



DELAC

9/18/20



FULLERTON
SCHOOL
DISTRICT



Interpreting Services

 Android |  iOS

1. In your meeting controls, tap ... More.



2. Tap **Language Interpretation**.

3. Tap the language you would like to hear.



4. (Optional) Tap the toggle to **Mute Original Audio**.



5. Click **Done**.

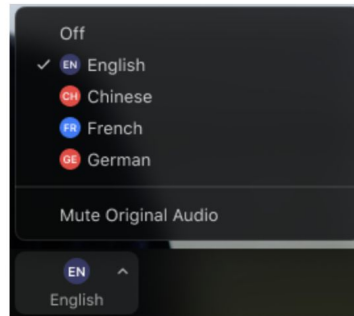
Listening to language interpretation

 Windows |  macOS

1. In your meeting/webinar controls, click **Interpretation**.

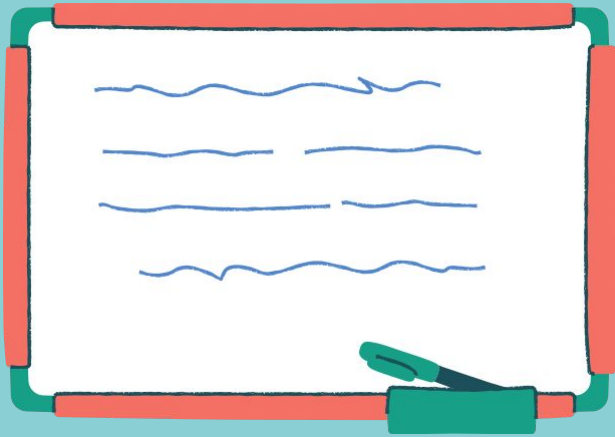


2. Click the language that you would like to hear.



3. (Optional) To only hear the interpreted language, click **Mute Original Audio**.

Welcome!



Today's Agenda

- Welcome
- Approve Minutes
- ELPAC
- ELD During Distance Learning
- Title III letter
- Reclassification
- Announcements



**Approve
Minutes from
the February
2020 DELAC
Meeting**





ELPAC

English Language Proficiency
Assessments for California





**FULLERTON SCHOOL DISTRICT
HOME LANGUAGE SURVEY
ENGLISH VERSION**

Name of Student: _____
Last Name First Name Middle Name

School: _____ Birth Date: _____ Age: _____ Grade Level: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide meaningful instructional programs and services for all students.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name of the language that applies in the space provided. Please do not leave any question unanswered. **Please list only one language per line:**

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below. Thank you for your cooperation.

Signature of Parent or Guardian

Date



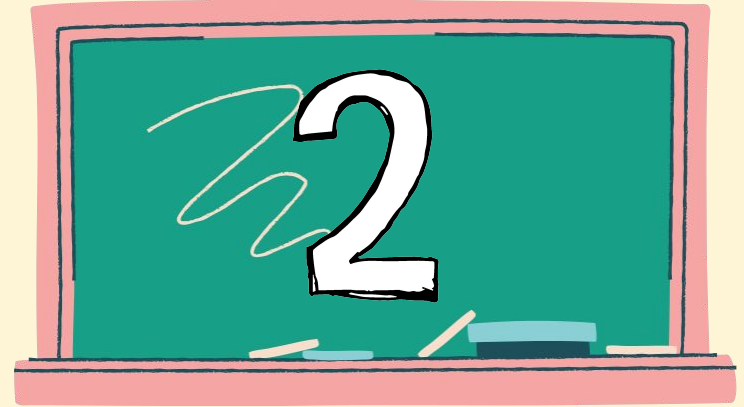
What is ELPAC

The ELPAC is a test that:

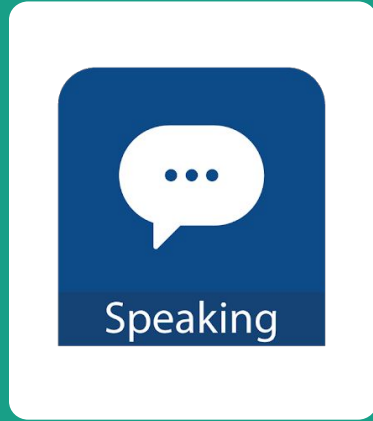
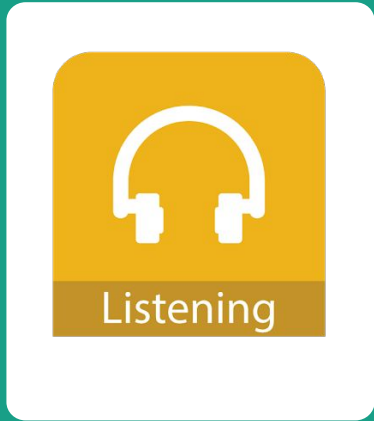
- Measures how well students understand English when it is not their primary language
- Provides information that helps your child's teacher support him or her in the right areas
- Provides information to parents about their child's progress in learning in English



The ELPAC has 2 Assessments

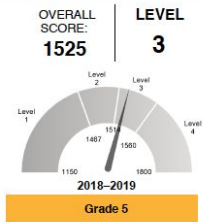


What Does the ELPAC Test



**Indianapolis's Grade 5 Results on the
English Language Proficiency Assessments for California**

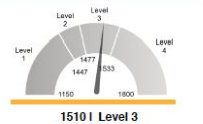
Indianapolis's Overall Score of 1525 is in Level 3.
Students at this level have **moderately developed** English skills.



The score history cannot be reported this year. If Indianapolis takes the test next year, this area will show the score history.



Oral Language Score



1510 | Level 3
The Oral Language Score is a combination of Indianapolis's Listening and Speaking performance, shown below.

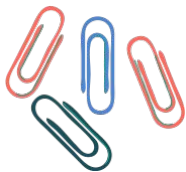
	Beginning	Somewhat Moderately	Well Developed
Listening			✓
Speaking		✓	

Written Language Score

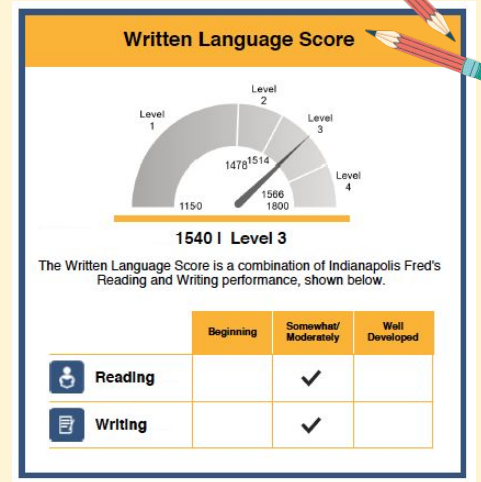
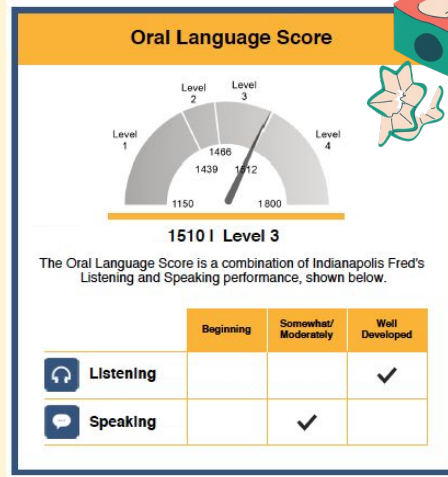
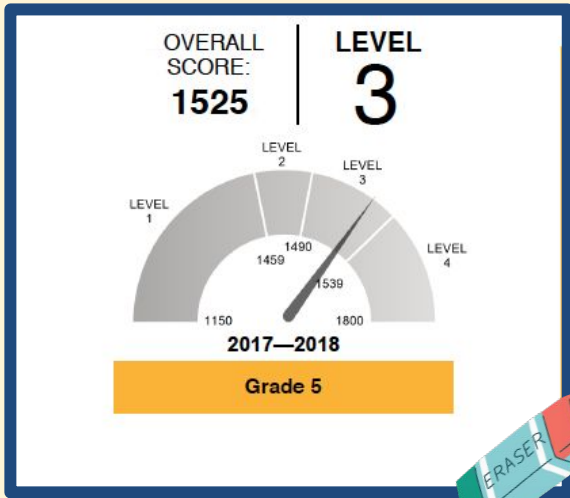


1560 | Level 3
The Written Language Score is a combination of Indianapolis's Reading and Writing performance, shown below.

	Beginning	Somewhat Moderately	Well Developed
Reading		✓	
Writing		✓	



Why do Students take the ELPAC



Starting Smarter



<https://elpac.startingsmarter.org>

Supporting Your Child

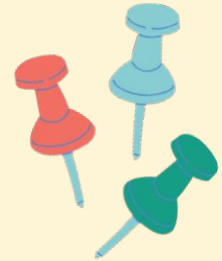
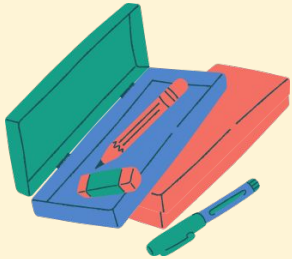


- Read with your child
- Ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language



ELPAC During School Closures & Remote Learning

February 3, 2020
March 13 Schools Closed
Assessments Suspended
February 1, 2021



English Language Development during Distance Learning



Synchronous and Asynchronous

- "Live" virtual lessons e.g. Zoom
- Small group lessons e.g. Breakout rooms
- Emphasis on oral language
- Providing multiple opportunities to practice language in the 4 domains
- Previously recorded lessons & videos
- Choice Board activities

Wonders First Grade Unit 1, Week 2

4.3 Designated ELD Strategies - Sample Schedule					
Language	Monday	Tuesday	Wednesday	Thursday	Friday
Spanish/Chinese	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Arabic/Hindi/Portuguese/Hebrew/Japanese	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Spanish/Chinese	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Arabic/Hindi/Portuguese/Hebrew/Japanese	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes

4.3 Plan for Designated Language Development - Language Objectives

Language	Day 1	Day 2	Day 3	Day 4	Day 5
Spanish/Chinese	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Arabic/Hindi/Portuguese/Hebrew/Japanese	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes

4.3 Plan for Designated Language Development - Language Objectives

4.3 Plan for Designated Language Development - Language Objectives

5th Grade ELD Choice Board

Goal = Complete 2 activities each week. Mark completed activities with a ✓

	Listen	Read	Speak	Write
Week 1	Listen to your favorite song or video. Write down the lyrics.	Read a newspaper or magazine. Write down the main idea.	Join a virtual meeting or phone call with your teacher. Ask & answer questions.	Write a short story or poem. Share it with your teacher.
Week 2	Listen to a podcast or audiobook. Write down the main idea.	Read a newspaper or magazine. Write down the main idea.	Join a virtual meeting or phone call with your teacher. Ask & answer questions.	Write a short story or poem. Share it with your teacher.
Week 3	Listen to a podcast or audiobook. Write down the main idea.	Read a newspaper or magazine. Write down the main idea.	Join a virtual meeting or phone call with your teacher. Ask & answer questions.	Write a short story or poem. Share it with your teacher.

Student Name: _____ Date: _____
 Parent/Guardian Signature: _____






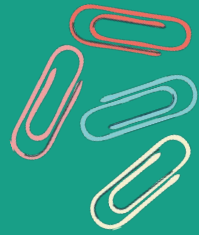
Title III Letter

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

Composite	Performance Level
Overall	<i>Level 2-Somewhat developed</i>
Oral Language	<i>Level 2-Somewhat developed</i>
Written Language	<i>Level 3-Moderately developed</i>

Domain	Performance Level
Listening	<i>Somewhat/Moderately developed</i>
Speaking	<i>Somewhat/Moderately developed</i>
Reading	<i>Somewhat/Moderately developed</i>
Writing	<i>Well Developed</i>





Academic Achievement Results

Skill Area	District English Language Arts and Math Assessment K-3 rd Or California Assessment of Student Performance and Progress (CAASPP) 4 th to 8 th grade
English Language Arts	
Math	





**Long-Term
English
Learner (LTEL)**

**English Learner
“At-Risk” of
Becoming a
Long-Term English
Learner (“At-Risk”)**





Language Acquisition Programs

**Structured
English
Immersion (SEI)
Program**

**Dual-Language
Immersion (DLI)
Program**





Reclassification

Reclassification (Exit) Criteria

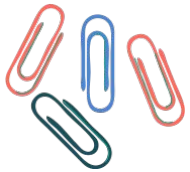
The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Required Criteria (Education Code 313[d])	
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





IMPORTANT ANNOUNCEMENT



DELAC

2020-2021

FULLERTON SCHOOL DISTRICT

SEPTEMBER 18, 2020- ZOOM

DECEMBER 11, 2020- ZOOM

FEBRUARY 26, 2021- ORANGETHORPE

APRIL 30, 2021- ROLLING HILLS

9:00 AM- 11:00 AM



DELAC

2020-2021

DISTRITO ESCOLAR DE FULLERTON

18 DE SEPTIEMBRE, 2020- ZOOM

11 DE DICIEMBRE, 2020- ZOOM

26 DE FEBRERO, 2021- ORANGETHORPE

30 DE ABRIL, 2021- ROLLING HILLS

9:00 AM- 11:00 AM



DELAC (영어 학습자 자문 위원회)

2020 - 2021

플러턴 교육구

9월 18일, 2020 - 줌(ZOOM)

12월 11일, 2020 - 줌(ZOOM)

2월 26일, 2021 - ORANGETHORPE

4월 30일, 2021 - ROLLING HILLS

오전 9 - 오전 11

