

Comité Asesor del Idioma Inglés del Distrito

District English Language Advisory Committee (DELAC)

December 8, 2025 8 de diciembre



A new year represents fresh beginnings, hope, and opportunities for success. It often motivates us to set goals, improve our habits, and take consistent action. However, real success comes from what we do—our intentions, our effort, and how we turn challenges into opportunities for growth.

Un nuevo año representa nuevos comienzos, esperanza y oportunidades de éxito. A menudo nos inspira a establecer metas, mejorar nuestros hábitos y tomar acción constante. Sin embargo, el verdadero éxito depende de lo que hacemos: nuestras intenciones, nuestro esfuerzo y cómo convertimos los desafíos en oportunidades para crecer.

TEMA	TOPIC	Tiempo (time)
Bienvenida y aprobación de las actas de la reunión DELAC de octubre Minutes	Welcome, Review & Approve Minutes for October DELAC meeting	10 min
Introducciones de los nuevos oficiales de DELAC Visitas a Parkside y Allen Actividades que se promueven	DELAC Officer Introductions Visits to Parkside and Allen Promoted Activities	15 min
Programas de estudiantil EL Evaluaciones de dominio del idioma inglés para California Camino a reclasificación	EL Programs ELPAC Summative Testing English Language Proficiency Assessments for California Pathway to Reclassification	30
Despedida	Closing	



Presidente o presidente de DELAC/ DELAC President or Chairperson

-
- **Preside over all committee meetings**
 - **Assist in planning the agenda**
 - **Is fair and impartial at all times**
 - **Ensures that minutes are properly recorded**
 - **Stays informed about matters on the education of EL students**
 - **Perform additional duties appropriate to the office of the chairperson**

- **Presidir todas las reuniones del comité**
- **Ayudar a planificar la agenda**
- **Es justo e imparcial en todo momento.**
- **Garantiza que los minutos se registren correctamente**
- **Se mantiene informado sobre asuntos relacionados con la educación de los estudiantes EL**
- **Realizar deberes adicionales apropiados para el cargo de presidente.**



Vicepresidente o vicepresidente de DELAC / DELAC Vice President or Vice Chairperson

- Presides at meetings/performs all duties of the chairperson in his/her absence
 - Is fair and impartial at all times
 - Coordinates subcommittee activities
 - Performs other auxiliary functions as required.
-



- Preside las reuniones / realiza todas las funciones del presidente en su ausencia
- Es justo e imparcial en todo momento.
- Coordina las actividades del subcomité
- Realiza otras funciones auxiliares según sea necesario.



Secretario DELAC / DELAC Secretary

- **Keep minutes of all meetings**
- **Share accurate copies of the minutes of all meetings with members**
- **Performs correspondence on behalf of the DELAC**
- **Maintains DELAC roster and contact information**
- **Participate in the planning of the agenda**
- **Performs related duties as required**
- **Mantenga actas de todas las reuniones**
- **Comparta copias precisas de las actas de todas las reuniones con los miembros.**
- **Realiza correspondencia en nombre del DELAC**
- **Mantiene la lista de DELAC y la información de contacto**
- **Participa en la planificación de la agenda**
- **Realiza tareas relacionadas según sea necesario**

Propósito de DELAC

Cada distrito escolar público de California, desde jardín de infantes hasta el grado 12, con 51 o más aprendices de inglés debe formar un Comité Asesor de Aprendices de Inglés a nivel de distrito (DELAC)

El propósito del DELAC es asesorar a la junta directiva local del distrito (por ejemplo, en persona, mediante cartas / informes) sobre programas y servicios para estudiantes de inglés.

Los padres o tutores de los estudiantes del idioma inglés constituirán la mayoría de los miembros (51%) o más de los miembros del comité.

Purpose of DELAC

Each California public school district, grades kindergarten through 12, with 51 or more English learners must form a District-level English Learner Advisory Committee (DELAC)

The purpose of the DELAC, is to advise the district's local governing board (e.g., in person, by letters/reports) on programs and services for English learners.

Parents or guardians of English language learners shall constitute the majority of the membership (51%) or more of the committee members.



Connecting Activity/ Actividad para conectar



Introduce yourselves/*Presentarse*

Share the grade and school your child attends/*Comparta el grado y la escuela a la que asiste su hijo*

What do you hope to gain from this meeting?/*¿Qué espera obtener de esta reunión?*

Lo que hemos estado haciendo...
What we have been doing...

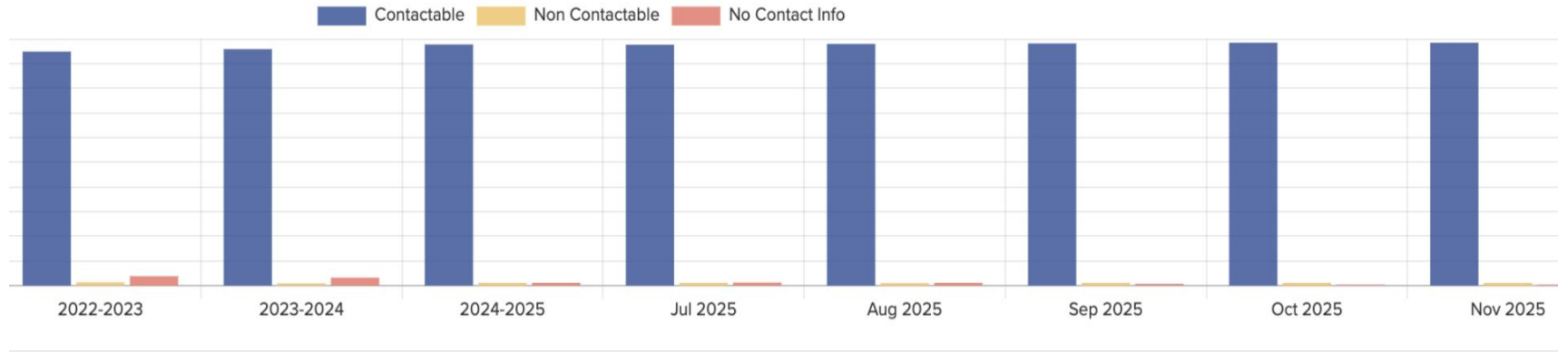


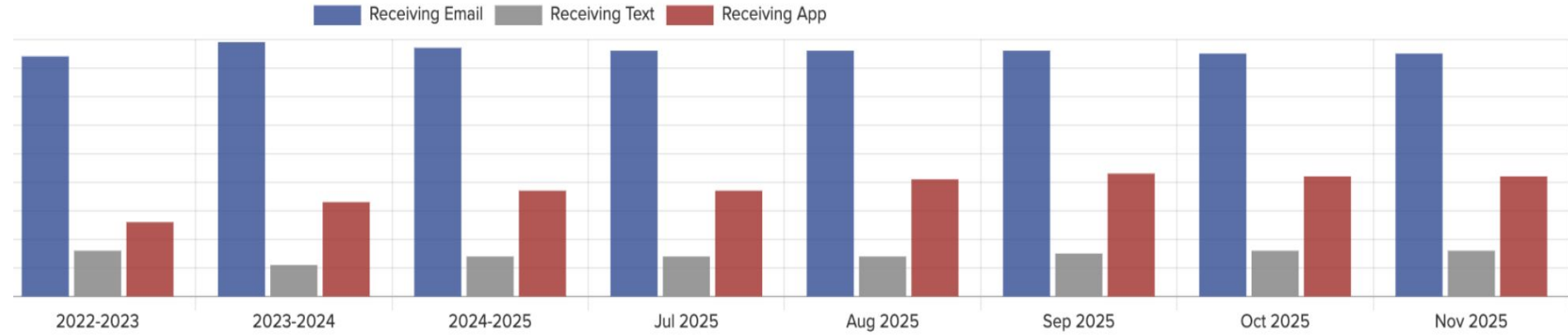


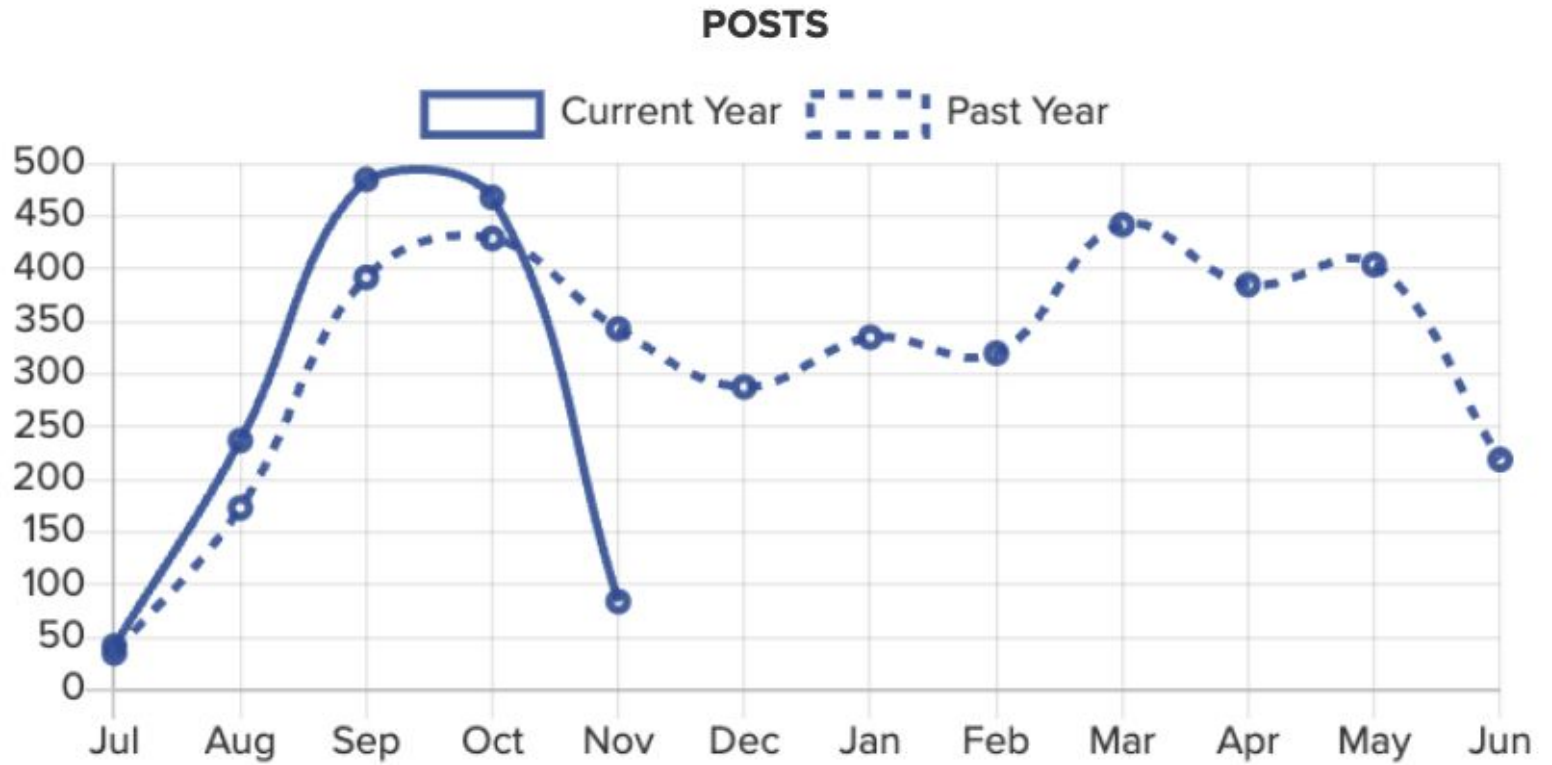
Trends & Patterns in our Work

Patrones en el trabajo





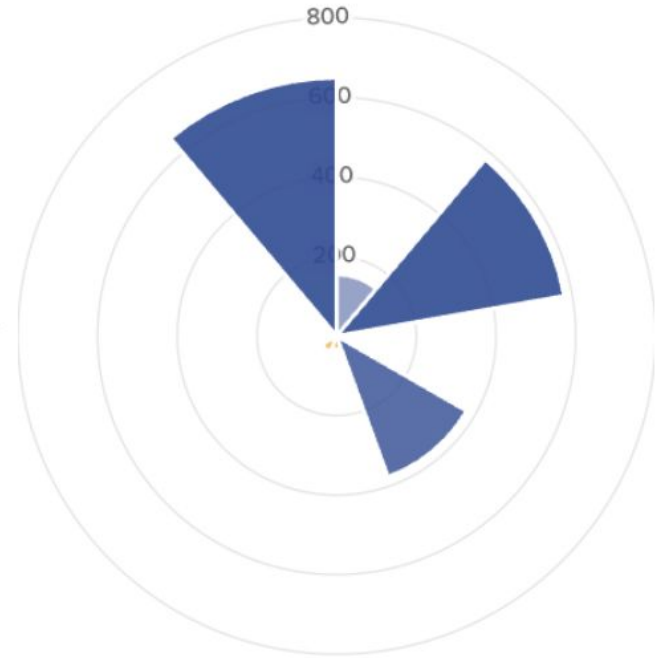






INTERACTION

1,020
OUT OF 3,042
PARENTS INTERACTED



1. Strengthening the Home–School Link

Objective: Help parents complete English volunteer documentation.

1. Strengthening the Home–School Link

Parent Responsibility: Meet all volunteer requirements.

Support: Encourage parent participation in the classroom and requirements.

Support: Encourage parent participation in the classroom and promote adult English learning through available programs.

1. Fortaleciendo el Vínculo Hogar–Escuela

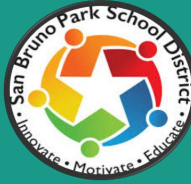
Objetivo: Apoyar a los padres en completar la documentación de voluntariado.

1. Fortaleciendo el Vínculo Hogar–Escuela

Objetivo: Apoyar a los padres en completar la documentación de voluntariado.

Responsabilidad del Padre: Cumplir con los requisitos del voluntariado.

Apoyo: Motivar la participación de los padres en el aula y promover el aprendizaje de inglés en adultos mediante programas disponibles.



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Objective: Provide reading support after school hours.
Academic Reinforcement Needs

Support

Parent Responsibility: Read school communication, understand learning styles, and motivate daily reading practice.

Brindar apoyo de lectura después del colegio.
Apoyo Académico

Academico

Responsabilidad del Padre: Leer la información escolar, identificar el estilo de aprendizaje de su hijo y motivar la práctica diaria de lectura.

3. Recommended Actions

Offer a workshop on learning styles. ***Ofrecer un taller sobre estilos de aprendizaje.***

Share reading events from local libraries. ***Enviar información sobre eventos de lectura en bibliotecas cercanas.***

Create a flyer with school program details. ***Crear un folleto con información de los programas escolares.***

Develop a Teacher–Parent work plan to track measurable

progress. ***Crear un plan de trabajo Maestro–Padre para medir avances durante el año escolar.***

Review early-grade reading needs (Preschool–1st grade). ***Revisar necesidades de lectura desde Preescolar–1er grado.***

Create reading groups for parents and students (Zoom or in-person). ***Formar grupos de lectura para padres e hijos (Zoom o presencial).***

3. Acciones Recomendadas

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REVIEW/REVISAR



- DELAC
- EL
- RFEP
- IFEP
- ELPAC



REVIEW/REVISAR



- **DELAC:** District English Learner Advisory Committee
- **EL:** English Learner has a language other than English identified on the Primary Home Language Survey.
- **RFEP:** the process whereby a student is reclassified from EL status to Fluent English Proficient (RFEP) status. Met the standards in speaking, reading, writing and listening.
- **IFEP:** a student who has well-developed oral and written English skills and can use English to learn and communicate in meaningful ways:
- **ELPAC:** state test for English language proficiency (ELP)

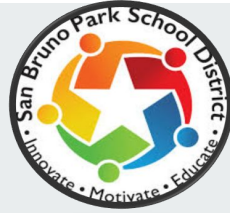


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**NECESITO
DE TU AYUDA**

Ayude a su hijo/a a tener éxito



- > Lee con tu hijo/a
- > Pídale a su hijo/a que le diga lo que ve en la imagen o lo que sucede en la imagen.
- > Proporcionarle a su hijo/a oportunidades para usar el lenguaje. Habla mucho con su hijo/a
- > Toma el examen



Help Your Child Succeed

- > Read with your child
- > Ask your child to tell you what he/she sees in the picture or what is happening in the picture.
- > Talk normally to your child (LANGUAGE)
- > Take the test with your child
- > Talk together (cook dinner together)
- > Storytelling



California Department of Education
CALIFORNIA ELEMENTARY SCHOOL
CALIFORNIA UNIFIED

SSID: 9999999906
Test Date: 04/11/2024
Grade: 6

FOR THE FAMILY OF:
FORT M. TEXAS
1234 MAIN STREET UNIT 1234
YOUR CITY, CA 12345-1234

Fort's Overall Summative ELPAC Score

Level

3

Level 4

Level 3

Level 2

Level 1



1550

Fort has **moderately developed** English skills and can sometimes use English to learn new things in school and to interact in social situations. Fort may need help using English to communicate on less-familiar school topics and in less-familiar social situations.

The score range for grade six is 1150–1900. A score of 1567 or higher is considered proficient in English for grade six.

What is the Summative ELPAC, and why is it administered?

The Summative English Language Proficiency Assessments for California (ELPAC) is used to measure progress toward English proficiency. The Summative ELPAC measures how well students can listen, read, write, and speak in English. This information helps educators provide students the resources they need to be successful.

What do the scores mean?

Students receive an overall score and performance level. There are four different performance levels. The overall score is a combination of the two performance areas (on the next page). Students who are English learners will continue to take the ELPAC until reclassified. These results provide a measure of where students are excelling and where they can improve. Assessment results are only one measure and should be combined with other information to better understand student performance.

If you have any questions about the assessment or your child's results, you may contact your child's teacher for more information.



English Language Proficiency
Assessments for California

Grade 6

Fort's Score History

Students are expected to show improvement within the level or move to the next level each school year.

Fort's score increased from last year, enough to reach a higher level.

Grade	Grade 4	Grade 5	Grade 6
Score	1490	1500	1550
Level	Level 2	Level 2	Level 3

Level 4

Level 3

Level 2

Level 1

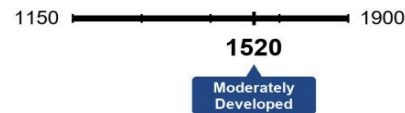


Fort's Performance Areas

Fort's overall score is 50 percent oral language (Listening and Speaking) and 50 percent written language (Reading and Writing) skills.



Oral Language Score



Listening



Beginning to Develop



Somewhat/Moderately



Well Developed

Speaking



Beginning to Develop



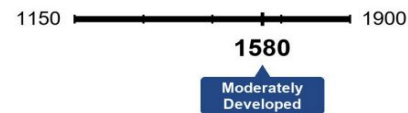
Somewhat/Moderately



Well Developed



Written Language Score



Reading



Beginning to Develop



Somewhat/Moderately



Well Developed

Writing



Beginning to Develop



Somewhat/Moderately



Well Developed

Más recursos / More Resources

<https://www.elpac.org/resources/>
<https://elpac.startingsmarter.org/es/>

Domain Information Sheet Summative ELPAC

READING DOMAIN

Purpose	Task Types and	
These task types allow students to show their abilities in reading English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.	Read-Along Word with Scaffolding	Read-Along Scaffold
	Grade K: With scaffolding from the test examiner, the student provides the individual letter names and the initial letter sound for a decodable word, and answers a multiple choice comprehension question.	Grade 1: The student follows along with the examiner and provides the individual letter names and the initial letter sound for a decodable word, and answers a multiple choice comprehension question.
Administration	Read and Choose a Word	Read and Sentence
Administered individually in kindergarten (K)* through grade 2.	Grade 1: The student reads three words and chooses the word that matches a picture.	Grade 1: The student reads four sentences and chooses the sentence that best describes the picture.
Administered in groups of up to 20 students in grades 3–12.	Read a Student Essay	Read a Literature
	Grades 3–12: The student reads an informational essay presented as if written by a peer and answers a set of multiple-choice questions related to the essay.	Grade 3–12: The student reads a passage of literature and answers a set of multiple-choice questions related to the passage.



*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

A PARENT GUIDE TO UNDERSTANDING

The English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten (K) through grade twelve understand English when it is not their primary language. Information from the ELPAC helps your child's teacher provide support in listening, speaking, reading, and writing.

The ELPAC has two parts:

Initial ELPAC

WHO
Students take the Initial ELPAC if they have a primary language other than English and English learners.

WHAT
The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English, or as proficient in English.

WHEN
Students are given the Initial ELPAC within 30 days of when they enroll at school.

WHY
Identifying students who need help learning English is important so students can get the support they need to do well in school while receiving instruction in all school subjects.

Summative ELPAC

WHO
The Summative ELPAC is given to students who are identified as English learners.

WHAT
The Summative ELPAC is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.

WHEN
Students who are English learners are given the Summative ELPAC every spring, between February and May, until they are reclassified as proficient in English.

WHY
Students who are identified as English learners will take the Summative ELPAC to measure their progress in learning English.

HOW
The Summative ELPAC is an untimed computer-based test. Students in K through grade two will continue to take the Writing portion of the test on paper. Students in K through grade two will be tested on a one-to-one basis.

Take an ELPAC Practice Test with your student!

Age Proficiency Assessments for California (ELPAC) is the measure how well students in kindergarten through twelfth grade understand English when it is not their primary language.

different areas:

Students and families can use the Practice Tests to:

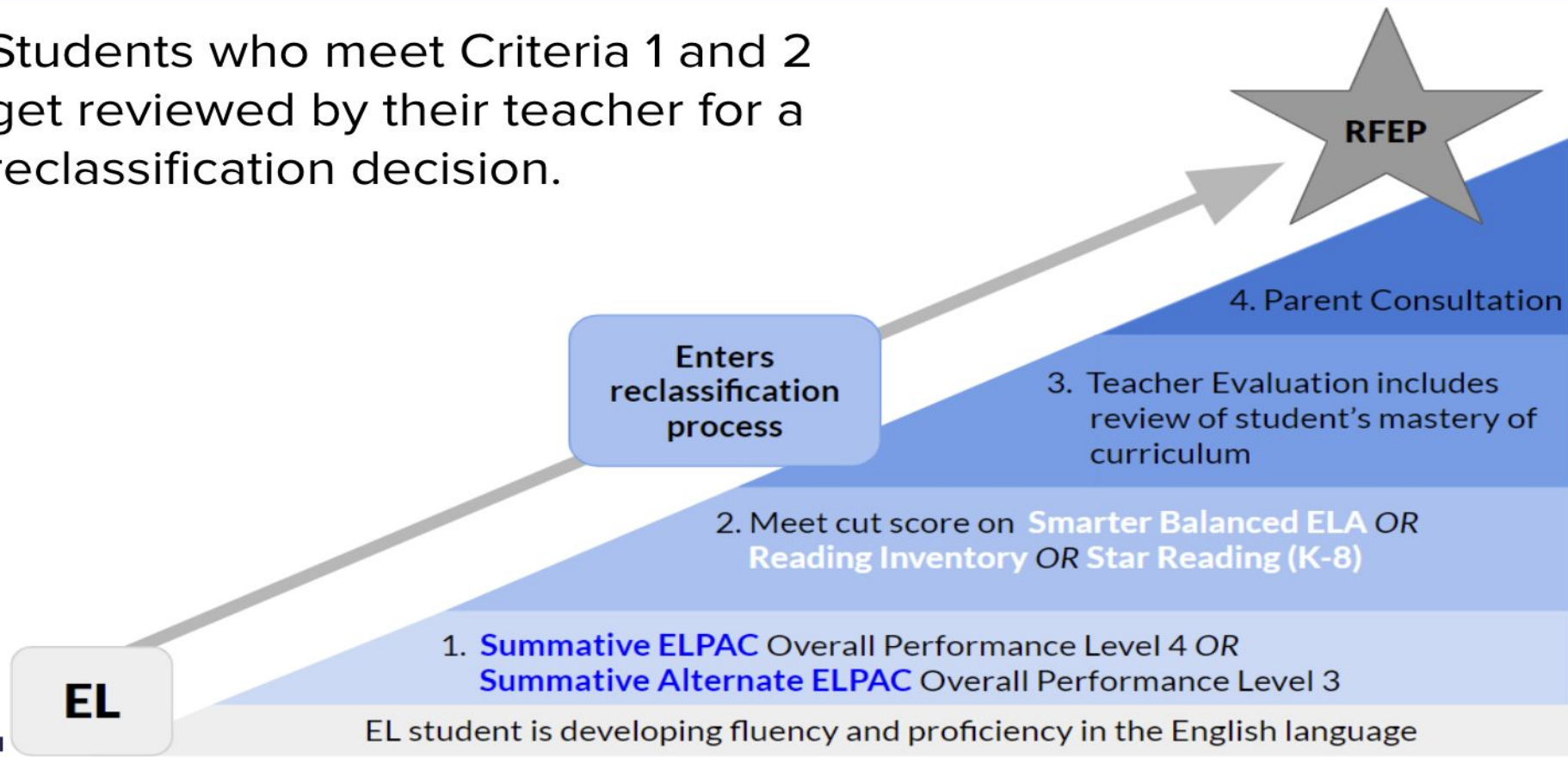
- Become familiar with the types of questions on the ELPAC
- Understand the types of English language skills that students are expected to develop
- Understand what students need to be able to do on the actual test

Found at: elpac.startingsmarter.org/es/

California Department of Education
January 2018

EL Student's Journey to Reclassification

Students who meet Criteria 1 and 2 get reviewed by their teacher for a reclassification decision.



ENGLISH LEARNER RECLASSIFICATION CRITERIA

GRADE	1. LANGUAGE PROFICIENCY	2. BASIC SKILLS (READING LEVEL)		3. TEACHER EVALUATION	4. PARENT OPINION AND CONSULTATION
		ASSESSMENT	REQUIRED SCORE		
K-2	Summative ELPAC performance level of 4 Summative Alternative ELPAC performance level of 3	iReady	Grade K Score 377-414 Grade 1 Score 414-445 Grade 2 score 446-482	A: A 3 or Higher on standards-based report card	The parent(s) of the eligible student for reclassification must be consulted and given an opportunity to give their opinion. This must be documented on the Ellevation reclassification form to satisfy the requirement. (Notes section should include details of parent input)
				B: A grade of C- or higher in ELA Course (or B- or higher if only ELD course grade available).	
3	Summative ELPAC performance level of 4 Summative Alternative ELPAC performance level of 3	iReady	483-500	same as "A" above	see above
				same as "B" above	
		Smarter Balanced ELA	Level 2 or above	same as "A" above	
				same as "B" above	
4	Summative ELPAC performance level of 4 Summative Alternative ELPAC performance level of 3	iReady	501-530	same as "A" above	see above
				same as "B" above	
		Smarter Balanced ELA	Level 2 or above	same as "A" above	
				same as "B" above	
5	Summative ELPAC performance level of 4 Summative Alternative ELPAC performance level of 3	iReady	531-545	same as "A" above	see above
				same as "B" above	
		Smarter Balanced ELA	Level 2 or above	same as "A" above	
				same as "B" above	
6	Summative ELPAC performance level of 4 Summative Alternative ELPAC performance level of 3	iReady	546-570	same as "A" above	see above
				same as "B" above	
		Smarter Balanced ELA	Level 2 or above	same as "A" above	
				same as "B" above	
7	Summative ELPAC performance level of 4 Summative Alternative ELPAC performance level of 3	iReady	571-586	same as "A" above	see above
				same as "B" above	
		Smarter Balanced ELA	Level 2 or above	same as "A" above	
				same as "B" above	
8	Summative ELPAC performance level of 4 Summative Alternative ELPAC performance level of 3	iReady	587-600	same as "A" above	see above
				same as "B" above	
		Smarter Balanced ELA	Level 2 or above	same as "A" above	
				same as "B" above	

EL Programs



20-30 minutes daily for all EL students at their level/20-30 minutos para cada estudiante



3 newcomer teachers (Belle Air, Allen & EL Support Parkside)/3 maestros específicamente para niños nuevo a los Estados Unidos



1 ELL Extra Support for John Muir & Portola/Un maestro que ayuda con el idioma de inglés. ELAC



Reading intervention at all sites/persona que ayuda con más lectura

What did you learn today? Qué aprendiste hoy?



Reflection/Reflección



Thank You/Gracias

Gracias ~ Thank You

