



FULLERTON  
SCHOOL  
DISTRICT



**District English  
Language Advisory  
Committee  
September 9, 2016**

# Translation

- Spanish - Channel 1
- Korean - Channel 2





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



**Meet our Leaders**



# Pacific Drive Elementary

A person wearing a dark jacket and pants is walking on a wooden boardwalk in a forest. The background is filled with tall, thin trees and green foliage. The overall scene is dimly lit, suggesting a forest setting.

IF YOUR ACTIONS INSPIRE OTHERS  
TO DREAM MORE, LEARN MORE,  
DO MORE AND BECOME MORE,

**YOU ARE A LEADER**

*John Quincy Adams*

*You are a*

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LEADER

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# Approve Minutes





# November 4th

**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



# Richman Clinic

Laura Negrete



# English Language Advisory Committee (ELAC)



- ▶ School Site level
- ▶ 21 or more English Language Learners (ELL)
- ▶ Group of parents that provides advice to school regarding program and services for ELL students

# District English Language Advisory Committee (DELAC)



- ▶ District level
- ▶ 51 or more English learners (EL)
- ▶ Advise the district's local governing board on programs and services for English learners



## The Overall Goals for all English Learner Programs

- ▶ Develop English fluency as effectively and efficiently as possible
- ▶ Provide equal opportunity for academic achievement for all students
- ▶ Provide cross-cultural understanding and positive self-concepts

# CELDT Update

- Currently testing students
- Tested 485 TK-1 students in the summer
- Will test approximately 3400 students.  
Grades TK-8
- Testing Center assessing 1:1 portions
- Group Testing September 19 - October 7

**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: \_\_\_\_\_ Room: 20  
Grade: 7  
Primary language: \_\_\_\_\_

**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 placements 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 7012 and 5112[a][1][A], California Education Code Section 49993, and Title 5 of the California Code of Regulations Section 113099(a)(9)(11))  
Your child's current English proficiency level is Early Advanced, according to their most recent California English Language Development Test (CELDT) results.

**Program Placement Options for English Learners**

Based on results of the California English Language Development Test (CELDT), 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)** Development Test (CELDT) results, 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 a resource program in elementary schools developed at each site to provide instruction according to their proficiency level. At the 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.

**Academic Achievement Results  
Grades 3-5**

California Standards Tests  
Skill Area: \_\_\_\_\_  
English Language Arts: \_\_\_\_\_  
Mathematics: \_\_\_\_\_  
Science: \_\_\_\_\_

**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 each student reach proficiency 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. Students are taught ELD and other core subjects by authorized teachers using District-adopted textbooks and supplementary materials. 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. They are taught ELD and other core subjects by authorized teachers using District-adopted textbooks and supplementary 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.
- Alternative Program (ALT): 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  
ANNUAL PARENT NOTIFICATION LETTER  
Federal Title III and State Requirements**

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		
Intermediate	Reasonable fluency	English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver
Early Intermediate		
Beginning	Less than reasonable fluency	Structured English Immersion or an Alternative Program with an approved Parental Exception Waiver 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 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.

**Reclassification (Exit) Criteria**

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

Required Criteria (Education Code 313(d))	
Proficiency Assessment (CELDT)	Score of Early Advanced or Advanced on all subtests
Proficiency Assessment (CELDT)	Score above mid-Basic
Proficiency Assessment (CELDT)	Classroom academic performance which approximates that of a native English speaker
Proficiency Assessment (CELDT)	District Rubric score of 2 or higher

...your school if you would like to schedule a parent conference to discuss your child's placement.

**Title III  
Letters**

# Needs Assessment



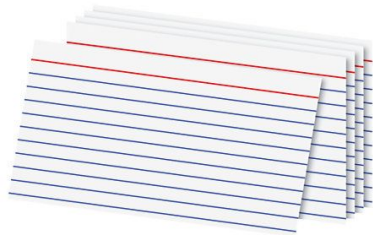


# Needs Assessments from 15-16

- More information on the different programs at the elementary, junior high and high schools and what they offer
- Requirements for junior high and high school and college
- More information about STEM
- College Financial Aid
- AVID at junior high and high school
- Educate parents on what students are learning so parents can help explain the work to their children
- Common Core data – Students Learning Expectations
- Safety, crossing streets/bikes
- iPad classes for parents
- Information on testing, including GATE
- Guest speakers for transitioning to junior high school and high school
- More information on writing and speaking different languages
- More information on math



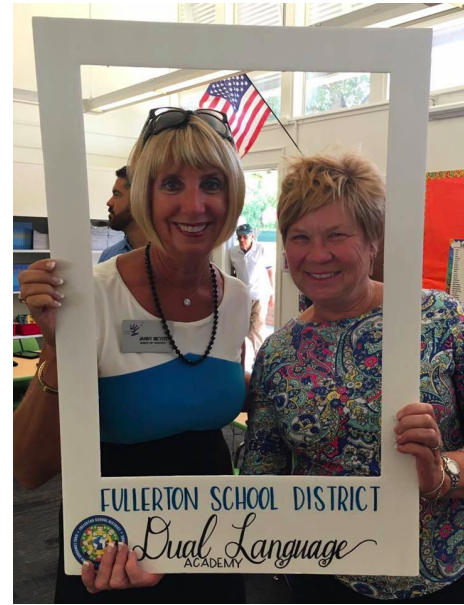
# Additional Interest





**IMPORTANT**  
**ANNOUNCEMENT**

# Dual Language Academy



Save  
the  
Date

November 4- Nicolas



January 20- Raymond



March 10- Fern Drive

Thank  
You