

# Welcome to DELAC



Orangethorpe Elementary

September 18, 2015

# Translation

- ▶ Spanish - Channel 1
- ▶ Korean - Channel 2



# Agenda

- Welcome – Dr. Erlinda Soltero-Ruiz
- Approval of Minutes
- Health and Wellness - Erin Barnum
- Meal Application – Alba Ibarra
- Dual Language Immersion
- DELAC Goals and Objectives
- CELDT Update/Title III Letters
- Needs Assessment
- Upcoming November Election
- Public Comments/Future Meetings





# Orangethorpe Elementary School

2015-2016

Principal: Dr. Soltero-Ruiz  
Assistant Principal: Mrs. Wolf

# Communication/ *Comunicación*

- ConnectEd
- Communication Folder
- Twitter
- Facebook
- Website:



<http://www.fullertonsd.org/orangethorpe/>

# Partnerships/*Parentescos*

- Cal State University Fullerton Residency
- St. Jude LEAP Lunchtime Program
- Marshall B. Ketchum College of Optometry
- Giving Children Hope
- Fullerton Assistance League
- Phelps Foundation
- OC Grip

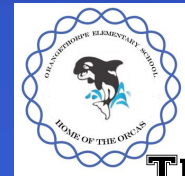


# Additional Programs/ *Programas Adicionales*

- 1:1 iPad, iPersonalize, VIP iPad
- Mommy and Me Classes
- Volunteer Committee
- Interventions to Assist Students
- Attendance Challenges
- Reading and Soccer Club
- Multiage Primary and Upper Grades



# The ORCA Way



## THE ORCA WAY PLEDGE

I am an Orangethorpe Scholar,  
I pledge to follow the ORCA Way:

I own my actions  
I am respectful at all times  
I am courteous to others  
I aim for success

Everyday the ORCA Way!





# College and Career Readiness/ *Preparación universitaria y profesional*

The new standards Common Core Standards will get students ready for success in college and the workforce.



*El objetivo de las Normas Estatales Comunes es lograr las capacidades requeridos para entrar en la universidad y estar listos para carreras profesionales.*

# Orangethorpe Staff Thanks You



# Minutes





# Balanced Breakfast *Desayuno balanceado*

**Presented by:  
Andrea Caivano-Reed,  
Susan Magrann**



For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP, an equal opportunity provider and employer. Visit [www.cachampionsforchange.net](http://www.cachampionsforchange.net) for healthy tips.  
California Department of Public Health.

# **Breakfast – *Desayuno***

**Why  
breakfast so  
important?**

***¿Por qué el  
desayuno es  
tan  
importante?***



# Fuel – *Combustible*

- The body needs “fuel” to function
- Breakfast fuels your body after 10+ hours of not eating
- *El cuerpo necesita ‘combustible’ para funcionar*
- *El desayuno es combustible para el cuerpo después de 10+ horas sin comer*



# Benefits – *Beneficios*

- Higher test scores
  - Less sick days
  - More alert
  - Improve overall nutrition
- *Mejores calificaciones*
  - *Menos días enfermos*
  - *Más alerta*
  - *Nutrición general mejora*



# Balanced Breakfast – *Desayuno balanceado*

Use the "3 out of 5" model to eat a healthy, balanced breakfast every day.

Follow this equation and choose one food from each:





# Quiz! – *iExamen!*

- Let's find the balanced breakfast meals
- *Vamos a encontrar los desayunos balanceados*















# Questions – Preguntas

- What would happen if you only had a donut for breakfast?
- What are challenges to eating breakfast?
- ¿Que pasaría si solo comes un donas para el desayuno?
- ¿Cuáles son dificultades de comer el desayuno?





# Wellness

*Erin Barnum*

**#fsdleader2015**

# active kids learn better



physical activity at school is a win-win for students and teachers

GRADES:

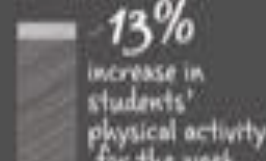


20% more likely to earn an A in math or English

STANDARDIZED TEST SCORES:



JUST ONE PHYSICALLY ACTIVE LESSON CREATES:



21% decrease in teachers' time managing behavior

## physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:



after 20 minutes of sitting quietly



after 20 minutes of walking

Red areas are very active; blue areas are least active.

MORE RESULTS:

after 20 minutes of physical activity, students tested better in reading, spelling & math and were more likely to read above their grade level

after being in a physically active afterschool program for 9 months, memory tasks improved 16%



BERNARD, Timothy G.L. and LUKATELAKI, N. (2011). Classroom-based physical activity, cognition, and academic achievement. *Proc Natl Acad Sci U S A* 108(10): 4120-4125. The effect of acute exercise on reading, spelling and mathematics achievement in preadolescent children. *International Journal of Sport and Exercise Psychology* 10(1): 55-63. The effects of an after-school physical activity program on working memory in preadolescent children. *Journal of Sport and Exercise Psychology* 13(4): 464-474. The effects of 10-15 minute physical activity breaks on students' attention in classrooms in rural Appalachia. *Physical Therapy* 133(10): 1459-1466. Nelson, W.C. and Bracken, L.A. (2008). Physical activity and standardized test scores: are associations with attentional skills associated with attentional health risk behaviors? *Prevention* 11(1): 24-31.

Learn more about why active kids learn better and how schools can help at [activelivingresearch.org/activeeducationbrief/](http://activelivingresearch.org/activeeducationbrief/)



Infographic shared for education purposes with permission of Active Living Research. Learn more at <http://activelivingresearch.org/active-education-physical-education-physical-activity-and-academic-performance>. Move More, Eat Healthy At School (MMEH) is a school-based health promotion program developed by the Orange County Department of Education's Center for Healthy Kids and Schools. MMEH helps build healthy, fit kids and schools by introducing teachers and kids to proven low-cost, no-prep physical activity tools and nutrition education resources. Learn more at <http://OCDE.us/HealthySchools>.

# Move More, Eat Healthy

Active Brain Breaks (2-5 minutes)

High Intensity Circuit Training

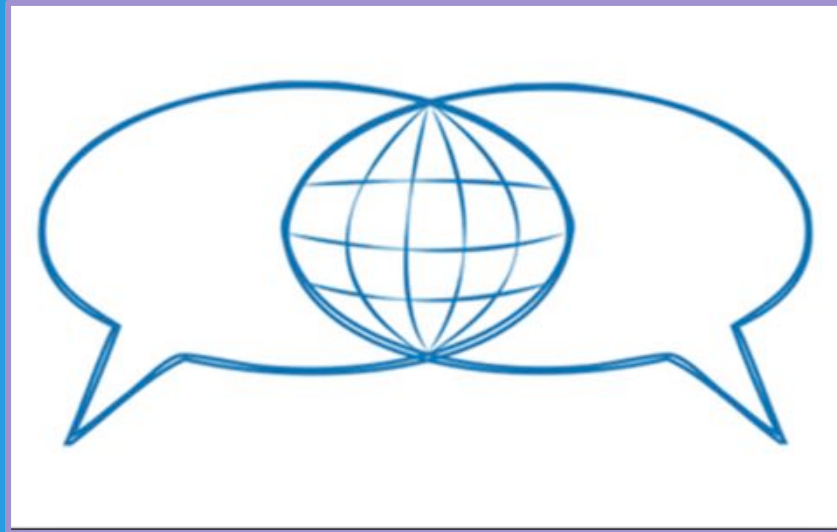
Nutrition Lessons

FitBook Jr.



# Meal Application Process





# Dual Language Immersion

Coming to a School Near You!  
2016-2017

# Dual Language Facts

## Goals:

- proficiency in second language
- develop cultural awareness
- reach high levels of academic achievement
- Fastest growing and most effective type of foreign language program in U.S.
- Immersion language often a world language spoken by large numbers of people
- Academic subjects taught in both languages

# Dual Language Benefits



- High academic achievement in all core subjects in both languages
- Metacognitive flexibility
- Linguistic and cultural backgrounds viewed as a resource
- Develops bilingualism and biliteracy
- Positive cross-cultural attitudes
- Narrows the achievement/opportunity gap



# Classroom Experience



- Target Language: Spanish
- 2 Kindergarten classrooms
  - Balanced literacy, language development, integrated thematic instruction, hands-on activities, Thinking Maps
  - Maker Spaces
    - Cooperative Learning Structures
  - Technology Rich Environment
- Site - TBD
- Model - TBD

# Task Force



- Objective: To collaboratively develop a Dual Language Academy for Fullerton School District Community
- Sign-up via Google Form: <http://bit.ly/DLTask>
- Refer interested teachers/parents to Denise via email
- Meetings will be held from 4 - 5:30 in the ELC
  - September 23rd
  - October 28th
  - November 18th
  - January 6th



# Community Survey



- Short questionnaire
- Collect information from the community at large
- English: <http://bit.ly/FSDDDLE>
- Spanish: <http://bit.ly/FSDDDLSp>
- Korean: <http://bit.ly/FSDDDLK>

# DELAC

## District English Learner Advisory Committee

Advise and assist with the support of  
parent and community resources for the  
English Learner Program:

- Develop the district master plan for educational programs for English Learners to include goals, objectives, and services
- Conduct a district-wide needs assessment
- Develop a plan to ensure compliance with teacher and instructional aide requirements
- Administration of the annual language census, reclassification procedures, and written notifications required to be sent to parents



- Home Language Survey
- Administered to new students initially within 30 days of enrollment
- Taken annually in the months of September and October
- Results received in January; parent notification of results mailed by March
- Determines students' level of English language proficiency
- Monitors annual progress/growth

**FULLERTON SCHOOL DISTRICT  
ANNUAL PARENT NOTIFICATION LETTER  
Federal Title III and State Requirements**

Date: September 2009  
To the parent(s)/guardian(s) of:

Student ID # \_\_\_\_\_

District Office \_\_\_\_\_ Grade: 7  
Room: 29

**Dear Parent(s) or Guardian(s):** Each year, the District is required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how to decide when a student is ready to exit the English learner program. (20 United States Code 8822 and 81021113A); California Education Code Section 41091, and Title 5 of the California Code of Regulations Section 1100940(d)(1). Your child's current English proficiency level is: **Early Advanced**, according to their most recent California English Language Development Test (CELEDT) results.

**Program Placement Option for English Learners**

Based on results of the California English Language Development Test (CELEDT), your child has been identified as an English learner (EL) with reasonable fluency in English who will be placed in the English Language Mainstream Program. For students with an Individualized Education Program (IEP) and students who are also identified for special education services, will be assigned according to their Individualized Education Program (IEP).

**English Learners, who are also identified for special education services, will be assigned according to their Individualized Education Program (IEP).**

- **Resource Specialist/ Speech and Language Program** - students receive English Language Development by program in elementary schools developed at each site to provide instruction according to their proficiency level.
- **Other Programs** such as Special Education, receive English Language Development from their teacher.

- English Language Arts
- Mathematics
- Science

California Standards with Test  
Basic  
Basic

**Description of Program Placement Options and Goals for English Learners**

All programs include English Language Development (ELD) and teaching strategies different from those used for students who are native English speakers. These strategies are used to help each student reach proficiency in reading and writing in English, and to succeed academically in all core subjects.

• **Structured English Immersion (SEI):** Students who score at least *basic* on the CELEDT are taught overwhelmingly in English. Some assistance may be provided in the primary/elementary core subjects by authorized teachers using District-adopted textbooks and supplies. ELD and grade-level content standards.

• **English Language Mainstream (ELM):** Students who score at *reasonable fluency* are taught ELD and other core subjects by authorized teachers using District-adopted materials. Instruction is based on ELD and grade-level content standards. Student then to be reclassified as fluent English proficient.

• **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver" receive ELD instruction in English. Teachers must receive District-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to exit the program.

**NOTE:** At any time during the school year, you may have your child served in an Alternative Program.

**FULLERTON SCHOOL DISTRICT  
ANNUAL PARENT NOTIFICATION LETTER  
Federal Title III and State Requirements**

**Program Placement Options for English Learners**

The chart below shows all program placement options. To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver."

| English Language Proficiency Levels |                                   | Program Placement   |
|-------------------------------------|-----------------------------------|---|
| Advanced                            | Initial Fluent English Proficient | District's General Program  |
| Early Advanced                      | Reasonable fluency                |   |
| Intermediate                        | Less than reasonable fluency      | English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver  |
| Early Intermediate                  |                                   | Structured English Immersion or an Alternative Program with an approved Parental Exception Waiver |
| Beginning                           |                                   | Other Instructional Setting based on IEP  |

**Parents/Guardians have the right to request a "Parental Exception Waiver" for an Alternative Program.** California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must apply for a "Parental Exception Waiver" each year. Your child must meet one of the following requirements: a) is at least 6 years of age, b) is at least at 5th grade level, c) is in a classroom for 3 or more years, and d) has a documented need.

**Reclassification (Exit) Criteria**

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This District's reclassification criteria are listed below:

| Revised Criteria (Education Code 31040)          |  |
|--|--|
| English Language Proficiency Assessment (CELEDT) | Score of Early Advanced or Advanced on all subjects                                |
| California Standards Test                        | Score above mid-Basic  |
| Teacher Evaluation of Curriculum Mastery         | Classroom academic performance which approximates that of a native English speaker |
| Writing Score                                    | District Rubric score of 2 or higher   |
| Parental Opinion and Consultation                |  |

**Please telephone your child's school if you would like to schedule a parent conference to discuss your child's options for program placement.**

# Title III Letters

- Receive in the mail in a few weeks
- ELD Services
- Reclassification Criteria:
  - CELDT Score Overall a 4 or 5
  - Scale score for Standard Nearly Met meets the midpoint and above
  - 3+ District Benchmark - Writing
  - Teacher Recommendation
  - Parent Signature
- Contact school site with questions about English Learner Programs

# Needs Assessment



- What will help us meet the needs of our students?
- Topics for future DELAC meetings?





**ELECTION**  
**★2015★**

- November 13<sup>th</sup>
- ELAC Site Representatives may run for Chair or Co-chair position
- Chair/Co-chair Responsibilities:
  - Meet with Educational Services Team to provide input to DELAC Agendas
  - Co-lead DELAC meetings
  - Co-present an DELAC update to the School Board

# Public Comments/ Announcements



# 2015-2016 Meetings

- ✓ November 13th, 2015 - Maple Elementary
- ✓ January 8, 2016 - Richman Elementary
- ✓ March 11 , 2015 – Fisler School
- ✓ May 8, 2015 – Nicolas School



Thank You  
for your hospitality!