



# WRITTEN NOTIFICATIONS

## *NOTIFICACIONES ESCRITAS*

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Coordinator of Multilingual Programs



# WRITTEN NOTICES/ NOTIFICACIONES ESCRITAS

**Two-Way Dual Language Program Dual-Language Immersion Program:** A language acquisition program also referred to as Two-Way Immersion that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in transitional kindergarten/kindergarten (TK/K) and continues to sixth grade, but can continue through high school.

## **Structured English Immersion (SEI)**

**Structured English Immersion** A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

## **Transitional Bilingual Program**

**Early Exit Transitional Bilingual Language acquisition program** for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to third grade where students transition to instruction all in English.

## **Maintenance Bilingual Program**

**Late Exit Transitional Bilingual Language acquisition program** for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues, with the goal of biliteracy, to sixth grade.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students 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]; EC Section 310[a]).

Parents or 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 \_\_\_\_\_ at \_\_\_\_\_ to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e]3[A]viii]).

- The letter also describes each English learner program./La carta también describe
- cada programa para los aprendices de inglés.
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QUESTIONS/COMMENTS  
PREGUNTAS/COMENTARIOS



# CURRENT BYLAWS REVIEWS/ REPASO DE ESTATUTOS ACTUALES

## English

San Bernardino City Unified School District  
Multilingual Programs Department

### DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

#### BYLAWS Preamble

These bylaws will provide clear statements of our obligations and duties as they pertain to English learner programs and services.

The DELAC committee in collaboration with the Multilingual Programs Department will support and advocate for high quality instruction and equitable educational opportunities for children identified as English Learners. The DELAC committee will help to ensure English learner students gain academic and linguistic success through high expectations, equitable access, research-based educational practices that meet individual student needs, and targeted professional development that builds teacher capacity and efficacy. In order to meet the educational, personal, and college and career needs of every English learner student in a timely and effective manner, parent collaboration and authentic participation is key. To this end, we hereby adopt these bylaws

#### ARTICLE I Name of Committee

The name of this committee shall be the District English Learner Advisory Committee (DELAC).

#### ARTICLE II Purpose of Committee

The DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2).

The purpose of this District English Learner Advisory Committee is to advise the District School Board of Education (in person or in writing) about the services and programs the district offers to English learners. The DELAC shall advise the School District Governing Board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the SPSA's.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district goals and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notification required to be sent to parents and legal guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).\*

This section of the bylaws shall in no way be construed as giving the committee a veto over any educational program for English learners. The committee shall have no power to enter into contracts of any nature or to spend public funds. No committee member shall be required to provide any sum of money, property, or services, other than services described herein, to the committee.

The committee shall not have power to bind any member or the School District to any debt, liability, or obligation. The committee shall have no powers beyond those expressly set forth herein.

## Español

Distrito Escolar Unificado de la Ciudad de San Bernardino  
DEPARTAMENTO DE PROGRAMAS MULTILINGÜES

### COMITÉ CONSEJERO DEL DISTRITO PARA ESTUDIANTES APRENDICES DE INGLÉS

#### ESTATUTOS Préambulo

Estos estatutos proporcionarán declaraciones claras de nuestras obligaciones y deberes en lo que respecta a los programas y servicios de aprendices de inglés.

El comité del DELAC en colaboración con el departamento de programas multilingües apoyará y abogará por la instrucción de alta calidad y las oportunidades educativas equitativas para los niños/as identificados como aprendices de inglés. El comité del DELAC ayudará a garantizar que los estudiantes aprendices de inglés obtengan éxito académico y lingüístico a través de altas expectativas, acceso equitativo, prácticas educativas basadas en la investigación que satisfagan las necesidades individuales de los estudiantes, y desarrollo profesional enfocado en aumentar la capacidad y eficacia del maestro/a. Con el fin de satisfacer las necesidades educativas, personales, y las necesidades universitarias y profesionales de cada estudiante aprendiz de inglés de una manera oportuna y efectiva, la colaboración de los padres y la participación auténtica es clave. Con este fin, adaptamos estos estatutos.

#### ARTÍCULO I Nombre del Comité

El nombre de este comité será el Comité Consejero del Distrito para Estudiantes Aprendices de Inglés (DELAC).

#### ARTÍCULO II Propósito del Comité

El DELAC sirve de comité asesor de padres de aprendices de inglés bajo el Código de Educación de California Secciones 52063(b)(1) y 52062(a)(2).

El propósito de este Comité Consejero del Distrito para Estudiantes Aprendices de Inglés es el de aconsejar a la mesa directiva del distrito escolar (en persona o por escrito) sobre los servicios y programas que el distrito ofrece a estudiantes aprendices de inglés. El DELAC debe asesorar a la Mesa Directiva del Distrito Escolar sobre al menos las siguientes tareas:

1. El desarrollo del plan maestro del distrito para los programas educativos y servicios para los alumnos aprendices de inglés, tomando en consideración los planes maestros escolares para rendimiento académico de cada escuela.
2. La administración de una evaluación de necesidades en el distrito llevada a cabo en cada escuela.
3. El establecimiento de programa, metas, y objetivos de los programas y servicios a nivel del distrito para los alumnos aprendices del inglés.
4. El desarrollo de un plan del distrito para asegurar que los maestros y auxiliares de maestros que trabajan con los alumnos aprendices del inglés cumplan con los requisitos profesionales pertinentes.
5. Revisar y comentar acerca del procedimiento del distrito para la reclasificación de los alumnos aprendices de inglés.
6. Revisar y comentar sobre las notificaciones escritas que se requieren enviar a los padres o tutores.
7. Si el DELAC sirve de comité asesor de padres de aprendices de inglés bajo el *Código de Educación de California* Secciones 52063(b)(1) y 52062(a)(2), el DELAC debe revisar y comentar sobre el desarrollo o actualización anual del Plan de Control Local y Responsabilidad de Cuentas (LCAP).\*

No habrá entendimiento que esta sección de los estatutos, le dé al comité el poder de veto sobre cualquier programa educativo para estudiantes aprendices de inglés. El comité no tendrá ningún poder para hacer contratos de cualquier índole ni de disponer de fondos públicos. Sin consentimiento escrito, a ningún miembro del comité se le podrá exigir que proporcione cualquier suma de dinero, propiedad o servicio más que los servicios para el comité descritos aquí.

El comité no tendrá ningún poder que comprometa a ningún miembro o al distrito escolar a cualquier deuda, responsabilidad u obligación. El comité no tendrá ningún poder más allá de los descritos aquí.

# BYLAW SUGGESTIONS/SUGESTIONES DE ESTATUTOS

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