

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Instructional Services Division
Curriculum, Instruction & Assessment
English Language Development

District English Language Advisory Committee

January 18, 2017
9:30 a.m.-11:30 a.m.
MINUTES

<u>Parent Representatives</u>	<u>Staff</u>
Mayra Us, Acacia	Dr. Deborah Martinez, Coordinator of EL Services
Eulalia Soriano, Acacia	
Margarita Torres, Aspen	Frankie Leivera, Language & Literacy Support Teacher
Maria Costumbre, Colina, Parlamentaran	
Maria Ramirez, Conejo Elementary	Daryl Miller, Rosetta Stone Paraprofessional
Polina Malinowski, Cypress	
Claudia Mantilla, EARTHHS, President	Susie Stanziano, Staff Interpreter
Rocio Peroz Tunjain, Glenwood	
Violaine de Andes, Ladera	Lidia Zesati, Outreach Specialist-Glenwood
Carol Wolf, Lang Ranch	
Seyda Tuna Cumhur, Lang Ranch	Marie Gluck, EL Secretary
Arlen Herrera, Sequoia	
No Rep., Sycamore	
Shelley Coscarelli, NPHS	
Lilian Mendoza, TOHS, Vice President	
Graciela Godinez, TOHS	
Arlen Herrera, Walnut	
Teresa Canul, Weathersfield	
Bana Zarrabian, Westlake Elementary	
Cecilia Troiani, Westlake Hills Elem.	
No Rep., Wildwood	
Violaine de Andes, Westlake High School	

1. Call the Meeting to Order

Dr. Martinez, EL Coordinator, called the meeting to order at 9:40 a.m.

2. Roll Call of Members

Each representative stated their name and the school they represented.

3. Approval of Minutes

Members were asked to review the November 16th minutes. There were two corrections. Maria Del Rosario was not in attendance. Lang Ranch representative Seyda Tuna Cumhur was in attendance and Carol Wolf was not. Dr. Martinez made a motion to approve the minutes. The minutes were seconded and approved as amended.

4. EL Program Evaluation

Dr. Martinez presented an in-depth outline of the EL Program evaluation process.

- The District purchased *Ellevation* software to allow a straightforward assessment of a student's profile. This software program combines CELDT, IPT, SRI, and standard test scores in one easy to read document.
- Additionally, the software compares EL students to District benchmarks in language usage, reading, and math. The student's grades will be listed as well.
- All English learners will be reviewed each year. The Principal, teacher of record, facilitator, or anyone who impacts the education of a student will be a participant in the LAT team.
- The primary goal is to measure if students are making reasonable progress. If they are not, and appear to be potential long term learners, the team needs to identify the student's specific needs. Social and emotional barriers are observed as well.
- Once students are no longer active English Learners, i.e., they have been reclassified, they are no longer reviewed annually.
- The District has a legal obligation to: serve English learners, teach them English, and support the academic process. Most recently, the "Every Student Succeeds Act" assesses the effectiveness of a school by focusing attention on sub groups.
- Program evaluation: how do we know when a program is working?
 - The rate of English language development
 - The rate of academic progress
 - Comparison to English only peers
- Once the LAT meeting takes place, Principals have until June to send home the student's report. Parents are required to sign the report as an acknowledgement of receipt.
- The report will have most items translated, but there will be a few areas that appear in English only. A cover letter which will explain the information in English and Spanish will accompany the document.
- The SRI test (Scholastic Reading Inventory) is a criterion-referenced test intended to measure reading comprehension. The SRI test is given to all students, not just English learners.
- Single-subject, secondary teacher training does not usually include literacy development. However, secondary teachers continue to learn how to assess student performance in the classroom.
- All active English learners will be reviewed once a year. As a parent/guardian, you will receive either a LAT report or a reclassification letter.
- Question: How do Secondary teachers know who is an English learner? The student's English teacher would be aware of a student's proficiency and would be invited to the

annual review. Other teachers would be sent this information by the Assistant Principal or Assistant Principal of Instruction.

- Comment: A parent remarked that she would like more information on the registration form where you check the home language of the student. Dr. Martinez remarked that the District is required by law to follow the State protocols. (See Home Language Survey below.)

Reclassification Criteria

- EL to RFEP—what does that mean? When a student meets or exceeds all the California classification criteria (CELDT, academic performance, teacher input, etc.), an EL student is reclassified as RFEP (Reclassified Fluent English Proficient).
- Dr. Martinez explained that EL programs are state driven, meaning that each state has its own regulations on how to implement guidelines for educating students that require assistance in attaining state goals.
- When students register for public school, the application contains a **Home Language Survey** section to be completed by the parent. If a parent indicates the child's primary language is other than English, then a CELDT (California English language Development Test) is given to the student in order to identify the student's proficiency in English. These registration form questions are compliant with the Office of Civil Rights and Department of Social Justice regulations. A parent/guardian cannot refuse CELDT assessment if any of their answers on the survey indicate a language other than English.
- The goal for these students is to ensure they become proficient in English. Teachers are required to make certain that students are attaining grade level academic content and do not fall behind in their studies. Once a student is tested and a score of 4 or 5 is achieved on the CELDT, plus the academic indicators are met, the student is reclassified and moves out of the EL Program.
- If a student is both an English Learner and a Special Education student, they will receive both services.

Instructional Services

- Designated ELD targeted instruction for all active English Learners (based on linguistic elements) takes place during the school day.
- K – 5 employs *Carousel of Ideas* which is a comprehensive, research-based language development program for K-5 English learners from beginning through advanced levels of language proficiency.
- Grades 6 – 12 utilizes:
 - EL Beginners: One-to-one iPad distribution with appropriate Apps downloaded. These iPads are to be used as a resource, not a crutch, since only English may be used as the primary language. They also provide autonomy for beginning EL learners.

- *iLit* - a comprehensive reading program which accelerates reading growth for students.
- EL Intermediate: *English 3D* for intermediate learners - a new English language development program designed to ensure proficiency in academic vocabulary, speaking, listening, and writing.
- Early advanced/advanced (EL 4 & 5) students are mainstreamed and the teachers provide needed assistance.

School Reports

- Westlake Elementary ELAC will meet next Thursday.
- Earths reported that the ELAC officers were elected and the proposed budget was approved.
- NPHS has a learning center at lunch and after school. The school is making certain parents are aware of these services.
- Ladera has a learning club which meets two to three times a week before school starts.
- Westlake is working on how to better communicate with parents. They also have a homework club.
- Glenwood sponsors classes before school.
- TOHS's meeting will be next week. The computer lab is open for students who wish to prepare for college.
- Lang Ranch – no report.
- Acacia – no report.
- Colina Middle School hosts a parent coffee on Thursdays. They offer parent strategies to manage discipline. They also sponsor ESL classes for adults.
- Acacia personally telephoned parents to attend their January 12 ELAC meeting. Thirty parents attended vs. the usual 5 or 6. They also have ESL classes for parents and workshops to assist parents with student discipline.

Public Comments

- There were no public comments or concerns.

Tentative Agenda for Next Meeting, February 15, 2017, 9:30 – 11:30

- Parent Engagement Programs
- Progress-monitoring of EL Progress.

The meeting was adjourned at 11:25 a.m.