

**BERRYESSA UNION
SCHOOL DISTRICT
DELAC MEETING**

January 23, 2014

8:30 a.m. - 10:00 a.m.

WELCOME ACTIVITY

Inside-Outside line

1. Make 2 lines, equal in length, facing each other.
2. Listen for the question, then you will have 2 minutes to share with your partner, one minute per person.

Use the sentence frame...

“During the winter break, one special memory was...”

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

- ◉ What is it?
- ◉ Which students take CELDT?
- ◉ What is on the test? (4 Domains)
- ◉ What is a performance level?
(Performance Descriptors)
- ◉ How do you read a student report?

EL Annual Progress in Learning English (AMA01) and Attaining English Proficiency (AMA02) based on CELDT

	AMA0 1 % meeting target	AMA0 1 Target	AMA0 2b (>5 years) % meeting target	AMA0 2b (>5 years) Target	AMA0 2a (<5 years) % meeting target	AMA0 2a (<5 years) Target
2011-2012	75.0 %	56.0 %	66.8 %	45.1 %	44.4 %	20.1 %
2012-2013	72.5 %	57.5 %	68.5 %	47.0 %	42.9 %	21.4 %

English Learner Subgroup Percent Proficient on CST in ELA and Math (AMA03)

	BUSD EL Subgroup (ELA)	BUSD Overall (ELA)	AMA0 3 Target (ELA)	BUSD EL Subgroup (Math)	BUSD Overall (Math)	AMA0 3 Target (Math)
2009-10	60.5%	61.3%	56.8%	65.8%	60.8%	58.0%
2010-11	64.7%	64.6%	67.6%	71.2%	66.0%	68.5%
2011-12	64.9%	67.4%	78.4%	69.4%	66.4%	79.0%
2012-13	62.9%	66.5 %	89.2%	69.1%	67.4%	89.5%

DEDICATED ENGLISH LANGUAGE DEVELOPMENT (ELD)

- ◉ Daily instruction
 - 30 minutes (K)
 - 45 minutes (1st - 5th)
 - One period of ELA/ELD (6th - 8th)
- ◉ Planned English language instruction with differentiation based on student's CELDT level
- ◉ Develop fluency in oral and written English
- ◉ Develop academic language

EDUCATORS HAVE A DUAL OBLIGATION TO ENGLISH LEARNERS

- Provide meaningful access to grade-level academic content via appropriate instruction
- Develop students' academic English language proficiency

Interconnected, not separate
Simultaneous, not sequential

EXAMPLE: TEXT RECONSTRUCTION

1. Read the text aloud while students **just listen**.
2. Read the text a second time while students **listen for key words and phrases**.
3. Read the text a third time while students **listen and take notes**.
4. Have students **discuss** their notes with a partner and **work together to reconstruct the text**.
5. Show the original text to students. **Point out key language features**. Invite students to discuss similarities/differences between their text and the original.

TIME TO REFLECT

3 Sentence Wrap-Up

In three sentences or less, summarize the most important information discussed today that you will bring back to your school site.

NEXT MEETING...

Thursday, March 6, 2014

Mark your calendar 😊

**Thank you for attending
today's meeting!**