

**English Learner Advisory Committee**  
**Ủy ban Cố vấn Người học tiếng Anh**  
**Comité Asesor de Estudiantes de Inglés**



**September 28, 2023**  
**28 tháng 9 năm 2023**  
**28 de septiembre de 2023**

# Introductions/Introducciones/Giới thiệu



# Introductions/**Introducciones**/**Giới thiệu**

- Fallon Housman, Principal
- Kaylyn Betancourt, ELD Specialist
- Isela Paz, Academic Interventionist supporting ELD
  
- Carmen Ochoa, Kindergarten Paraprofessional
- Sonia Fernandez, 3rd Grade Teacher
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# Agenda

1. **Introductions**/Giới thiệu/Introducciones
2. **What is ELAC?**/ ELAC là gì?/¿Que es ELAC?
3. **Parent Representatives**/đại diện phụ huynh/representantes de los padres
4. **CA Framework and Standards for English Learners**/Khung CA và Tiêu chuẩn cho Người học Tiếng Anh/Marco y estándares para estudiantes de inglés
5. **ELD Instruction at CAPS**/Hướng dẫn ELD tại CAPS/Instrucción ELD en CAPS
6. **Reclassification Requirements**/ Yêu cầu phân loại lại/Requisitos de reclasificación
7. **Discussion**/Thảo luận/Discusión

What is ELAC?/  
ELAC là gì?/  
¿Que es ELAC?

# What is ELAC? / ELAC là gì? / ¿Que es ELAC?

## **Requirement / Yêu cầu / Requisito:**

California public school districts with 21 or more English learners must form a **School-level English Learner Advisory Committee** (ELAC).

Các học khu công lập của California có từ 21 học sinh học tiếng Anh trở lên phải thành lập **Ủy ban Cố vấn Học sinh Anh ngữ cấp Trường (ELAC)**.

Los distritos de escuelas públicas de California con 21 o más estudiantes de inglés deben formar un **Comité Asesor de Estudiantes de Inglés a nivel escolar** (ELAC).

Parent  
Representatives/  
đại diện phụ huynh/  
representantes de  
los padres

Parent Representatives/  
đại diện phụ huynh/  
representantes de los padres

- Betty Legaspi, 3rd grade parent
- Roshelle Woodring, 5th grade parent
- We need to elect 2 more representatives!

**Responsibilities:**

- Attend 3 ELAC meetings this school year (meetings in November and May)
- Provide input on ELD program and ELAC meeting topics



CA Framework and Standards  
for English Learners/  
Khung CA và Tiêu chuẩn cho  
Người học Tiếng Anh/  
Marco y estándares para  
estudiantes de inglés

California adopted a framework in 2014 that integrates the English Language Arts (reading, writing, speaking and listening) and ELD standards.

California đã thông qua một khuôn khổ vào năm 2014 tích hợp các tiêu chuẩn Anh ngữ (đọc, viết, nói và nghe) và ELD.

California adoptó un marco en 2014 que integra los estándares de artes del lenguaje inglés (lectura, escritura, expresión oral y comprensión auditiva) y ELD.



ELD Instruction at CAPS/  
Hướng dẫn ELD tại CAPS/  
Instrucción ELD en CAPS

# English Learner Development Goals

- Goal #1: Learn to speak, read, and write English as quickly as possible
- Goal #2: Reach the same academic standards as all students at their age/grade level

# Integrated ELD

	<b>Integrated ELD</b> Learning Content with Language Support
<b>Who/Ai/</b> <b>Quién</b>	General Education teachers with EL scholars in their classrooms
<b>What/Gì/Qué</b>	<u>Focus is on the CA Common Core or other content standards</u> ELD Standards are used <i>in tandem</i> to focus language instruction
<b>When/Khi nào/</b> <b>cuando</b>	Throughout the day across all subjects i.e. Math, English Language Arts, Science, Social Studies
<b>Where/Ở</b> <b>đâu/dónde</b>	All classrooms with EL scholars

# Designated ELD

	Designated ELD Learning English
Who/ <b>Ai</b> / <b>Quién</b>	English Language Development Specialist + Academic Interventionists + Classroom Teachers
What/ <b>Gì</b> / <b>Qué</b>	<u>Focus is on the CA ELD Standards</u> in order to develop critical language ELs need for content learning in English
When/ <b>Khi nào</b> / <b>cuando</b>	Protected time during the regular school day
Where/ <b>Ở</b> <b>đâu</b> / <b>dónde</b>	All classrooms with English Learners; pull-out service 2x per week



- Taught by **Kindergarten-2nd** grade teachers to **whole class**
  - 4x per week, 30 minute sessions
  - Select group of students receive pull-out 2x a week
- **3rd-8th receive small group instruction**
  - 2x per week pull-out
- Our approach is rooted in multiple areas of **educational theory, research, and practice**, including **effective literacy and content instruction, second language pedagogy and policy, trusting and caring school environments, academic optimism, and the science of implementation.**

# Curriculum Updates



# Kinder

## **Unit 1: The art of getting along :**

In this unit, students practiced asking each other the “getting to know each other” questions.

More importantly, students learned the art of taking turns while they speak, waiting their turn to speak and to be heard.

Scholars are provided with sentence starters and sentence frames to help aid in conversation with complete sentences.


In Kindergarten, our curriculum is filled with visuals and songs to keep our scholars engaged.

## **Unit 2: Virtual Field trip to the farm**

In this unit, students explore items they can see at a farm such as animals or farm items.

# What do you see on the farm?



There is a                     .

There are                       .

# What is on the farm?



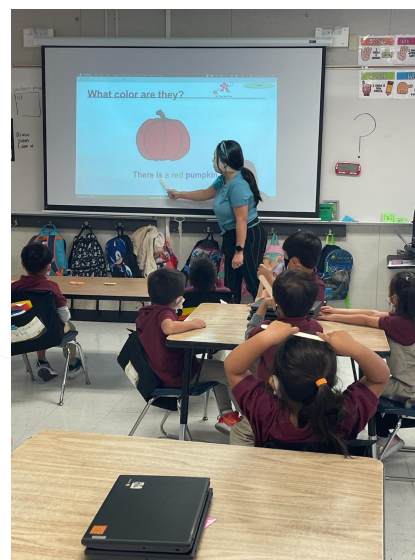
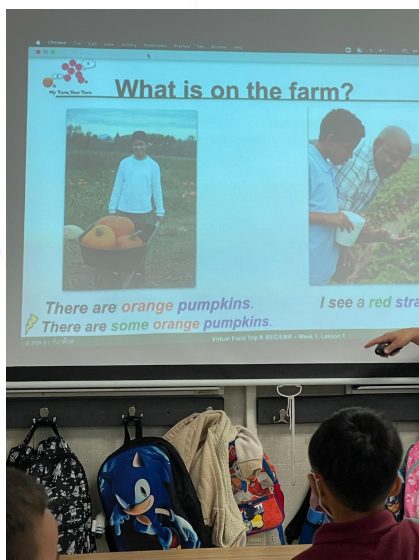
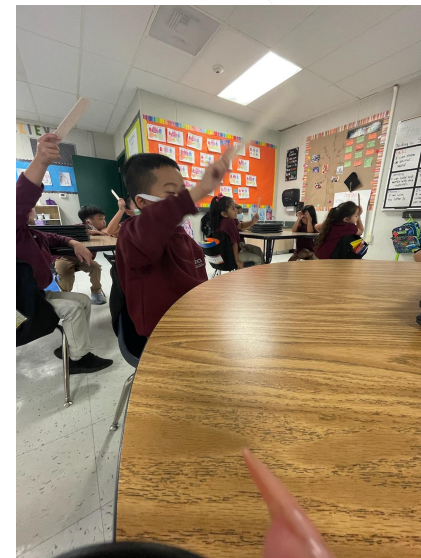
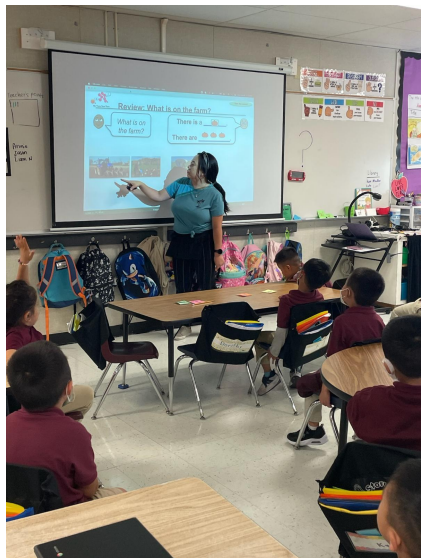
 There are **orange pumpkins** and **red strawberries**.

 There are **some orange pumpkins** and **a lot of red strawberries** on the **farm**.

# ELD Block This Week

This week we are focusing on naming the object , including the quantity and the color.  
Students take turns speaking.

One student holds the popsicle stick while they speak and the other student listens until it is their turn to give it a try.



1st/2nd

## Unit 1:

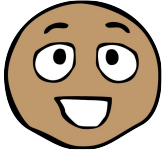
**Getting to know you**- Introducing ourselves, accepting and declining an invitation, expressing our feelings and how to be there for a friend.

## Unit 2:

**Virtual Field Trip**- describing a city in present tense and past tense and comparing the city we live in to the one shown.



# Ask questions to get to know each other



What's your name?

My name is \_\_\_\_\_.



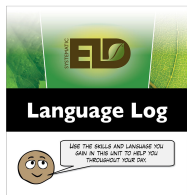
What grade are you in?

I'm in \_\_\_\_\_ grade.  
first/1st  
second/2nd

Did you come here last year?

Yes, I came here last year.  
My teacher was \_\_\_\_\_.

No, I'm new here.



# Practice inviting a friend

Would you like to \_\_\_\_\_?



**study** with me  
**play** with me  
**read** a book  
**build** with blocks  
**play** a game  
**paint** with me  
**write** a story  
**draw** together  
**work** on the computer





# City

Pay attention to the pictures as I read aloud.





# What is in the city?

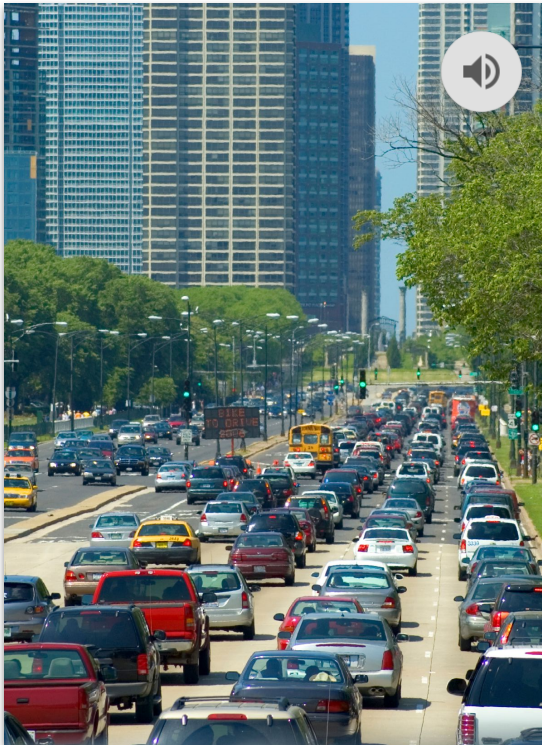
I see \_\_\_\_\_.  
(noun)

There is \_\_\_\_\_.  
(noun)

Describe 1 thing

There are \_\_\_\_\_.  
(noun)

Describe 2+ things



*I see **traffic**.*

*I see **buses**.*

*There are **cars**.*

*There is **traffic** on the streets.*

*There is a **bridge**.*

*There are **skyscrapers**.*

cars

traffic



## 3rd/4th Grade

- EL Achieve Unit 4 Visual & Performing Arts
- Students read *Peter and the Wolf* by Sergei Prokofiev
- Students work on summarizing, verb phrases, character traits, and instrument identification/grouping

## 5th/6th Grade

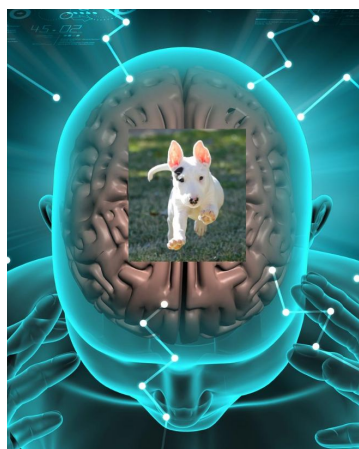
- EL Achieve Unit 4 Visual & Performing Arts
- Students read folktales from various cultures
  - ◆ Jabu and the Lion
  - ◆ Anansi and the Spider
- Students work on summarizing, sequencing, theme, morals of the story

## 7th/8th Grade

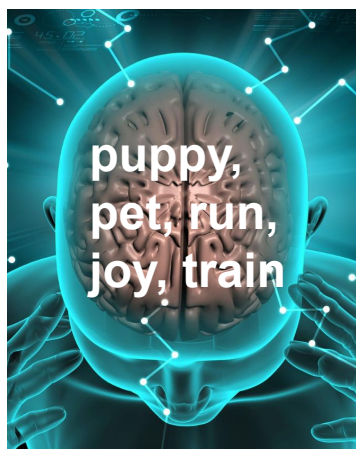
- EL Achieve Unit 0 Taking Charge of my Communication
- Students learn about the purpose of ELD/how to advocate for themselves
- Next up: Unit 3 Money Matters
  - ◆ students will learn more about the U.S. economy/how to do a personal budget

# Says, Means, Matters

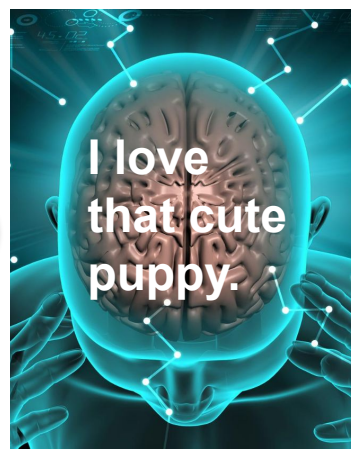
The authors share, “... thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech – talk – is the representation of thinking.”



imaging



inner speech



inner speaking



speech

1. Remember to use your “official” email – your school email – to communicate with people at school. **Avoid using personal emails with nicknames** or words that might not be appropriate in school or a formal context.

**2. Write a subject line that is clear and to the point.**

- Briefly name the issue (e.g., Question about grade, Late work, Trouble accessing technology)
- Don’t use all caps or exclamation points
- Avoid emojis
- Consider including your name and class period

**3. Address the recipient with an opening salutation:**

_____	_____	_____
Dear	Mr.	(Last name)
Good morning/afternoon,	Ms.	
Hello,	Dr.	

**4. Clearly state the purpose of the communication. If appropriate:**

- Include attachments or links
- Propose possible solutions

**5. Express appreciation.**

**6. Sign off with a closing salutation:**

\_\_\_\_\_,  
 (Sincerely, Thanks in advance, Have a great day)  
 Your First and Last Name

*Notebook, p. 18*

Reclassification Requirements/  
Yêu cầu phân loại lại/  
Requisitos de reclasificación

# English Learner Identification Process

Home Language Survey



Language Testing (Initial ELPAC)



Classification as English Learner or Initially English Fluent (IFEP)



English Learners Receive ELD Services



English Learners progress tested yearly via Summative ELPAC



# Reclassification/Reclasificación

These criteria are used to determine if a student should be reclassified (exited from the English learner program):

Estos criterios se utilizan para determinar si un estudiante debe ser reclasificado (salir del programa para estudiantes de inglés):

Các tiêu chí này được sử dụng để xác định xem một học sinh nên được phân loại lại (thoát khỏi chương trình học tiếng Anh):

# Reclassification

## 1. **Summative ELPAC Assessment**

- a. ELPAC Overall Score of 4

## 2. **Basic skills assessment**

- a. **Reading Level** within 1 year of grade level
  - i. STEP + F&P Benchmark Testing
  - ii. Average growth on NWEA MAP Reading

## 3. **C+ ELA Grade**

Discussion/  
Thảo luận/  
Discusión

# Topics for Future ELAC Meetings/ Chủ đề cho các cuộc họp ELAC trong tương lai/ Temas para futuras reuniones de ELAC

Needs of our English Learner Scholars/ Nhu cầu  
của các học giả dành cho người học tiếng Anh  
của chúng tôi/ Necesidades de nuestros  
estudiantes de inglés

Please watch for ELD  
updates in Konstella!

**Konstella**  
Konnnect Parents



Contract Kaylyn Betancourt  
English Language Development Specialist,  
Cornerstone Academy

[kbetancourt@alphapublicschools.org](mailto:kbetancourt@alphapublicschools.org)

650-549-4985

via Konstella message

**THANK YOU**

**GRACIAS**  
**ARIGATO**  
**SHUKURIA**  
**JUSPAXAR**  
**DANKSCHEEN**  
**TASHAKKUR ATU**  
**YAQHANYELAY**  
**SUKSAMA**  
**EKHMET**  
**TINGKI**  
**BIYAN**  
**SHUKRIA**  
**GOZAIMASHITA**  
**EFCHARISTO**  
**MAAKE**  
**GRAZIE**  
**MEHRBANI**  
**PALDIES**  
**BOLZIN**  
**MERCI**