

# Comité Asesor de Aprendices de inglés del Distrito (DELAC)

*District English Learner Advisory Committee (DELAC)*

10.09.24



# Interpretation

## Interpretación

### Two languages available

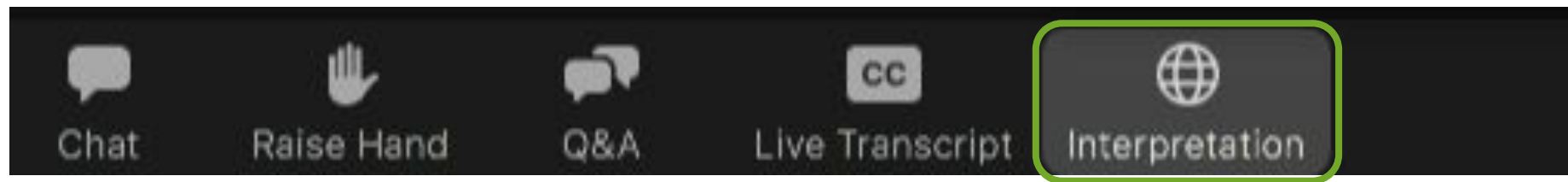
*Dos idiomas disponibles*

- English
- Español

### Selecting a language

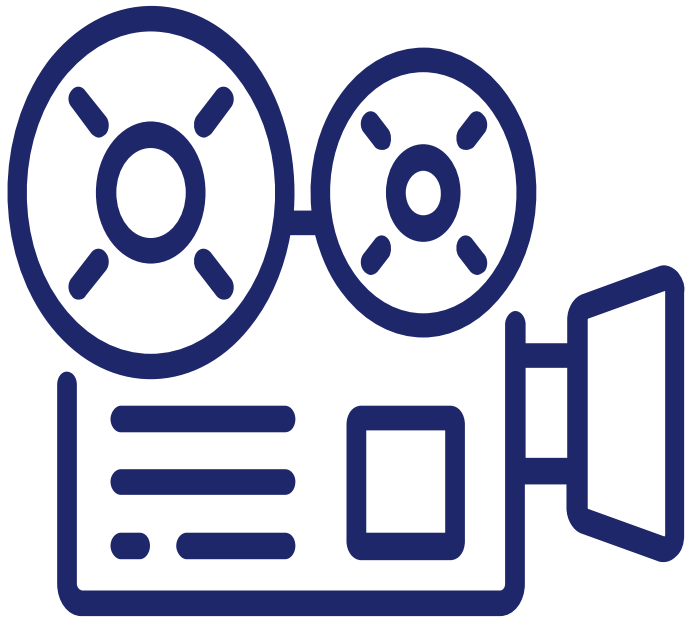
*Selección de un idioma*

- Please click on the globe icon and select the language of your choice
- Haga clic en el icono del globo terráqueo y seleccione el idioma de su elección



# Event Recording Notice

## Aviso de grabación del evento



### Webinar Recording

#### *Grabación del seminario web*

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- This virtual event will be recorded and may be published for public viewing on the LESD website(s) and YouTube channel
- Este evento virtual se grabará y se puede publicar para que el público lo vea en los sitios web de LESD y en el canal de YouTube

### If you don't wish to be recorded

#### *Si no desea ser grabado*

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- Participants can turn off their camera and rename themselves (optional)
- Los participantes pueden apagar su cámara y cambiar su nombre (opcional)

# 2024-2026 DELAC Leadership



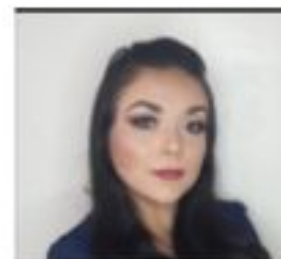
President  
Lydia Castro

Vice President  
Gianina Trujillo

Secretary  
Lissa Martinez



Tania Yamakawa,



Maria Aguilera Paredes

name

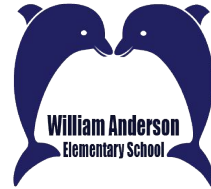
nombre

school and  
grade of  
children

How do you  
explain ELAC to  
your friends?

escuela y  
grado de los  
niños

¿Cómo les explicas  
ELAC a tus amigos?



**Billy Mitchell  
Elementary School**



Lucille Smith Elementary School

# Agenda

## New Information

Información nueva

- Reclassification criteria and knowing how your child is progressing
  - Questions to ask at Parent/Teacher Conferences
- 
- Criterios de reclasificación y saber cómo progresa su hijo
  - Preguntas para hacer en las conferencias de padres y maestros

## Follow Ups

Regresar a temas anteriores

- Review Homework
  - What is ELAC?  
Elevator speeches
  - What should the name of our committee be?
- 
- ¿Qué es ELAC?
    - Discurso de ascensor
  - ¿Cuál debería ser el nombre de nuestro comité?

## Next Steps

Próximos pasos

●

●



# ***Reclassification Criteria and Knowing How Your Child is Progressing***

Criterios de reclasificación y saber cómo  
progresa su hijo

Student ID #: 28232

## Annual Parent Notification Letter Federal Title I or Title III and State Requirements

To the Parent(s)/Guardian(s) of: School:  
William Green Elementary

Student  
ID #:  
Grade  
Tested:

**Dear Parent(s) or Guardian(s):** Your child continues to be identified as an English learner. 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])

### English Language Assessment Results of California (ELPAC) Results

(20 U.S.C Section 6312[e][3][A][ii])

Composite	Performance Level
Overall	
Oral Language	
Written Language	



#### Individualized Education Program (IEP) on file No

Refer to the description of how your child's program placement will contribute to meeting the objectives of the IEP on the Service page and annual goals addressing ELD needs. (20 U.S.C. Section 6312[e][3][A][vii])

#### Exit (Reclassification) Criteria

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

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.

Required Criteria (California Education Code Section 313[f])	LESD Criteria
English Language Proficiency Assessment	Overall Level 4 score



# Reclassification Criteria

- **ELPAC or Alternate ELPAC score**
- **Comparison of Performance in Basic Skills**
- **Teacher Recommendation**
- **Parent Consultation**

# Five Pathways to Reclassification for English Learners

## General Education Pathways

Criterion #1: **Score of 4 on the Summative ELPAC**  
 Criterion #2: **Teacher Evaluation of Student Academic Performance (ELA grades)**  
 Criterion #3: **Parent Consultation**  
**AND**  
 Criterion #4: **Comparison of Basic Skills (differs by grade level)**

### K-2

Meeting or exceeding standards on **Benchmark Unit assessment**

**OR**

At/Above grade level on **iReady**

### 3-5

Meeting or exceeding standards on **Benchmark Unit assessment**

**OR**

At/Above grade level on

**iReady**

**OR**

Upper 2 quartiles of Standard Nearly Met on **SBAC**

### 6-8

At/Adjacent level on **iReady** reading

**OR**

Upper 2 quartiles of Standard Nearly Met on **SBAC**

## Pathways for Students with Disabilities

### Learning Center Program

Criterion #1: **Score of 4 on the Summative ELPAC**  
**OR**

If the student did not meet threshold criteria for general reclassification, but has an **overall performance on ELPAC of level 3**, and the IEP team reviewed other informal measures of proficiency (such as teacher, parent, EL expert observations/reports) and **determined it is likely the student is proficient in English**.

Criterion #2: **Teacher Evaluation of Student Academic Performance based on:**

- Classroom performance
- District-wide assessments
- Progress toward IEP Goals
- Formative Assessment
- Intervention Data

Criterion #3: **Comparison of Performance in State Testing or Basic Skills**

- Upper 2 quartiles of Standard Nearly Met on **SBAC**, **OR**
- Basic skills assessment scores reflect individual student growth commensurate with students' ability
- Testing Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference
- Student has received ELD services for more than three years and academic progress in ELA basic skills is commensurate with that of peers who manifest similar disabilities who are not English learners

Criterion #4: **Parent Opinion and Consultation**

### Special Day Class

Criterion #1: Score of 3 on the **Alternate English Language Proficiency Assessments for California (ELPAC)**

Criterion #2: **Teacher Evaluation of Student Academic Performance based on:**

- Classroom performance
- n2y benchmarks assessments
- n2y monthly checkpoints
- Progress toward IEP Goals
- Intervention Data

Criterion #3: **Comparison of Performance in State Testing or Basic Skills**

- **California Alternate Assessment in ELA/Math**
- **California Alternate Assessment in Science**

Criterion #4: **Parent Opinion and Consultation**

## General Education

Criterion #1: **Score of 4 on the Summative ELPAC**

Criterion #2: **Teacher Evaluation of Student Academic Performance (ELA grades)**

Criterion #3: **Parent Consultation**

**AND**

Criterion #4: **Comparison of Basic Skills (differs by grade level)**

### K-2

Meeting or exceeding  
standards on  
**Benchmark  
Unit assessment**

**OR**

At/Above grade level on  
**STAR Reading  
iReady**

### 3-5

Meeting or exceeding  
standards on **Benchmark  
Unit assessment**

**OR**

At/Above grade level on  
**iReady**

**OR**

Upper 2 quartiles of Standard  
Nearly Met on **SBAC**

### 6-8

At/Adjacent level on **iReady**  
reading

**OR**

Upper 2 quartiles of Standard  
Nearly Met on **SBAC**

# Learning Center Program

Criterion #1: **Score of 4 on the Summative ELPAC**

Criterion #2: **Teacher Evaluation of Student Academic Performance based on:**

- Classroom performance
- District-wide assessments
- Progress toward IEP Goals
- Formative Assessment
- Intervention Data

Criterion #3: **Comparison of Performance in State Testing or Basic Skills**

- Upper 2 quartiles of Standard Nearly Met on **SBAC, OR**
- Basic skills assessment scores reflect individual student growth commensurate with students' ability
- Testing Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference
- Student has received ELD services for more than three years and academic progress in ELA basic skills is commensurate with that of peers who manifest similar disabilities who are not English learners

Criterion #4: **Parent Opinion and Consultation**

# Special Day Class

Criterion #1: **Score of 3 on the Alternate Summative ELPAC**

Criterion #2: **Teacher Evaluation of Student Academic Performance based on:**

- Classroom performance
- n2y benchmarks assessments
- n2y monthly checkpoints
- Progress toward IEP Goals
- Intervention Data

Criterion #3: **Comparison of Performance in State Testing or Basic Skills**

- California Alternate Assessment in ELA/Math
- California Alternate Assessment in Science

Criterion #4: **Parent Opinion and Consultation**



# *Questions to Ask at Parent/Teacher Conferences*

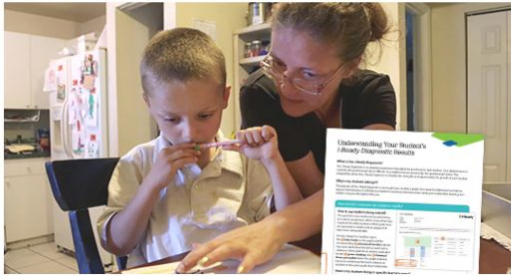
Preguntas para hacer en las conferencias de  
padres y maestros

- **What kind of services and programs does the school have to help my child learn English and all the other subjects he/she is studying?**
- **Based on my child's ELPAC, iReady, and/or SBAC scores, how well is my child learning English and do you have an educational plan for him/her?**
- **What activities do you use in class to encourage him to practice his English with his/her peers?**
- **How can I support my child's learning English at home?**
- **What flexible volunteer opportunities do you have for parents to get involved in this school?**

- **¿Qué tipo de servicios o programas ofrece esta escuela para ayudar a mi hijo o hija a aprender inglés y las otras materias que está cursando?**
- **Según los puntajes ELPAC, iReady y/o SBAC de mi hijo, ¿qué tan bien está aprendiendo inglés mi hijo/a y tienen ustedes un plan de educación para él/ella?**
- **¿Qué actividades utilizan en clases para estimularlo a practicar inglés con sus pares?**
- **¿Cómo puedo apoyar el aprendizaje de inglés de mi hijo o hija en el hogar?**
- **¿Qué oportunidades flexibles de voluntariado tienen para que los padres se involucren en esta escuela?**

# Resources to help you understand iReady results

## Understand Your Student's Diagnostic Results



### What is the i-Ready Diagnostic?

The i-Ready Diagnostic is an adaptive assessment that adjust its questions for each student. As a student answers correctly, the questions get more difficult. As a student answers incorrectly, the questions get easier. This adaptability allows the i-Ready Diagnostic to identify the strengths and opportunities for growth of each student.

### Why is my student taking it?

The purpose of the i-Ready Diagnostic is not to give your student a grade, but instead to determine how best to support their learning. It will help your student's teacher(s) determine their needs, personalize their learning, and monitor progress throughout the year.

### What if my student is performing below grade level?

This situation can happen, and teachers and schools have many strategies and programs to help accelerate your student's learning. Having this information can help you, your student, and their teachers have the right conversations to make the needed progress.

### What does it mean if my student scored lower on the second Diagnostic than the first?

A lower score does not mean your student did not learn or lost skills. Scores can be affected by things like stress, distraction, taking the Diagnostic in a different place, and receiving help. This can be particularly common when students are learning in different environments and under unique circumstances. Teachers take this into account and use the data from i-Ready as one of many tools to understand your student's unique needs and progress.

### What can I do to help my student?

- Discuss these results with your student. Celebrate their strengths and progress, and collaborate with them on planning how they will reach their goals.
- Reach out to your student's teacher to get more ideas and resources to support your student in specific domains and/or skills.
- If your student uses i-Ready Personalized Instruction, review their progress on the student dashboard and support their learning at home with these tips, which can be found [here](#).

### Learn more with the help of these family resources:

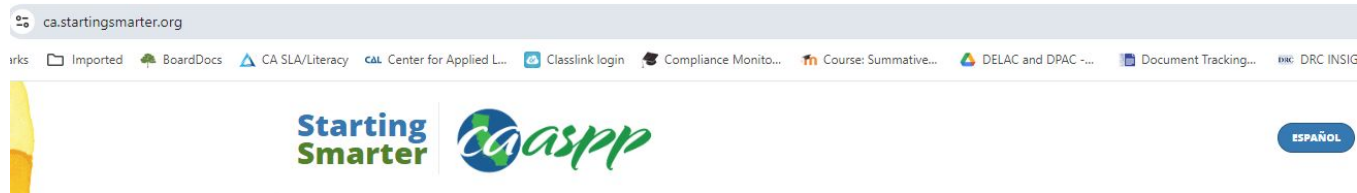
- Download [this PDF resource](#) to help you understand your student's Diagnostic results.
- Watch this [family video](#) to better understand the i-Ready Diagnostic and your student's data

- [Family Communication/Spanish](#)
- [Family Communication/Mandarin](#)
- [Family Communication/Vietnamese](#)
- [Family Communication/Arabic](#)

- For Families Accessing the Report
  - Access to the For Families report on the student dashboard requires a two-step authentication:
    - The student's i-Ready Connect username and password **(our students log in through Classlink)**
    - The districtwide report code **3RZCBP**

<https://i-readycentral.com/familycenter/understand-your-students-i-ready-diagnostic-results/>

# Understanding CAASPP (SBAC ELA and Math)



## Starting Smarter

### Understand Your Child's Student Score Report

No one knows your child or their needs more than you. Starting Smarter provides you with the resources and information to help you use your child's CAASPP score report to understand the areas where your child is excelling and where they can improve. All of this can begin a conversation with your child's teachers about how your child's learning and progress can be supported in school and at home all year long.

### What is the CAASPP?

Parent Guides to Understanding are available in nine separate languages.



## Smarter Balanced Summative Assessments

- [A Parent Guide to Understanding the Smarter Balanced Summative Assessments\(PDF\)](#)
- [دليل أولياء الأمور للفهم لتقييمات التحصيلية المتوازنة الأكثر ذكاء \(Arabic\)\(PDF\)](#)
- [학부모 안내서 스마터 밸런스 종합 평가 \(Korean\)\(PDF\)](#)
- [по ИТОГОВЫМ экзаменам тоговые экзамены на основе сбалансированной системы оценки \(Russian\)\(PDF\)](#)
- [家长理解指南 智慧平衡总结性评估 \(Simplified Chinese\)\(PDF\)](#)
- [Una Guía de Comprensión Para Padres Evaluaciones Sumativas \(Spanish\)\(PDF\)](#)
- [Isang Gabay ng Magulang sa Pag-Unawa Ang Mas Mahuhusay na Balanseng Pangkalahatang Assessment \(Tagalog\)\(PDF\)](#)
- [家長指南 智能均衡總結評估 \(Traditional Chinese\)\(PDF\)](#)
- [Hướng Dẫn Cho Cha Mẹ Hiểu Rõ Bài Đánh Giá Tổng Kết Smarter Balanced \(Vietnamese\)\(PDF\)](#)

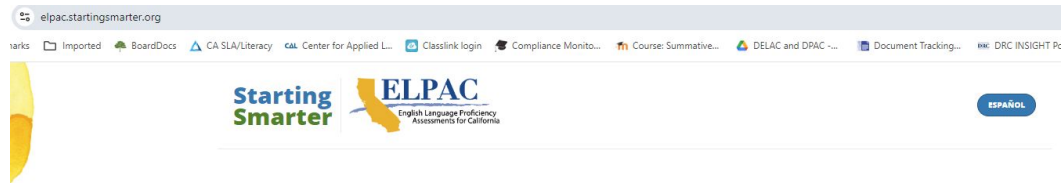
## California Science Test (CAST)

- [A Parent Guide to Understanding the California Science Test \(CAST\)\(PDF\)](#)
- [دليل أولياء الأمور للفهم اختبار كاليفورنيا للعلوم \(CAST\) \(Arabic\)\(PDF\)](#)
- [학부모 안내서 캘리포니아주 과학 시험\(CAST\) \(Korean\)\(PDF\)](#)
- [Руководстве для родителей Тест по естествознанию для учащихся штата Калифорния \(CAST\) \(Russian\)\(PDF\)](#)
- [家长理解指南 加州科学测试 \(CAST\) \(Simplified Chinese\)\(PDF\)](#)
- [Una Guía de Comprensión Para Padres Examen de Ciencias de California \(CAST\) \(Spanish\)\(PDF\)](#)
- [Isang Gabay ng Magulang sa Pag-Unawa Ang Pagsusulit sa Agham sa California \(CAST\) \(Tagalog\)\(PDF\)](#)
- [家長指南 加州科學測驗 \(CAST\) \(Traditional Chinese\)\(PDF\)](#)
- [Hướng Dẫn Cho Cha Me Hiểu Rõ Bài Khảo Thí môn Khoa Học của California \(CAST\) \(Vietnamese\)\(PDF\)](#)

## California Alternate Assessments (CAAs)

- [A Parent Guide to Understanding the California Alternate Assessments \(CAAs\) for English Language Arts, Math and Science\(PDF\)](#)
- [تقييمات كاليفورنيا البديلة لأداب اللغة الإنجليزية والرياضيات والعلوم \(CAAs\) دليل أولياء الأمور للفهم \(Arabic\)\(PDF\)](#)
- [학부모 안내서 캘리포니아주 대체 수행 평가\(CAAs\)영어, 수학, 과학 \(Korean\)\(PDF\)](#)
- [Руководстве для родителей Тест по Альтернативные экзамены штата Калифорния \(CAAs\) по английскому письму и литературе, математике, естествознанию \(Russian\)\(PDF\)](#)
- [家长理解指南 加州替代评估 \(CAAs\) 英语语言艺术、数学和科学\(Simplified Chinese\)\(PDF\)](#)
- [Una Guía de Comprensión Para Padres Evaluaciones Alternativas de California \(CAAs\) para el Idioma Inglés, las Matemáticas y las Ciencias \(Spanish\)\(PDF\)](#)
- [Isang Gabay ng Magulang sa Pag-Unawa Mga Alternatibong Pagtatasa sa California \(CAAs\) para sa Sining ng Wikang Ingles, Matematika, at Agham \(Tagalog\)\(PDF\)](#)
- [家長指南 加州替代評估 \(CAAs\) 英文語言藝術、數學及科學科 \(Traditional Chinese\)\(PDF\)](#)
- [Hướng Dẫn Cho Cha Me Hiểu Rõ Bài Đánh Giá Thay Thế của Tiểu Bang California \(CAAs\) về Ngữ Văn Tiếng Anh, Toán Học và Khoa Học \(Vietnamese\)\(PDF\)](#)

# Understanding the ELPAC



## Starting Smarter

### Understand Your Child's Student Score Report

No one knows your child or their needs more than you. Starting Smarter provides you with the resources and information to help you use your child's ELPAC score report to understand the areas where your child is excelling and where they can improve. All of this can begin a conversation with your child's teachers about how your child's learning and progress can be supported in school and at home all year long.

### What is the ELPAC?

Parent Guides to Understanding are available in nine separate languages.



## English Language Proficiency Assessments for California (ELPAC)

### Initial ELPAC

- [A Parent Guide to Understanding the Initial English Language Proficiency Assessments for California\(PDF\)](#)
- [دليل أولياء الأمور للفهمتقييمات كاليفورنيا الأولية لإجادة اللغة الإنجليزية \(Initial ELPAC\) \(Arabic\)\(PDF\)](#)
- [학부모 안내서 캘리포니아주 초기 영어 능숙도 평가 \(Initial ELPAC\) \(Korean\)\(PDF\)](#)
- [Руководстве для родителей Первичная оценка уровня владения английским языком для учащихся штата Калифорния \(Initial ELPAC\) \(Russian\)\(PDF\)](#)
- [家长理解指南 加州英语语言能力评估初测 \(Initial ELPAC\) \(Simplified Chinese\)\(PDF\)](#)
- [Una Guía de Comprensión Para Padres Evaluaciones Iniciales de Dominio del Idioma Inglés para California \(Initial ELPAC\) \(Spanish\)\(PDF\)](#)
- [Isang Gabay ng Magulang sa Pag-Unawa Ang Paunang Mga Pagtatasa sa Kahusayan sa Wikang Ingles para sa California \(Initial ELPAC\) \(Tagalog\)\(PDF\)](#)
- [家長指南 加州英文能力初次評估 \(Initial ELPAC\) \(Traditional Chinese\)\(PDF\)](#)
- [Hướng Dẫn Cho Cha Me Hiểu Rõ Bài Đánh Giá Trình Độ Thông Thao Tiếng Anh Ban Đầu của California \(Initial ELPAC\) \(Vietnamese\)\(PDF\)](#)

## Summative ELPAC

- [A Parent Guide to Understanding the Summative English Language Proficiency Assessments for California \(ELPAC\)\(PDF\)](#)
- [دليل أولياء الأمور للفهمتقييمات كاليفورنيا للتأهيلية لإجادة اللغة الإنجليزية \(ELPAC\) \(Arabic\)\(PDF\)](#)
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- [家长理解指南 加州英语语言能力评估总结性评估 \(ELPAC\) \(Simplified Chinese\)\(PDF\)](#)
- [Una Guía de Comprensión Para Padres Evaluaciones Sumativas de Dominio del Idioma Inglés para California \(ELPAC\) \(Spanish\)\(PDF\)](#)
- [Isang Gabay ng Magulang sa Pag-Unawa Ang Pangkalahatang Pagtatasa sa Kahusayan sa Wikang Ingles para sa California \(ELPAC\) \(Tagalog\)\(PDF\)](#)
- [家長指南 加州英文能力總結評估 \(ELPAC\) \(Traditional Chinese\)\(PDF\)](#)
- [Hướng Dẫn Cho Cha Me Hiểu Rõ Bài Đánh Giá Trình Đô Thông Thao Tiếng Anh cho Tiểu Bang California \(ELPAC\) \(Vietnamese\)\(PDF\)](#)

## Alternate ELPAC

- [A Parent Guide to Alternate English Language Proficiency Assessment for California\(PDF\)](#)
- [دليل أولياء الأمور للفهمتقييمات كاليفورنيا البديلة لإجادة اللغة الإنجليزية \(Alternate ELPAC\) \(Arabic\)\(PDF\)](#)
- [학부모 안내서 캘리포니아주 영어 능숙도 대체 수행 평가\(Alternate ELPAC\) \(Korean\)\(PDF\)](#)
- [Руководстве для родителей Альтернативная оценка уровня владения английским языком для учащихся штата Калифорния \(Alternate ELPAC\) \(Russian\)\(PDF\)](#)
- [家长理解指南 加州英语水平替代评估\(Alternate ELPAC\) \(Simplified Chinese\)\(PDF\)](#)
- [Una Guía de Comprensión Para Padres Evaluaciones Alternativas de Dominio del Idioma Inglés para California \(Alternate ELPAC\) \(Spanish\)\(PDF\)](#)
- [Isang Gabay ng Magulang sa Pag-Unawa Mga Alternatibong Pagtatasa sa Kahusayan sa Wikang Ingles para sa California \(Alternate ELPAC\) Tagalog\(PDF\)](#)
- [家長指南 加州英文能力替代評估 \(Alternate ELPAC\) \(Traditional Chinese\)\(PDF\)](#)
- [Hướng Dẫn Cho Cha Me Hiểu Rõ Bài Đánh Giá Trình Đô Thông Thao Tiếng Anh cho Tiểu Bang California Thay Thế \(Alternate ELPAC\) \(Vietnamese\)\(PDF\)](#)

## Follow Ups

- Review Homework
- What is ELAC? Elevator speeches
- What should the name of our committee be?
- *¿Qué es ELAC? Discurso de ascensor*
- *¿Cuál debería ser el nombre de nuestro comité?*

# Homework for today

## Next Steps

Próximos pasos

- Distribute ELAC checklist flyers via parentsquare and in Kindergarten classrooms
- Give your elevator pitch to as many people as possible.

- Distribuya el volante de ELAC en parent square y en las clases de Kinder
- Presenta tu discurso de ascensor a la mayor cantidad de personas posible!

## TO-DO LIST FOR NEW MULTILINGUAL FAMILIES

#1

Answer the Home Language Survey  
(usually completed during enrollment)

#2

Learn whether the school has determined  
your child's primary language to be English or  
another language spoken in the home.

#3

Verify if the school will administer the  
initial English Language proficiency  
assessment (ELPAC test) to your child  
(only Kindergarten students and older)

#4

Communicate with Multilingual Families ELAC  
Committee, classroom teacher or ELIRT  
teacher with any questions.

#5

Join our Multilingual  
Families ELAC  
meetings throughout  
the year.



Scan to access resources to support English and Spanish language development

## LISTA DE COSAS POR HACER PARA FAMILIAS MULTILINGÜES

#1

Conteste la encuesta de idiomas en el hogar c  
(Generalmente se completa con la inscripción)

#2

Infórmese si la escuela ha determinado que el  
idioma principal de su hijo es el inglés u otro  
idioma que se habla en el hogar.

#3

Verifica si la escuela va a administrar la  
prueba inicial de competencia en el idioma  
inglés (prueba ELPAC) a su hijo  
(solamente para estudiantes en Kindergarten o mayor)

#4

Comuníquese con el Comité ELAC de familias  
multilingües, el maestro del aula o el maestro  
ELIRT si tiene alguna pregunta.

#5

Únase con nosotras en  
las reuniones de ELAC  
familias multilingües a  
través del año escolar



Escanee para acceder a recursos para apoyar el desarrollo del idioma inglés y español

What should the name of our committee be?

¿Cuál debería ser el nombre de nuestro comité?



# ELEVATOR PITCH



Let's get started spreading the word! ¡Empecemos a correr la voz!

**ELAC is the English Learners Advisory Committee. This committee was created to build a community of parents and school staff dedicated to the support of multilingual students and their families.**

**Our purpose is to create a space where we can all share our experiences, ask questions, and, most importantly, collaborate to improve the learning outcomes of our students. As parents, you will have the opportunity to learn alongside the school staff about our school plans, the programs we offer, and the ways we can work together to support all our multilingual students. The agenda is created in collaboration with you, the parents. As a team, we can make recommendations that truly meet the needs of each student. Together, we can make a significant difference in the lives of our students.**

***ELAC es el Comité Asesor de Estudiantes de Inglés, este comité fue creado para construir una comunidad de padres y personal de la escuela dedicada al apoyo de estudiantes multilingües y sus familias. Nuestro propósito es crear un espacio en el que todos podamos compartir nuestras experiencias, plantear preguntas y, lo que es más importante, apoyar a los estudiantes para mejorar los resultados del aprendizaje. Como padres, tendrán la oportunidad de aprender junto al personal de la escuela sobre nuestros planes escolares, los programas que ofrecemos y las formas en que podemos trabajar juntos para apoyar a todos nuestros alumnos multilingües. El programa se elabora en colaboración con ustedes, los padres. Como equipo, podemos hacer recomendaciones que respondan realmente a las necesidades de cada estudiante. Juntos, podemos marcar una diferencia significativa en la vida de nuestros estudiantes.***



## **Vision**

At LESD, we celebrate the linguistic and cultural strengths of our English learners. Our language development program ensures that all students have equitable access to rigorous content while fostering bilingualism, biliteracy, and academic success. By integrating students' languages and cultures into instruction, we create a supportive, inclusive environment where every learner can thrive.

## **Mission**

Our mission is to provide English learners with high-quality instruction that builds on their linguistic and cultural assets. Through targeted language support, culturally responsive teaching, and collaborative practices, we equip students with the skills needed to access academic content, achieve success across all subject areas, and thrive as active participants in our diverse school community and beyond.

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# Upcoming Board meetings

<b>Date</b>	<b>Presentation(s)</b>	<b>School Spotlight</b>
October 17, 2024	English Learner (Title III) Progress	Rogers MS
November 7, 2024	iReady	Smith
November 21, 2024	Nutrition & Wellness	Twain

# Board Meetings & Agendas

Effective September 5, 2024, Board meetings will begin at 5:00 PM.

The Lawndale Elementary School District Governing Board encourages community members to attend School Board meetings and welcomes views on pertinent subjects. Our community has the opportunity to participate in the Board meetings virtually by streaming live through the LESD YouTube or in person at the district office.

## STREAMING LIVE

**YouTube:** Participants who do not wish to speak or access Spanish interpretation may view and listen to the meeting of the Board of Trustees live on the [LESD YouTube Channel here](#). Login and password are not necessary.



## Interpretation

Spanish interpretation is accessible through Zoom. To ensure interpretation, please complete the [Google form here](#).

[Click here to view LIVE on YouTube](#)

[CLICK HERE TO VIEW THE BOARD AGENDAS](#)

## Meeting Dates

Meetings are held on the \*first and third\* Thursdays of the month at **5:00 p.m.** in the Board Room of the Lawndale Elementary School District

# Reuniones del Consejo y órdenes del día

A partir del 5 de septiembre de 2024, las reuniones del Consejo comenzarán a las 17:00 horas.

La Junta Directiva del Distrito Escolar Primario de Lawndale alienta a los miembros de la comunidad a asistir a las reuniones de la Junta Escolar y da la bienvenida a las opiniones sobre temas pertinentes. Nuestra comunidad tiene la oportunidad de participar en las reuniones de la Junta virtualmente transmitiendo en vivo a través de YouTube del LESD o en persona en la oficina del distrito.

## TRANSMISIÓN EN VIVO

**YouTube:** Los participantes que no deseen hablar o acceder a la interpretación en español pueden ver y escuchar la reunión de la Junta Directiva en vivo en el [canal de YouTube de LESD aquí](#). El nombre de usuario y la contraseña no son necesarios.

## Interpretación

Se puede acceder a la interpretación en español a través de Zoom. Para asegurar la interpretación, por favor complete el [formulario Google aquí](#).

[Haga clic aquí para verlo EN DIRECTO en YouTube](#)

**PULSE AQUÍ PARA CONSULTAR LOS ÓRDENES DEL DÍA DEL CONSEJO**

## Fechas de las reuniones

Las reuniones se celebran el \*primer y tercer\* jueves de cada mes a las 5:00

# Next meetings

*Próximas reuniones*

**DPAC**

October 23

**DELAC**

November 13

Special Needs  
Family Support  
Group

November 19

**AAPAC**

TBD

See you at the next meeting!! | *Nos vemos en la próxima reunión*

Thanks for attending! *¡Gracias por asistir!*