



FULLERTON  
SCHOOL  
DISTRICT



**District English  
Language Advisory  
Committee  
December 8, 2017**

# Translation

- Spanish - Channel 1
- Korean - Channel 2





**WELCOME**  
**WE'RE GLAD YOU'RE HERE!**



**WOODCREST**  
ELEMENTARY SCHOOL



#TheWildcatFamily  
Woodcrest Faculty & Staff

# Approve Minutes



# 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





NOMINATION  
FORM



# A little about me

## Nominees- Chair

1. Im Sum Kim -accept Fern Drive
2. Brenda Trejo-Hermosa
3. Alma Chavez- Richman
4. Eggleth Nuncci - Raymond
5. Rosaura Reyes- Nicolas
6. Darlene Estrada-
7. Sughey Lllamas - Orangethorpe
8. Michelle Naranjo- Richman





# ELPAC

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English Language Proficiency  
Assessments for California



English Language Proficiency  
Assessments for California

# ELPAC

## ELPAC

Summative Assessment: four performance levels

Initial Assessment: three performance levels

Listening items for students in grades 3–12 are recorded and played through TOMS

Domains assessed:

Listening, Speaking, Reading and Writing

# The ELPAC Structure

## Initial Assessment (IA)

- Will be operational in 2018-19
- Shorter than the SA
- Administered within 30 days of student eligibility
- Locally scored

## Summative Assessment (SA)

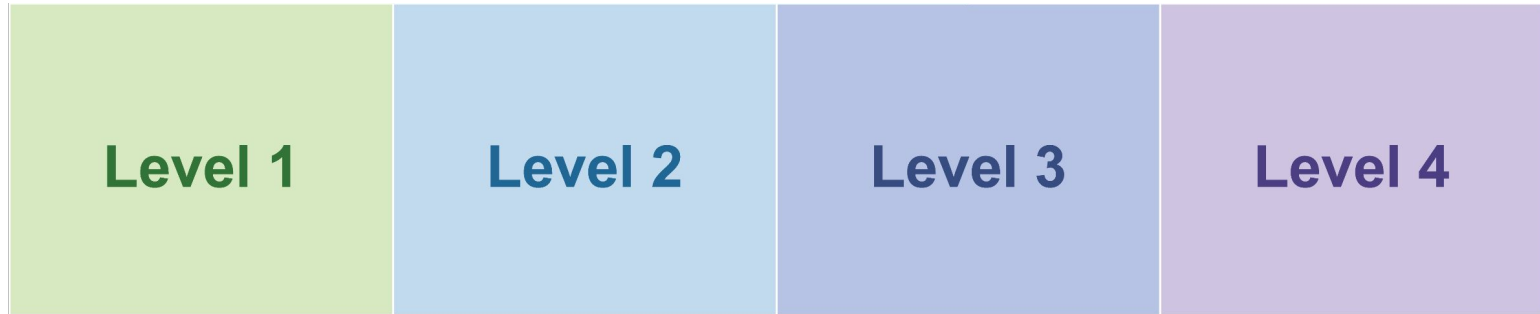
- Operational in the 2017–18 school year
- Administered in the spring of each year
- Administered to ELs only
- No local scoring

A yellow silhouette of the state of California is positioned on the left side of the slide, partially overlapping the text.

# ELPAC General Performance Levels and ELD Proficiency Levels

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# Connecting the ELPAC Summative Assessment General Performance Levels to the 2012 ELD Standards





# ELPAC-like Task Example

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# ELPAC-like Task for Grades 3–5



## Read a Short Informational Passage

California Missions, 1823



California Cities, 2017





# ELPAC-like Task for Grades 3–5

## From Missions to Towns to California Cities

Some cities in California today were first established as Spanish missions. In 1769, the first mission in California, San Diego de Alcalá, was founded. The city of San Diego grew around it. By 1823, there were 21 missions across the California region in places where people could find food, farm, and trade with others. Later some of **these** became small towns as more people came to California. Over the next 150 years some of the towns around the old missions grew into cities.

# ELPAC-like Task for Grades 3–5

- 1. Which of these is an example of a city that grew from a mission?**
  - Sacramento
  - Fresno
  - Santa Barbara
- 2. This passage is an example of which text type?**
  - Informative/ Explanatory
  - Opinion
  - Narrative
- 3. In the text the pronoun “these” refers to:**
  - Towns
  - Missions
  - Cities

The image features a patriotic American theme. At the top and bottom, there are horizontal blue bands containing a row of white, five-pointed stars. The central background is composed of vertical stripes in red and white. In the center of this background is a light yellow, rounded rectangular banner with a blue border. The banner has a slight drop shadow, giving it a three-dimensional appearance. Inside the banner, the words "ELECTION RESULTS" are written in a bold, blue, sans-serif font, stacked in two lines.

**ELECTION  
RESULTS**



# Fullerton Joint Union High School District

Excellence in Education

## Transition into Junior High & High School - Find Your Fit Visit Parent Panels From Each JH & HS



NAVIGATORS



A Collaboration between Fullerton Council PTA,  
Fullerton School District and Fullerton Joint Union High School District

December 11th  
6:00-9:00 pm

Ladera Vista Junior High School of the Arts  
Performance Center

(Parent Event Only/Light Refreshments will be served)

Ladera Vista  
Junior High School  
of the Arts  
Fullerton School District



## Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Fullerton School District also offer a **Dual Language Immersion** program that you may choose for your child. If you choose this option your child will be placed in a classroom that uses another language for instruction. (See the description below).]

### Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306(c))

### Description of Program Options and Goals for English Learners

Descriptions of the language acquisition programs provided in the Fullerton School District are listed below.

**Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

**Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten and continues to eighth grade.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310(a))

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318(c)(A)(vii)) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

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English Language  
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CAASPP

Teacher Evaluat

Writing Score

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Title III letter



**IMPORTANT**  
**ANNOUNCEMENT**

Save  
the  
Date

February 16, 2018  
Sunset Lane



April 20, 2018  
Golden Hill

Thank  
You