



Suggested Roles and Responsibilities of ELAC/DELAC Officers

(Officers need to model and reinforce the Meeting Norms at all times.

Officers are optional and not required by law.)

Chairperson

- Calendar meeting dates with principal/assistant principal.
- Plan the agenda for each meeting with the principal; ensure that the four training topics are covered in the course of the year.
- Assist with arrangements for guest speakers.
- Arrive early to ensure a successful meeting.
- Set a tone of courtesy and communication.
- Discuss with ELAC parents their preferences for meetings (e.g. food, childcare, prizes, topics of interest, guest speakers, start/end time, etc.). Discuss these preferences with the principal.
- Before the first ELAC meeting, discuss meeting expenses with principal. Bring awareness of ELAC meeting budgets to parents.
- Open the meeting.
- Conduct the meeting. Introduce guests, etc.
- Ask for approval of the minutes of the previous meeting.
- Conduct any voting (motions).
- Adjourn the meeting.
- Perform any necessary follow-up after the meeting.
- Ensure that DELAC representatives are elected and attend the DELAC meetings.

Vice-Chairperson

- Substitute for the chairperson in any or all of the above duties, as required.
- Perform other duties from time to time or as agreed-upon with Chairperson.
- Assist the Chairperson during the meeting (alternating responsibilities, etc.).

Secretary

- Take Minutes at all meetings (both regular and special) and transcribe them per the district ELAC Minutes Template. (In most cases, school staff assists with this process.)
- Prepare copies of the Minutes.
- Distribute copies of the Minutes at the meeting.
- Make any additions or corrections to the minutes as required.
- Establish and update a roster of all members' names, addresses, and phone numbers.
- Remind officers and members of meeting dates.
- Maintain committee records.
- Read and/or send any ELAC correspondences.
- Send a thank-you note to all invited, guest speakers.

Parliamentarian

- Keep the group focused on the four training areas.
- Keep the group focused on the *Sample Meeting Norms for ELAC/DELAC* (attached).
- Clarify and advise members on questions relating to ELAC Bylaws.
- Serve as Chair of any committee for Bylaw Revision.
- Help resolve any questions relating to ELAC meeting procedures or protocol.



Roles y Responsabilidades de los Funcionarios de ELAC/DELAC

(Los funcionarios necesitan modelar y reforzar las Normas de las Juntas en todo momento.

Los funcionarios son opcionales y no requeridos por ley)

Presidente (Chairperson)

- Programar las fechas de las juntas con el director/asistente del director
- Planear la agenda para cada junta con el director; asegurar que se cubran los cuatro temas del entrenamiento en el curso del año.
- Ayudar con los acuerdos para los conferencistas invitados.
- Llegar temprano para asegurar una junta exitosa.
- Establecer un tono de cortesía y comunicación
- Comentar con los padres ELAC sus preferencias para las juntas (Por ejemplo: alimentos, cuidado de los niños, premios, temas de interés, conferencistas invitados, horario de inicio y fin, etc.). Comentar estas preferencias con el director/a.
- Antes de la primera junta ELAC, comentar los gastos de la junta con el director/a. Crear conciencia en los padres de los presupuestos de las juntas ELAC.
- Iniciar la junta.
- Dirigir la junta. Presentar a los invitados, etc.
- Solicitar la aprobación de las minutas de las juntas anteriores.
- Dirigir cualquier votación (mecanismos).
- Cerrar la junta.
- Realizar cualquier seguimiento necesario después de la junta.
- Asegurar que los representantes ELAC sean elegidos y asistan a las juntas ELAC.

Vice-Presidente (Vice-Chairperson)

- Sustituto del Presidente para cualquiera o todas las obligaciones anteriores, según se requiera.
- Realizar otras obligaciones de vez en cuando o según sea acordado con el Presidente.
- Ayudar al Presidente durante la junta (responsabilidades alternas, etc.).

Secretario/a (Secretary)

- Tomar minutas de todas las juntas (ambas regulares y especiales) y transcribirlas de acuerdo a la Plantilla de Minutas del distrito ELAC. (En la mayoría de los casos, el personal de las escuelas ayuda en este proceso).
- Preparar copias de las minutas.
- Distribuir copias de las minutas en la junta.
- Hacer cualquier adición o corrección a las minutas según se requiera.
- Establecer y actualizar un directorio de los nombres, direcciones y teléfonos de todos los miembros.
- Recordar las fechas de las juntas a los funcionarios y miembros.
- Mantener registros del comité.
- Leer y/o enviar cualquier correspondencia ELAC.
- Enviar notas de agradecimiento a todos los invitados y conferencistas huéspedes.

Parlamentario/a (Parliamentarian)

- Mantener al grupo enfocado en las cuatro áreas de entrenamiento.
- Mantener al grupo enfocado en las Normas de las Juntas ELAC/DELAC (Anexas).
- Aclarar y asesorar a los miembros en asuntos relativos a Leyes Locales ELAC.
- Fungir como Presidente de cualquier comité para Revisión de Leyes Locales.
- Ayudar a resolver cualquier asunto relativo al procedimiento o protocolo de las juntas ELAC.



6578 Santa Teresa Boulevard, San Jose, CA 95119, Phone: (408) 227-8300, Fax: (408) 629-7183

**English Language Proficiency Assessments for California
Initial ELPAC, 2019–20**

Dear Parents/Guardians:

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need support with English to access grade level academic content. This is important so they can get the support they need to do well in all school subjects.

Based on the home language survey results on the school registration form, **your child will be assessed with the Initial ELPAC**. Testing will begin within the first two weeks of school. You will receive the results approximately four to six weeks upon test completion. The staff at your student's school is committed to ensuring that all English Learners receive the instructional support necessary to gain full proficiency in English.

To learn more about the ELPAC, go to the California Department of Education Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp>. You also can look at sample test questions on the ELPAC practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

Additional resources can be found on our website at <https://www.ogsd.net> under ► Department & Services ► Educational Services Department ► English Language Development.

Please contact your student's school with any questions.

Sincerely,


Julie Silva
Coordinator, Educational Services Division

**Evaluaciones del Dominio del Idioma Inglés para California
ELPAC Inicial, 2019–20**

Estimados Padres/Tutores Legales:

El examen ELPAC inicial se usa para determinar si un estudiante está aprendiendo inglés o domina el inglés. Esto requiere un examen que ayuda a identificar a los estudiantes que necesitan apoyo en inglés para poder entender el contenido académico a nivel de grado. Esto es importante para que puedan recibir el apoyo que ellos necesitan para tener éxito en todas las áreas académicas.


Basado en los resultados de la encuesta de lenguaje de casa en la forma de inscripción escolar, **su hijo/a será evaluado con el examen inicial de ELPAC**. Los exámenes comenzarán dentro de las dos primeras semanas de clases. Usted recibirá los resultados aproximadamente de cuatro a seis semanas después de completar los exámenes. El personal de la escuela de su hijo/a está comprometido a asegurar que todos los estudiantes que están aprendiendo inglés reciban el apoyo de instrucción necesario para que logren el dominio completo del idioma inglés.

Para conocer más sobre el ELPAC, vaya a la Guía para Padres del Departamento de Educación de California para Entender el ELPAC. Sitio Web en: <https://www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp> También puede ver preguntas muestra de los exámenes de práctica de ELPAC, localizadas en el sitio Web en: <https://www.elpac.org/resources/practicetests/>.

Se pueden encontrar recursos adicionales en nuestro sitio Web en: <https://www.ogsd.net> bajo ► Department & Services ► Educational Services Department ► English Language Development.

Por favor comuníquese con la escuela de su hijo/a con cualquier pregunta que tenga.

Sinceramente,


Julie Silva
Coordinadora, División de Servicios Educativos

José L. Manzo, Superintendent
Board of Trustees: Brian LoBue, John Mackey, Tami Moore, Mary Noel, Jorge Pacheco Jr.
An Equal Opportunity/Affirmative Action Employer

Our mission . . . "to ensure that every child's potential is achieved."

Oak Grove School District
INITIAL PARENT NOTIFICATION LETTER
Federal Title III and State Requirements

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name>

School: <School_Name> Teacher: <Teacher Name>

Student ID #: <Student_ID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Test Date: <Date_Testing_Completed> Primary Language: <Primary_Language_Name>

Dear Parent(s) or Legal Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. As indicated on our district enrollment form, the law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
Overall	<Overall_Performance_Level> Score:<Overall_Score>
Oral (Listening and Speaking)	<Oral_Level>
Written (Reading and Writing)	<Written_Level>

Based on results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

If your child has an IEP, the program placement and EL goals are reflected in the most recent IEP.

2019-20 Exit (Reclassification) 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 exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California Education Code [EC] Section 313[f])	LEA Criteria
English Language Proficiency Assessment	Overall = Level 4
Teacher Evaluation	Teacher review of student's readiness to participate effectively in district's grade level curriculum based on report cards, classroom work and teacher observations.
Parental Opinion and Consultation	Consult with parent/guardian or obtain signature
Comparison of Performance in Basic Skills	Grade K-3: At or Above grade level at the time of testing on district assessment (iReady) Grade 4-8: Meet/Exceed Standards on state assessment (SBAC) and/or At or Above grade level at the time of testing on district assessment (iReady)

Oak Grove School District INITIAL PARENT NOTIFICATION LETTER

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the **Oak Grove School District** are listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v])

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.

Mainstream English Instructional Program: The goal of the Mainstream English Instructional program is to ensure that EL students who score at reasonable fluency in English continue to progress linguistically and academically to meet grade-level ELD and content standards using district adopted textbooks and supplementary materials. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program option also meets the needs of recently reclassified students to ensure that their linguistic and academic skills are sufficient to be on par with the performance of their English-proficient peers.

Dual-Language Two-Way Bilingual Immersion Program: 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 academic proficiency, first and second language biliteracy standards in Spanish and English, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and the District's plan is to expand this program to 8th grade by 2023-24.

Dual-Language One-Way Bilingual Immersion Program: The goal of the Dual Language One-Way Immersion Program (formerly known as the Bilingual Program) is the acquisition of language proficiency and academic achievement in two languages: the student's primary language and English. Instruction is delivered in the primary language and English. The aim is to promote high levels of academic achievement in all curricular areas and full proficiency in both languages for academic purposes. Students are expected to meet grade level content standards in both languages. Currently, students enter this program option in kindergarten or first grade and the District's plan is to expand this program to 8th grade by 2023-24.

Parents/Legal guardians may choose a language acquisition program that best suits their child to the extent possible. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents/Legal guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact **Amy Boles, Director of Educational Services at (408) 227-8300** to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

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

To the parent(s)/legal guardian(s) of: _____ Date: _____

Student ID #: _____ Grade: _____ Primary Language: _____ DOB: _____

Dear Parent(s) or Guardian(s): 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])

2018- 19 Language Assessment Results

Composite	Scale Score	Performance Level
Overall	[insert overall scale score]	[insert overall performance level]
Oral Language	[insert oral language scale score]	[insert oral language performance level]
Written Language	[insert written language scale score]	[insert written language performance level]

Domain	Performance Level
Listening	[insert listening performance level]
Speaking	[insert speaking performance level]
Reading	[insert reading performance level]
Writing	[insert writing performance level]

If your child has an IEP, the program placement and EL goals are reflected in the most recent IEP.

2019-20 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. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California Education Code [EC] Section 313[f])	LEA Criteria
English Language Proficiency Assessment	Overall = Level 4
Teacher Evaluation	Teacher review of student's readiness to participate effectively in district's grade level curriculum based on report cards, classroom work and teacher observations.
Parental Opinion and Consultation	Consult with parent/guardian or obtain signature
Comparison of Performance in Basic Skills	Grade K-3: At or Above grade level at the time of testing on district assessment (iReady) Grade 4-8: Meet/Exceed Standards on state assessment (SBAC) and/or At or Above grade level at the time of testing on district assessment (iReady)

Academic Achievement Results

Skill Area	Smarter Balanced Assessment Consortium (SBAC) –Spring 2019	2019 Fall iReady
English Language Arts	X	X

ANNUAL PARENT NOTIFICATION LETTER

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Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **Amy Boles, Director of Educational Services at (408) 227-8300** to ask about the process.

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OAK GROVE SCHOOL DISTRICT
RECLASSIFICATION of ENGLISH LEARNERS to FLUENT ENGLISH PROFICIENT (GR. K-8)

Reclassification Date _____

<p><u>STUDENT INFORMATION</u></p> <p>NAME: _____ ID#: _____</p> <p>GRADE: _____ DOB: _____</p> <p>SCHOOL: _____</p> <p>TEACHER: _____</p> <p>PRIMARY LANGUAGE: _____</p> <p>INITIAL IDENTIFICATION DATE: _____</p> <p><u>PERFORMANCE IN BASIC SKILLS</u></p> <p>ELA: Students in Grades K-8 must be on or above grade level according to District iReady Assessment or meeting/exceeding standard on Smarter Balanced ELA Summative Assessment 2018-19 (Gr. 4-8).</p> <p>Met criteria: iReady Assessment and/or Smarter Balanced ELA Summative Assessment Yes <input checked="" type="checkbox"/></p> <p>Date: <u>xx/xx/xx</u></p> <p><u>TEACHER EVALUATION /RECOMMENDATION:</u></p> <p>After having reviewed the data and received an appropriate explanation of the reclassification criteria and process, the teacher may agree or disagree to have the student reclassified.</p> <p>Does the student's academic performance indicate readiness to participate effectively in the district's grade level curriculum based on report cards, classroom work and teacher observations?</p> <p align="right">Yes or <u> </u> No</p>	<p><u>ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY- ELPAC</u></p> <p>Overall level is Level 4 -Well Developed.</p> <p>Date ELPAC test completed: <u>xx/xx/xx</u></p> <table border="1" style="width:100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width:50%;"></td> <td style="width:50%; text-align: center;">Level</td> </tr> <tr> <td style="text-align: center;">Overall Score</td> <td></td> </tr> <tr> <td style="text-align: center;">Oral Score</td> <td></td> </tr> <tr> <td style="text-align: center;">Written Score</td> <td></td> </tr> </table> <p>Does the student score meet the criteria? Yes <input checked="" type="checkbox"/></p> <p>Student can perform at or above the level of an average English Only student and is hereby Reclassified Fluent English Proficient (RFEP). Signatures below indicate notification and communication of guidelines and change in EL status of student.</p> <p>_____ (Parent/Guardian) (Date)</p> <p>_____ (Classroom Teacher) (Date)</p> <p>_____ (Principal) (Date)</p> <p>_____ (District EL Administrator) (Date)</p>		Level	Overall Score		Oral Score		Written Score	
	Level								
Overall Score									
Oral Score									
Written Score									

Initial Identification Flow Chart

