

District English Language Advisory Committee



February 22, 2019

Translation

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



A red ribbon graphic with a white shadow, curved upwards, containing the word "Welcome" in a white cursive font.

Welcome

to DELAC

Commonwealth Elementary School

iCan, iWill, iROAR!



Who are we?

We've been around for 65 years .

We teach and love approximately 400 children each year.

We provide our students with a great education & an opportunity to develop their talents through programs such as

- ASB
- Speech and Debate
- Boys and Girls Club
- Ballet Folklorico,
- Robotics Club,
- Math Enrichment
- Intramural Sports



Commonwealth Tigers are hard working scholars.

We are **confident** in ourselves, **purposeful** in our work and **honorable** in our deeds.

We are the leaders of tomorrow!



CW Tigers are College Bound!

Purpose: be ready for college as a choice!

Each classroom has adopted a university to call their own

Flags for every classroom

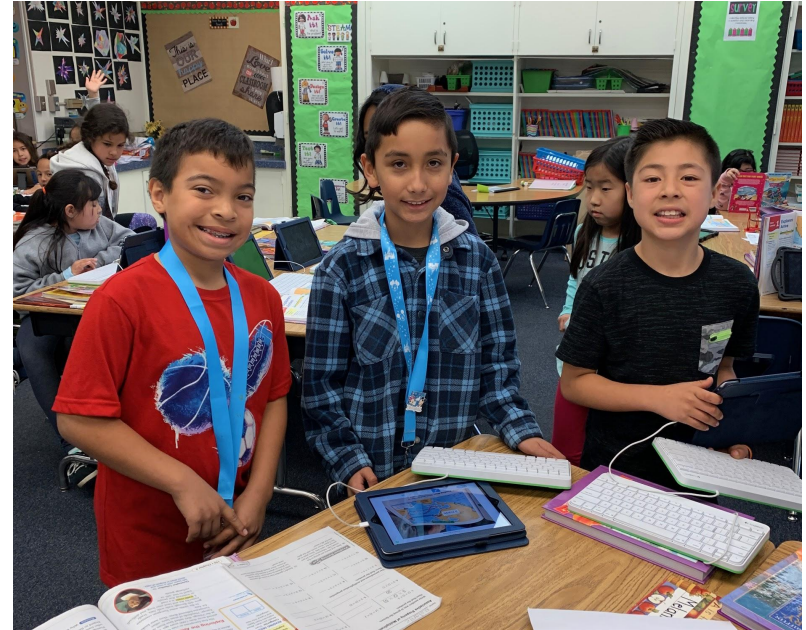
College Chant

College Bulletin Board

College-focus

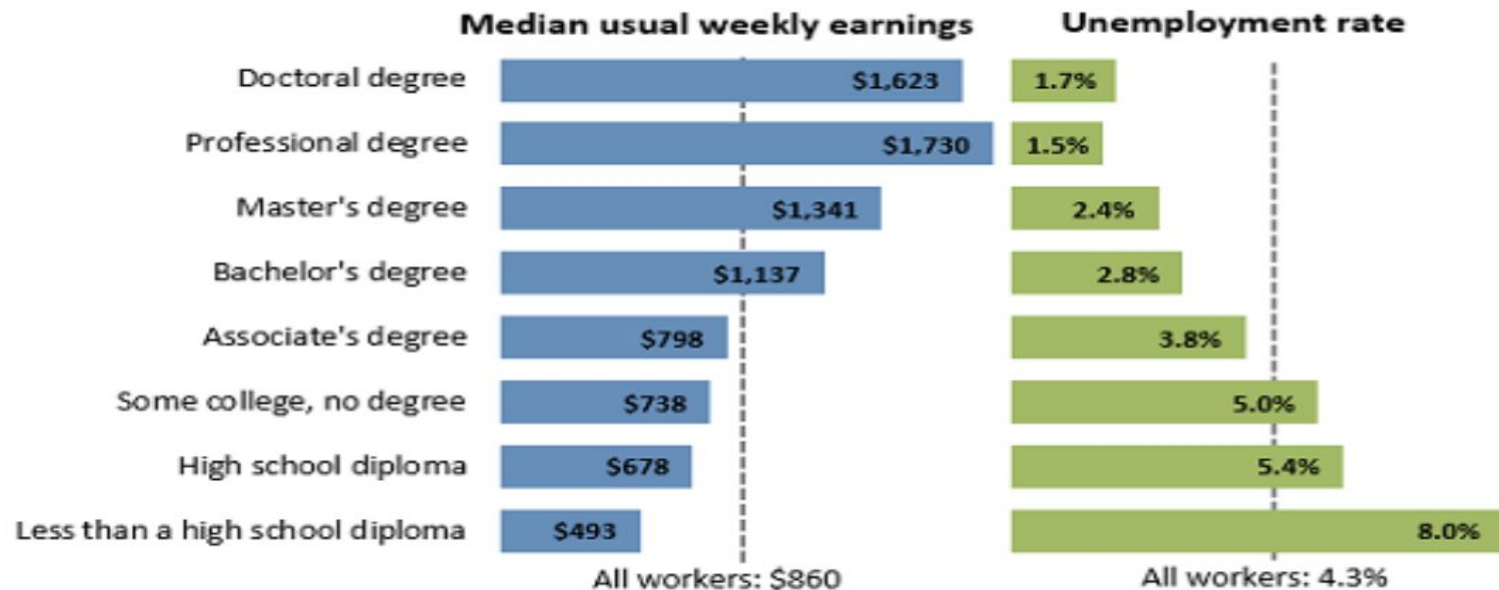
A-G Requirements, College Vocabulary

College Tour with Parents in March!



\$1,000,000 more over a lifespan!

Earnings and unemployment rates by educational attainment, 2015

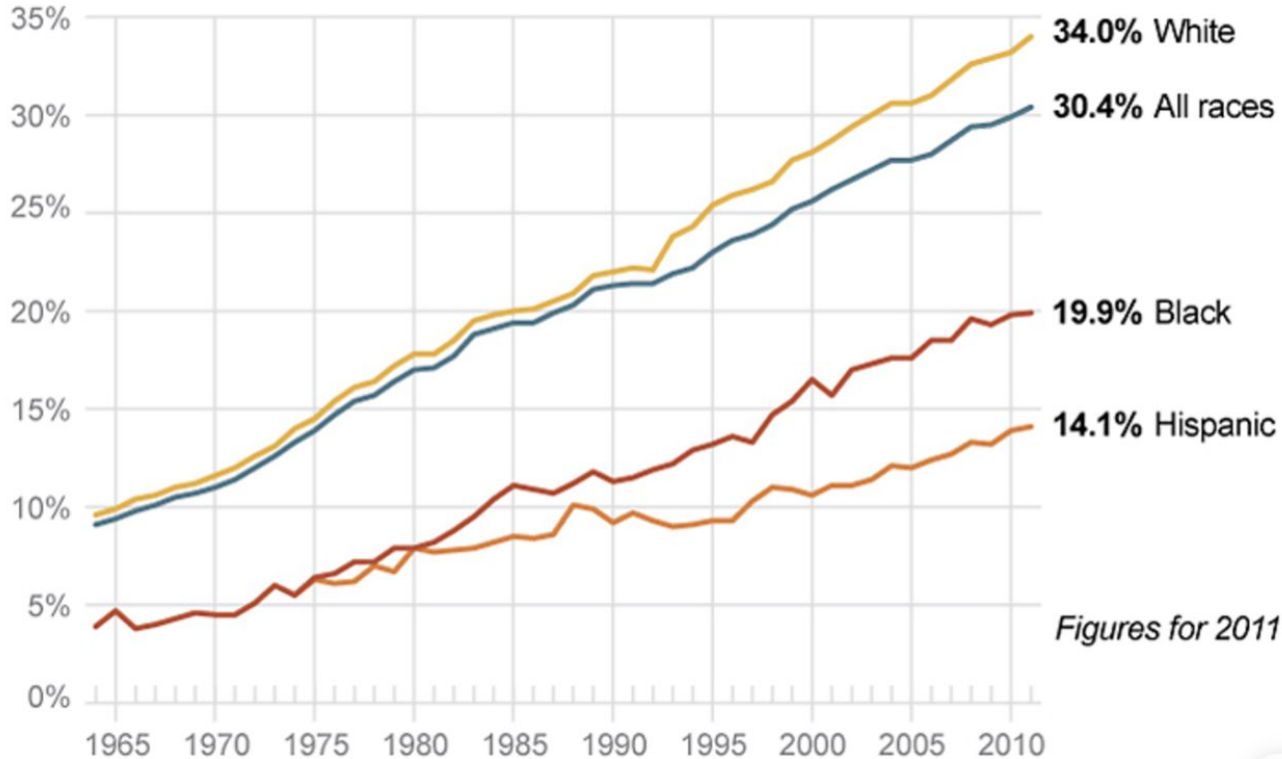


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey

We need to make an impact for our future!

PERCENT OF ADULTS AGE 25 AND OLDER WITH AT LEAST A COLLEGE DEGREE



Figures for 2011

We Can

We Will

We ROAR!

Connecting to our Culture...

Learning about our culture and all it has to offer is empowering and foundational to our academic and emotional success!

Ballet Folklórico
¡Viva los Tigres!



Approve Minutes





California School
DASHBOARD



California School Dashboard

Local Indicators:

Basic School Conditions

Implementation of Academic
Standards

Parent Engagement

School Climate

Access to a Broad Course of Study

State Indicators:

ELA

Math

Suspension Rate

Chronic Absenteeism

English Learner Progress



California School Dashboard

Local Indicators:

Basic School Conditions

Met

Implementation of Academic
Standards

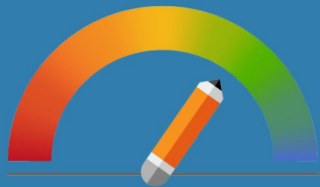
Not Met

Parent Engagement

Not Met for 2 years or more

School Climate

Access to a Broad Course of Study



California School Dashboard

Local Indicators:

Basic School Conditions - **MET**

Implementation of Academic Standards - **MET**

Parent Engagement - **MET**

School Climate - **MET**

Access to a Broad Course of Study - **MET**



California School Dashboard

State Indicators: *Levels 1 - 5*

ELA

Math

Suspension Rate

Chronic Absenteeism

English Learner Progress



Blue



Green



Yellow

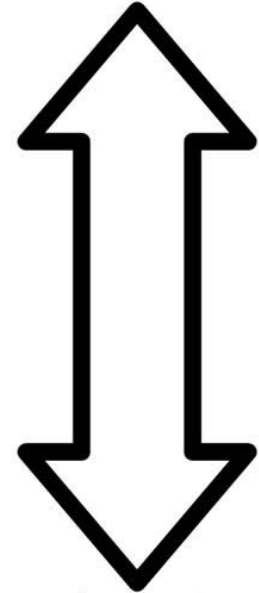


Orange



Red

Highest
Performance



Lowest
Performance

5x5 Placement Tables

Change from Previous Year

Status

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	*Green	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

Placement tables vary for each State indicator.

State Indicator Performance Levels



English Language Arts



Green

Mathematics



Green

Chronic Absenteeism



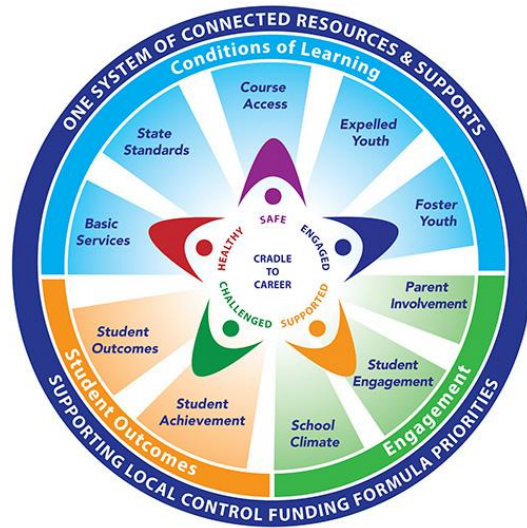
Green

Suspension Rate



Green

** English Learner Progress Indicator level will be available next year*



Local Control Accountability Plan (LCAP)

Local Control Funding Formula (LCFF)

- In 2013, the Governor proposed full funding flexibility for local school districts.
- 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.
- Required all school districts to implement the **Local Control Accountability Plan (LCAP)**



LCFF requires school district stakeholders to develop a funding accountability plan. The LCAP will 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”

LCAP Stakeholders Advisory Committee

Fullerton Council of Parent Teacher Associations (PTA)
District English Learner Advisory Committee (DELAC)
Parent Representation School Sites
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, Special Education,
Foster Youth Liaison, Child Welfare and Attendance
Educational Services

Eight State Priorities

- 8 key areas that help all students succeed:
 1. Basic Services
 2. Implementation of State Standards
 3. Course Access
 4. Student Achievement
 5. Other Student Outcomes
 6. Student Engagement
 7. Parent Involvement
 8. School Climate



LCAP Requirements

LCAP Requirements	School Districts
Eight State Priorities	<ul style="list-style-type: none"> All eight state priorities are addressed in LCAP goals
Consultation	<ul style="list-style-type: none"> Teachers Principals Administrators Parents Other School Personnel Local Bargaining Units Pupils
Review and Comment	<ul style="list-style-type: none"> Parent Advisory Committees Superintendent must respond in writing to comments received
LCAP Template	<ul style="list-style-type: none"> Use template as provided
Use of Base & Supplemental Funds	<ul style="list-style-type: none"> Funds can be used on a districtwide or schoolwide basis
Posting Requirements	<ul style="list-style-type: none"> Approved LCAP must be posted on FSD website
Adoption and Approval	<ul style="list-style-type: none"> Hold Public Hearing Approval at subsequent Board Meeting

FSD Planning and Adoption Process - 12 Month Cycle

July - October



- Send Board approved LCAP to OCDE for approval by July 1st.
- Conduct needs assessment.
- Analyze current metrics/data.
- FSD School Board establishes annual goals.

November - February



- Consult with parent groups, advisory committees, students, and other stakeholders.
- LCAP Advisory Group convenes.
- LCAP SAC reviews and/or revises prior LCAP Goals, Actions and Services.

March - April



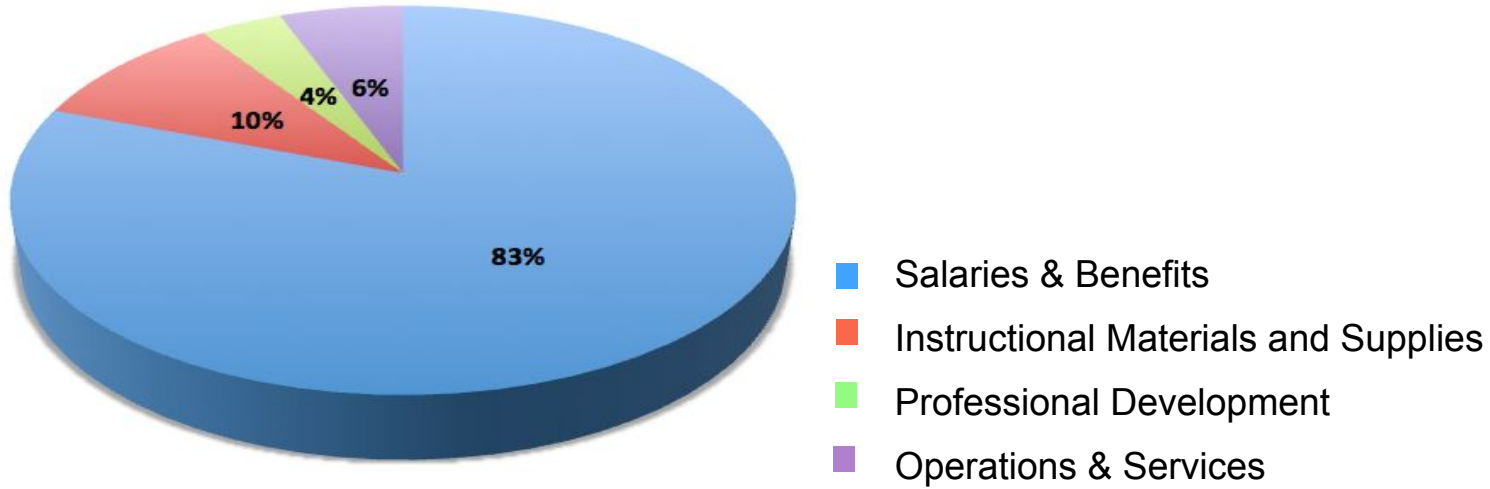
- Inform advisory groups and other interested stakeholders of the proposed plan.
- Post draft plan to District website for review, comment and/or questions.
- Superintendent responds to questions.

May - June



- Finalize the LCAP and present to School Board.
- Hold public hearing at the first June FSD Board Meeting.
- FSD School Board approval at the final June Board Meeting.
- LCAP is sent to OCDE by July 1 for final approval.

LCAP Estimated Funding



LCFF 2019/2020
Estimated Total: \$116,000,000

LCFF Supplemental Proportionality

Increase or improved actions and services for targeted populations: Low income, English learners, foster youth and reclassified students.

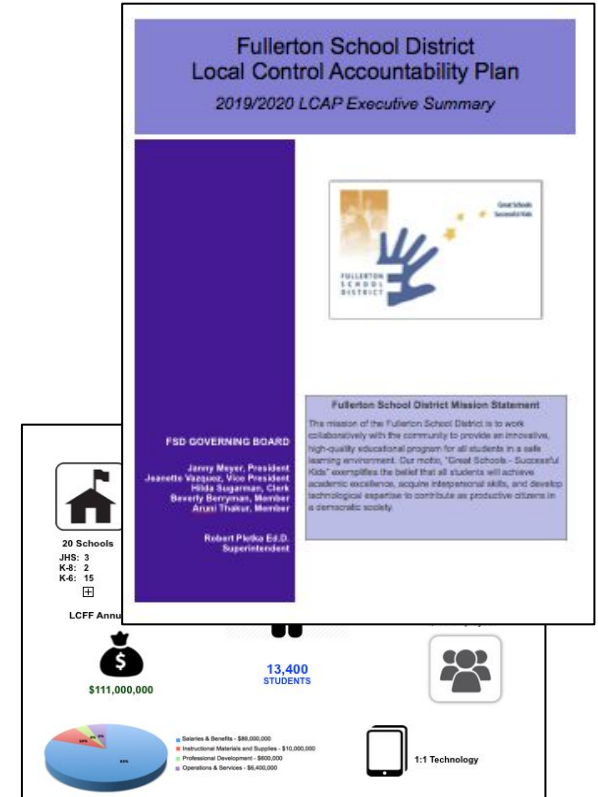
Actions and Services include:

- Response to Intervention
- Instructional technology and support
- Instructional materials
- Health services
- Professional development
- Language acquisition materials and support
- Dual Immersion
- Grade level collaboration
- Dual Immersion
- Parent Education



Stakeholder Engagement LCAP Survey

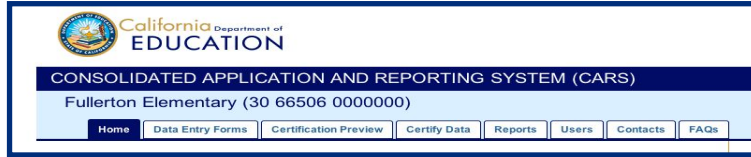
- Survey will be available to all District organizations and School sites in March-April.
- LCAP Draft and Annual Update posted on FSD website in March.
- **March 12th – April 12th: Opportunity for stakeholders to provide comments and/or questions via LCAP Survey on District Link: www.fullertonsd.org → About Us → LCAP**
- Or send questions via mail to FSD Superintendent, Dr. Robert Pletka: robert_pletka@fullertonsd.org
- A written response will be given by the Superintendent.





Consolidated Application

Consolidated Application



- School districts are required to submit the Consolidated Application to the California Department of Education during the fall and spring of each year.
- The spring collection will be due to the CDE by June 30, 2019 and includes:

- Federal programs that FSD will participate in during 2019/20 including Title I, II, III, IV
- Private school participation
- Fiscal Reports
- Title I Parent Involvement
- Homeless Education Policy



Title I: Supports Socio-economically disadvantaged students (9 FSD schools)

Title II: Teacher Quality and Professional Development

Title III: English Learners

Title IV: Student Support and Academic Enrichment

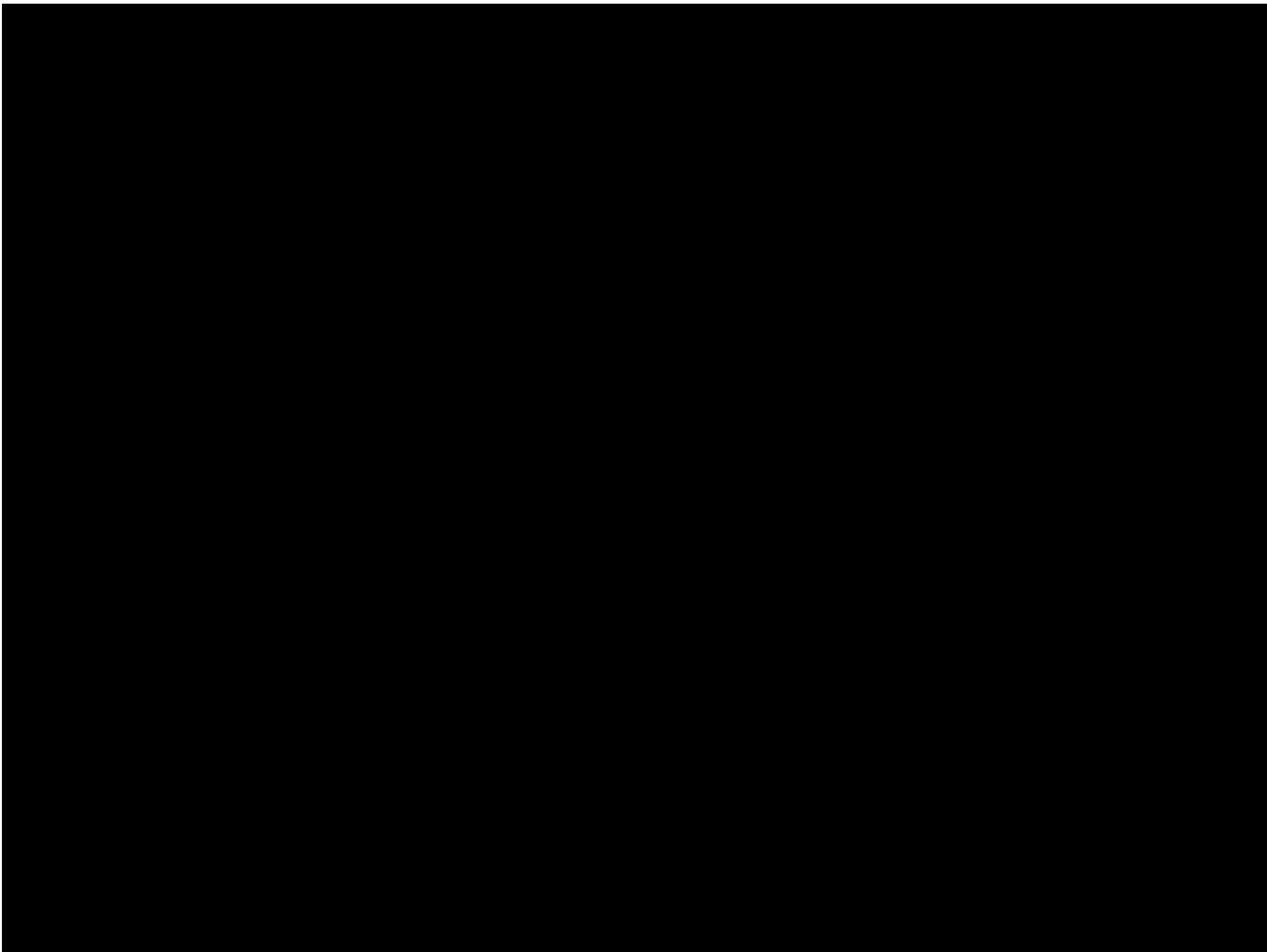
Funding Support for English Learners

- Funds targeted and restricted specifically to support English learner programs include Federal Title III and State LCFF Supplemental (includes EL, foster youth and low income).
- These funds are used for educational materials, professional development, interventions, and personnel to support EL students.
- All school sites receive funds based on the number of EL students identified through the CELDT.
- Anticipated funding allocations for 2019/2020:



- Supplemental/LCFF - \$ 2,470,000
- Title III EL and Immigrant - \$ 380,000









Thrively



Creative Thinker

TOP STRENGTHS: [Memory](#) [Worldly](#) [Flexibility](#) [Compassion](#) [Creative Thinking](#)

You think outside the box. A flexible thinker, you have no problem coming up with a plan B. You can always work yourself out of a jam, thanks to your quick mind. Strategizing is a snap for you, and you can get tasks done in a smart and simple way. You always focus on the bigger picture. You tend not to worry about petty details, but rather the important stuff that really matters. You are great at coming up with ideas, and can brainstorm countless concepts and inventions. Robots, holograms, and fancy gadgets and contraptions come from minds like yours!

You are an innovator. If there is a problem to be solved, you have good, creative ideas, and can find solutions quickly. You have real potential to contribute to this world through your ability to see the big picture and to consider novel options!



Hello Rossana

Maple Elementary School | Rossana Fonseca, Parent

Top Strengths: (View Strength Profile)
Memory • Worldly • Flexibility



My Digital Portfolio



My Library



Pathways

Sparks

Lessons

Activities

Journals

Further Your Strengths

These activities build on your top strengths, Memory, Worldly, Flexibility, Compassion, Creative Thinking, Analytical

[See More](#)



Food Bank Volunteer

Christ Lutheran Church



La Habra FFA

Future Farmers of America



Write for Fun 1

Brave Writer



Foreign Language: American Sign Language...

Biola University

College Readiness

Online tools to help you find (and get into) your dream school

[See More](#)



Niche: College Finder & Reviews

Niche



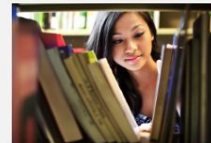
CollegeMapper: Step-by-step Guide to App...

College Mapper



Get Schooled: Graduation Support Tool

Get Schooled



Scholty: College Scholarship Search

Scholty



Worldly

You are fascinated by other cultures and are open-minded! You seek diverse experiences.



Thrively

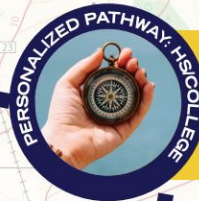
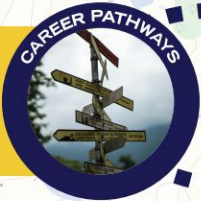
5th - 8th grade students will cultivate their passions and efficacy through personal, educational and professional discovery, guided by a college/career pathway.

Students identify their passions, strengths, and interests through Thrively.



Students explore their passions through enrichment experiences.

Students begin to develop their potential career pathways based on interests and aspirations.



Students are empowered to personalize their educational pathway with guidance and support.

PATHFinder (Personal Actions Towards Happiness) provides students with opportunities to discover their passions through research, exploration, and experience. Students engage in building their personal, educational, and professional growth by pursuing their areas of strength and interests. PATHFinder supports students on their path to high school readiness and inspires students to work towards their college and/or career aspirations.

IGNITE

PATHFinder ignites student passions, strengths and interests through:

- Thrively Strength Assessment
- Schoolwide Kickoff Events
- Student Assemblies

What is Thrively?

Fullerton School District has partnered with Thrively, a personalized learning platform that helps students discover and explore their unique strengths, interests and aspirations. At the beginning of the year, students are introduced to Thrively and its resources.

EXPERIENCE

PATHFinder provides opportunities for students to explore their passion through opportunities such as:

- Field Trips
- Job Shadow
- Thrively lessons and projects
- Mini-Workshops
- Industry Tours
- Interviews
- High School and College Visits
- Mentorships

EMPOWER

PATHFinder empowers students to actively participate in culminating events such as:

- Community Carnivals
- Passion Conference
- Social Enterprise
- College Con
- Career Fair/Day
- TedED Event

PATHFinder Discoveries

PERSONAL

- Self Discovery
- Thrively Strengths
- Personality Types
- Strengthen Self Discovery
- Thrively Multiple Intelligences
- Personality Types
- Habits of Mind

EDUCATIONAL

- Study Skills
- Goal Setting
- Time Management
- Organization
- High School Prep
- Academic Interests
- FJUHSD Options

PROFESSIONAL

- Career Exploration
- Resumes
- Interviews
- A-G Requirements
- Post Secondary Options
- CA Higher Ed
- CTE Exploration

Junior High & High School Matrix



Fullerton School District Jr. High Special Programs

Programs:	Ladera Vista Jr. High School of the Arts	Nicolas Jr. High School	Parks Jr. High School	Fisler School	Beechwood School
Arts Pathway	**	**	**		
AVID (Advancement Via Individual Determination)		**			
Band	**	**	**	**	**
Compass (Genius Hour)				**	
Computer Science Pathway		**		**	
Cross Country Team					**
Culinary Arts	**		**		
Cyber Security Team	**		**	**	**
Dance Team		**			
Digital Media		**	**		
Design and Engineering Pathway		**			
Forensics			**	**	
Honors	**	**	**	**	**
International Baccalaureate					**
Journalism	**		**		
Math Competitive Teams				**	**
MESA (Math Engineering and Science Achievement)					**

Fullerton School District Jr. High Special Programs

Programs:	Ladera Vista Jr. High School of the Arts	Nicolas Jr. High School	Parks Jr. High School	Fisler School	Beechwood School
Multimedia Arts	**	**	**	**	**
National Junior Honor Society	**	**	**	**	**
Orchestra - Advanced String	**		**	**	**
Performing and Visual Arts	**	**	**	**	**
Project Lead the Way					**
Robotics Pathway		**	**	**	**
Rocketry				**	
Science Olympiad	**			**	
Speech and Debate		**	**	**	**
STEM		**	**		**
World Languages Electives	**	**	**	**	**
Writers Guild			**		**



Love Fullerton

DEMONSTRATING KINDNESS // MEETING NEEDS // IMPACTING LIVES



MAY
4

Love Fullerton 2019

Public · Hosted by Love Fullerton and OC United



FSD Fest 2019 Sponsored by the Fullerton Education Foundation



Friday, April 5



Robot Nation/Take Flight

4:30-8:30pm

Pacific Ballroom

Coordinators: Jason Chong, Doug Rynerson



Innovation Experience

5:00-6:30pm

Linear Space - 2nd Floor

Coordinator: Phil Ling



Spotlight Speakers

6:00-7:30pm

Pacific Ballroom

Coordinator: Susan Ungaro

Saturday, April 6



Passion Agents Conference

9:00-3:30

Various Locations

Coordinators: Susan Ungaro, Phil Ling



eSports Tournament

10:30-12:00

Pacific Ballroom

Coordinator: Matt Mankiewicz



Film Fest

1:00-2:30

Pacific Ballroom

Coordinator: Matt Mankiewicz

Anaheim Hilton
777 W. Convention Way
Anaheim, CA 92802

FSD FEST 2019

Thank
You!