

Developing ELD/ALD Music Classes

Presentation
and Materials:

bit.ly/ELDMusic



bitly



We are on Native Land

Santa Rosa City Schools is on the traditional territory and homelands of the Pomo People, traditional territory and homelands of the Coast Miwok People, and we honor with gratitude the land itself and the people who have stewarded it throughout the generations.

The San José State University community recognizes that the present-day Muwekma Ohlone Tribe...[and] recognizes the importance of this land to the indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwekma Ohlone Tribe whose land we occupy.



Hello! I'm Erik

**I've taught music in California since 2009,
and in Santa Rosa City Schools since 2012.**

**I taught HS, revamped our ELMU program,
and recently took on one of our Middle
Schools**

**I developed this course in 2021 as our VAPA
TOSA (Visual and Performing Arts Teacher on
Special Assignment) before getting it
approved in 2023.**



I am a music teacher

I relied on the expertise within our Multilingual Services department to develop this course and am NOT an expert in ELD or the ELPAC.

Get to know your ELD resources when developing your own versions of this course.



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01

What is English Langauage Development?

Or Academic Language Development (ELD or ALD)

Initial Assessments

Students whose home language survey results indicate a language other than English **must** take the Initial ELPAC. There is no parent opt out or medical exemption for this assessment.

ELPAC:

English Language Proficiency Assessment for California

[More Info from elpac.org](http://elpac.org)



Initial Assessments

Most LEAs (Local Education Agencies, usually school districts) have procedures set to administer ELPAC tests to incoming students, as well as support staff and courses built in to support students unable to pass it.

The ELPAC measures a students abilities in:

- Listening
- Speaking
- Reading
- Writing





The ELPAC is a big test

Here is a quick overview of the test (CA gives lots of info online)



The ELPAC

The ELPAC is given annually to all students designated as English Learners, until they pass it and are Redesignated as Fluent English Language Proficient (RFELP)

It is based on the 2012 English Language Development (ELD) Standards, and the material it covers varies based on the age of the student taking the test



The
ELPAC
covers a
lot of
language
use

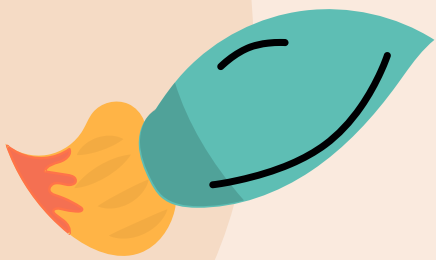
DOMAINS & TASK TYPES	GRADE LEVELS/SPANS:						
	K	1	2	3-5	6-8	9-10	11-12
LISTENING (Multiple Choice)							
Listen to a Short Exchange	X	X	X	X	X	X	X
Listen to a Classroom Conversation		X	X	X	X	X	X
Listen to a Story	X	X	X	X			
Listen to an Oral Presentation	X	X	X	X	X	X	X
Listen to a Speaker Support an Opinion					X	X	X
SPEAKING (Constructed Response)							
Talk about a Scene	X	X	X	X	X	X	X
Speech Functions			X	X	X	X	X
Support an Opinion	X	X	X	X	X	X	X
Retell a Narrative (Speaking with Listening)	X	X	X	X			
Present and Discuss Information (Speaking with Reading)					X	X	X
Summarize an Academic Presentation (Speaking with Listening)	X	X	X	X	X	X	X
READING (Multiple Choice)							
Read-Along Word with Scaffolding	X						
Read-Along Story with Scaffolding	X						
Read and Choose a Word		X					
Read-Along Information	X						
Read and Choose a Sentence		X	X	X			
Read a Short Informational Passage		X	X	X	X	X	X
Read a Student Essay				X	X	X	X
Read a Literary Passage		X	X	X	X	X	X
Read an Informational Passage		X	X	X	X	X	X
WRITING (Constructed Response)							
Label a Picture—Word with Scaffolding	X						
Write a Story Together with Scaffolding	X	X	X				
Write an Informational Text Together		X	X				
Describe a Picture (Writing with Reading)		X	X	X	X	X	X
Write about an Experience		X	X	X	X	X	X
Write about Academic Information				X	X	X	X
Justify an Opinion				X	X	X	X





“

Because the ELPAC is so big, the supports can vary grade to grade.



SRCS Elementary (TK-6)

- Students are given time in the school day with specialists
- Students are placed in classes based on their needs
- Students may lose classtime in other areas to make space for ELD



SRCS Secondary (7-12)

- Students are enrolled in an ALD course as their elective
- Students are placed in other core classes based on their needs
- Students may lose access to other electives depending on their site's schedules and offerings





02

Why did I write this course?

(see the previous slide)

SRCS Secondary (7-12)

- Students are enrolled in an ALD course as their elective
- Students are placed in other core classes based on their needs
- **Students may lose access to other electives depending on their site's schedules and offerings**





SRCS has a VAPA Bottleneck

ELEMENTARY

Grades 1-3 get general music for 60 (2x30) minutes a week

Grades 4-6 get specific instrumental music instruction for 60 minutes a week

TK/K music instruction depends on teacher schedules

No other VAPA is taught at all sites equally

SECONDARY

Students Grades 7-8 get access to VAPA electives at their Middle Schools (no established floor of access)

Students 9-12 get access to VAPA electives at their High Schools

Students in ALD lose access to other electives



14.6%

English Language Learners in SRCS in 2023-2024, or 1455 students



SRCS Middle Schools have systemic barrier

Only 2 grades

Schools are on the smaller side, have a small staff

Split assignments

VAPA Teachers sometimes do MS/HS split to retain 1.0 FTE

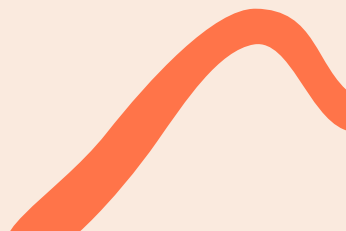


Electives Vary

Dependent on Teacher credentialing and expertise

ALD

10-15% of students cannot take VAPA electives due to ALD requirements





34.8%

English Language Learners at HCMS (my middle school) in 2023-2024, or 154
students of 442



So I made ALD Music

- Covers all the ELD standards in an ALD course
- Built around needs of 6-8th grade students scoring 3's and 4's in most of the 4 domains
- Based in Vocal Music and Digital Music Production

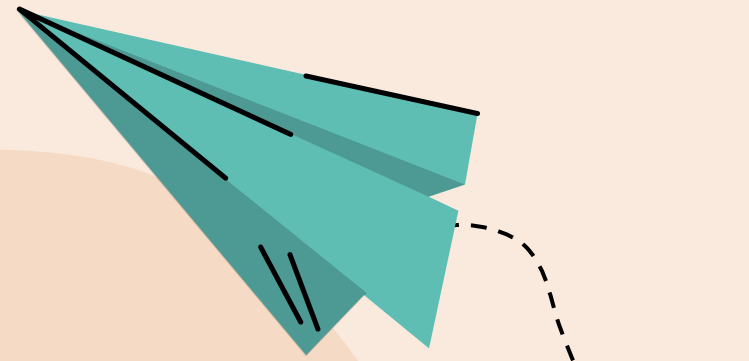




03

What supports did I have?

Shout out to Annie and Caitlin!





SRCS Multilingual Services

Our students are well supported:

We have a Director, a Coordinator, 6 Specialists, 2 TOSAs, 2 Family Engagement Facilitators, and a Translation Supervisor

[Our Mission and ML Staff](#)





What makes up our DO?

Ed Services

The “catch all” space that was originally Curriculum and Instruction, but now included everything that isn’t HR, Technology, or Business Services


Multilingual Services

The part of Ed Services that provides the direct support to our ALD teachers and Multilingual (ELL) students

Other parts of Ed Serv.

CTE, State and Federal, Alternative Education and ELOP, Various Directors overseeing our site principals





Take time to get to know who is at your District Office and how it is arranged.

Remember, "The District" is not a machine, it's people who were probably teachers at one point.

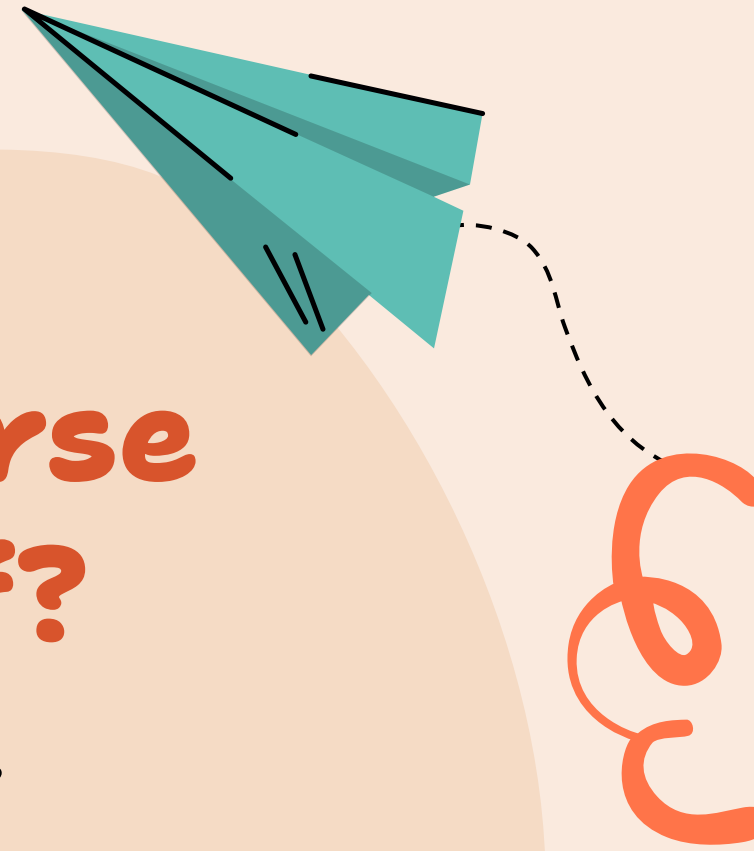




04

What this course comprised of?

It went through a LOT of revisions





We had some meetings

Directors of Ed Services

First I sketched the VAPA part of the New Course Submission and brought it to my supervisors in charge of 7-12 Education

Multilingual Services

We brought this to the EL specialists who gave me a crash-course in ALD and the ELPAC. We revised and resubmitted it to the directors

EL Specialists

After taking notes on what needed adjustment, I brought it back to the EL specialists and we worked through the Course Details



How long did this take?



COVID ruins everything



We write and submit Draft 1, it's shelved



My supervisor resubmits my 3rd revision...



VAPA Programs are supported with ESSERS



We revise and resubmit, it's shelved



“

Eventually, ALD Music was submitted to the board and approved!

Here is the course proposal

I can talk specifics of the previous slide if there is time.



05

What Challenges did I face?

Mostly it was concentrated in one place



Multilingual Services wasn't interested in this

1st Submission

I was told we should "go slow to go fast"

3rd Submission

I was again told to revise with no guidance, my supervisor at the time asked for details

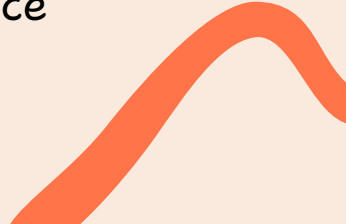


2nd Submission

I was told it needed revision, and given no guidance on what that revision should be

Approval

My new Supervisor pushed for approval with our Assistant Superintendent, and it was moved to the board (who had been asking about this since Submission 1)



Challenges will come

- MLS Director is scared of adding new courses that threaten current methods of teaching and/or “water down” instruction
- This needed to be an ALD course first and foremost, VAPA had to be secondary
- No timeline and my position as TOSA helped provide the time needed to keep pushing this towards Board Approval





06



What is happening
next?

We are still waiting

- MS courses are hard to add due to inconsistent staffing and site admin
- We are facing school closures in SRCS, it's a hard time to try new things
- This is my first year at a MS in SRCS, I will need to wait until next year to see if it can be added it to my schedule





But maybe your district can offer it faster?

Hopefully this legwork can help



(I also wrote a course proposal for ALD Acting after the 3rd rejection, out of spite)

wo

lee

Thank you!

Let's keep in touch

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Credits.

Presentation Template: [SlidesMania](#)

Sample Images: [Unsplash](#)

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