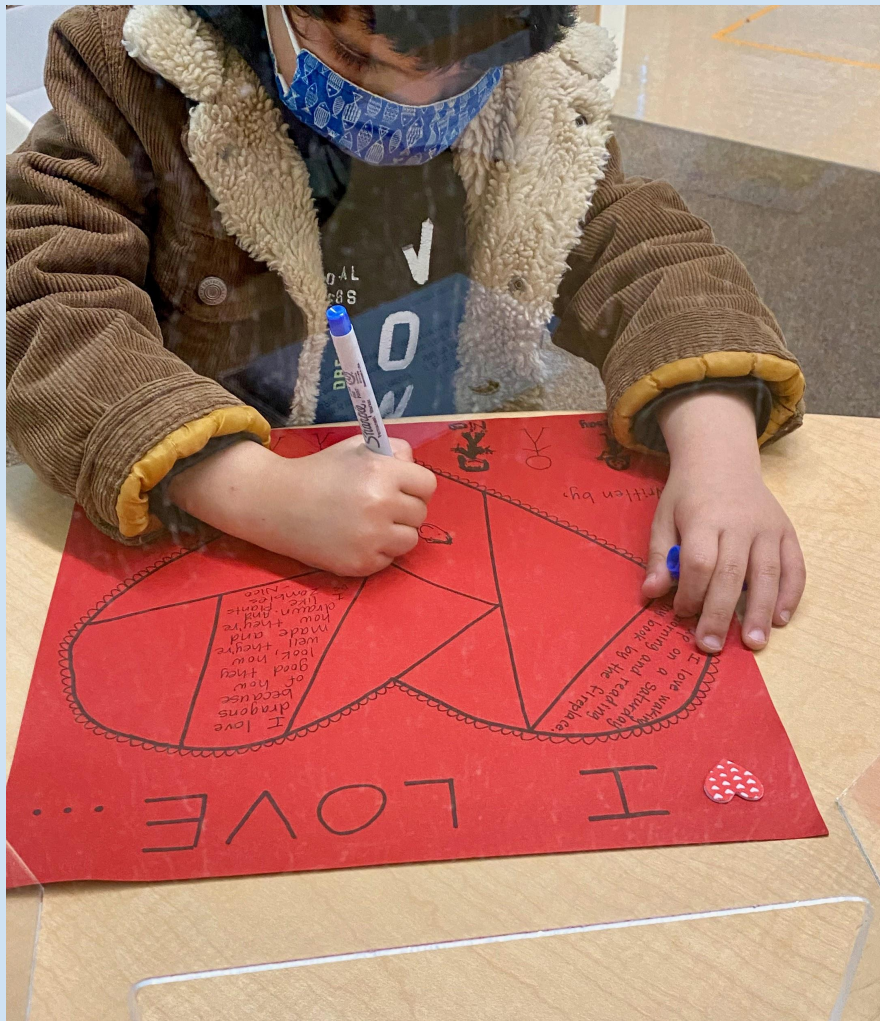
Monica Malmquist
K-5 ELD Specialist



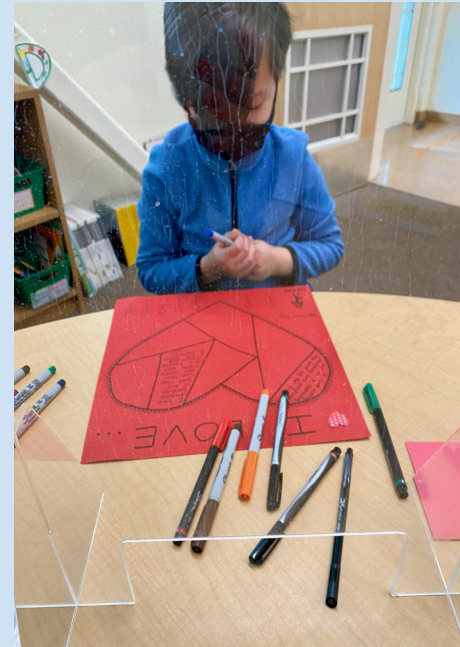
Lynne Henderson
6th - 8th ELD
Instructional
Specialist

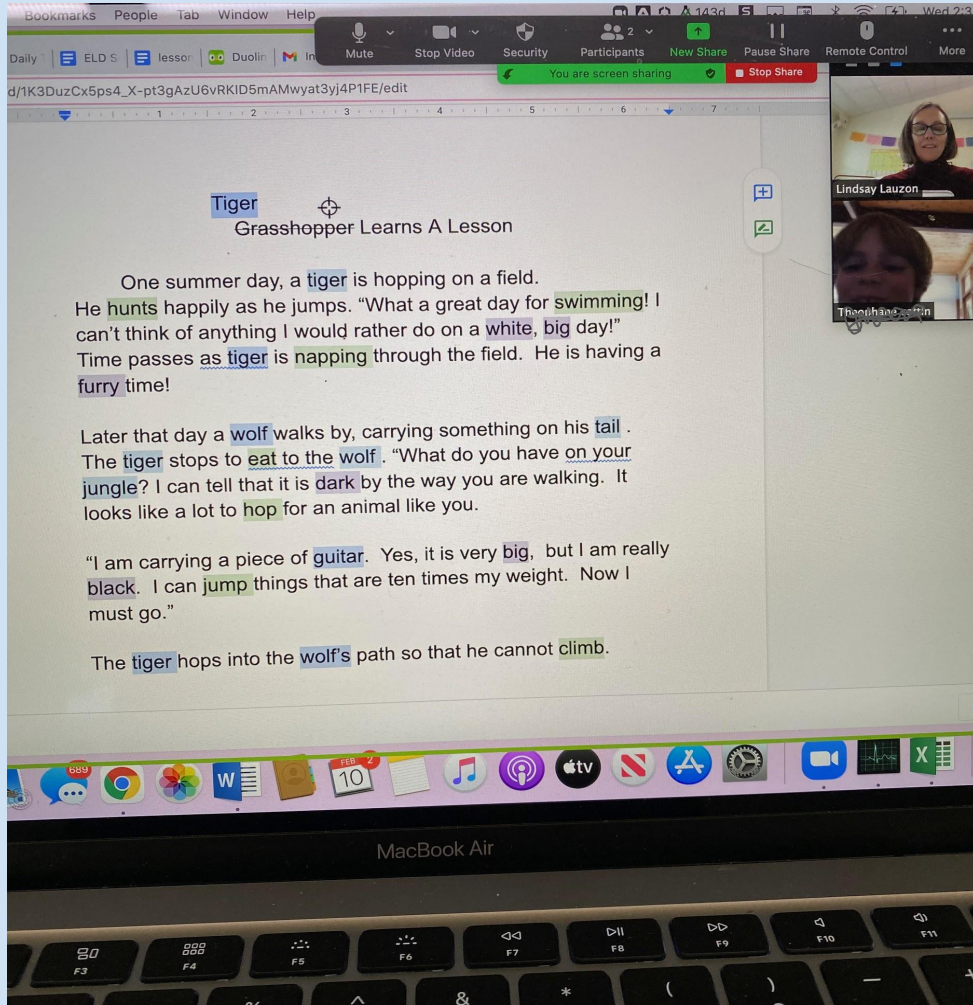


Rachel Hudson
6th-8th ELD Teacher

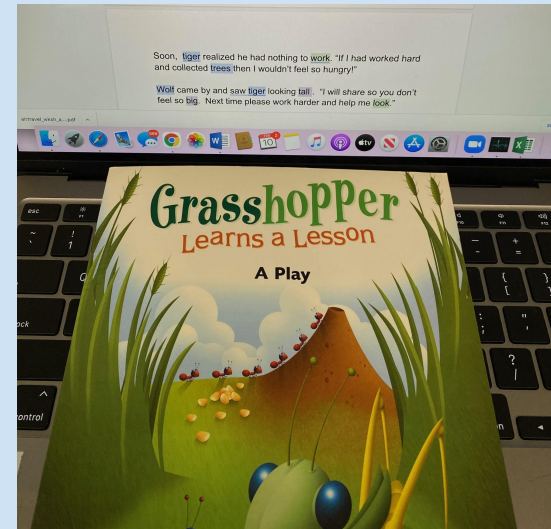


Practice writing complete sentences using a sentence starter or sentence frames (tied in with a Valentine's Day activity).





Practice parts of speech using familiar literature to make our own "Mad Libs".



Look

Said

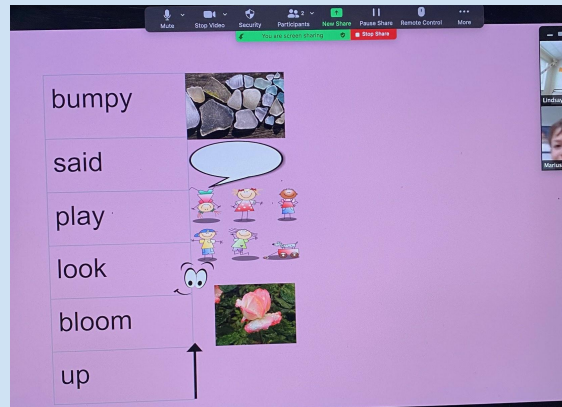
Play

Up

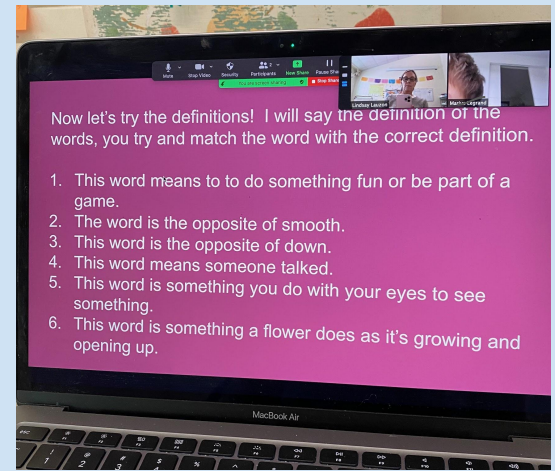
Bloom

Bumpy

We introduce new academic vocabulary words.



We talk about their definitions, practice saying and writing the words, use them in sentences.

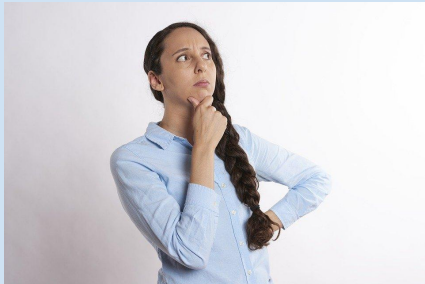


Then we create games to practice using the words in context: acting them out, drawing the words in context or oral practice, using the words in a sentence.

QUIZ!

What is academic vocabulary?

- A. Words we use when we try to sound smart
- B. Academic words used across the curriculum
- C. Crossword puzzle words
- D. All the above



Targeted instruction of academic vocabulary:

- prepares students to become agile communicators
- Expands understanding of high level words used throughout the curriculum
- Provides a vocabulary toolkit students can access as lifelong learners

Academic VOCABULARY Toolkit

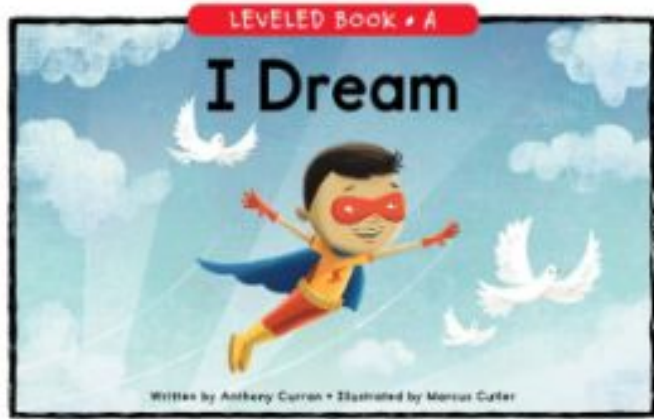
Maximizing High Use Words
for Academic Achievement

Dr. Kate Kinsella

with Theresa Hancock



Throughout the grade levels, our lessons always incorporate the the four domains that make up language learning: listening, speaking, reading and writing.



12 / 11

I dream about
unicorns.

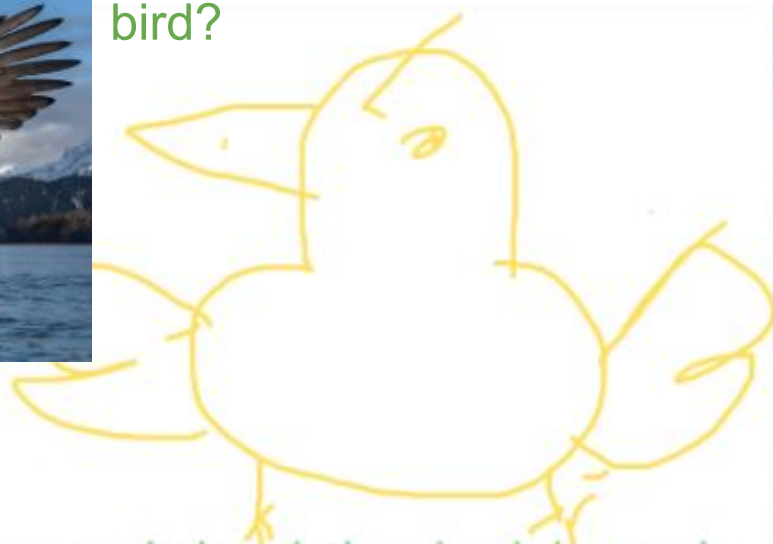


The Bald Eagle



This can also be easily done in **small groups**.

Why did the United States pick the Bald eagle as the national bird?



They picked the bald eagle because it is a strong bird.



They picked the bald eagle because it is beautiful and very powerful.

Here is an example of work with students from the upper grades.



www.readings.com

How are the rats and dogs in this book alike?

How are they different?

They are alike because they both sniff out landmines and they both are good at sniffing out things.

They are different because they don't have the same weight and because one is big and one small.

What are some other things that rats might be trained to do?

Why do you think so?

We know they are trained to saved people's lives by sniffing out landmines and they can check medical tests and disease much quicker than humans.

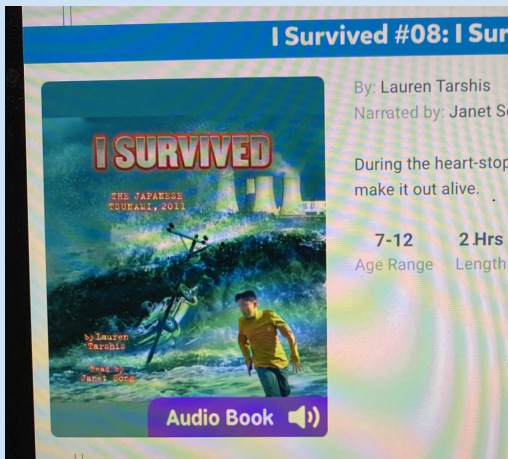
Brain Break!

**Are there any
questions or
comments so far?**

**Raise your hand or
write in the chat
box.**



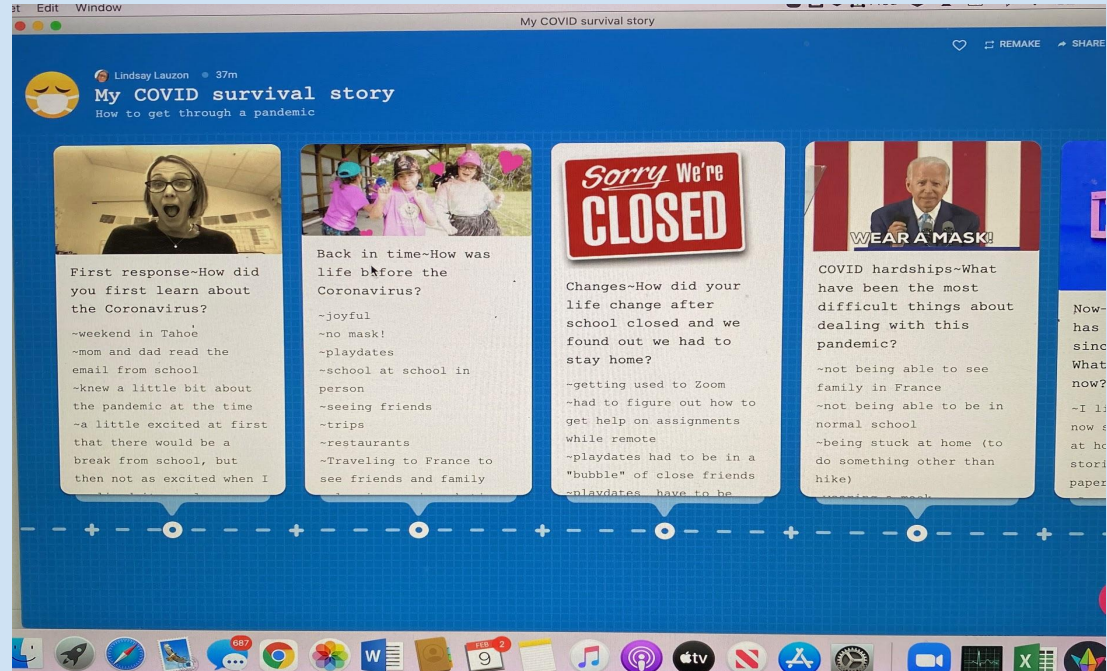
**We value your
voice!**



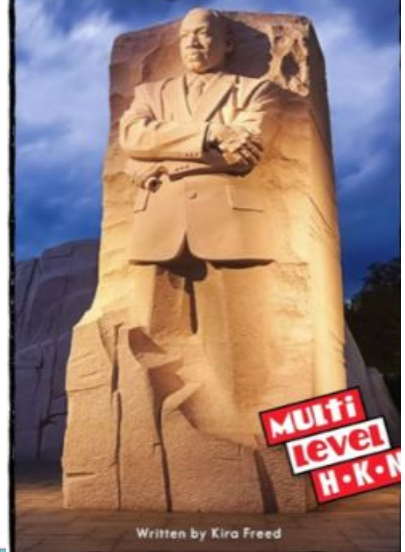
Using mentor texts to model the writing genre...

And Padlet to organize our pre-writing notes...

We're creating our own survival stories based on our experiences during a pandemic.



Dr. King's Memorial



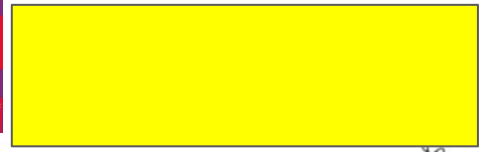
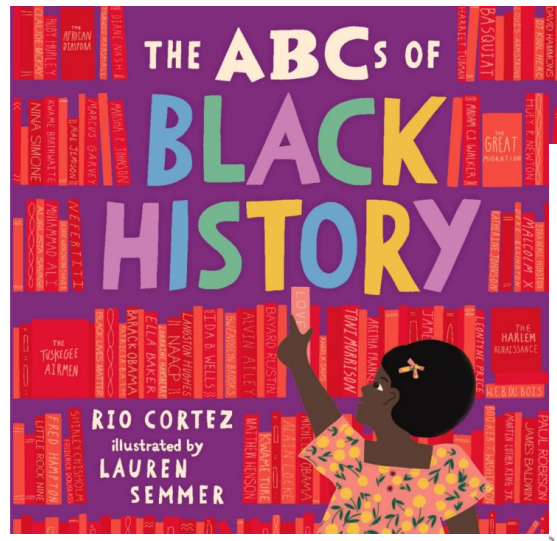
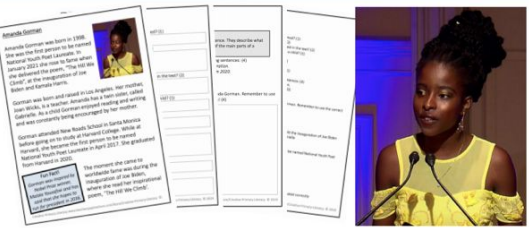
Multi Level H-K-M

Written by Kira Freed

We are studying

BLACK HISTORY MONTH

Amanda Gorman
3rd & 4th Grade Close Reading Activity



K Dr. King's Memorial

The author wrote, "We carry on the work that Dr. King began." How are Americans doing this today?

- They are treating people equally.

Analyze Reading A-Z

K Dr. King's Memorial

I do agree because it is fairer for everyone and safer.

Do you agree with Dr. King's peaceful approach to making change? Why or why not?

Hate will never end hate, love will always end hate.

Evaluate Reading A-Z

Even though this is an unprecedented and challenging time, we are experiencing some magical moments while teaching your children during this global pandemic. There are actually many, but we just want to share a couple with you today.



Summative ELPAC

WHO

The Summative ELPAC is given to students who are identified as English learners.

WHAT

The Summative ELPAC 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 who are English learners are given the Summative ELPAC every spring, between February and May, until they are reclassified as proficient in English.

HOW

The Summative ELPAC is an untimed computer-based test. Students in K through grade two will continue to take the Writing portion of the test on paper. Students in K through grade two will be tested on a one-to-one basis.

WHY

Students who are identified as English learners will take the Summative ELPAC to measure their progress in learning English.

How Summative ELPAC testing looks different this year

- Much of our testing will be virtual, following the guidelines from the CA Dept. of Education
- We may be contacting you to schedule remote testing
- We appreciate your support from home by...

~creating a quiet test environment

~making sure there are no interruptions

~making sure no one is helping with any answers



Reclassification Guidelines for our district:

The state provides guidelines on reclassification criteria for students moving from ELL (English Language Learner) to English Proficient.

In order for a student to “graduate” from ELD they need to meet the following criteria:

- An overall score of 4 on their most recent Summative ELPAC
- Teacher evaluation/input on student's is performance in the classroom
- Parent input and consultation
- Evaluation of the student's basic skills compared to English proficient students of same age

Reclassification Form: a checklist of criteria to be met before a student can move from EL to English Proficient

MVSD Reclassification From English Learner to Fluent English Proficient (RFEP)

Student: _____ Grade: _____ Site: _____

In order to determine if an LEP student is eligible for reclassification (RFEP) he or she must meet all state and local reclassification criteria.

1.
A student must have an overall score of **4** on most recent ELPAC to be considered for reclassification from LEP to Fluent English Proficient (RFEP). Date of most recent ELPAC ____/____/____ Overall score: _____

ELPAC score of 4 overall

2. Teacher Assessment:
Please indicate if this student is at or above expectations in English language arts. Use current grades and local performance indicators in academic achievement, not effort.

Input from classroom teacher

Academic Performance:
Student works at or above grade level in all domains of English language arts: **Yes No** If 'No', please explain below.

Student works at or above grade level in **Math: Yes No** If you marked 'No,' please explain below.

Other academic measures: grades, F&P reading assessment scores or standardized test scores if available

Other Contributing Factors:
Please indicate any known factors other than English proficiency that may hinder the student's ability to meet reclassification criteria:

F & P level: _____ Date of most recent assessment: _____ Meets benchmark? **Yes No**
*Required for elementary students, but include for middle school students, if results are available.

3. Parent Input:
Parent was contacted and supports reclassification **Yes No** Date consent received: ____/____/____
Consent received by: **phone email in-person** Parent signature (if in person): _____
If 'No', please add comments:

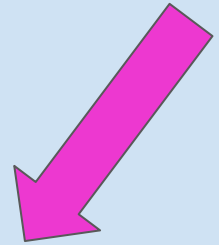
Parent input

4. ELD Representative (name & signature) _____ Date: ____/____/____
Date redesignated from EL to RFEP ____/____/____

Principal informed of reclassification **Yes No** Principal signature: _____

*Please indicate if student has an IEP: **Yes No**

Are there any questions? Again, feel free to unmute and ask or type your question in the chat box.



Thank you for joining us tonight! Your feedback and questions are so important!