

DELAC

District English Learner Advisory Committee

September 20, 2024

Translation Spanish - Channel 1

Korean - Channel 3



<u>Agenda</u>

- Welcome
- Laguna Road Elementary Principal Guppy
- Approval of April Minutes
- Hispanic Heritage Month Activity, Part 1
- Parent Volunteer Process
- Voter Registration
- Special Education and English Learners
- Reclassification and Title III Letters
- California Community Schools Partnership Program
- Hispanic Heritage Month Activity, Part 2
- Announcements



Introducing...

The DELAC Team

- Vanessa Estrella
- Maria (Lupita) Alvarez
- Alma Chavez
- Cynthia Rios
- Norma Santiago



Duties of the DELAC Representative

- Attends DELAC meetings representing the site ELAC
- Reports out to ELAC on information received and topics discussed at DELAC
- Provides copies of documents received at DELAC to the ELAC Designee so he/she may make copies available to ELAC members



Laguna Road Elementary Principal Guppy





Approve Minutes for the April 2024 DELAC Meeting



Parent Activity ~ Part 1 Hispanic Heritage Month September 15 - October 15





1 team per school



Parent Volunteer Process

Dr. Chad Hammitt
Deputy Superintendent





Voter Registration

Dr. Rob Coghlan Assistant Superintendent of Business





Special Education and English Learners

Dr. Julie Brandon Director of Student Support Services





Fullerton School District 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 concept

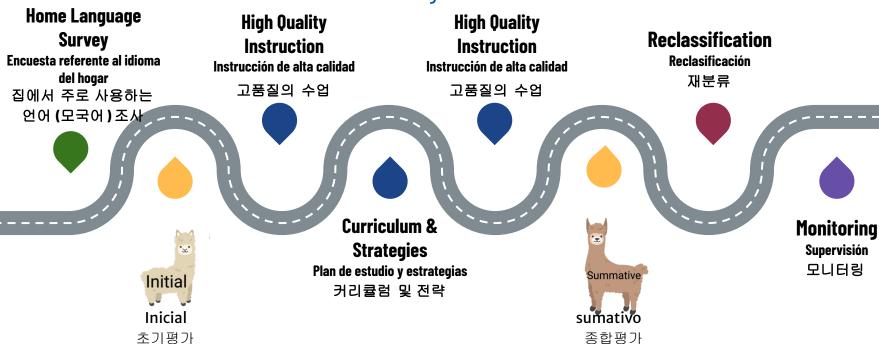
English Learners will receive instruction via the following methods:

- Designated English Language Development using adopted materials
- Integrated English Language Development throughout the school day
- Primary language support when necessary



Road to English Proficiency

Camino hacia el dominio del inglés/ 영어 능숙자가 되는 길



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

Date:

continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code (U.S.C.) Section 6312[e][3][A][i][vi]]

Dear Parent(s) or Guardian(s): Your child

School: Student ID #:

To the parent(s)/quardian(s) of:

e of Birth:

Primary Language:

Most Recent Language Assessment Results (20 U.S.C Section 6312[e][3][A][iii])

| Composite | Performance Level |
|------------------|------------------------------|
| Overall | Level 2-Somewhat developed |
| Oral Language | Level 2-Somewhat developed |
| Written Language | Level 3-Moderately developed |

| Domain | Performance Level |
|-----------|-------------------------------|
| Listening | Somewhat/Moderately developed |
| Speaking | Somewhat/Moderately developed |
| Reading | Somewhat/Moderately developed |
| Writing | Well Developed |

For a more detailed report on your child's ELPAC results, please log into the PowerSchool Parent Portal. If you prefer a hard copy of your child's ELPAC report, please contact Nadia Williams at nadia williams@myfsd.org or (714) 447-7416.

For students on an 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 rotation program in elementary schools developed at each
site to provide instruction according to individual student's proficiency level. At the
Junior High School level students in these programs receive an English Language
Development class provided by an English Language Arts teacher.

Title III Letter

- The Title III Letter is an annual notification to inform guardians of their child's continued identification as an English Learner.
- The letter also includes their child's most recent language assessment results (ELPAC comprehensive scores) and district assessments.



Reclassification (Exit) Criteria for 2024-2025

Criteria for Grades K-8

- 1. ELPAC: Overall Score of 4
- 2. Teacher evaluation of student academic performance
- 3. Parent consultation
- 4. Comparison of Performance in Basic Skills (Student meets either/or one of the criteria below):
 - a. SBAC-ELA or CAA-ELA: Must score at the midpoint of standard nearly met (level 2)
 - b. Local Assessment:
 - i. Grades 2 or higher Must score at least one grade level below or higher on most recent district ELA iReady assessment
 - ii. Grades K and 1 Must score on grade level for the most recent district ELA assessment
 - c. FSD Writing: Score of 3 or higher on most recent writing assessment



California Community Schools Partnership Program

Jenny Saul Program Specialist







Scan to complete the needs assessment survey.

Parent Activity ~ Part 2 Hispanic Heritage Month September 15 - October 15





1 team per school





