



FULLERTON
SCHOOL
DISTRICT



**District English
Language Advisory
Committee
January 20, 2017**

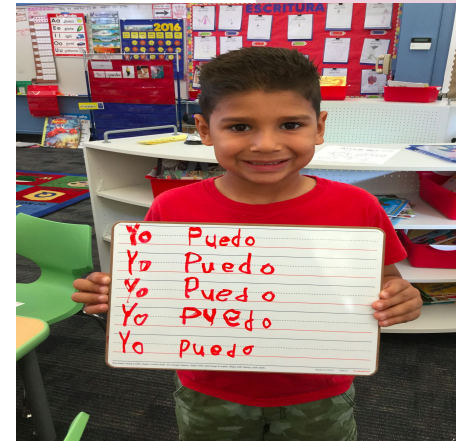
Translation

- Spanish - Channel 1
- Korean - Channel 2





WELCOME
WE'RE GLAD YOU'RE HERE!



Raymond School



Instructional Design 90/10

Kindergarten & First Grade	90/10
Second Grade	80/20
Third Grade	70/30
Fourth - Eighth Grade	50/50



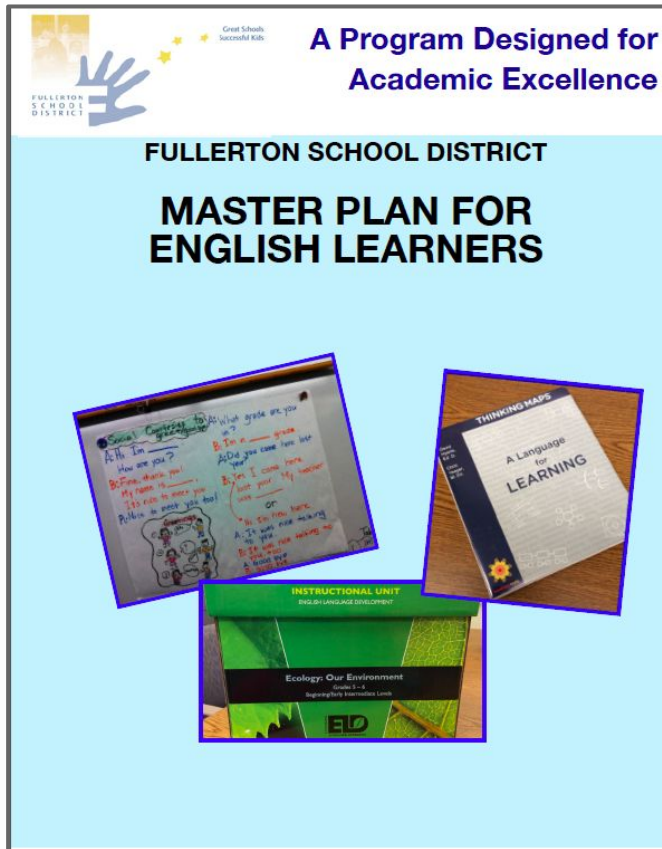




Approve Minutes



EL Master Plan



Involvement



English Language Advisory Committee (ELAC)



- ▶ School Site level
- ▶ Members are chosen by election
- ▶ Group of parents that provides advice to school regarding program and services for ELL students

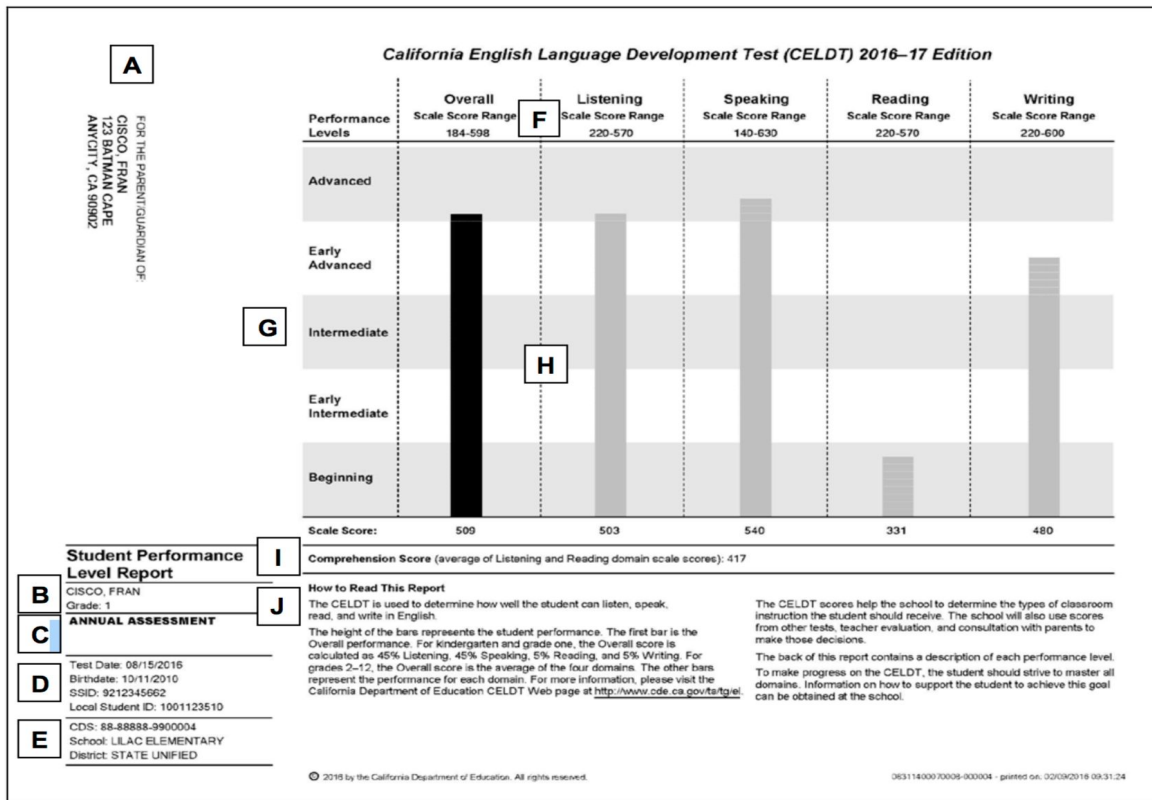
District English Language Advisory Committee (DELAC)



- ▶ District level
- ▶ Representative from each school
- ▶ Advise the district's local governing board on programs and services for English learners

Government & Administration

- ▶ Home Language Survey
- ▶ Testing procedures
- ▶ Initial Title III Letters
- ▶ Annual Title III Letters



Legend:

- | | |
|--|--|
| <p>A: Student's name (last name, first name) and parent/guardian mailing address</p> <p>B: Student's name and grade</p> <p>C: Test purpose</p> <p>D: Test date, student's birthdate, and state and local ID numbers</p> <p>E: School and district where test was taken</p> <p>F: Overall and the domain scores, each with the range of possible scale scores</p> | <p>G: Performance Levels (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning)</p> <p>H: Bars and scale scores showing the student's performance level for each domain and Overall</p> <p>I: Comprehension Score</p> <p>J: How to Read This Report</p> |
|--|--|

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

To the student(s)/parent(s) of: First Name: _____ Last Name: _____
 Student ID #: _____ Date of Birth: _____ DOB: _____
 School: _____ Grade: _____
 Primary language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school District, a language other than English was noted on your child's Home Language Survey. The law requires us to test your child's English proficiency. The results of this test are used to decide the program placement for your child. We are required to inform you of the test results, our program recommendation, and all the placement options available for your child. This letter also explains the criteria to exit the English learner program.

Language Assessment Results

Domain	California English Language Development Test (CELDT) Performance Level (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced)
Listening	«Listening»
Speaking	«Speaking»
Reading	«Reading»
Writing	«Writing»
Overall	«Overall»

Based on results of the California English Language Development Test (CELDT), your child has been identified as an English Learner, 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 a rotation program in elementary schools developed at each site to provide instruction according to their proficiency level. At the Junior High School, students in these programs receive an English Language Development class provided by an English Language Arts teacher.
- **Other Programs such as Special Day Class** – students receive English Language Development from their classroom teachers.

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help students in listening, as well as speaking, reading and writing in English, and to succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (AL):** Students with an approved "Parental Exception Waiver" are taught core subjects in their primary language. They receive ELD instruction in English. Teachers must receive special training to work in such a program. They use 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 be reclassified as fluent English proficient.

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.

**FULLERTON SCHOOL DISTRICT
INITIAL 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	
Early Advanced	Reasonable fluency	
Intermediate	Reasonable fluency	
Early Intermediate	Less than reasonable fluency	
Beginning	Less than reasonable fluency	

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 visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

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

Reclassification (Exit) Criteria

English Language Proficiency Assessment (CELDT)	Required Criteria (Education Code 313(d))
CAASPP	Score of Early Advanced or Advanced on all subjects
Reading Diagnostic	K-2 students must have a score at grade level of proficiency on the most recent district Reading Diagnostic
Teacher Evaluation of Curriculum Mastery	3-8 students must have a score at grade level of proficiency on the district Reading Diagnostic
Writing Score	"Standard Nearly Met" on CAASPP (varies by grade level)
Parental Opinion and Consultation	Classroom academic performance which approximates that of a native English speaker
	District Rubric score of 3 or higher

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

Funding



Local Control Funding Formula (LCFF) & Federal Title III

- LCFF will fund every student at the same *base rate*, but districts will receive varying amounts of *supplemental* and *concentration (FSD not eligible) grants*.
- Supplement funds are based on the number of English Learners, low income pupils, and foster youth.
- Federal Title III English learner funding supports students who are identified as English learners at a rate of \$100 per student.



Both LCFF and Title III require school district stakeholders to develop a Local Control Accountability Plan (LCAP) and Local Education Agency Plan (LEAP). The LCAP and LEAP share FSD's story....explain how actions and services contribute to achieving our goals, demonstrate equity, and support transparency and simplicity.



“Great Schools, Successful Kids”

Input from all Stakeholders

Fullerton Council of Parent Teacher Associations (PTA)
District English Learner Advisory Committee (DELAC)
Community Advisory Council/Special Education (CAC)
Fullerton Technology Foundation (FTF)
Fullerton Education Foundation (FEF)
All the Arts for All the Kids Foundation
Fullerton Elementary Teachers Association (FETA)
Fullerton Elementary School Management Association (FESMA)
California School Employees Association (CSEA)
Business Services, Personnel Services,
Foster Youth Liaison, Child Welfare and Attendance

Funding to Support English Learner Students 2016-2017



LCFF - \$2,200,000

Federal Title III - \$440,000

Services to Support English Learner Students 2016-2017

- Student Interventions
- English Language Development
- Parent Involvement
- Staff Development
- Instructional Materials



Standards, Assessment and Accountability

Reclassification

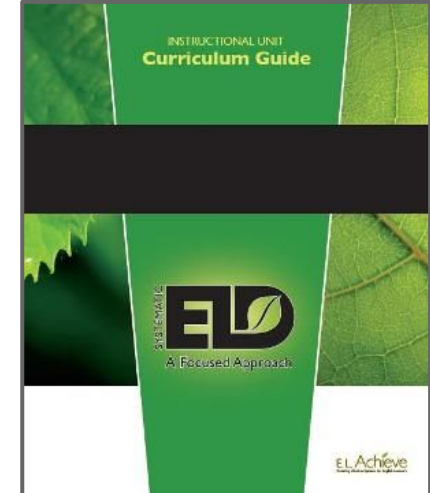
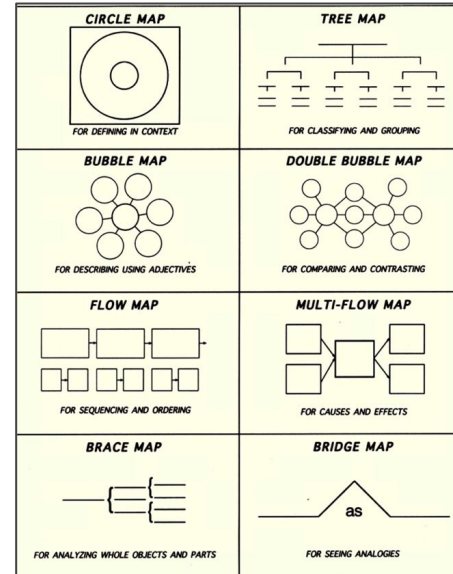
- Early advanced or Advanced on CELDT
- K-3 “at grade level” iReady Reading Diagnostic
4-8 “at grade level” iReady Reading Diagnostic
& score of mid “standard nearly met” on CAASPP
- Teacher evaluation of student Academic Performance
- Parent Opinion and Consultation

Standards, Assessment and Accountability

Monitoring

- Students must be monitored for student success for a minimum of four years
- Teachers monitor ELA iReady Reading Diagnostic
- Classroom performance
- Report card grades

Staffing and Professional Development



Opportunity and equal Education Access

Structured English Immersion (SEI)

- ▶ Less than reasonably fluent
- ▶ Taught in English
- ▶ Some assistance may be provided in primary language
- ▶ ELD
- ▶ Taught by qualified teachers

English Language Mainstream (ELM)

- ▶ Reasonably fluent
- ▶ Taught in English
- ▶ ELD
- ▶ Taught by qualified teachers
- ▶

Alternative Program (ALT): Dual Language

- ▶ “Parental Exception Waiver”
- ▶ Taught core subjects in their primary language.
- ▶ ELD instruction in English. Teachers must receive special training to work in such a program.



IMPORTANT
ANNOUNCEMENT

March 10- Fern Drive

Save
the
Date

Thank
You