



Newport-Mesa

Unified School District

DELAC Meeting

Reunión de DELAC

2/8/2023



Agenda

Multilingual Program | English Learners
District English Learner Advisory Committee (DELAC)

When: Wednesday, February 08, 2023
Time: 6:30 PM - 8:00 PM
Where: Sanborn

Agenda

- 6:30 PM** **Welcome and Introductions**
Laura Dale-Pash, Director of Multilingual Programs
- 6:35 PM** **Approval of January 11, 2023 Minutes**
Eduardo Martinez & Carmen Ramirez, Co-Chairpersons
- 6:40 PM** **(Required Topic) Language Census/English Learner Data**
Laura Dale-Pash, Director of Multilingual Programs
- 6:50 PM** **English Learner Instructional Programs-Elementary & Secondary**
NMUSD English Learner Teachers on Special Assignment
Laura Dale-Pash, Director of Multilingual Programs
- 7:10 PM** **(Required Topic) LCAP Input**
Vanessa Galey, Director of Special Projects
- 7:40 PM** **English Learner Student Panel**
NMUSD Students
- 7:55 PM** **Announcements and Evaluations**
Jackeline Gaitan, District School Community Facilitator
- 8:00 PM** **Adjournment**
Eduardo Martinez & Carmen Ramirez, Co-Chairpersons

Programas Multilingües | Aprendices de Inglés
Comité Asesor de Padres de Aprendices de Inglés del Distrito
(DELAC, por sus siglas en inglés)

Cuándo: Miércoles, 08 de febrero de 2023
Hora: 6:30 – 8:00 PM
Dónde: Sanborn

Orden del día

- 6:30 PM** **Bienvenida e Introducciones**
Laura Dale-Pash, Directora de Programas Multilingües
- 6:35 PM** **Aprobación de las Minutas del 11 de Enero de 2023**
Eduardo Martinez y Carmen Ramirez, Co-Presidentes
- 6:40 PM** **(Tema Requerido) Censo de Lenguaje/Datos de Aprendices de Inglés**
Laura Dale-Pash, Directora de Programas Multilingües
- 6:50 PM** **Programas de Instrucción para Aprendices de Inglés: Primaria y Nivel Secundario**
Maestras de Aprendices de Inglés en Asignación Especial
Laura Dale-Pash, Directora de Programas Multilingües
- 7:10 PM** **(Tema Requerido) Aportes de LCAP**
Vanessa Galey, Directora de Proyectos Especiales
- 7:40 PM** **Panel de estudiantes aprendices de inglés**
Estudiantes del Distrito de Newport Mesa
- 7:55 PM** **Anuncios y Evaluaciones**
Jackeline Gaitan, Coordinadora de la Comunidad del Distrito
- 8:00 PM** **Cierre de Reunión**
Eduardo Martinez y Carmen Ramirez, Co-Presidentes



Newport-Mesa
Unified School District

Approval of January 11, 2023 Minutes
Aprobación de las Minutas de 11 de Enero de 2023

Carmen Ramirez & Eduardo Martinez
DELAC Chairpersons
Presidentes de la Junta Directiva



Newport-Mesa
Unified School District

Language Census/English Learner Data

***Censo de idiomas/datos de los aprendices de
inglés***



English Learner Data / Datos de los Aprendices de Inglés

Total Number of Students: **17,962**

Total English Learners: **3,283** (18.3%)

Students Reclassified in 2021-2022:
483

Languages of English Learners:

Spanish - **2,971**

Over 30 other languages - **312**

*Número total de estudiantes: **17,962***

*Total de estudiantes aprendiendo inglés:
3,283 (18.3%)*

*Estudiantes reclasificados en 2021-2022:
483*

Idiomas de los estudiantes aprendiendo inglés:

*Español - **2,971***

*Otros 30 idiomas - **312***

English Learner Data / Datos de los Aprendices de Inglés

How do you access English learner data?

CDE =California Department of Education

Google: CDE dataquest or

Direct Link: <https://dq.cde.ca.gov/dataquest/>

¿Cómo acceder a los datos de los estudiantes aprendiendo inglés?

CDE = Departamento de Educación de California

Google: CDE dataquest o

Enlace directo: <https://dq.cde.ca.gov/dataquest/>

DataQuest provides meaningful data and statistics about California's K-12 public educational system that supports a wide variety of informational, research, and policy needs. Summary and detailed data reports are available for multiple subject areas at the school, district, county, and state levels.

To create a report:

1. Select a report **Level**
2. Select a report **Subject**
3. Select **Submit**

Data Resources

- [What's NEW? DataQuest Change Log](#)
- [QuickQuest](#) lets you find answers fast!
- [Student & School Downloadable Data Files](#)
- [Staff & Course Downloadable Data Files](#)
- [California School Dashboard](#)
- [CAASPP/ELPAC Test Results](#)
- [Data Requests](#)

Other CDE Resources

- [CA Department of Education Home](#)
- [California School Directory](#)

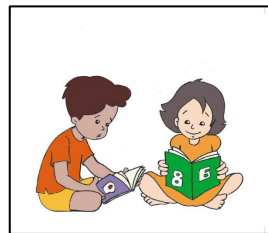
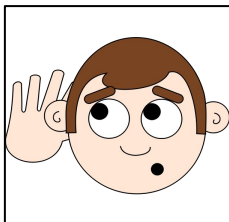
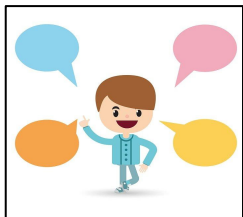
1. Select Level

2. Select Subject

3. Select Submit

English Language Development Instruction TK-6

DELAC Meeting

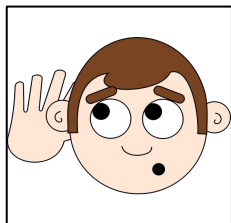
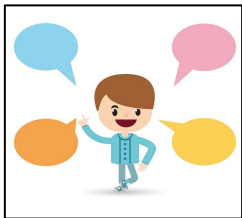


Newport-Mesa Unified School District
English Learner Programs

Instrucción en Aprendizaje Progresivo del Inglés

TK-6

Reunión de DELAC



Newport-Mesa Unified School District
English Learner Programs



Hello!

We are your Elementary ELD TOSAs!

Marwa, Jane, Shelly & Robin

We are here for you, please email us!

jchoi@nmusd.us

mryan@nmusd.us

rtesta@nmusd.us

mabouelella@nmusd.us

(Newcomer Support)

Laura Dale-Pash, Director Multilingual Programs, ldalepash@nmusd.us



¡Hola!

**¡Somos sus TOSA de ELD de primaria
Marwa, Jane, Shelly & Robin**

Estamos aquí para ustedes, ¡por favor envíenos un correo electrónico!

jchoi@nmusd.us

mryan@nmusd.us

rtesta@nmusd.us

mabouellella@nmusd.us

(Newcomer Support)

Laura Dale-Pash, Coordinadora de Programas de Aprendices de Inglés, ldalepash@nmusd.us

ASSET-BASED APPROACH TO SUPPORTING ENGLISH LEARNERS'



Culturally Sustaining and Strengths-Based Education

"We value students' backgrounds, cultures & languages. We build upon these assets. We cultivate positive attitudes among students toward their own and others' diverse identities."

ESTRATEGIA BASADA EN RECURSOS EN EL APOYO A LOS APRENDICES DE INGLÉS



Educación que sostiene la cultura y las fortalezas

“Valoramos las experiencias, culturas, y lenguajes de nuestros estudiantes. Construimos sobre estos recursos. Cultivamos actitudes positivas entre los estudiantes hacia sus diversas identidades y aquellas de los demás.”

¡SER BILINGÜE

es mi

SUPERPODER!

“TENER OTRO LENGUAJE ES POSEER OTRA ALMA.” ~ Carlomagno

MIS LENGUAJES
me abren la PUERTA a SIGLOS de **IDEAS, HISTORIA, CULTURA** y conocimiento

PUEDO
COMUNICARME CON **437** millones de HISPANO-PARLANTES y **1.5** BILLONES de ANGLO-PARLANTES alrededor del MUNDO

Veo los problemas desde una perspectiva diferente

Uso mis dos lenguajes para pensar y aprender

Tendré más oportunidades de trabajo

LOS ESTUDIOS DEMUESTRAN QUE MI CEREBRO BILINGÜE...

- me ayuda a la MEMORIA
- me ayuda a resolver problemas
- grandioso para enfocarse
- mejor para entender sonidos

Tengo una manera única de ver y entender el mundo

www.educatorsofbmls.com

BEING BILINGUAL

is my

SUPERPOWER!

“TO HAVE ANOTHER LANGUAGE IS TO POSSESS ANOTHER SOUL.” ~ Charlemagne

MY LANGUAGES
open the DOOR to CENTURIES of **IDEAS, HISTORY, CULTURE** and knowledge

I CAN
COMMUNICATE WITH **437** million SPANISH SPEAKERS & **1.5** BILLION ENGLISH SPEAKERS AROUND THE WORLD

I see issues through different perspectives

I use BOTH of my languages to think + learn

I'll have more opportunities

I have a UNIQUE WAY of LOOKING at + understanding the WORLD

RESEARCH SAYS MY BILINGUAL BRAIN is...

- great at focus
- better at differentiating sounds
- better able to solve problems
- less likely to get dementia

[@educatorBMLS](https://twitter.com/educatorBMLS)

WHAT IS INTEGRATED AND DESIGNATED ELD?

Comprehensive ELD: Integrated and Designated ELD

Integrated ELD

All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.



Designated ELD

Teachers responsible for designated ELD use the CA ELD Standards as the focal standards in ways that build into and from content instruction.

¿QUÉ ES ELD INTEGRADO Y DESIGNADO?

ELD Integral: ELD Integrado y Designado

ELD Integrado

Todos los maestros con EL en sus salones de clase usan los estándares de CA ELD junto a CCSS de CA para ELA/Alfabetización y otros estándares de contenido.



ELD Designado

Los maestros que tienen la responsabilidad de ELD designado usan los estándares de ELD de CA como estándares de enfoque de manera que se incorporan dentro y fuera de la instrucción de contenido.



DESIGNATED ELD IS IN PREPARATION FOR AND IN RESPONSE TO INTEGRATED ELD



EL ELD DESIGNADO ES EN PREPARACIÓN Y EN RESPUESTA AL ELD INTEGRADO

Proficiency Level Descriptors (PLDs)

Stages of ELD that English learners are expected to progress through as they gain increasing proficiency in English as a new language.

Emerging

Students at this level learn to use English for immediate needs. They are beginning to understand academic language and vocabulary.



Expanding

Students at this level are increasing their English skills in more contexts. They learn more vocabulary and language structures.



Bridging

Students at this level continue to learn to apply a range of higher level skills, similar to native speakers.



LIFELONG LANGUAGE LEARNER

Descriptores de los Niveles de Dominio (PLD)

Niveles de ELD por los cuales se espera progresen los aprendices de inglés mientras que obtienen más dominio en el inglés como nuevo idioma.

Emergente

Los estudiantes de este nivel aprenden a usar el inglés para necesidades inmediatas. Comienzan a entender el lenguaje y vocabulario académico.



En expansión

Los estudiantes de este nivel están aumentando sus habilidades de inglés en más contextos. Aprenden más vocabulario y estructuras del lenguaje.



Creando conexiones

Los estudiantes en este nivel continúan aprendiendo a aplicar una gama de habilidades de más alto nivel, similar al de los hablantes nativos.



APRENDIZ DE IDIOMAS PARA TODA LA VIDA

NEWCOMER STUDENTS

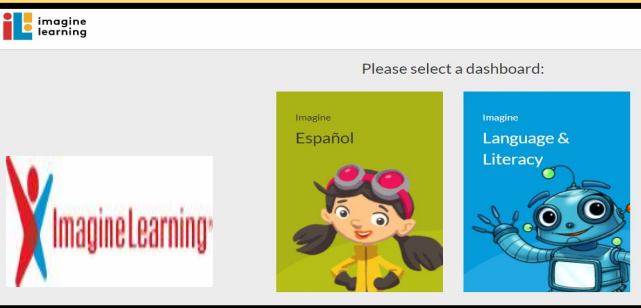
"NEWCOMER" IS AN UMBRELLA TERM THAT INCLUDES VARIOUS CATEGORIES OF IMMIGRANTS WHO ARE BORN OUTSIDE OF THE UNITED STATES. FOR EXAMPLE, ALL IMMIGRANTS ARE NOT NECESSARILY ELS, AS SOME ARE FLUENT IN ENGLISH, WHILE OTHERS SPEAK LITTLE OR NO ENGLISH. THE FEDERAL DEFINITION IS 3 YEARS OR LESS IN THE US. (US ENTRY DATE)

ESTUDIANTES RECIÉN LLEGADOS

"RECIÉN LLEGADO" ES UN TÉRMINO GENERAL QUE INCLUYE DISTINTAS CATEGORÍAS DE INMIGRANTES QUE HAN NACIDO FUERA DE LOS ESTADOS UNIDOS. POR EJEMPLO, NO TODOS LOS INMIGRANTES SON NECESARIAMENTE EL, YA QUE ALGUNOS DE ELLOS DOMINAN EL INGLÉS, MIENTRAS QUE OTROS HABLAN POCO O NADA DE INGLÉS. LA DEFINICIÓN FEDERAL ES DE 3 AÑOS O MENOS EN EE.UU. (FECHA DE ENTRADA A EE.UU)

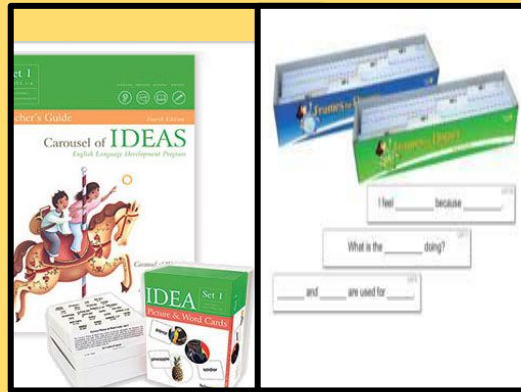
SUPPORTING OUR NEWCOMER STUDENTS

IMAGINE LEARNING



This program targets instruction on personalized learning paths is delivered through the four instructional strands of Reading, Oral Vocabulary, Grammar, and Listening Comprehension, and focuses on building foundation literacy skills. Imagine Language and Literacy places a key emphasis on oral and academic language to unlock learning across content areas developing critical thinking skills to engage in grade-level content and beyond. It's game-based design is sure to ignite engagement, and make learning personally relevant for all students!

CAROUSEL OF IDEAS



Accelerates language development with systematic vocabulary, grammar, and oral language instruction. Gets students talking and using survival language.

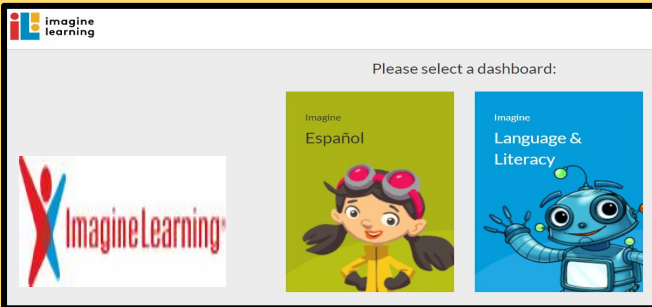
WONDERS NEWCOMER MATERIALS



Cards that include colorful illustrations and photographs to stimulate conversations. Each card presents a topic supported in the Teacher's Guide over three lessons.

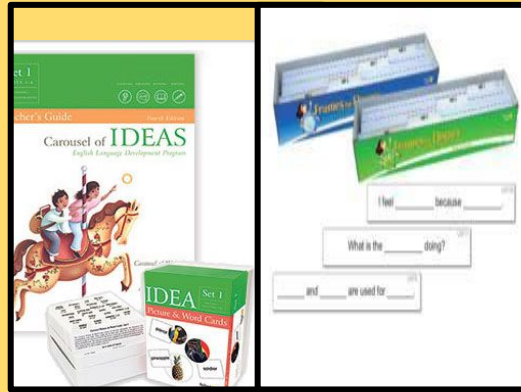
CÓMO APOYAR A NUESTROS ESTUDIANTES RECIÉN LLEGADOS

IMAGINE LEARNING



Este programa se enfoca en la instrucción en vías de aprendizaje personalizadas y se ofrece a través de cuatro ramas instruccionales de lectura. Vocabulario oral, gramática, y comprensión oral, y se enfoca en la construcción de habilidades de alfabetización. Imagine Language and Literacy coloca un enfoque clave en el lenguaje oral y académico para abrir el aprendizaje en todas las áreas de contenido desarrollando habilidades de razonamiento crítico para participar en contenido basado en el nivel de grado y más. Su diseño basado en juegos puede despertar la participación, y hacer del aprendizaje algo relevante personalmente ¡para todo estudiante!

CAROUSEL OF IDEAS

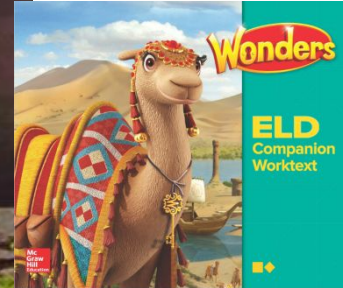
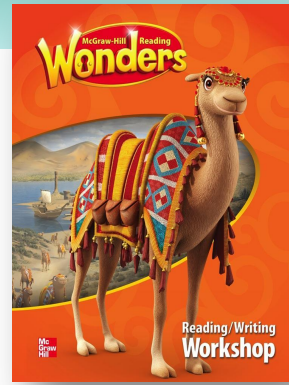


Acelera el desarrollo del lenguaje con vocabulario, gramática, e instrucción de lenguaje oral sistemáticamente. Hace que los estudiantes hablen y usen el lenguaje de sobrevivencia.

MATERIALES WONDERS PARA RECIÉN LLEGADOS



Tarjetas que incluyen ilustraciones y fotografías coloridas para simular conversaciones. Cada tarjeta presenta un tema respaldado en la Guía de Maestro en tres lecciones.



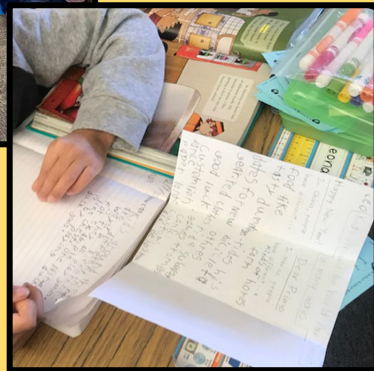
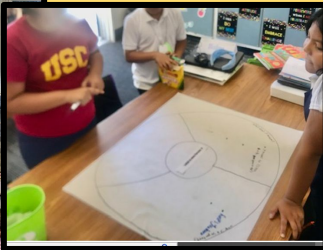
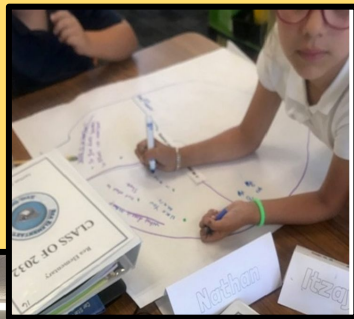
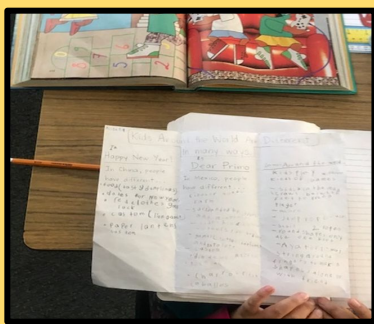


The Role of the Speaker	The Role of the Listener
❖ Speak in a clear voice.	❖ Eyes on the speaker.
❖ Eyes on your audience.	❖ Voice is off.
❖ Be confident to share your ideas!	❖ Think about what the speaker is saying.

Conversation Norms for Success!
❖ Everyone's voice is heard.
❖ Listen to others.
❖ Respect all ideas and feelings.
❖ Use evidence.
❖ Be confident to share.

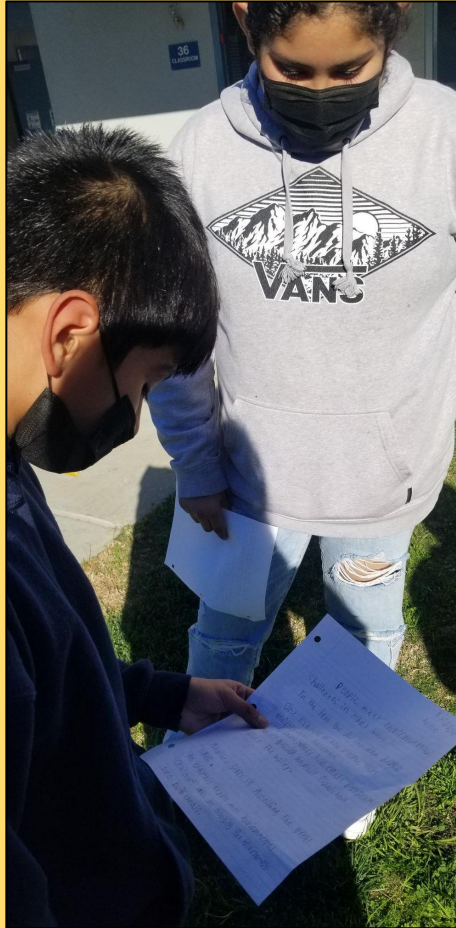
El papel del orador	El papel del oyente
❖ Habla con voz clara.	❖ Ojos en el orador.
❖ Ojos en tu audiencia.	❖ La voz está apagada.
❖ ¡Confía en ti mismo!	❖ Piensa sobre lo que está diciendo el orador.

Normas de conversación ¡para lograr el éxito!
☐ Cada voz es escuchada. ☐ Escucha activamente a los demás. ☐ Valora y respeta todas las observaciones, opiniones, sentimientos, ideas, y preguntas. ☐ Apoya tus ideas con evidencia. ☐ Ten la confianza de compartir tus ideas. ☐ Siempre intenta investigar más a fondo.

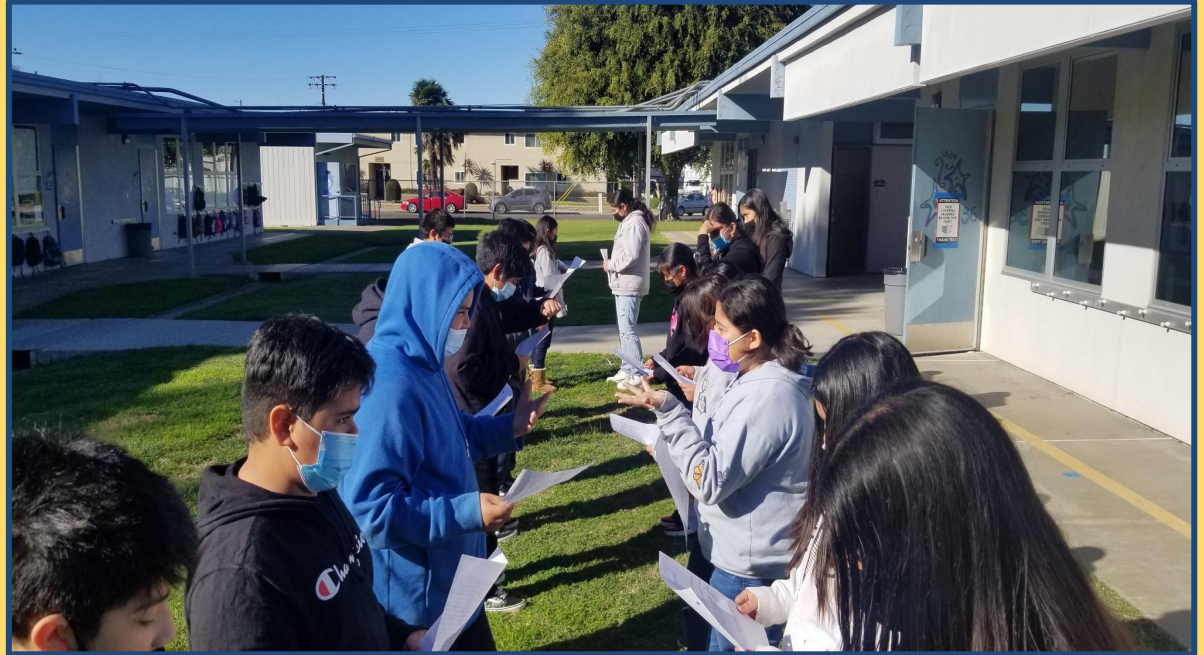


The Role of the Speaker 	The Role of the Listener 
❖ Speak in a clear voice. 	❖ Eyes on the speaker. 
❖ Eyes on your audience. 	❖ Voice is off. 
❖ Be confident to share your ideas! 	❖  Think about what the speaker is saying. 

Conversation Norms for Success!
❖ Everyone's voice is heard.  ❖ Listen to others.  ❖ Respect all ideas and feelings.  ❖ Use evidence.  ❖ Be confident to share. 

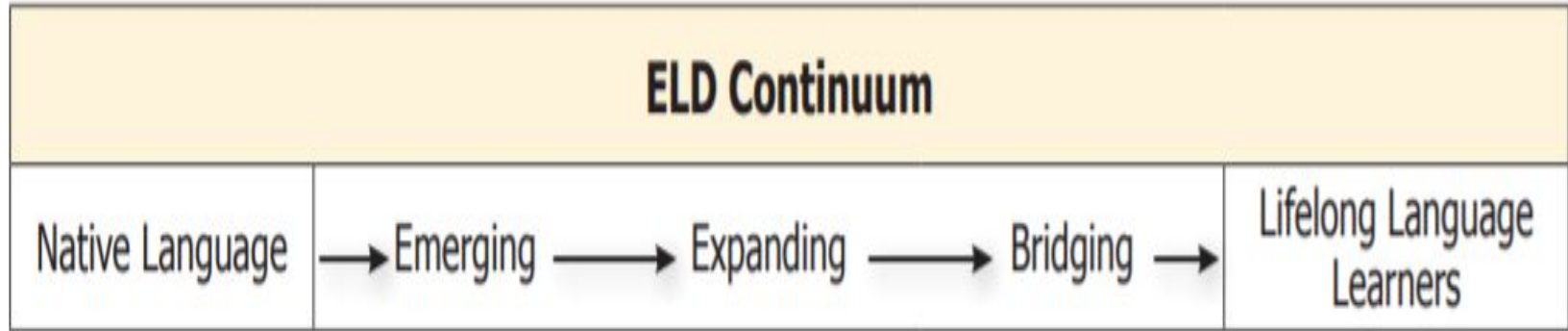


Speaking to Write / *Hablando para escribir*



ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY LEVEL CONTINUUM

General Progression in the CA ELD Standards ELD Continuum



CONTINUO DE NIVEL DE SUFICIENCIA EN EL APRENDIZAJE
PROGRESIVO DEL INGLÉS

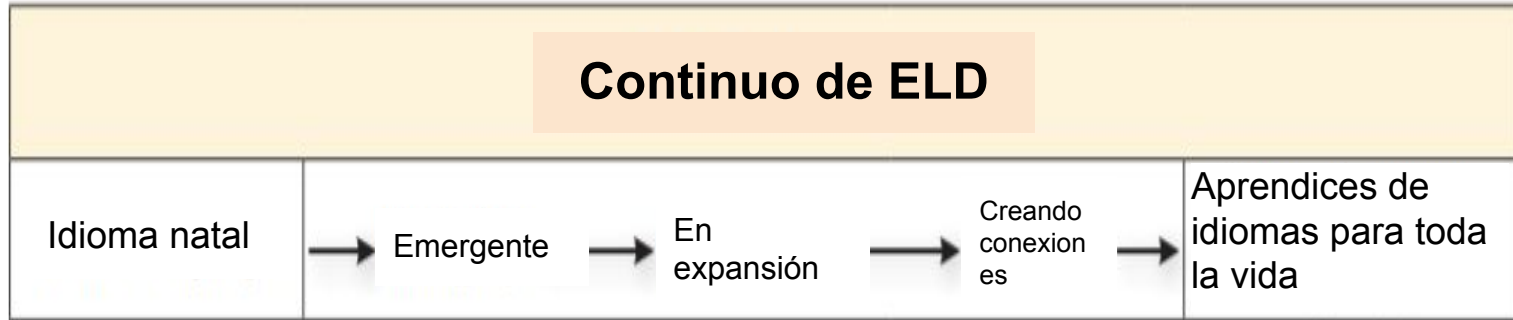
Progresión General en el Continuo de Estándares de ELD de CA

```
graph LR; A[Idioma natal] --> B[Emergente]; B --> C[En expansión]; C --> D[Creando conexiones]; D --> E[Aprendices de idiomas para toda la vida]
```

The diagram illustrates the progression of English Language Development (ELD) standards in California. It features a horizontal flowchart with five stages, each in a light blue box, connected by right-pointing arrows. Above the flowchart is a large light blue rectangle containing the title "Continuo de ELD".

Continuo de ELD

Idioma natal → Emergente → En expansión → Creando conexiones → Aprendices de idiomas para toda la vida



ELD PROFICIENCY LEVEL CONTINUUM

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum				Lifelong Language Learning
	Emerging	Expanding	Bridging	Advanced	
Native Language	English learners	Upon exit from	As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.
English Language Development					
English Language Proficiency Assessment (ELPAC) Overall Level from Spring					
Collaborative					
• Engagement in dialogue with others					
Interpretive					
• Understanding & analyzing written & spoken text					
Productive					
• Creation of oral presentations & written texts					
Key Proficiency Level Descriptors:					
EM: Emerging EX: Expanding BR: Bridging					

"O", "S", "N".
"How much effort does the students put forth in learning English during designated ELD?"
Speaking
Listening
Reading
Writing

Pre-populated from Aeries

Place each student in a "Proficiency Level" using EM, EX, BR in each USE THE "LEVEL UP" rubric or the CA ELD Proficiency Level Descriptors

How do teachers know whether my child is progressing in English?

Gathering language samples

Class observations

Scaffolded assessments

General Extent of Support

Linguistic Support

English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need **varying linguistic support, depending on the linguistic and cognitive demand of the task.**

Substantial

Students at the **early stages** of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate or light** for familiar tasks or topics.

Moderate

Students at the **early stages** of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided **moderate** linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be **light** for familiar tasks or topics.

Light

Students at the **early stages** of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **light** linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.

Students at the **early stages** of the Advanced level can engage in complex, cognitively demanding social and academic activities requiring language when provided **occasional** linguistic support in their ongoing learning of English.

CONTINUO DE NIVEL DE SUFICIENCIA DE ELD

Proficiency Level Descriptors

ENGLISH LANGUAGE DEVELOPMENT	T1	T2	T3
English Language Proficiency Assessment (ELPAC) Overall Level from Spring			
Effort			
Collaborative			
• Engagement in dialogue with others			
Interpretive			
• Understanding & analyzing written & spoken text			
Productive			
• Creation of oral presentations & written texts			
Key Proficiency Level Descriptors: EM: Emerging EX: Expanding BR: Bridging			

Pre-populated from Aeries

Place each student in a "Proficiency Level" using EM, EX, BR in each USE THE "LEVEL UP" rubric or the CA ELD Proficiency Level Descriptors

ELD Proficiency Level Continuum

Expanding

As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.

Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.

As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.

¿Cómo saben los maestros que mi hijo(a) está progresando?

Obtener muestras de lenguaje

Observaciones en clase

Evaluaciones escalonadas

their native language.

High-Level Thinking with Linguistic Support

English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need **varying linguistic support, depending on the linguistic and cognitive demand of the task.**

Substantial

Students at the **early stages** of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate or light** for familiar tasks or topics.

Moderate

Students at the **early stages** of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided **moderate** linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be **light** for familiar tasks or topics.

Light

Students at the **early stages** of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **light** linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.

Students who have reached the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

General Extent of Support

How can I support my child at home?

- Ask questions and encourage students to use details or examples
Tell me more / Dime más.
Can you give me an example? / ¿Puedes darme un ejemplo?
- Check folder/emails/ notes
- READ in your home language with your child OR listen to them read
- Talk about what they are reading :

First, Next, Then, Last / Primero, Siguiente, Luego, Ultimo

Who, What, When, Where, Why, How / Quién, Qué, Cuándo, Dónde, Por qué, Cómo

Description, Setting, and Events / Descripción, Configuración y Eventos

- Have them explain how they solved a math problem or answered a question
- Contact teacher or school with any questions



¿Cómo puedo apoyar a mi hijo(a) en casa?

- Haga preguntas y anime a los estudiantes a usar detalles o ejemplos

Tell me more / Dime más.

Can you give me an example? / ¿Puedes darme un ejemplo?

- Revise su carpeta/correo electrónico/notas
- LEA en su idioma natal con su niño(a) O escúchelos leer
- Hablen sobre lo que están leyendo:

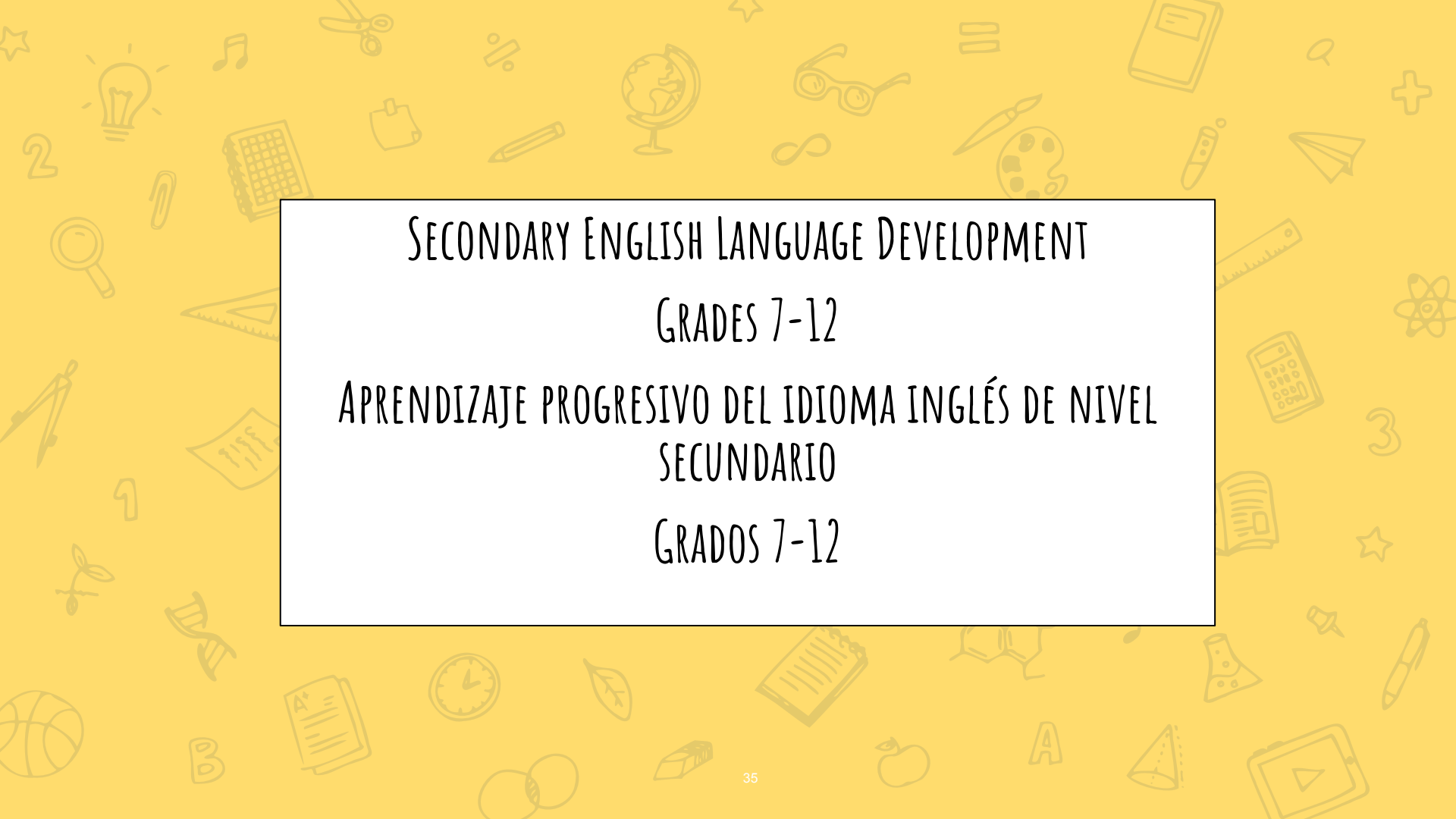
First, Next, Then, Last / Primero, Siguiente, Luego, Ultimo

Who, What, When, Where, Why, How / Quién, Qué, Cuándo, Dónde, Por qué, Cómo

Description, Setting, and Events /Descripción, Configuración y Eventos

- Pídales explicar cómo resolvieron un problema matemático o cómo contestaron una pregunta
- Contacte al maestro o la escuela con cualquier pregunta





SECONDARY ENGLISH LANGUAGE DEVELOPMENT

GRADES 7-12

APRENDIZAJE PROGRESIVO DEL IDIOMA INGLÉS DE NIVEL
SECUNDARIO

GRADOS 7-12

DESIGNATED ELD:

EMERGING AND EXPANDING STUDENTS: ELD CLASS

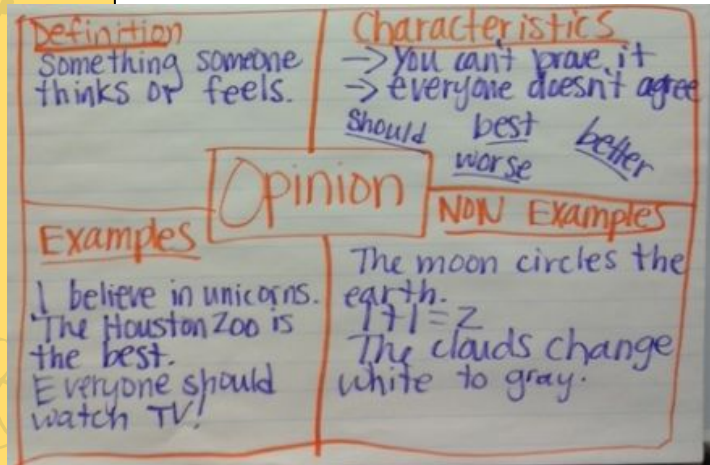
BRIDGING LEVEL: SUPPORT IN ENGLISH LANGUAGE ARTS CLASS

<u>Definition</u> Something someone thinks or feels.	<u>Characteristics</u> → you can't prove it → everyone doesn't agree Should best better worse
<u>Examples</u> I believe in unicorns. The Houston Zoo is the best. Everyone should watch TV!	<u>Opinion</u> <u>Non Examples</u> The moon circles the earth. $1+1=2$ The clouds change white to gray.

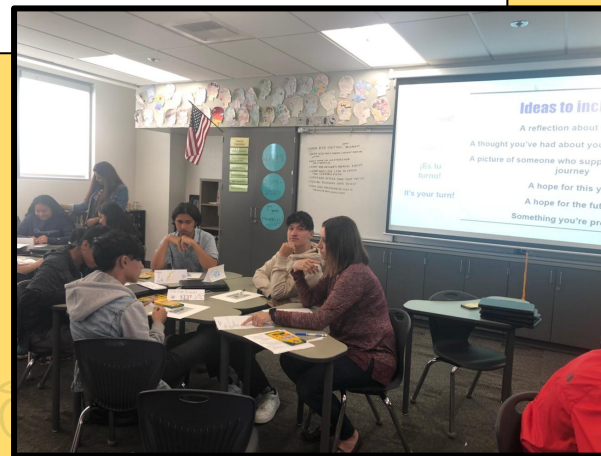
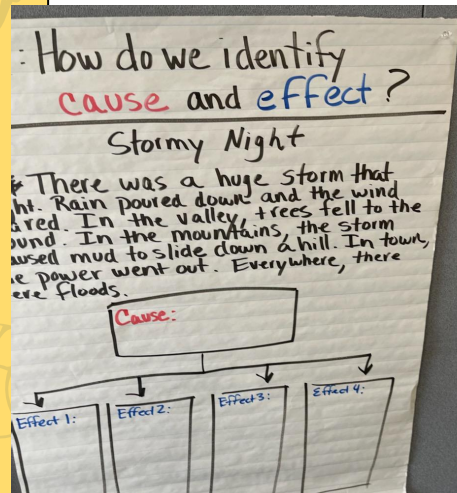


ELD DESIGNADO:

ESTUDIANTES EMERGENTES Y EN EXPANSIÓN: CLASE DE ELD NIVEL CREANDO CONEXIONES: APOYO EN CLASE DE ARTES LINGÜÍSTICAS DEL INGLÉS



INTEGRATED ELD: SUPPORT IN ALL CONTENT CLASSES ELD INTEGRADO: APOYO EN TODAS LAS CLASES Y SU CONTENIDO



ENGLISH LANGUAGE DEVELOPMENT (ELD) CLASS

INSIDE AND EDGE CURRICULUMS



CLASE DE APRENDIZAJE PROGRESIVO DEL INGLÉS (ELD)

PLAN DE ESTUDIOS *INSIDE Y EDGE*



READING SUPPORT CLASSES
CLASES DE APOYO EN LECTURA



Educational Partner Input

Aportes de los socios educativos



Newport-Mesa

Unified School District

District English Learner Advisory Committee (DELAC)

02/08/2023 | 8 de febrero, 2023

Purpose | *Propósito*

1. Assist in development of our plan for 2023-24

1. Provide input for the leadership team to consider

1. Asistir en el desarrollo de nuestro plan para el año escolar 2023-24

1. Proporcionar información para poner en consideración del equipo de liderazgo



Input on Site Programs

Aportes respecto a los programas escolares

1. What are the Successes you have seen for our students and our families?
2. What suggestions do you have for improving our school programs?

1. ¿Cuáles son los éxitos que ha encontrado para nuestros estudiantes y nuestras familias?
2. ¿Qué sugerencias tiene para mejorar nuestros programas escolares?

Academics

*Estudios
académicos*

**Behavior & Mental
Health**
*Comportamiento y
salud mental*

**Parent/Family
Engagement and
Education**

*Educación y
participación de
padres/familias*

**Facilities and
Technology**
*Instalaciones y
tecnología*





Newport-Mesa
Unified School District

English Learner Student Panel NMUSD Students

***Panel de Estudiantes Aprendices de Inglés
del Distrito de Newport Mesa***



Allison Valeria Alas Chacon

My experience as an ESL student

Mi experiencia como estudiante ESL

Isaac Tello

My experience as an ESL student

Mi experiencia como estudiante ESL



Nallely Enriquez

Mi experiencia como estudiante ESL

Announcements/ Anuncios

girls inc.
of Orange County

PRESENTS

hoag.

Newport Mesa
FAMILY RESOURCE CENTER

BOLD BUILDERS BUSINESS CAMP

Build a business you believe in.

Wednesday-Friday
February 22-24, 2023
9:00 am - 3:00 pm
Kinder - 8th Grade

FREE LUNCH INCLUDED

Melinda Hoag Center - 307 Placentia Ave. Newport Beach
QUESTIONS? - CALL - (949)764-8100

REGISTER NOW!

OPEN CAMERA
POINT AT SQUARE
CLICK ON LINK
FILL OUT FORM

Programs and services at the Newport Mesa Family Resource Centers are funded in part through Families and Communities Together (FACT). FACT receives funding from federal, state, and county agencies including U.S. Department of Health and Human Services-Promoting Safe and Stable Families, the County of Orange as well as voluntary (in-kind) support and private donations. FACT is a program administered by the County of Orange Social Services Agency, in partnership with the FACT FAS partner, Charitable Ventures.

girls inc.
of Orange County

PRESENTA

hoag.

Newport Mesa
FAMILY RESOURCE CENTER

BOLD BUILDERS BUSINESS CAMP

Crea un negocio en el que te inspira.

Miércoles - Viernes
22-24 de Febrero de 2023
9:00 am - 3:00 pm
Kinder - 8vo Grado

GRATIS LONCHE INCLUIDO

Melinda Hoag Center - 307 Placentia Ave. Newport Beach
¿PREGUNTAS? - LLAME - (949)764-8100

REGÍSTRATE AHORA

CÁMARA ABIERTA
APUNTAR AL CUADRO
HACER CLIC EN EL ENLACE
COMPLETAR FORMULARIO

Los programas y servicios en los Centros de Recursos Familiares de Newport Mesa están financiados en parte a través de Familias y Comunidades Juntas (FACT). FACT recibe fondos de agencias federales, estatales y del condado, incluido el Departamento de Salud y Servicios Humanos de los EE. UU. - Promoción de Familias Seguras y Estables, el Condado de Orange, así como donaciones de voluntarios, apoyo en especie y donaciones privadas. FACT es un programa administrado por la Agencia de Servicios Sociales del Condado de Orange, en asociación con el socio de FACT FAS, Charitable Ventures.



Newport-Mesa
Unified School District

Adjournment

Fin de la Reunión



Next DELAC Meeting:

March 22, 2023 ~ 6:30 PM

Próxima Reunión del DELAC

22 de Marzo 2023 ~ 6:30 PM

Next School Board Meeting:

March 7, 2023 ~ 6:00 PM

Reuniones de la Mesa Directiva de Educación

7 de Marzo 2023 ~ 6:00 p.m.

Newport-Mesa Unified School District

Multilingual Programs | English Learners