



AGENDA

5:30-6:30 p.m.

Century Day School

13252 Century Blvd.

Garden Grove, CA 92843

Meeting Focus: Goals and Objectives for English Learners (ELs)

- Purpose of District English Learner Advisory Committee (DELAC)
- Training: How do we fulfill our purpose?
- What are your Goals for your Children?
 - Parent discussion and input
- Goals and Objectives for ELs at ACCESS
 - Learning the English language
 - Learning academic subjects
 - Share Annual Measurable Achievement Objective (AMAO) letter
 - Questions/Parent input
 - The Common Core State Standards (CCSS)
 - Video
 - The 5 Cs: Character, Collaboration, Communication, Creativity, and Critical Thinking
 - Questions/parent input
 - Share English Language Development (ELD) Curriculum
 - Questions/parent input
- Parent Input, Discussion, Questions, and Close

Questions?

Contact Val Callet, Program Specialist, English Learner Services, ACCESS

vcallet@ocde.us

714-245-6611



PART 1: DEFINE SUCCESS

- A.** Practice using the language you learned in *Expressing Opinion* to define what success means to you. Use the frames below to formulate your sentences, but feel free to change them. Remember, blanks are NOT for one word answers! You may practice orally and/or in writing but use a separate piece of paper for answering questions throughout this function.

Language of *Expressing Opinion*

I think/I don't think	I suppose that
I believe/I don't believe	From my experience
In my opinion	According to me
As far as I'm concerned	My position/view...

When creating sentences, use just ONE of these starters. Why? _____

1. _____ success is _____.
2. _____ success means _____.
3. _____ success is defined as _____.
4. _____ success is determined by _____.
5. _____ success is measured by _____.

- B.** Practice agreeing/disagreeing with your peers using the following response frames:

1. You said _____, and _____.
2. I agree that _____. In addition, _____.
3. You indicated _____, but _____.
4. You suggested _____; however, _____.
5. While I concur that _____, I tend to think _____.

*Which frames are for agreeing and which are for disagreeing/how do you know?



C. Practice defining success from others' perspectives using the response frames below.

In general...
Most believe/few believe...
According to...
Some people assume that...
From what I've read...
It is generally accepted that...

1. _____ success is _____.
2. _____ success means _____.
3. _____ success is defined as _____.
4. _____ success is determined by _____.
5. _____ success is measured by _____.
6. _____ a successful person is/has _____.*

*How is #6 different from the others? _____

D. Now consider how success is defined in different contexts (as school, at home, in relationships, in sports, in entertainment, and in different careers such as medicine, construction, law, the military, etc.) and complete the following response frames:

Example: In a field such as design, success is determined by a product's originality and functionality.

1. _____ success is _____.
2. _____ success means _____.
3. _____ success is defined as _____.
4. _____ success is determined by _____.
5. _____ success is measured by _____.
6. _____ a *successful* (noun/profession) _____.



PART 2: CAUSE AND EFFECT IN TEXT

What is *Cause and Effect*?

Cause = Event

Effect = Consequence

Think of *cause* as an event or action and *effect* is the consequence or result of that event or action. The effect may be good or bad.

So if it is raining outside, and I take an umbrella to work, the rain caused me to take my umbrella. The rain is the CAUSE. The EFFECT is taking my umbrella. Another way of looking at it is to think of the word "because" when you think of cause. I took my umbrella because it was raining. Think of some other examples related to your own life:

1. _____
2. _____
3. _____
4. _____
5. _____

You are about to read an article about a true story involving two men with similar backgrounds and the same name, Wes Moore. One of the men became successful while the other landed in prison for life.



Useful Vocabulary to Learn Before Reading the Text:

triumph	self-destructive behavior	scrounged	despairing	lack
encounters	misdiagnosed	collided with	underscored	trajectory

You will find other words in the text that you don't know, but you can figure out what they mean in context or ask your teacher what they mean.



Tip for Transition Ready/College Ready ACCESS students:

Good readers typically reread texts several times, looking for different things with each reading.

Now, you're going to go back and process portions of the article to discover what factors impacted the life trajectories of each Wes Moore. You will practice using the language of cause and effect (see table below) before proceeding to the article.

The Language of Cause and Effect

Because	Therefore	Produced	As a result of...
Since	One reason for	Revealed	It follows that...
Hence	The cause of	Resulted in	Which in turn...
Thus	Outcome	Affected	For this reason...
So	Has/Had an impact on	Influenced	When/After (cause), (effect)...
Consequently	Bring/brought about	Caused	Once.....,.....
Due to	Leads to/led to	In order to...	If..., then...

The Language of Cause and Effect:

(Note: There are many ways to form sentences using the language of cause and effect!)

EXAMPLE: **Since** it was raining, I took my umbrella. OR

I took my umbrella **since** it was raining.

EXAMPLE: **One reason** I got a bad grade was that I didn't study. OR

I didn't study for the test. **For this reason**, I got a bad grade.

1. _____
2. _____
3. _____
4. _____





#1. Home Language Survey: Home language other than English?



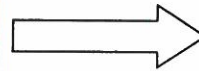
Yes



No: English Only (EO)



#2. California English Language Development Test (CELDT)



**Proficient on CELDT:
Initially Fluent English Proficient (I-FEP)**



#3. English Learner (EL): Placed in English Language Development (ELD) class(es) as well as content classes and electives; takes CELDT annually until reclassification



#4. Reclassification Criteria:

1. Proficient on CELDT (overall Early Advanced/Advanced; no domain below Intermediate)
2. Passing score of 350 on English Language Arts (ELA) portion of California High School Exit Exam (CAHSEE)
3. Teacher evaluation of student progress
4. Parent consultation

A student who meets all four criteria is considered "Redesignated Fluent English Proficient"(R-FEP): CONGRATULATIONS ARE IN ORDER!



Parents of English Learners

We Need Your Voice!



District English Learner Advisory Committee Meeting (DELAC)

<p>Date: November 4, 2013</p> <p>Time: 5:30 p.m. - 6:30 p.m.</p> <p>Topic: District Master Plan for English Learners.</p> <p>Place: North Regional Office 505 N. Euclid St. Ste. 500 Anaheim, CA 92801</p>	<p>Date: December 2, 2013</p> <p>Time: 5:30 p.m. - 6:30 p.m.</p> <p>Topic: Goals and objectives for English Learners</p> <p>Place: Century Day School 13252 Century Blvd Garden Grove, CA 92843</p>
<p>Date: March 3, 2014</p> <p>Time: 5:30 p. m. - 6:30 p. m.</p> <p>Topics: Reclassification Procedures & Written Notifications</p> <p>Place: Harbor Learning Center 15872 S. Harbor Blvd Fountain Valley, CA 92708</p>	<p>Date: May 6, 2014</p> <p>Time: 5:30 p. m. - 6:30 p.m.</p> <p>Topic: Language Census Report & Needs Assessment</p> <p>Place: North Regional Office 505 N. Euclid St. Ste. 500 Anaheim, CA 92801</p>