Ridgecrest Intermediate School ELAC Meeting

In Attendance

Amy liu, Yanghua Qi, Eriko Maeda, Mitsui Kazama, Asuka Moriea, Kikuyo Sakoda, Asako Fuijii, Shiho Sawada, Yumie Ichikawa, Masako Fujimoto, Masako Moroe, Sachiko Endo, Sayaka Kobayashi, Yachiyo Tomiyama, Kay Morikawa, Junko Kawamoto, Kazuko Kaise, Natsuko Pavlicek, Zhijun Li, Yi Yuan, Shofery, Liuchun Yang, Peter Sun, Kelli Keller, Linsey Gotanda, and Taylor Holloway

Advisory Committee Meeting

I. The meeting was opened with a welcome and sign-in sheet. Parents signed in and were welcomed by Principal Kelli Keller and Dr. Linsey Gotanda, Executive Director of Secondary Education. Agenda was reviewed.

II. Handouts were provided: Comparison of CELDT to ELPAC and Proficiency Level Descriptors for the California English Language Development Standards.

III. ELD program update provided by Mrs. Keller. The ELD teacher discussed program specifics such as: differentiation, assignment focus on reading, writing, speaking, and listening, and whiteboards as a tool. The teacher also discussed a research project the students recently completed involving research, conducting an interview, recording the interview, and presenting to the class.

IV. The pending ELA adoption of Study Sync (on board agenda tonight) was discussed in detail. There are "access paths" included in the curriculum. Dr. Gotanda elaborated on this topic.

V. The ELD teacher discussed the Support class and described activities done in this class.

VI. Ms. Keller explained the State mandated ELD support to parents. If students demonstrate a proficiency, they may not need the support. However, if they are not demonstrating proficiency, they will be enrolled in the additional support. Parents, however, have an option to waive this. (More information to come from District).

VII. Dr. Gotanda explained the differences between ELPAC and CELDT and the new leveling system that will be implemented sometime next year. The Scholastic Reading Inventory (SRI) is an additionally measure that will be used to gather data on student progress beginning in the fall. Current timeline: CELDT (fall for new students only), SRI (fall and early spring), ELPAC (spring), CAASPP (late spring)

VIII. DELAC update was provided by Eriko Maeda. A new meeting schedule is on the district website for next year. Five parents nominated themselves for next year; this will be voted/confirmed in the fall. Those parents are: Kay Morikawa, Asako Fuiji, Eriko Maeda, Yoyoi Takarada, & Sayaka Kobayashi.

IX. Chinese program update was provided. Due to a decline in enrollment, Chinese will not be offered at all schools. RIS will still have Chinese, but the staffing is not yet finalized for the position.

X. Ms. Maeda requested that bilingual assistants attend ELAC meetings. Ms. Keller cautioned parents on progress reporting from Aides. The teacher is the sole person with authority to share student progress.

XI. Parents requested further communication from the school and other parents. Admin advised parents to attend bimonthly PTSA meetings as another means of connecting with the school. Admin will advertise ELAC meetings on the PTSA Raider Review monthly publication next year.

XII. Parents requested representatives from the school at DELAC meetings next year. A new permanent teacher will help to bridge the site and district.

ELAC Meeting Sign-in Sheet   5/24/17

Parent Name	Student Name
Amy Liu	Pei-Jou (Pearl) Liu
Yanghua Qi	Yongyan Zhang
Eriko Maeda	Mari Maeda (6th G)
Mitsui Kazama	Maho Kazama
Asuka Morita	Airi Morita
Kikuyo Sakoda	Hikaru Sakoda
Asako Fujii	Kentaro. Hand Fujii
Shiho Sawada	Reika Sawada
Yumie Ichikawa	Ryo Ichikawa
Masako Fujimoto	Keita Fujimoto
Masako Moroe	Yuki Moroe
Sachiko Endo	Mai Endo
Sayaka Kobayashi	Nanami Kobayashi
Yachiyo Tomiyama	Nonoka Tomiyama.
Kay Morikawa	Hana Morikawa
Junko Kawamoto	Ryota Kawamoto
Kazuko Kaise	Tomoya Kaise
Natsuko Pavlicek	Daniel Pavlicek
Zhijun Li	Francis Li
Yi Yuan.	Hannah Yuan.
Shifeng Hu	Yuyao Huang (Kenny)
Kelli Keller — Principal	Taylor Holloway — AP

RIDGECREST INTERMEDIATE SCHOOL

Mrs. Kelli Keller
Proud Principal

Dr. Taylor Holloway
Assistant Principal

AGENDA

English Language Advisory Committee

May 24, 2017 | 11 am

ELAC members

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[Name, Title]

Time	Item	Owner
11 am	Welcome and Introductions	Kelli Keller, Principal
		Taylor Holloway, Assistant Principal
		Dr. Linsey Gotanda,
		Executive Director Ed. Services
11:10 am	ELD Program Review	Kelli Keller
	ELD Support Class	
	16-17 Reclassification Information	
11:30 am	ELA Adoption & Materials	Kelli Keller
11:40 am	ELPAC Field Test Review 2017	Taylor Holloway
11:50 am	DELAC Update	Ms. Maeda
	Representatives for Next Year?	
11:55 am	Chinese Program Update	Kelli Keller
12:00 pm	Questions & Closing	Kelli Keller

California DEPARTMENT OF
EDUCATION

Home / Testing & Accountability / Testing / English Language Proficiency Assessments for California (ELPAC)

Comparison of the CELDT to the ELPAC

California is in the process of transitioning from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). The CELDT will continue to be administered until the ELPAC becomes operational. The table below shows a brief comparison between the CELDT and the ELPAC. For more information, see the CELDT to ELPAC Proposed Transition Timeline Web page.

CELDT	ELPAC
Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12
Five performance levels	Four performance levels
Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing

Questions: English Language Proficiency and Spanish Assessments Office | elpac@cde.ca.gov | 916-319-0784

Last Reviewed: Wednesday, June 29, 2016

Proficiency Level Descriptors for the California English Language Development Standards

The Proficiency Level Descriptors (PLDs) provide an overview of the stages of English language development through which English language learners (ELs) are expected to progress as they gain increasing proficiency in English as a new language. The PLDs depict student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and upon exit from each of three proficiency levels: Emerging, Expanding, and Bridging.[1] These descriptors are intended to be used as a guide for teachers and curriculum developers to provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas.

It is important to note that while the PLDs describe an aligned set of knowledge, skills, and abilities at each proficiency level that reflect a linear progression across the levels, this is done for purposes of presentation and understanding. Actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. An EL, at any given point along his or her trajectory of English learning, may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level.[2] Additionally, a student may successfully perform a particular skill at a lower proficiency level (such as reading and analyzing an informational text) and, at the next higher proficiency level,

need review in the same reading and analysis skills when presented with a new or more complex type of informational text. Thus, while a student may be identified—based on state assessment results and other state and local criteria—as being eligible for English language services appropriate to a particular proficiency level, the student's actual abilities may vary by language domain (e.g., listening, speaking, reading, and writing). For the same reason, a proficiency level does not identify a student (e.g., "Emerging student"), but rather identifies what a student knows and can do at a particular stage of English language development—for example, "a student at the Emerging level" or "a student whose listening comprehension ability is at the Emerging level."

The California English Language Development Standards (CA ELD Standards) describe the knowledge, skills, and abilities that students who are learning English as a new language are expected to exhibit upon *exit from each proficiency level*, with the highest level, Bridging, corresponding with the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). These exit descriptors signal high expectations for ELs to progress through all levels and to attain the academic English necessary to access and engage with grade-level content in all subject areas. Note also that the PLDs include specifications at "early stages" and upon "exit" for each of the three levels, providing valuable information that can be used for determining meaningful performance level distinctions based on assessment results.

Organization of the Proficiency Level Descriptors

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with *native language* competencies that students possess when they enter school, and concluding (though not ending) with *lifelong language learning* that all

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1. As there is currently no available empirical evidence to support a particular number of ELD proficiency levels as optimal, the development and design of the PLDs for the CA ELD Standards was based on common practices in the state of grouping ELs into three levels for purposes of instruction. These practices were confirmed by practitioners, administrators, and academic researchers throughout the state as part of the ELD standards validation process, as well as by guidance documents such as the *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (Council of Chief State School Officers 2012).

2. See the discussion in Margo Gottlieb's *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement* (Thousand Oaks, CA: Corwin Press, 2006), 26–27.

language users engage in.[3] The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. *The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level.* Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the CA ELD Standards at each proficiency level; however, the descriptors are not intended to explain how to provide support or differentiate instruction for ELs at each level.

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3. Note that the concept of "lifelong language learning" for proficient users of English (as well as other languages) is distinct from that of "long-term English learners" who have not been supported to progress to full proficiency in English.

Each PLD includes the following:

- **Overall Proficiency:** A general descriptor of ELs' abilities at *entry to, progress through,* and *exit from* the level

- **Early Stages:** Descriptors of abilities in English language that ELs have at *the early stages* of the level

- **Exit Stages:** Descriptors of abilities in English language students have at *exit from* the level

The descriptors for early and exit stages of each proficiency level are detailed across three modes of communication:

A. Collaborative: Engagement in dialogue with others

B. Interpretive: Comprehension and analysis of written and spoken texts

C. Productive: Creation of oral presentations and written texts

Two dimensions of knowledge of language are described:

Metalinguistic Awareness: The extent of language awareness and self-monitoring that students have at the level

Accuracy of Production: The extent of accuracy in production ELs can be expected to exhibit at the level; ELs increase in accuracy of linguistic production as they develop proficiency in English. *Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.*

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum			Lifelong Language Learning
	— Emerging →	— Expanding →	— Bridging →	
Native Language — English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners *enter* the Emerging level having limited receptive and productive English skills. As they *progress through* the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	**Upon exit from** the Emerging level, students have basic English communication skills in social and academic contexts. / As English learners *progress through* the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas. As English learners *progress through* the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to engage in increasingly complex, cognitively demanding situations.	**Upon exit from the** *progress through* the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. / As English learners **Upon exit from** the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	**Students who have** reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

	General Extent of Support			
	Substantial	**Moderate**	**Light**	**Occasional**
High-Level Thinking with Linguistic Support — English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need *varying linguistic support, depending on the linguistic and cognitive demand of the task.*	Students at the *early stages of the* Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.	Students at the *early stages of the* Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	Students at the *early stages of the* Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.	Students who have *exited* the Bridging level benefit from occasional linguistic support in their ongoing learning of English.

Proficiency Level Descriptors

Mode of Communication	ELD Proficiency Level Continuum			
	→ Emerging →		→ Expanding →	
	At the *early stages* of the Emerging level, students are able to perform the following tasks:	Upon *exit* from the Emerging level, students are able to perform the following tasks:	At the *early stages* of the Expanding level, students are able to perform the following tasks:	Upon *exit* from the Expanding level, students are able to perform the following tasks:
Collaborative	• Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases. • Use basic social conventions to participate in conversations.	• Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences. • Participate in simple, face-to-face conversations with peers and others.	• Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences. • Initiate simple conversations on social and academic topics.	• Express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse. • Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate.
Interpretive	• Comprehend frequently occurring words and basic phrases in immediate physical surroundings. • Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures. • Comprehend familiar words, phrases, and questions drawn from content areas.	• Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversation. • Read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. • Demonstrate understanding of words and phrases from previously learned content material.	• Comprehend information on familiar topics and on some unfamiliar topics in contextualized settings. • Read independently a variety of grade-appropriate text with simple sentences. • Read more complex text supported by graphics or pictures. • Comprehend basic concepts in content areas.	• Comprehend detailed information with fewer contextual clues on unfamiliar topics. • Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print. • Read technical text on familiar topics supported by pictures or graphics.
Productive	• Produce learned words and phrases and use gestures to communicate basic information. • Express ideas using visuals such as drawings, charts, or graphic organizers. • Write or use familiar words and phrases related to everyday and academic topics.	• Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects. • Express ideas using information and short responses within structured contexts. • Write or use learned vocabulary drawn from academic content areas.	• Produce basic informational exchanges with others on an expanding variety of topics. • Express ideas in highly structured and scaffolded academic interactions. • Write or use expanded vocabulary to provide information and extended responses in contextualized settings.	• Produce, initiate, and sustain spontaneous interactions on a variety of topics. • Write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.

Proficiency Level Descriptors *(continued)*

Mode of Communication	ELD Proficiency Level Continuum	
	→ Bridging →	
	At the *early* stages of the Bridging level, students are able to perform the following tasks:	Upon *exit* from the Bridging level, students are able to perform the following tasks:
Collaborative	• Express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended and more elaborate discourse. • Initiate and sustain dialogue on a variety of grade-level academic and social topics.	• Participate fully in all collaborative conversations in all content areas at grade level, with occasional support as necessary. • Participate fully in both academic and non-academic settings requiring English.
Interpretive	• Comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communication settings. • Read increasingly complex text at grade level. • Read technical text supported by pictures or graphics.	• Comprehend concrete and abstract topics and recognize language subtleties in a variety of communication settings. • Read, with limited comprehension difficulty, a variety of grade-level and technical texts in all content areas.
Productive	• Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences. • Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences.	• Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences. • Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.

Proficiency Level Descriptors

ELD Proficiency Level Continuum

→ Emerging → | → Expanding →

Knowledge of Language	At the *early stages* of the Emerging level, students are able to perform the following tasks:	Upon *exit* from the Emerging level, students are able to perform the following tasks:	At the *early stages* of the Expanding level, students are able to perform the following tasks:	Upon *exit* from the Expanding level, students are able to perform the following tasks:
Metalinguistic Awareness	Apply to their learning of English an emerging awareness of: • differences and similarities between their native language and English; • ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; • how to intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English.	Apply to their learning of English an awareness of: • differences and similarities between their native language and English; • ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; • how to intentionally and purposefully use mostly everyday and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics.	Apply to their learning of English an expanding awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use mostly everyday vocabulary, and an expanding range of general academic and domain-specific vocabulary in English related to familiar topics; • how to extend discourse in limited ways in a range of conversations; • how to recognize language differences and engage in some self-monitoring.	Apply to their learning of English an awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use both everyday vocabulary and a range of general academic and domain-specific vocabulary in English related to familiar and new topics; • how to extend discourse in a variety of ways in a range of conversations; • how to recognize language differences, engage in self-monitoring, and adjust oral and written language.
Accuracy of Production	• Be comprehensible when using memorized or copied words or phrases. • Produce English but may exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.	• Be comprehensible when using simple or learned phrases and sentences. • Produce English but may exhibit frequent errors in pronunciation, grammar, and writing conventions that sometimes impede meaning.	• Be comprehensible when using simple and some expanded sentences and discourse or texts. • Produce English but may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that sometimes impede meaning.	• Be comprehensible when using expanded sentences, discourse, or texts. • Produce English but may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Proficiency Level Descriptors *(continued)*

Knowledge of Language	ELD Proficiency Level Continuum	
	→ **Bridging** →	
	At the *early stages* of the Bridging level, students are able to perform the following tasks:	Upon *exit* from the Bridging level, students are able to perform the following tasks:
Metalinguistic Awareness	Apply to their learning of English a sophisticated awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics; • how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities; • how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts.	Apply to their learning of English a sophisticated awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics across the disciplines; • how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities across disciplines; • how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across disciplines.
Accuracy of Production	• Be comprehensible when using a variety of grade-level expanded discourse or texts. • Produce English but may exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.	• Be comprehensible when using a variety of grade-level expanded discourse or texts on a variety of topics. • Produce English but may exhibit some minor errors in pronunciation, grammar, and writing conventions that do not impede meaning.