

# District English Language Advisory Committee



December 13, 2019

# Translation

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



A red ribbon graphic with a white border, curved at the top and bottom, and pointed ends. The word "Welcome" is written in a white, cursive font across the center of the ribbon.

*Welcome*

**to DELAC**

**Ladera Vista**  
Junior High School  
**of the Arts**

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Fullerton School District



LV ELAC

*Lupita Alvarez*

*Veronica Ruiz*

*Araceli Barajas*

*Sonia Torres*

*Dalila Rojas*

*Sarai Gonzalez*

*Guillermina Castillo*

*Brenda Trejo*

*¡Muchas Gracias!*



# L.V. is Nationally Recognized As A School to Watch!



**Ladera Vista**  
Junior High School  
**of the Arts**  

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**Fullerton School District**



*Ladera Vista is Nationally-Recognized as an  
Exemplary School of the Arts!*

*What makes Ladera Vista so special?*

# Academic Core Classes

- English Language Arts
- Mathematics
- Science / Health
- History / Social Science
- Honors Classes / Pre-AP
- Arts Infusion and Project-Based Learning





# Electives!



# Visual and Fine Arts

- Art I / Art II
- Design
- Ceramics
- Mosaic Lab
- Broadcast Media and Film

# Technology

- Technology I / Technology II
- Computer Animation
- 1:1 iPad Program - 24/7 Learning through take-home technology!

# Culinary Arts

- Arts, Culture, Gastronomy!
- Integrated Culinary Experiences ~ Eat your way across the USA and around the world!
- Six Kitchens! Everyone is involved!

# ASB Leadership

- Spartan Spirit Leaders!
- Schoolwide Decision Making
- Plan for School-wide Events / Activities
  - Dances
  - Lunchtime Activities

# Instrumental and Performing

- Choir I and Choir II **Arts**
- Dance I, Dance II, Dance III
- Theatre and Dramatic Arts
- Ladera Vista Productions
- Band (Beginning, Intermediate, Advanced, Jazz)
- Guitar

## *Daily Dance Class*

Students participating in a Bollywood Master Class with a professional Bollywood dancer.



# Foreign Languages

- Spanish
- French



# After School Activities

- After School Care
- Arts Conservatory Classes
- Science Olympiad
- Cyber Patriot Program
- Intermural Sports Tournaments

# Science Olympiad



Performances

*The Ladera Vista Band*

*Ballet Folklórico*



**Ladera Vista**  
Junior High School  
**of the Arts**

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Fullerton School District



# Approve Minutes

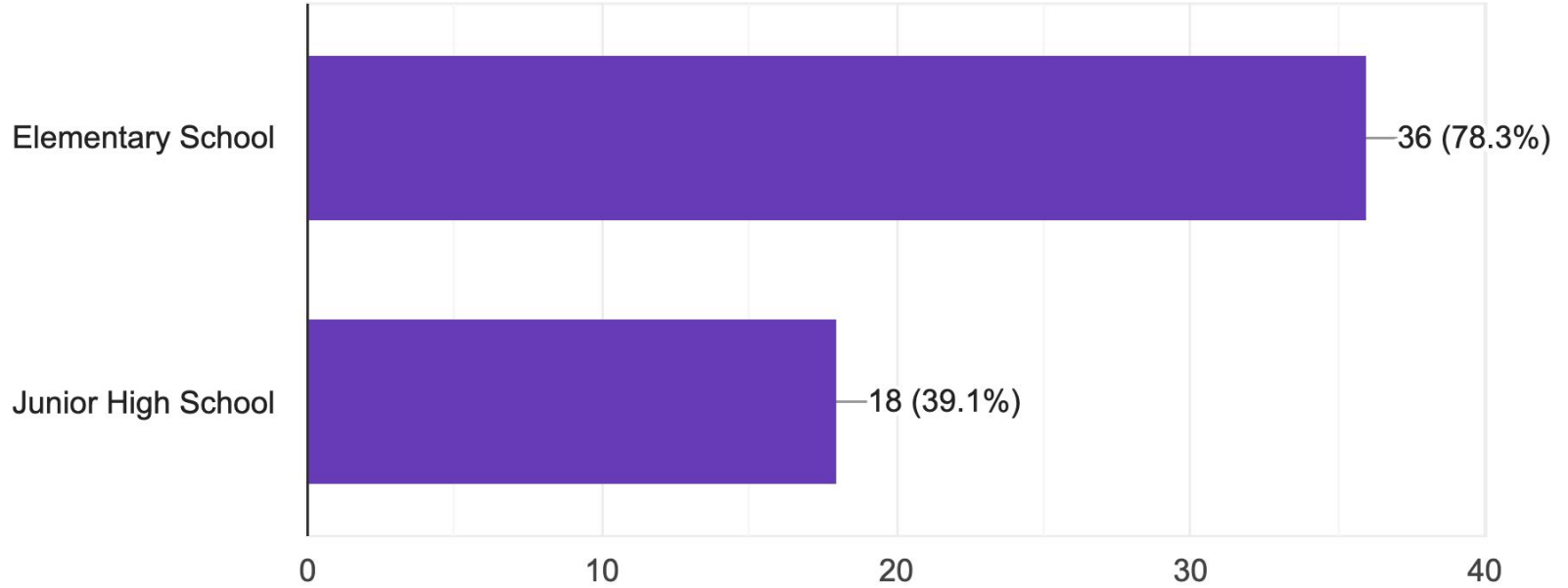


# District Wide Needs Assessment Results



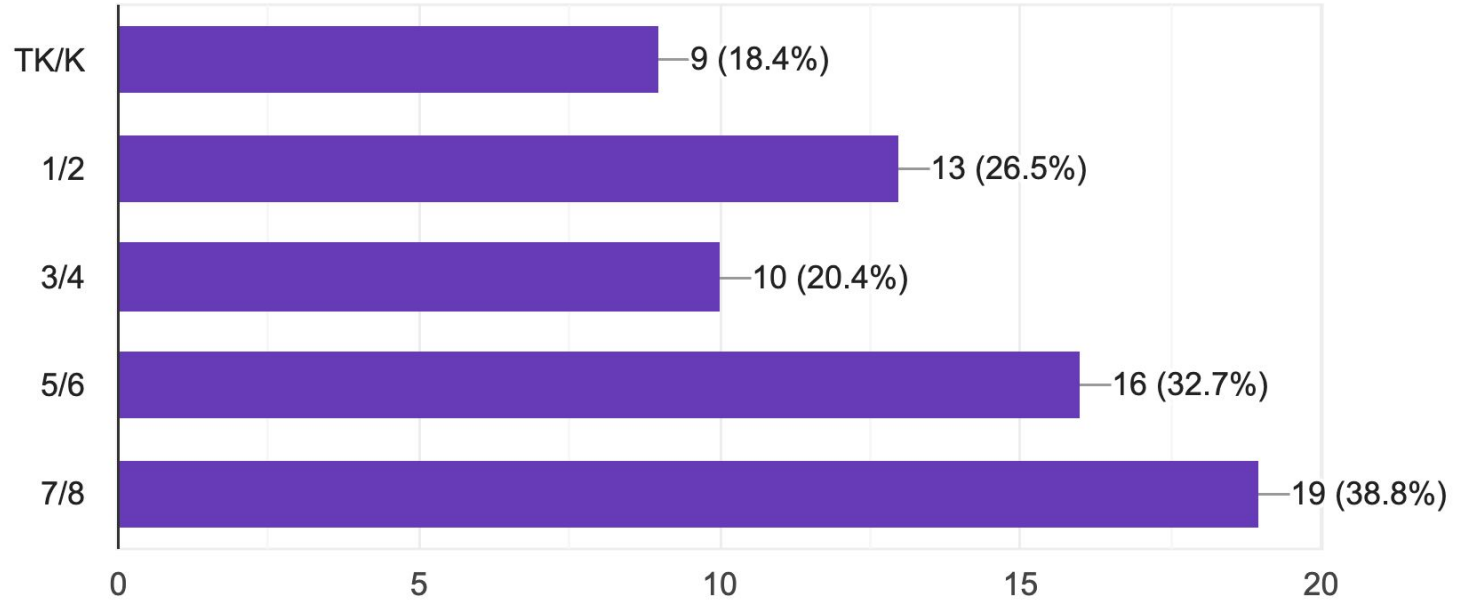
# I have children in:

46 responses



## 2. My children are in the following grades:

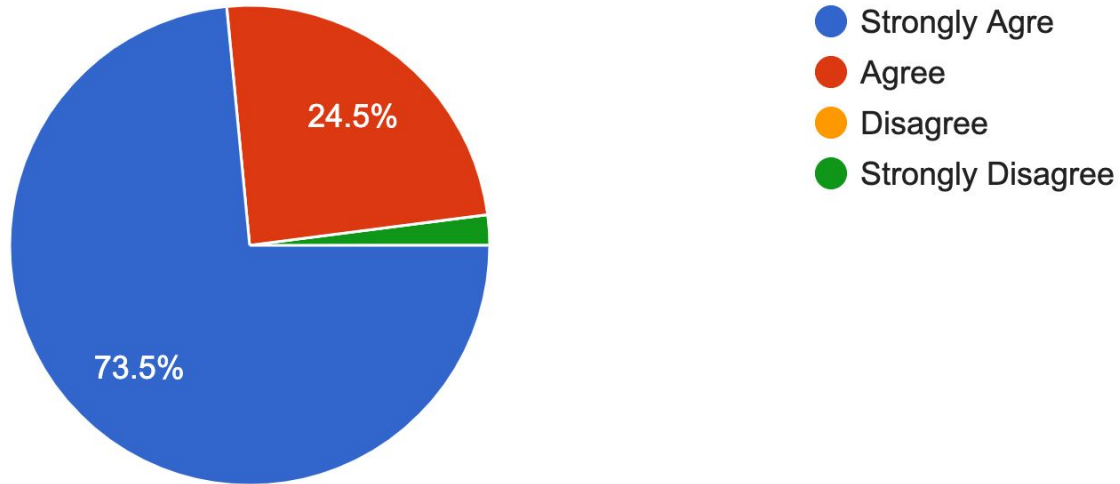
49 responses





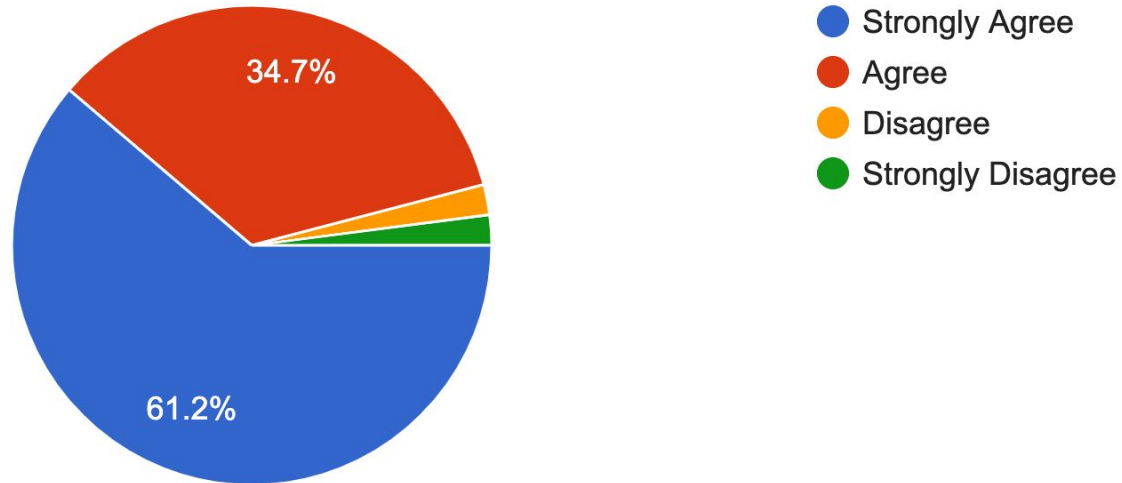
### 3. I understand the importance of my child taking the English Language Proficiency Assessments for California (ELPAC) test.

49 responses



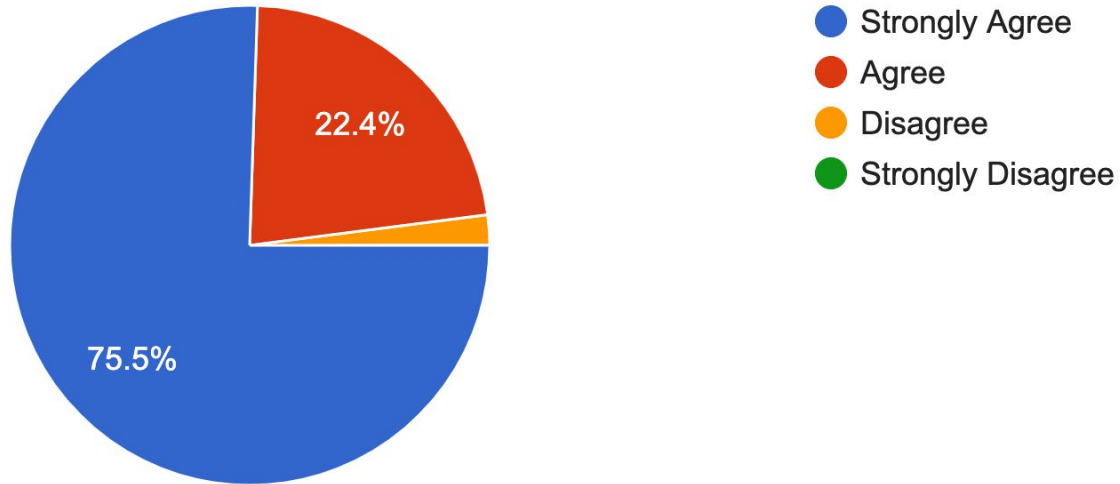
## 4. I'm aware of the English Language Proficiency Assessments for California (ELPAC) testing process.

49 responses



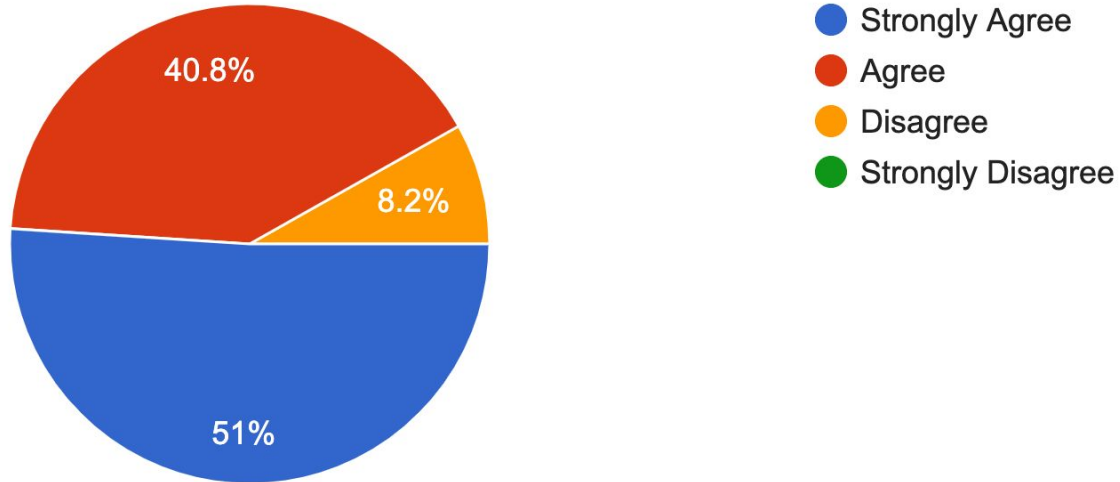
## 5. I understand that the ELPAC test will give me information on my child's progress in learning English.

49 responses



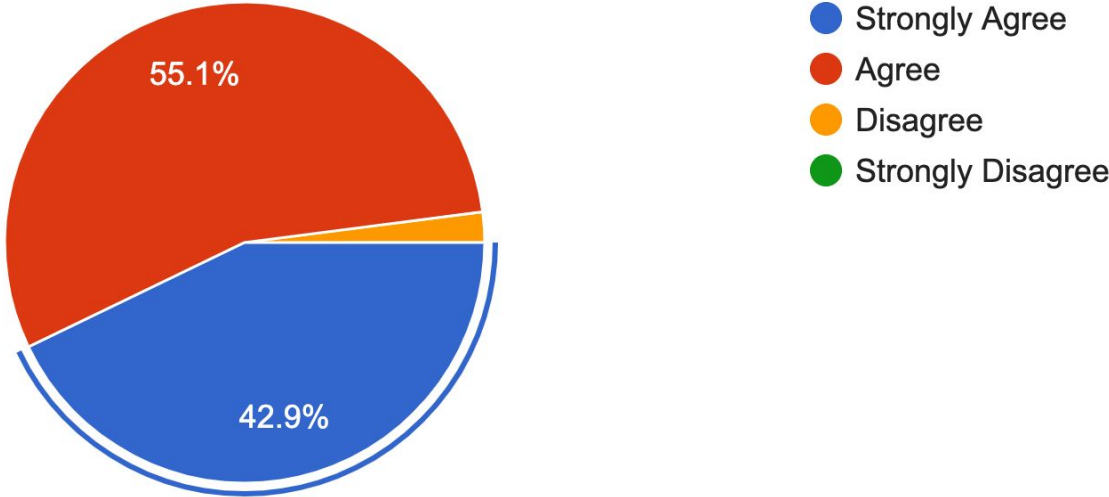
## 6. I am familiar with the four different areas that my child will be tested on.

49 responses



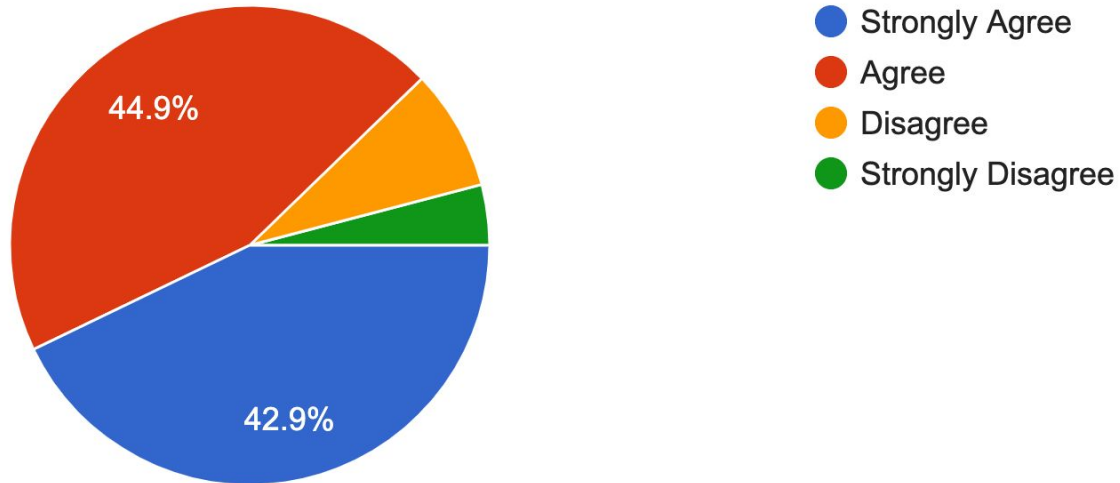
# 7. I am aware of the Fullerton School District's goals for English Learners.

49 responses



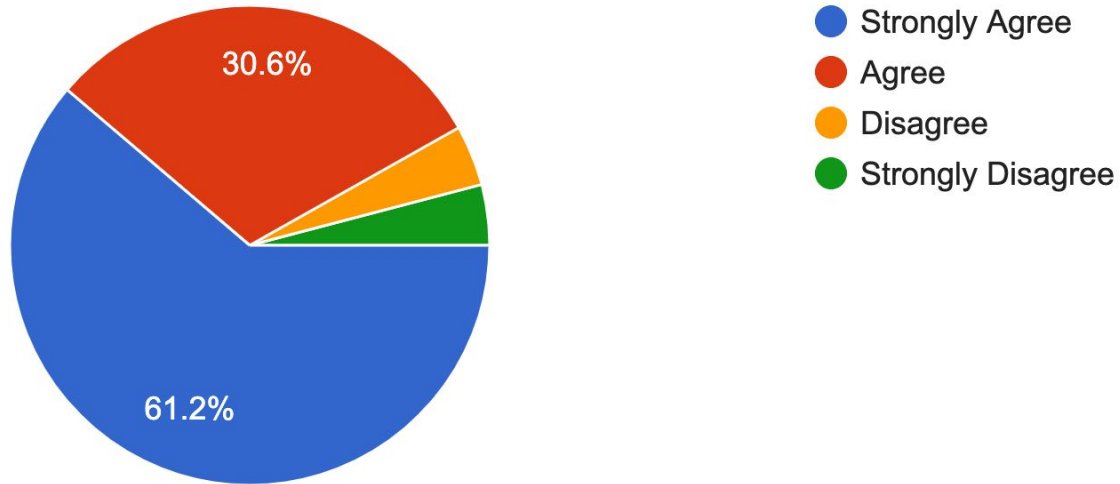
## 8. I know where to find information and resources to better understand ELPAC.

49 responses



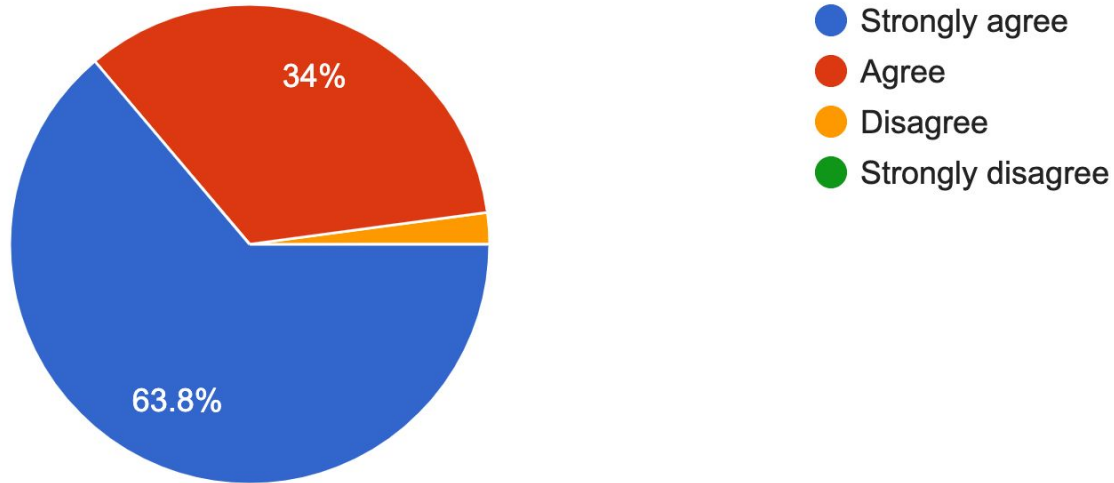
## 9. I am aware that parents of English Learners can take free classes to learn English at Pacific Drive and Richman Elementary.

49 responses



# 10. I know how to get information on ways I can be involved in my child's school.

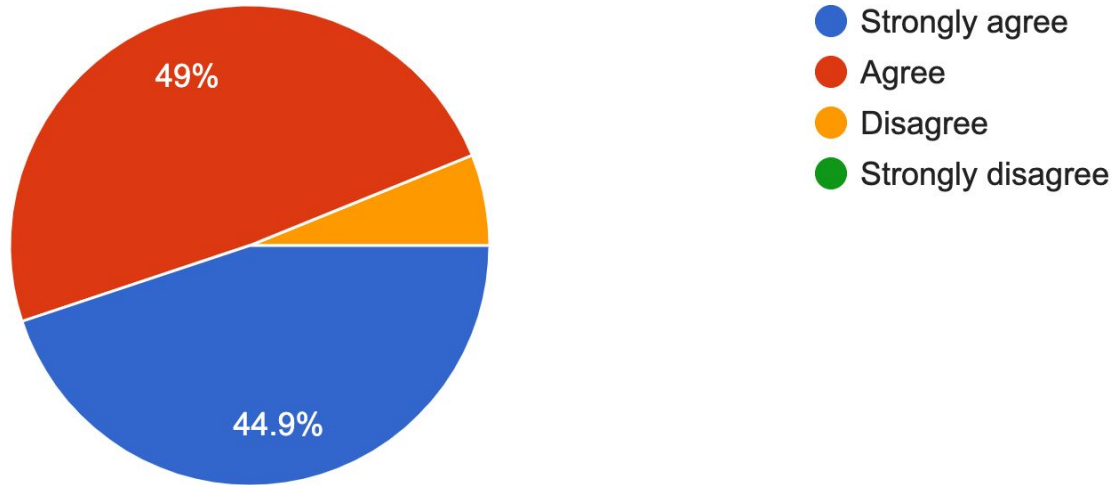
47 responses





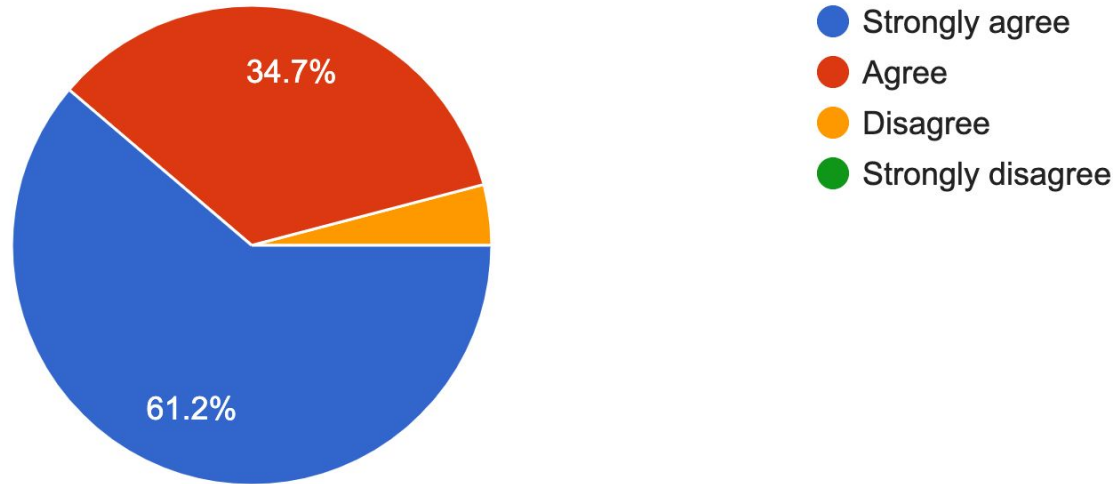
# 11. I know how to get information on leadership opportunities for myself.

49 responses



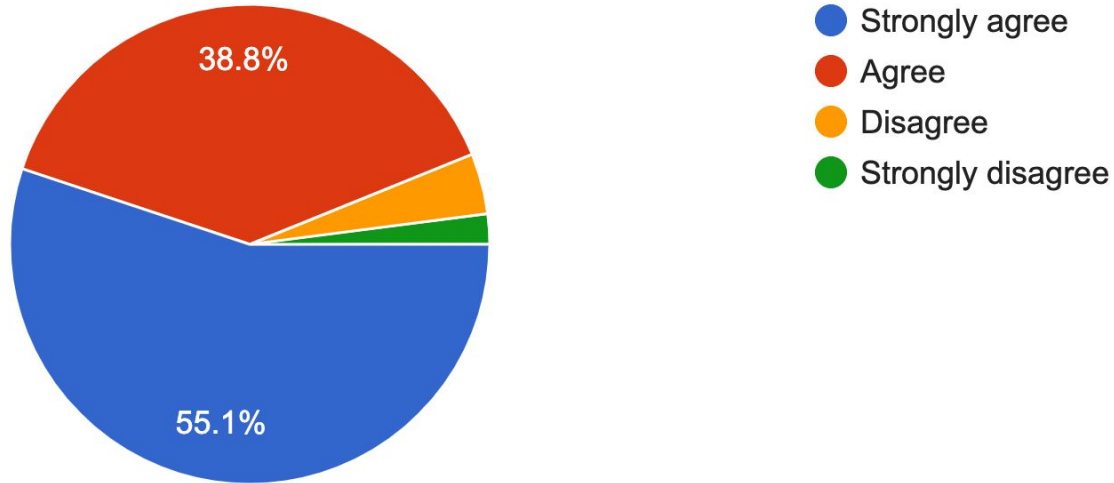
## 12. I feel that the English Language Development program is working well for my child.

49 responses



# 13. I know who to contact at school when my child needs extra academic support.

49 responses



Do you understand the importance and process of how to measure your child's progress in learning English? If not, what other information would be helpful to you?

- I would like to know more information on how to help a child at school to get out of the program.



## Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

<b>Required Criteria (Education Code 313[d])</b>	
English Language Proficiency Assessments for California (ELPAC)	English proficiency level of 4 on the English Language Proficiency Assessments for California (ELPAC)
Fullerton School District (FSD) English Language Arts (ELA) Assessment English Language Arts California Assessment of Student Performance and Progress (CAASPP)	Demonstrates proficiency in English on an objective assessment that is also given to English proficient students of the same age.
Teacher Evaluation of Curriculum Mastery	Classroom academic performance which approximates that of a native English speaker
FSD Writing Assessment	District Rubric score of 3 or higher on most recent writing assessment
Parental Opinion and Consultation	Parent signature

Do you feel comfortable asking the school and/or teacher for assistance in areas that your child may need extra support?

- I don't know how to ask for help.



# What kind of parent trainings would you be interested in attending?

- Technology
- Behavior classes
- English
- School Smarts
- Nutrition
- Art
- Helping with homework
- How to have a better relationship with my child
- Leadership
- Workshops so that I can help my children academically
- How to guide our children so that they don't fall into gangs.
- Preparation for ELAC. Support for parents in helping child understand ELPAC
- Parenting classes.
- Sports workshops for our children, such as volleyball and how to get them involved in sports
- Classes on depression
- Special Education
- Renters' rights
- How to help children be interested in literature.
- District Engagement classes.



Page 1 of 2

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

The goal of lan  
meet state acad

To the parent(s)/guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
Student ID #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary Language: \_\_\_\_\_

le and to

**Language Acquisition Programs 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.

Writing

*[insert writing performance level]*

Title III letter



# LOCAL CONTROL ACCOUNTABILITY PLAN



**DELAC**  
**December 13, 2019**

# LCAP 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

# 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”**

# 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 LCAP and present to School Board.
- Hold public hearing at the first Board Meeting in June.
- School Board approval at the final Board Meeting in June.
- Send approved LCAP to OCDE by July 1.

# LCAP Requirements

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

# LCFF/LCAP Eight State Priorities

## Conditions of Learning (State Priorities 1, 2, and 7)

**1. Basic Services:** teachers are appropriately assigned and fully credentialed, pupils have access to standards-aligned instructional materials, and school facilities are maintained in good repair

**2. State Standards:** implementation of academic content and performance standards including ELA/ELD, Math, NGSS

**7. Course Access:** evidence of students being enrolled in a broad course of study that includes: math, social science, science, VAPA, health, PE, CTE, and others

## Pupil Outcomes (State Priorities 4 and 8)

**4. Student Achievement:** improving achievement and outcomes for all students measured in multiple ways, including ELA, Math, English proficiency and college and career preparedness

**8. Other Student Outcomes:** measuring other important indicators in all required areas of study such as PE, History Social Science, CTE courses, electives, etc.

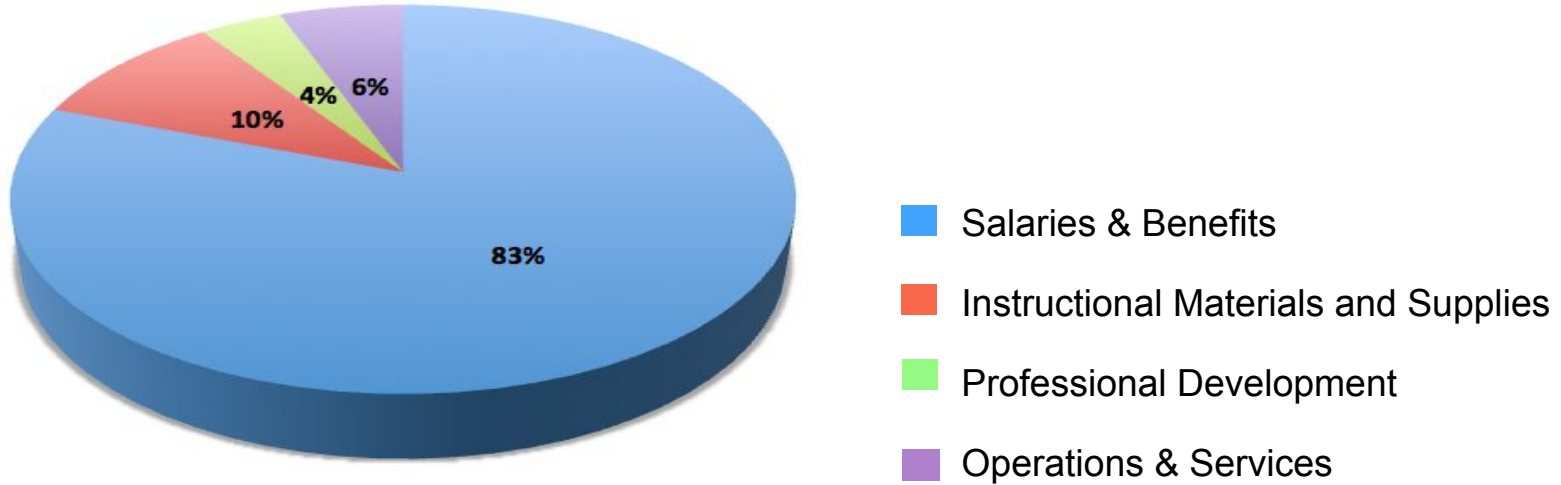
## Engagement (State Priorities 3, 5, and 6)

**3. Parent Involvement:** including the efforts to seek parent input in decision making, promotion of parent participation in programs for all students

**5. Student Engagement:** providing students with engaging programs that keeps them in school measured by school attendance, chronic absenteeism, and dropout rates

**6. School Climate:** factors that impact student success such as health, safety, and discipline measured by suspension and expulsion, surveys of students, parents, and teachers on the sense of safety and school connectedness

# LCAP/LCFF Estimated Funding



LCFF 2020/2021  
**Estimated Total: \$118,000,000**



# LCFF Supplemental Proportionality

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

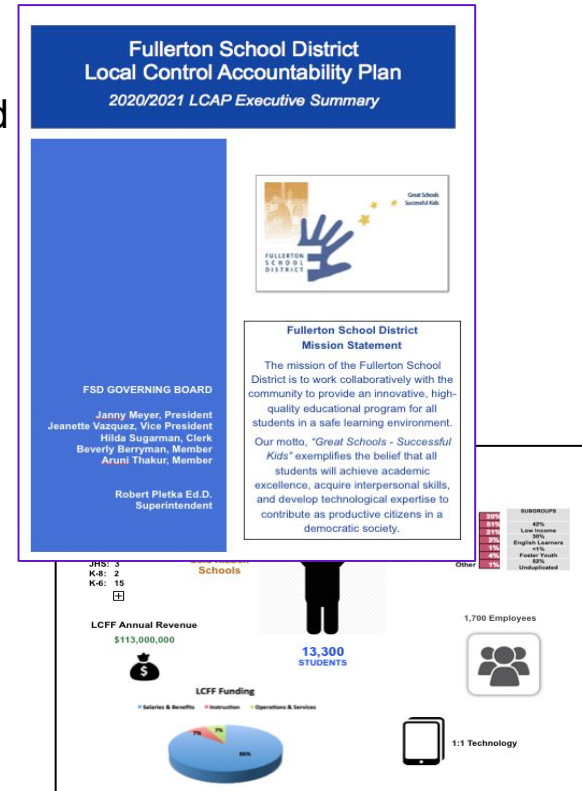
## Actions and Services include:

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

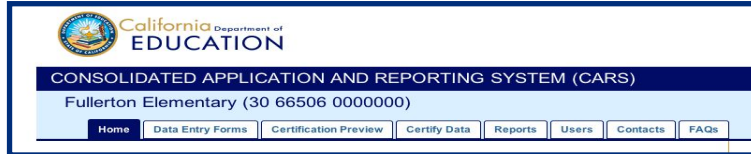


# Stakeholder Engagement LCAP Survey

- Survey is **currently available** to all District organizations and School sites to give input on LCAP goals, actions and services through March 31, 2020.
- **LCAP Survey and Resources via District Link:**  
[www.fullertonsd.org](http://www.fullertonsd.org) → About Us → LCAP
- Or send questions via mail to FSD Superintendent, Dr. Robert Pletka: [robert\\_pletka@myfsd.org](mailto:robert_pletka@myfsd.org)
- A written response will be given by the Superintendent.



# 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.
- Winter collection will be due January 30, 2020 and will include expenditure reports and Title I school budget allocations.
- Spring collection will be due to the CDE by June 30, 2019 and includes:
  - **Federal programs that FSD will participate in during 2020/21 including Title I, II, III, IV** →
    - 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
  - Private school participation
  - Fiscal Reports
  - Title I Parent Involvement
  - Homeless Education Policy

## 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 2020/2021:



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



# Korean Cultural Experience

**JOIN US ON A FIELD TRIP TO THE  
KOREAN EDUCATION CENTER AND  
THE KOREAN CULTURAL CENTER  
IN LOS ANGELES!**













**ELECTION**  
**2019**

**ELAC Site Representatives that are  
parents of English Learners or  
reclassified students 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

Nominate

The image features a patriotic American flag theme. It has a background of vertical red and white stripes, with a blue border at the top and bottom containing white stars. In the center, there is a yellow speech bubble with a blue outline. Inside the bubble, the words "ELECTION RESULTS" are written in a bold, blue, sans-serif font, stacked on two lines.

**ELECTION  
RESULTS**

**IMPORTANT  
ANNOUNCEMENT!**





# Champions for Children

## Family Conference



**Saturday, March 7, 2020**

**Ladera Vista Junior High**

**8:00 am - 1:00 pm**

**Workshops, opportunity drawings, vendor fair,  
and more!**



Thank  
You!