

HAVEN DRIVE MIDDLE SCHOOL
English Learner Advisory Committee
Agenda: August 27, 2025
Parent Center, Room W8 8:00 am

Items	Agenda Items	Notes
1. Welcome and Introductions	Introductions of current and newly elected representatives Review of sign-in/attendance	Call to order by: At:
2. Quorum	Quorum Present	Yes or No
3. Review of Agenda	Explanation of items Requests for additional items	
4. Read Minutes	Motion to approve May 21, 2025, ELAC Meeting @ 8:00 am	M: 2 nd ; In favor: _____ Opposed: _____
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at this meeting. Issues raised at this meeting may be scheduled for another ELAC meeting.	
6. The Greene Act Education Code 35147I	The Greene Act Education Code 35147I Review	
7. ELAC Verification	Yearly summary review	
8. Presentation of the purposes of ELAC	Review purposes	
9. Roles and Responsibilities	Training on Roles and Responsibilities- PPT	
10. Review of the roles of the ELAC officers	Present/review the roles of officers Provide input	
11. Review of Bylaws	Review & Provide Input	Review and Comments:
12. Review and Advise Master Plan Part 1 and 2	Review Master Plan Part 1 and 2	Review and Comments:
13. Hold election of DELAC representative and officers	Seek nominations Conduct election Chairperson, Vice Chairperson, DELAC rep, DELAC alt.	Chairperson: Vice Chair: DELAC Rep: DELAC ALT: M: 2 nd ; In favor: _____ Opposed: _____
14. DELAC Report	Report from DELAC Rep Distribute Calendar dates	DELAC Rep- Meeting 1- Sept 24 th 2025
15. ELAC Needs Assessment Survey	ELAC Needs Assessment- Review and provide Input	Update if needed to send home to English Learner Parents
16. Single Plan for Student Achievement	Review of goals/action steps, budget priorities as related to the SPSA <ul style="list-style-type: none"> • Request for input 	
17. Attendance II	Review the importance of Attendance <ul style="list-style-type: none"> • Current attendance percentage • September Attendance Awareness Month 	
18. LCAP Input Opportunities	<ul style="list-style-type: none"> • Safe Welcoming Environment • Strengthening grade level standards-based Instruction • Implementing Tiered Professional Development • Support English Learners development and use of Academic Language in Speaking, Listening, Reading, Writing 	Review and Comments:

19. Announce future meeting date

Tuesday, September 17th, 2025 8:00am

20. Upcoming Dates

Coffee with the Principals September 11, 2025 at 8 am
DELAC- September 24th at 3:00pm- HD
Day Parent Conferences: Sept. 23, 24, and 25
Night Conference September 18th

21. Adjournment

M: 2nd.
In
favor: ___ Opposed: ___
Meeting adjourned at

HAVEN DRIVE MIDDLE SCHOOL

Comité Consultivo de (ELAC)

Agenda: 27 de agosto de 2025

Centro de Padres, Salón W8

ARTICULOS	ACCIONES	NOTAS
1) Bienvenida e Introducción	Introducciones anterior representantes y recién electos Repaso de asistencia	llama al orden por: _____ a las: _____
2) Quorum	Quorum presente	Si o no
3) Revisión de la Agenda	Explicación de artículos Petición de artículos adicionales	
4) Leer Minutos	Moción para aprobar 21 de mayo de 2025 Reunión de ELAC a las 8:00 am	M: 2 ^{do} : En favor: _____ Opuesto: _____
5) Comentarios del Público	Bajo la ley de junta abierta, ninguna acción relacionada al comentario público podrá tomar acción. Puntos en cuestión durante esta junta podrán planearse para otra junta de ELAC	
6) El Acto Greene Código de educación 35147 (c)	La Ley Greene Código de Educación 35147 (c) Revisar	
7) ELAC Verificación	Repasar Resumen Anual – Aprobada	
8) Presentación de los deberes de ELAC	Repasar los deberes	
9) Funciones y Responsabilidades	Presentación/entrenamiento de las responsabilidades y funciones-PPT	
10) Repasar las funciones de los oficiales de ELAC	Presentar las funciones de los oficiales	
11) Repasar Leyes	Revisar, dar sugerencias	
12) Repasar y avisar el plan maestro parte 1 y 2	Revisar plan maestro- Partes 1 y 2	
13) Elecciones de funcionarios y representante de DELAC	Solicitar nominación Conducir elección Presidente, vicepresidente, Representante de DELAC	Presidente: Vicepresidente: Representante de DELAC: Alternativo Rep. de DELAC: M: 2 ^{do} : En favor: _____ Opuesto: _____
14) Reporte de DELAC	Reporte por el representante de DELAC Distribuir calendario de DELAC	DELAC Rep- Junta #1- 24 de septiembre de 2025
15) ELAC Encuesta de Evaluación	ELAC- Encuesta de Evaluación-Revisar y dar sugerencias	Actualización si es necesario para enviar a casa a padres de estudiantes de inglés
16) Plan Escolar de Logros Estudiantiles	Repaso de las metas, las acciones y las prioridades del presupuesto relacionadas con el Plan Escolar <ul style="list-style-type: none"> • Solicitud de Sugerencias 	
17) Asistencia	Repaso de la importancia de la asistencia <ul style="list-style-type: none"> • Porcentaje de asistencia actual • Septiembre Mes de Concientización sobre la Asistencia 	
18) LCAP: Oportunidades para dar Sugerencias	<ul style="list-style-type: none"> • Entorno seguro y acogedor • Fortalecimiento de la instrucción basada en estándares de nivel de grado • Implementación de desarrollo profesional escalonado 	

19) Anunciar fecha de la próxima Junta
20) Fechas Próximas
21) Aplazamiento

- Apoyar el desarrollo y uso del lenguaje académico de los estudiantes de inglés al hablar, escuchar, leer y escribir.

martes, 17 de septiembre de 2025 8:00am.

Café con las directoras 11 de septiembre
 DELAC- 24 de septiembre a las 3:00 pm- HD
 Conferencias diurnas para padres: 23, 24 y 25 de septiembre
 Conferencia nocturna 18 de septiembre

M: 2nd.
 En favor: _____ Opuesto: _____
 La reunión concluyó a las _____

Haven Drive Middle School
English Learner Advisory Committee
Minutes: May 21, 2025

1. **Welcome & Introduction-** The meeting was called to order by Principal, Magdalena Hernandez at 8:25am. The following members were present: Valente Lule, Maria Sanchez, and Magdalena Hernandez.
2. **Quorum-** A quorum was established.
3. **Review of agenda-** The agenda was reviewed. There were no additions or corrections.
4. **Read Minutes-** The Minutes from the meeting on May 9, 2025 were read. A motion was made by Valente Lule to approve the minutes. The motion was seconded by Maria Sanchez. The motion was voted on and the minutes were approved. All members were in favor.
5. **Public Comment-** No comments were made.
6. **DELAC Report-** No report given at this time.
7. **ELAC Verification Form-** Mrs. Hernandez reviewed the verification form. A motion was made by Valente Lule to approve the form. The motion was seconded by Maria Sanchez. The motion was voted on and the verification was approved. All members were in favor.
8. **Review Single Plan for Student Achievement- monitoring Action Steps -** The committee reviewed the evidenced based practices including resources and outcomes. The site plan was reviewed and the following input was given to SSC: recommendations to continue with funding instructional aides, the academic coach, parent involvement, and intervention teachers.
9. **2025-2026 Parent Engagement policy-**Mrs. Hernandez reviewed the policy with the committee. No input or additional information suggested.
10. **2025-2026 School Parent Compact-** Mrs. Hernandez reviewed the policy compact with the committee. No input or additional information suggested.
11. **Data-** Mrs. Hernandez shared the latest data reports that included STAR, Attendance, and the CA Healthy Kids Surveys. There were no questions or input.
12. **LCAP Input Opportunities-** Mrs. Hernandez requested input for LCAP. There was a recommendation to update restrooms.
13. **Announce future meeting date-** Mrs. Hernandez reviewed the upcoming meeting date in August 27, 2025.
14. **Upcoming dates-** Mrs. Hernandez reviewed upcoming dates listed on the agenda.
15. **Adjournment-** A motion was made to adjourn the meeting by Valente Lule and seconded by Maria Sanchez. A vote took place and the meeting was adjourned at 8:46am.

Escuela Haven Drive
Comité Asesor de Aprendices de Inglés
Minutes: 21 de mayo del 2025

1. **Bienvenida e introducción:** La directora, Magdalena Hernández, abrió la reunión a las 8:25am. Estuvieron presentes los siguientes miembros : Valente Lule, Maria Sanchez y Magdalena Hernandez.
2. **Quórum-** Se estableció un quórum.
3. **Revisión de la agenda-** Se revisó la agenda. No hubo recomendaciones o correcciones.
4. **Leer Minutos -** Se leyó el Acta de la reunión del 9 de mayo de 2025. Valente Lule hizo una moción para aprobar las minutas como se leyó. La moción fue secundada por Maria Sanchez. La moción fue votada y el acta fue aprobada. Todos los miembros estaban a favor.
5. **Comentario público:** No se hicieron comentarios.
6. **Reporte de DELAC:** No hubo reporte
7. **Formulario de verificación de ELAC:** La Sra. Hernández revisó el formulario de verificación. Valente Lule presentó una moción para aprobarlo. María Sánchez secundó la moción. Se votó la moción y se aprobó la verificación. Todos los miembros estuvieron a favor.
8. **SPSA: Evaluación integral de necesidades 2025-2026:** el comité revisó las prácticas basadas en evidencia, incluidos los recursos y los resultados. Se revisó el plan del sitio y se dieron los siguientes comentarios al SSC: recomendaciones para continuar financiando a los asistentes de instrucción, al entrenador académico, involucración de padres y a los maestros de intervención.
9. **Póliza de participación de los padres 2025-2026 -**Sra. Hernández revisó la política con el comité. No se sugieren aportaciones ni información adicional.
10. **2025-2026 El Compromiso escuela y padres-** La Sra. Hernández revisó el pacto de políticas con el comité. No se sugieren aportaciones ni información adicional.
11. **Datos:** La Sra. Hernández compartió los últimos informes de datos, incluyendo STAR, Asistencia y las Encuestas de Niños Saludables de California. No hubo preguntas ni comentarios.
12. **LCAP- Oportunidades para dar sugerencias:** La Sra. Hernández solicitó información para el LCAP. Hubo una recomendación para actualizar los baños.
13. **Anunciar la fecha de la próxima junta:** La Sra. Hernández revisó la fecha de la próxima reunión: 27 de Agosto del 2025.
14. **Próximas fechas:** La Sra. Hernández revisó las próximas fechas que figuran en la agenda.
15. **Aplazamiento-** Valente Lule hizo una moción para clausurar la reunión y la secundo Maria Sanchez. Se procedió a votación y se levantó la sesión a las 8:46a.m.



Arvin Union School District

Greene Act

Greene Act Requirements

- All meetings must be open to the public and allow for public input.
- Meeting notices and agenda must be posted at least 72 hours in advance.
- Notice and agenda must be posted at the school site or other appropriate place accessible to the public.
- Notice and agenda must include date, time, and location of the meeting and the items to be discussed or acted upon.
- Action cannot be taken on items not posted on an agenda, unless a unanimous vote finds a need for immediate action.
- The public must be provided access to all materials discussed and/or distributed at the meeting.

Requisitos de la Ley Greene

- Todas las reuniones deben estar abiertas al público y permitir la opinión del público.
- Los avisos de la reunión y la agenda deben publicarse con al menos 72 horas de anticipación.
- El aviso y la agenda deben publicarse en el sitio de la escuela u otro lugar apropiado accesible al público.
- El aviso y la agenda deben incluir la fecha, la hora y el lugar de la reunión y los temas que se discutirán o sobre los que se actuará.
- No se pueden tomar medidas sobre temas que no estén publicados en una agenda, a menos que un voto unánime determine la necesidad de una acción inmediata.
- Se debe proporcionar al público acceso a todos los materiales discutidos y / o distribuidos en la reunión.

Arvin Union School District
ENGLISH LEARNER ADVISORY COMMITTEE
Annual Summary

School: Haven Drive Middle School Year: 2024-2025

The ELAC has advised the principal and staff on:

- 1. The school site survey results and form (CHKS) Meeting date: 5/21/25
- 2. The school plan relating to English Language Learners (School's program for English Learners) Meeting date: 8/28/24, 11/12/24, 2/26/25, 3/26/25
- 3. Informing parents of the importance of school attendance Meeting date: 11/12/24, 3/26/25
- 4. Language Census (R-30) Meeting date: 2/26/25

The ELAC has advised the School Site Council on:

- 1. The development of the SPSA for Student Achievement Meeting date: 5/9/25, 5/21/25

The ELAC has been planned in consultation with committee members:

- 1. ELAC training needs assessment conducted Meeting date: 8/28/24, 11/12/24

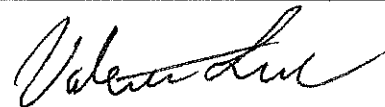
Training and training materials have been provided to ELAC members:

Date: 8/28/24 Topic: Roles and Responsibilities of ELAC members

Date: _____ Topic: _____

Date: _____ Topic: _____

Date: _____ Topic: _____

ELAC chairperson (Signature) 

Date 5/21/25

Principal (Signature) 

Date 5/21/25

Submit a copy to the Director of Curriculum and Instruction by the third week of May.

HD ELAC Composition/ Composición del Concilio de Aprendices de Inglés

Requisitos de Composición

Padres o tutores de aprendices de inglés deben constituir al menos el mismo porcentaje en ELAC que sus hijos representan en la población de estudiantes de la escuela.

Elecciones

Los padres o tutores de aprendices de inglés deben elegir a los padres miembros del ELAC. Todos los padres de aprendices de inglés deben tener la oportunidad de votar en la elección

ROLES AND RESPONSIBILITY

Serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.

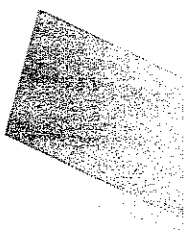
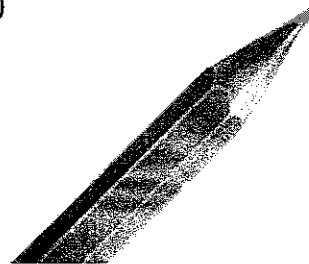
ELAC Responsibility

- Advise the principal and teaching staff on the development of an English Learner plan and submit that plan to the school board for possible inclusion in the School Plan for Achievement (SPSA).
- Assist with the development of the school's needs survey
- Ways to inform parents about the importance of school attendance
- ELAC committees must have the opportunity to elect at least one representative to the District English Learner Advisory Council (DELAC)

Servir como un cuerpo representativo de la comunidad escolar para determinar el enfoque del programa de instrucción académica de la escuela y todos los recursos relacionados.

El ELAC será responsable de las siguientes tareas:

- Aconsejar a la directora y personal docente sobre el desarrollo de un plan para aprendices de inglés y someter ese plan al consejo directivo escolar para posible inclusión en el Plan escolar para el rendimiento (SPSA, por sus siglas en inglés).
- Ayudar con el desarrollo de la encuesta sobre las necesidades de la escuela.
- Maneras de informar a los padres de familia sobre la importancia de la asistencia escolar.
- Cada comité ELAC debe tener la oportunidad de elegir al menos un miembro representante al Comité Asesor de Padres de Aprendices de Inglés del Distrito (DELAC, por sus siglas en inglés).



OFFICES/OFFICIALES

signs letters,
communications of ELAC

Vice Chairperson – assists chairperson in conducting meetings and fills in for president in absence of chairperson.

Secretary – takes minutes

District English Learner Advisory Council Representative (2) – communicates between the School Site Council and the District English Learner Advisory Council (DELAC)

Members – consider data, information, budget, and vote as a representative of your group

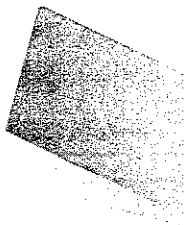
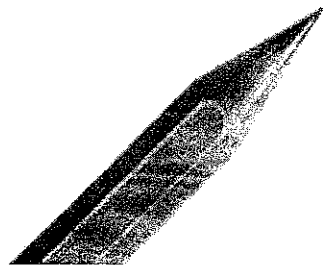
Presidente: dirige reuniones, firma cartas, informes y otras comunicaciones de ELAC

Vicepresidente: ayuda al presidente a dirigir las reuniones y reemplaza al presidente en ausencia del presidente.

Secretaria - anota minutos

Representante del Consejo Consultivo del Distrito (2): se comunica entre el Consejo Escolar y el Consejo de Aprendizajes de Ingles del Distrito

Miembros: considera datos, información, presupuesto y vota como representante de su grupo.



**Arvin Union School District
Haven Drive Middle School
English Learner Advisory Committee (ELAC)
By-laws**

Article I – Name of the Committee

The Arvin Union School District has established the (School) English Learner Advisory Committee. Hereinafter, this English Learner Advisory Committee may be referred to as ELAC.

Article II - Role of English Learner Advisory Committee

The English Learners Advisory Committee shall carry out all duties and responsibilities assigned to it by policies and guidelines set forth by the California Department of Education. These duties include:

1. Advise on the Comprehensive School Plan programs and services for English Learners.
2. Ensure School Needs Assessment is administered.
3. Ensure administration, review, and provide input of school's annual language census (R30).
4. Create awareness in the parent community on the importance of regular school attendance.
5. Advise the School Site Council (SSC) on the development of the Single School Plan for Student Achievement (Site Plan).

Article III - Membership

Section One – Size and Composition

The ELAC shall be composed of parents/guardians of English learners, other parents/guardians from the school, and staff members.

The ELAC will be composed of a minimum of 3 members. The percentage of parents/guardians of English learners serving on the ELAC must be at least the same as the percentage of English learners in the school.

Elections of ELAC members shall be held each year within 5 weeks after the first day instruction.

Section Two – Term of Office

All members of the English Language Advisory Committee shall serve a 2-year term.

However, in order to achieve a staggered membership of parents/guardians one-half, or the nearest approximation, of the parents/guardians will be elected each year.

At the end of each representative member's term, membership terminates. In order to continue to serve as a ELAC member he/she must be reelected.

Section Three – Voting Rights

Each member shall be entitled to one vote and may cast their vote on each matter submitted to a vote of the council. Proxy or absentee ballots shall not be permitted.

Section Four- Termination of Membership

A member shall no longer hold membership should he or she cease to have children in the school, becomes an employee at the school, or no longer meets the membership requirements under which he/she was selected. Membership shall automatically terminate for any member who is absent from three consecutive regular meetings. The committee by affirmative vote of two-thirds of all members can suspend or expel a member for actions that go beyond those responsibilities set in policy by the board of education.

Section Five – Vacancy

Any parent vacancy on the ELAC that occurs during the school year shall be filled by:

Appointment of a new parent/guardian member to fill the remainder of the school year (selected by the parents/guardians of English learners on ELAC).

Section Six - Alternates

Alternates can be selected at the discretion of the English Learners Advisory Committee. Alternates will be able to participate in the meetings but will have no voting rights.

Article IV - English Learners Advisory Committee Cabinet

Section One – Officers and Duties

The officers of the English Learners Advisory Committee shall be a chairperson, vice-chairperson, secretary, and two representatives to the District English Language Advisory Committee.

- a. **Chairperson** – The Chairperson shall preside over all the meetings of the English Learners Advisory Committee and may sign all letters, reports, and other communications of the English Learners Advisory Committee. In addition, the chairperson shall perform all duties of the office of chairperson and such other duties as may be prescribed by the English Learners Advisory Committee from time to time.
- b. **Vice-Chairperson**- The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or hers absence. The vice- chairperson shall perform other duties (from time to time) as may be assigned by the chairperson or by the English Learners Advisory Committee.
- c. **Secretary** – The secretary shall keep the minutes of the ELAC meetings, both regular and shall provide a copy to each of the members. The secretary shall maintain committee records at the school site; keep a register of the addresses and telephone numbers of each member of the English Learner Advisory Committee. In addition other duties from time to time may be assigned to the office by the chairperson or by the English Learners Advisory Committee.
- d. Representative to the District English Learners Advisory Committee – The duties of the representatives to the District English Learners Advisory Committee shall be to represent the site English Learners Advisory committee and to promptly transmit to the site ELAC information provided at the DELAC. The representatives shall perform other duties as from time to time may be assigned by the chairperson or by the site English Learners Advisory Committee.

Section Two - Election and Term of Office

The officers of the English Learners Advisory Committee shall be elected once every school year by the members of the committee and shall serve for 2 years. Elections will be held within 5 weeks after the beginning of the school year.

Article V - Meetings

Section One – Regular Meetings

The English Learners Advisory Committee shall meet at least five (5) times during the school year. All meetings will be open sessions with opportunity for the public to address the committee.

Section Two - Place of Meetings

The English Learners Advisory Committee shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicap persons.

Section Three – Decisions of the English Learners Advisory Committee

All decisions of the English Learners Advisory Committee shall be made only after an affirmative vote of the majority of its members in attendance, providing a quorum is present.

Section Four - Quorum

A majority of the ELAC membership constitutes a quorum for the transaction of business.

Section Five – Delegation of Responsibilities to School Site Council

Following six months of operation, the ELAC members may vote to vest their interest in the School Site Council and therefore merge with that group. The School Site Council agenda and minutes must reflect that the School Site Council has voted to accept the responsibilities of the ELAC. From the point of merging, the School Site Council agenda must address all the ELAC responsibilities.

Section Six- Duration of Merger

The merger is for a maximum of two years. Every two years thereafter, all parents of the English Learner students must be given the opportunity to vote to continue the merge of the two committees.

Article VI - Amending the By-laws

Section One – Amendments

An amendment of these bylaws may be made at any regular meeting of the ELAC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to committee members at least 2 days prior to the meeting at which the amendment is to be considered for adoption.

Bylaws approved by ELAC on _____

Distrito Escolar de Arvin Union
Escuela Haven Drive
Comité Asesor para Estudiantes de Inglés (ELAC)
Reglamento Interno

Artículo I – Nombre del Comité

El Distrito Escolar de Arvin Union ha establecido el Comité Asesor para Estudiantes de Inglés de (Escuela). De aquí en adelante, este Comité Asesor podrá ser referido como ELAC.

Artículo II – Función del Comité Asesor para Estudiantes de Inglés

El Comité Asesor para Estudiantes de Inglés llevará a cabo todos los deberes y responsabilidades asignadas según las políticas y directrices del Departamento de Educación de California. Estas funciones incluyen:

1. Asesorar sobre los programas y servicios del Plan Escolar Integral para estudiantes de inglés.
2. Asegurar que se administre una evaluación de necesidades escolares.
3. Asegurar la administración, revisión y aporte sobre el censo anual de idiomas de la escuela (R30).
4. Crear conciencia en la comunidad de padres sobre la importancia de la asistencia regular a la escuela.
5. Asesorar al Consejo Escolar (SSC) en el desarrollo del Plan Escolar Único para el Rendimiento Estudiantil (Plan Escolar).

Artículo III – Membresía

Sección Uno – Tamaño y Composición

El ELAC estará compuesto por padres/tutores de estudiantes de inglés, otros padres/tutores de la escuela y miembros del personal.

El ELAC deberá contar con un mínimo de 3 miembros. El porcentaje de padres/tutores de estudiantes de inglés en el ELAC debe ser al menos igual al porcentaje de estudiantes de inglés en la escuela.

Las elecciones de miembros del ELAC se llevarán a cabo cada año dentro de las 5 semanas posteriores al primer día de instrucción.

Sección Dos – Duración del Mandato

Todos los miembros del Comité Asesor para Estudiantes de Inglés servirán un período de 2 años.

Sin embargo, para lograr una membresía escalonada de padres/tutores, la mitad, o la fracción más cercana, de los padres/tutores será elegida cada año.

Al finalizar el mandato de cada miembro representante, su membresía terminará. Para continuar sirviendo como miembro del ELAC, debe ser reelegido.

Sección Tres – Derechos de Voto

Cada miembro tendrá derecho a un voto y podrá emitirlo en cada asunto sometido a votación del comité. No se permitirán votos por poder ni boletas de ausencia.

Sección Cuatro – Terminación de la Membresía

Un miembro dejará de ser parte del comité si ya no tiene hijos en la escuela, si se convierte en empleado de la escuela o si deja de cumplir con los requisitos bajo los cuales fue seleccionado. La membresía se cancelará automáticamente para cualquier miembro que falte a tres reuniones consecutivas. El comité, por voto afirmativo de dos tercios de todos los miembros, puede suspender o expulsar a un miembro por acciones que excedan las responsabilidades establecidas por la junta de educación.

Sección Cinco – Vacantes

Cualquier vacante de padres en el ELAC que ocurra durante el año escolar será llenada mediante:

Nombramiento de un nuevo padre/tutor para completar el resto del año escolar (seleccionado por los padres/tutores de estudiantes de inglés en el ELAC).

Sección Seis – Suplentes

Los suplentes pueden ser seleccionados a discreción del Comité Asesor para Estudiantes de Inglés. Los suplentes podrán participar en las reuniones pero no tendrán derecho a voto.

Artículo IV – Mesa Directiva del Comité Asesor para Estudiantes de Inglés

Sección Uno – Cargos y Deberes

Los cargos del Comité Asesor para Estudiantes de Inglés serán: presidente, vicepresidente, secretario y dos representantes al Comité Asesor de Lenguaje Inglés del Distrito.

a. **Presidente** – Presidirá todas las reuniones del comité, podrá firmar cartas, reportes y otras comunicaciones del ELAC. Además, cumplirá con todos los deberes asignados a su cargo y otros que le asigne el comité.

b. **Vicepresidente** – Representará al presidente en sus deberes asignados y lo sustituirá en su ausencia. Cumplirá con otros deberes que le asigne el presidente o el comité.

c. **Secretario** – Mantendrá las actas de las reuniones regulares del ELAC y entregará copias a los miembros. Mantendrá los registros del comité en el plantel escolar y llevará un registro de direcciones y teléfonos de los miembros. También podrá recibir otros deberes según le asigne el presidente o el comité.

d. **Representantes al Comité Asesor de Lenguaje Inglés del Distrito** – Representarán al comité de la escuela ante el comité del distrito y comunicarán de inmediato al ELAC la información recibida. También cumplirán con otros deberes que les asignen el presidente o el comité escolar.

Sección Dos – Elección y Duración del Cargo

Los cargos serán elegidos una vez cada año escolar por los miembros del comité y durarán 2 años. Las elecciones se llevarán a cabo dentro de las 5 semanas posteriores al inicio del año escolar.

Artículo V – Reuniones

Sección Uno – Reuniones Regulares

El comité se reunirá al menos cinco (5) veces durante el año escolar. Todas las reuniones serán abiertas al público, con oportunidad para que los asistentes se dirijan al comité.

Sección Dos – Lugar de Reunión

El comité celebrará sus reuniones regulares y especiales en un lugar proporcionado por la escuela y accesible para todo el público, incluyendo personas con discapacidades.

Sección Tres – Decisiones del Comité Asesor para Estudiantes de Inglés

Todas las decisiones se tomarán únicamente después de una votación afirmativa de la mayoría de los miembros presentes, siempre que haya quórum.

Sección Cuatro – Quórum

La mayoría de los miembros del ELAC constituye quórum para realizar negocios oficiales.

Sección Cinco – Delegación de Responsabilidades al Consejo Escolar

Después de seis meses de operación, los miembros del ELAC pueden votar para transferir sus funciones al Consejo Escolar y así fusionarse con ese grupo. La agenda y las actas del Consejo Escolar deben reflejar que se

ha votado aceptar las responsabilidades del ELAC. A partir de la fusión, la agenda del Consejo Escolar debe abordar todas las responsabilidades del ELAC.

Sección Seis – Duración de la Fusión

La fusión tendrá una duración máxima de dos años. Cada dos años, se deberá ofrecer a todos los padres de estudiantes de inglés la oportunidad de votar para continuar con la fusión de los comités.

Artículo VI – Enmiendas al Reglamento

Sección Uno – Enmiendas

Una enmienda a este reglamento puede hacerse en cualquier reunión regular del ELAC con el voto de dos tercios de los miembros presentes. El aviso por escrito de la enmienda propuesta debe publicarse como parte de la agenda y enviarse a los miembros al menos 2 días antes de la reunión en que será considerada para su adopción.

Reglamento aprobado por ELAC el _____

Part 1: Initial Identification, Parent Notification, and Assessment

Federal Program Monitoring EL 03

The California English Learner Roadmap Connection:

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

Initial Identification

The Arvin Union School District will use the steps outlined by the California Department of Education (CDE) to guide the process of initial identification of English learner students. The California *Education Code*, Sections 313 and 60810 contain legal requirements which direct schools to determine the language(s) spoken in the home of each student.

EL 03: EL Identification and Assessment

At or before the time of a student's initial California enrollment, the Arvin Union School District will identify and assess all students who have a home language other than English. A Home Language Survey, will be completed in writing by the parent or legal guardian of all students and will be used to identify whether the primary or native language of the student is a language other than English. If a parent or guardian's HLS response indicates a primary or native language other than English, and Arvin Union School District determines the student is eligible for initial assessment, the district will promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (20 United States Code [U.S.C.] 6823[b][2]; EC sections 313, 60810; 5 CCR Section 11518.5[a, c])

Within the Arvin Union School District, the Home Language Survey (HLS) forms are available in either Spanish or English. To the extent possible, oral translations will be provided for parents and guardians who need assistance with the forms. All four questions must be answered and the HLS must be signed by the parent/guardian. The document then becomes a permanent part of the student's cumulative (CUM) folder. If at least one of the first three questions on the HLS (see next section) is answered with a language other than English, the assessment process to determine English language fluency begins. Parents or guardians will receive notification of initial language testing at the time of enrollment.

Parents enrolling their child in Pre-kindergarten within the state preschool program or the Arvin Union School District will complete a Family Language and Interest Interview as part of the enrollment process. This does not take the place of the Home Language Survey that will be completed when entering TK, K, or any subsequent grade. The first HLS submitted (e.g., for TK or from another district within California) will supersede any subsequent HLS forms. The answers provided on the original HLS are permanently documented in the California School Information Services (CALPADS) system.

Home Language Survey Questions

The Arvin Union School District home language survey consists of the following four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home (parents, guardians, grandparents, or any other adults)?

Assessment

Initial English Language Proficiency Assessments for California (ELPAC)

The Arvin Union School District shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial assessment within 30 calendar days after the student's initial date of California enrollment. (20 U.S.C. 6823[b][2]; EC Section 313; 5 CCR Section 11518.5[d])

The school secretary at each site will first confirm with the parent or guardian whether a Home Language Survey (HLS) has previously been completed anywhere in California, including in TK or any other grade. If the parent or guardian indicates that no HLS has been completed, the secretary will provide one to be completed as part of the enrollment process. If the completed HLS indicates that a language other than English is spoken, the secretary will give the parent or guardian a notification regarding Initial ELPAC testing. The ELD Department will then verify whether a prior HLS or language testing record exists in the California Longitudinal Pupil Achievement Data System (CALPADS). If no prior record is found, the student's English language status will be marked as "To Be Determined" (TBD) in Aeries. For TK students whose HLS indicates a language other than English, the TBD status will be entered in both Aeries and CALPADS. However, these students will not be administered the Initial English Language Proficiency Assessment for California (ELPAC), as the state has determined it is not developmentally appropriate for this age group. The Arvin Union School District will provide English Learner (EL) services for TK students with a TBD designation until they can be formally assessed during the kindergarten registration process.

Within 30 calendar days of initial enrollment, each student in Kindergarten through Grade 8 who has a home language other than English (as determined by the HLS) will be assessed by the ELD department for English proficiency as determined by the Initial English Language Proficiency Assessment for California (ELPAC) unless the student has been previously assessed by another district within California. Determination

will be made using either the student’s cumulative record from another district or in California Longitudinal Pupil Achievement Data System (CALPADS). The completed HLS is kept in the student’s cumulative file and entered into the school’s Student Information System (SIS), Aeries. After administering the assessments, the parents or guardians will be notified, in writing, of their student’s results on the Initial ELPAC within 30 calendar days of initial enrollment. The Initial ELPAC Student Score Report (SSR) will be sent home using one of three languages (English, Spanish, or Arabic) based on the preferred home correspondence language.

A copy of the student’s initial score report is placed in the designated pink English Learner (EL) folder within the student’s cumulative file. This folder also includes a copy of the Home Language Survey and any parent notification letters. The score report is also uploaded to the Student Information System, Aeries, so that teachers, program staff, and administrators can access the data. If the student is classified as an English Learner, their language fluency status is flagged in Aeries to ensure they are easily identified by teachers.

Initial ELPAC Performance Level Descriptors

Level	Description https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp
<p>Initial Fluent English Proficient (IFEP)</p> <p>450-600 scale score range</p>	<p>Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards).</p> <p>Students classified as IFEP will require no further language testing</p>
<p>Intermediate English Learner</p>	<p>Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and</p>

<p>370-449 scale score range</p>	<p>academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.</p> <p>Students scoring as an intermediate English Learner will receive English Learner services until they meet the reclassification requirements.</p>
<p>Novice English Learner 150-369 scale score range</p>	<p>Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.</p> <p>Students scoring as a novice English Learner will receive English Learner services until they meet the reclassification requirements.</p>

Correction of Classification Errors

The home language survey (HLS) is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may make a request to change it prior to the local educational agency (LEA) administering the English Language Proficiency Assessments for California (ELPAC), specifically the Initial ELPAC or the Initial Alternate ELPAC. However, once a student is identified as an English learner (EL) on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC, and the student has been administered the Summative ELPAC or Summative Alternate ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error.

Per ELPAC regulations (California Code of Regulations, Title 5, Section 11518.20, available on the California Office of Administrative Law California Code of Regulations Subchapter 7.6 web page), there are three correction of classification processes below that can be used to correct a student’s current English Language Acquisition Status (ELAS). All three correction processes require the LEA to collect evidence. Evidence about the ELP of a student for purposes of corrections shall include:

- Results of the HLS;
- Results of the assessment of the student’s proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC or Initial Alternate ELPAC;
- Parent or guardian opinion and consultation results; and
- Evidence of the student’s performance in the LEA’s adopted course of study and the student’s ELD, as applicable, obtained from the student’s classroom teacher and certificated staff with direct responsibility for teacher or placement decisions.

Correction A Process – Changing from EO to TBD

Correction Process A is used when a student is classified as English only (EO) on the basis of the results of the HLS. The correction to a status from “EO” to “to be determined” (TBD) is made if the following are true:

- The LEA has an indication that the student has a language other than English, and
- The student is unable to perform classwork in English.

The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC or Initial Alternate ELPAC. Based on this review, the LEA shall determine whether the student shall be administered the Initial ELPAC or Initial Alternate ELPAC in order to determine the student’s classification.

Timeframe

At least 10 calendar days prior to administration of the Initial ELPAC and Initial Alternate ELPAC the LEA shall notify the student’s parent or guardian, in writing, that the student will be assessed. If the test is administered and the student does not meet the criterion for proficiency, the LEA shall classify the student as an EL student. The LEA shall notify the student’s parent or guardian, in writing, of the results of the review, including the evidence that led to the determination and the results of the Initial ELPAC or Initial Alternate ELPAC, within 14 calendar days of its determination.

Correction B Process – Changing from EL or IFEP to EO

Correction Process B is used if an LEA administers the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate ELPAC to a student who is not eligible to be assessed. For example, the LEA makes an administrative error, assigning TBD to a student who is EO. The student is

incorrectly administered the ELPAC. The evidence of administrative error is based on a review of the original HLS upon first enrollment.

Timeframe

The student's parent or guardian or a certificated employee of the LEA may request this correction. Based on the evidence collected and reviewed, the LEA shall determine whether the student's classification should remain unchanged or be changed. The LEA shall notify the student's parent or guardian in writing of the results within 14 calendar days of its determination.

Correction C Process – Changing from EL to IFEP or IFEP to EL

Correction Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC. LEAs must collect evidence to support or deny a request to correct the classification of a student. This process must occur before the first administration of the Summative ELPAC or Summative Alternate ELPAC. Correction Process C can be used if the student was timid during the Initial ELPAC or Initial Alternate ELPAC administration and is classified as an EL, but further evidence is collected that demonstrates the student's ability to listen, speak, read, and write in English in the classroom.

Timeframe

Based upon its review of the evidence, the LEA shall determine whether the student's classification should remain unchanged or be changed. The LEA shall notify the student's parent or guardian in writing of the results of the review within 14 calendar days of its determination.

This review shall occur only once over the course of the student's enrollment in the California public school system.

Summative (Annual) ELPAC Testing

The Arvin Union School District will annually assess the English language proficiency (ELP) and academic progress of each EL. The district will administer the ELPAC summative assessment during the annual summative assessment window. (20 U.S.C. sections 6311[b][2][G], 6823[b][3][B]; EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

The Summative English Proficiency Assessment for California (ELPAC) is used to measure an English learner's progress and to identify the student's English Proficiency (ELP) level. It is administered annually to English Learners until they are Reclassified as Fluent English Proficient (RFEP). The test is given during the annual testing window, which runs from February 1 to May 31. If the score reports are received on or before the last day of school, parents or guardians will be notified within 30 calendar days of receiving the results from

the test contractor. If the score reports are received after the last day of school, parents will be notified within 15 working days from the start of the next school year.

Summative ELPAC Performance Level Descriptors

Level	Description https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 CA ELD Standards.
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to

communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.
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Dually Identified Students

When administering an initial or summative ELPAC assessment to a pupil with a disability, the Arvin Union School District will provide designated supports or accommodations, in accordance with the pupil’s individualized education program (IEP) or Section 504 plan. When a pupil’s IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil will be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25) When a pupil’s IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil will be assessed using the Alternate ELPAC, as specified in the pupil’s IEP. (5 CCR Section 11518.30)

The California Department of Education (CDE) developed the Alternate English Language Proficiency Assessments for California, or Alternate ELPAC. The purpose of the Alternate ELPAC is twofold: the Initial Alternate ELPAC will provide information to determine a student’s initial classification as an English learner (EL) or as initial fluent English proficient (IFEP) and the Summative Alternate ELPAC will provide information on student annual progress toward English Language Proficiency (ELP) and support decisions for students to be redesignated fluent English proficient (RFEP).

The student’s IEP team will determine the designated supports or accommodations for dually identified students. Additionally, the IEP team will determine the student’s eligibility to be assessed using the Alternate ELPAC tests.

Annual Parent Notification

An annual notification is sent no later than 30 days after the beginning of the school year, to inform parents of their child's continued identification as an English learner in a California school, and provide all the required information to meet Federal Title I or Title III requirements. (20 United States Code Section 6312).

Part 2: Program Options and Parent Choice

Federal Program Monitoring EL 13

The California English Learner Roadmap Connection:

Principle One: Assets Oriented and Needs Responsive Schools

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

EL 13: Program Options - Language Acquisition Program Options

School districts and county offices of education must, at a minimum, provide EL students with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3])

The Arvin Union School District offers the following programs:

- **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.
- **Dual-Language Immersion (DLI) Program:** Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten (K) and continues through eighth grade.

Selecting a Language Acquisition Program – Parent Choice

Parents or legal guardians of students enrolled in the Arvin Union School District may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC sections 306[c], 310[a]; 5 CCR sections 11300[d], 11309[c])

Parents or guardians have the right to choose which Language Acquisition program their student is placed in. All English Learner students will be placed in Structured English Immersion (SEI) unless the parent

or guardian fills out the Dual Language Immersion Program Application, and the student is accepted into that program.

Parental Notice of Rights and Responsibilities

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the Arvin Union School District. The annual notice must be distributed as required by EC sections 48980 and 48981. Parents of all pupils enrolling in the Arvin Union School District after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. (EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)

In our annual parent handbook, we inform all parents about the kinds of language and language acquisition programs offered. Our handbook includes:

- Description and goals for each program
- Language(s) to be taught
- Description of the process to choose a program from those offered
- Description of the process to request the establishment of a new program at a school.

Requesting a Language Program

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such program to the extent possible. (EC Section 310[a]) When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the Arvin Union School District shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the Arvin Union School District. In the case where the district determines it is not possible to implement a language acquisition program requested by parents, the district shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])

The process to establish a language program not currently offered is as follows:

1. Parents / Guardians submit a dated request for a specific language program in writing to the school site office.
2. The school administrator keeps track of all submitted requests in a binder maintained in the school office.
3. When parent or guardians of 30 or more students in a school make a request or parent/ guardians of 20 or more students at a grade level in a school make a request, the district will:

- provide written notification to parents and school personnel that a new language program has been requested within 10 days of reaching the above threshold.
- conduct a needs analysis to determine if it is possible to implement the requested program.
- provide written notice of the district's determination of whether it can implement the requested program within 60 days of reaching the threshold. Parents may also provide input regarding language acquisition programs during the development of the Local Control Accountability Plan.

Parent Rights: Opt-Out of Student Services

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 6318[c][A][vii]) However, the Arvin Union School District remains obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

In the Arvin Union School District, parents have the right to opt their child out of EL programs or decline specific EL services; however, they will be informed of the implications of that decision. Regardless of the parent or guardian's choice, the student will continue to be classified as an EL student until they meet the reclassification criteria. Additionally, annual ELPAC testing will continue as it is a legal requirement.

Arvin Union School District

-Please join us for our District English Learner Advisory Committee (DELAC) meetings
ALL PARENTS, TEACHERS AND MEMBERS OF THE COMMUNITY ARE INVITED!
Location: District Office (Original), 737 Bear Mountain Blvd Arvin, CA 93203

DELAC Meetings 2025-26		
Meeting #1	September 24, 2025	3:00 pm-4:30 pm
Meeting #2	October 29 , 2025	3:00 pm-4:30 pm
Meeting #3	December 3 , 2025	3:00 pm-4:30 pm
Meeting #4	January 21, 2026	3:00 pm-4:30 pm
Meeting #5	February 18 , 2026	3:00 pm-4:30 pm
Meeting #6	March 18 , 2026	3:00 pm-4:30 pm
Meeting #7	April 29 , 2026	3:00 pm-4:30 pm
Meeting #8	May 13, 2026	3:00 pm-4:30 pm

Por favor, Acompáñenos para nuestras reuniones del Comité Asesor del Distrito de Estudiantes de Inglés (DELAC)

¡TODOS LOS PADRES, MAESTROS Y MIEMBROS DE LA COMUNIDAD ESTÁN INVITADOS!

Lugar: Oficina de Distrito (Original) 737 Bear Mountain Blvd Arvin, CA 93203

Juntas de DELAC 2025-2026		
Junta #1	24 de Septiembre, 2025	3:00 pm-4:30 pm
Junta #2	29 de Octubre, 2025	3:00 pm-4:30 pm
Junta #3	3 de Diciembre, 2025	3:00 pm-4:30 pm
Junta #4	21 de Enero, 2026	3:00 pm-4:30 pm
Junta #5	18 de Febrero, 2026	3:00 pm-4:30 pm
Junta #6	18 de Marzo, 2026	3:00 pm-4:30 pm
Junta #7	29 de Abril, 2026	3:00 pm-4:30 pm
Junta #8	13 de Mayo, 2026	3:00 pm-4:30 pm



Arvin Union School District

Needs Assessment for ELAC Members at Haven Drive

Date

In order to help plan agenda items for ELAC meetings for this school year, please fill out the following needs assessment. Please mark the five topics that are most important to you.

_____ Parental Waiver Information

_____ Parent Guide

_____ Review Identification & Assessment of English Learners

_____ Overview of Program Options for ELs

_____ Reclassification Procedures

_____ ELPAC

_____ Common Core Standards

_____ SBAC testing

_____ School EL Program

_____ Legal Responsibilities of ELAC

_____ School Single Site Plan

_____ Consolidated Report

_____ Guest Speakers (for example, District Representatives, City Officials, etc.)

_____ Training for Parents: Having Effective Meetings

_____ Training for Parents: How to Help Your Child Succeed in School

_____ Student Presentations

_____ Presentation of specific programs at this school

Other topics: _____

Comments: _____



Arvin Union School District

Evaluación De Necesidades para miembros de ELAC en Haven Drive

Fecha

Para ayudar a planificar los temas de la agenda para las reuniones de ELAC para este año escolar, complete la siguiente evaluación de necesidades. Marque los cinco temas que son más importantes para usted.

- Información sobre Exenciones para Padres
 - Guía para padres
 - Revisión la identificación y evaluación de los estudiantes de inglés
 - Descripción de las opciones de programas para EL
 - Procedimientos de reclasificación
 - ELPAC
 - Estándares Estatales (Common Core)
 - Pruebas SBAC exámenes
 - Programa EL escolar
 - Responsabilidades legales de ELAC
 - Plan de sitio único de la escuela
 - Reporte consolidado
 - Invitados especiales (por ejemplo, representantes de distrito, funcionarios de la ciudad, etc.)
 - Cursos para padres: Tener reuniones efectivas
 - Cursos para padres: cómo ayudar a sus hijos a tener éxito en la escuela
 - Presentaciones de los estudiantes
 - Presentación de programas específicos en esta escuela
- Otros temas: _____
- Comentarios: _____

Cronograma de Procesos del Plan Escolar del Rendimiento Estudiantil

Ongoing until approved
Continuamente hasta ser aprobado

ELAC & SSC: Review & Input of Plan, Goals, Material needs, and Process for monitoring implementation of activities
ELAC y SSC: Revisión e insumos del plan, metas, necesidades de materiales y proceso para monitorear la implementación de actividades

May 21
21 de mayo

SSC –approval
Aprobación del Concilio Escolar

HAVEN DRIVE MIDDLE SCHOOL
Title 1
Budget
\$ 430,796.00
Parent Engagement \$ 5,127.76
Academic Coach/ Intervention Teacher/ Instructional Aides
Direct Student Instruction

SPSA Goals/Metas del plan Escolar

HD School Plan for Student Achievement (SPSA) Priorities

Proposed Title I Items

Goal #1

Every Student attending Haven Drive will reach higher levels of academic proficiency on state standards in both English Language Arts and Mathematics.

- Academic Coach
- (1) Intervention Teacher
- (6) 6 hr. Instructional Aide
- (2) After School Instructional Aides
- SST Coordinator
- Parental Involvement- Books and Supplies
- Supplemental Materials (Scholastic News, Standards Plus, Gizmo, Next Gen Math-manipulatives
- Planning Days for Grade Levels and Leadership Team
- After School Intervention Teachers
- (2) Summer School Intervention Teachers

Meta #1

Todos los estudiantes que asistan a la escuela Haven Drive alcanzarán niveles más altos de competencia académica en los estándares estatales tanto en lengua y literatura en inglés como en matemáticas.

- Entrenadora Académica
- (1) Maestra de intervención
- (6) ayudante de instrucción de 6 horas
- Asistentes de instrucción después de la escuela
- Coordinadores SST
- Participación de los padres: libros y suministros
- Materiales complementarios (Scholastic News, estándares de alta prioridad, Gizmo, Matemáticas - Next Gen
- Días de planificación para los niveles de grado y el equipo de liderazgo
- Maestras de Intervención Después de Clases
- (2) Maestras de Intervención para la Escuela de Verano



DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can fall fall behind if they miss just 1 or 2 days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

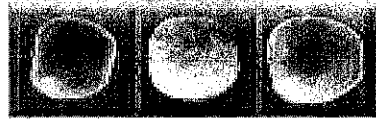
Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-Covid-19 related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness or quarantine, ask the teacher for resources and ideas to continue learning at home.

Issue: October 2021

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!



CHRONIC ABSENCE
18 or more days

ACUTE ABSENCE
10 to 17 days

SATISFACTORY
9 or fewer absences

Note: These numbers assume a 180-day school year.

When Do Absences Become a Problem?

LO QUE PUEDE HACER

- Establezca una rutina regular para la hora de dormir y una rutina matutina.
- Elija y disponga la ropa y el equipaje la noche anterior.
- Mantenga a su niño saludable y asegúrese de que haya recibido las vacunas necesarias.
- Preséntelo a sus docentes y compañeros de clase antes de que comience la escuela.
- Desarrolle planes de respaldo para llegar a la escuela si surge algo. Llame a un familiar, vecino u otro padre.
- Trate de programar los citas médicas no relacionadas con el Covid-19 y los viajes largos para cuando no haya clases en la escuela.
- Si su niño parece tener ansiedad por ir a la escuela, hable con los docentes, los consejeros escolares y otros padres para que le aconsejen como hacer que su niño se sienta cómodo y acompañado por el aprendizaje.
- Si le preocupa que su niño pueda tener Covid-19, llame a su escuela para que le aconsejen.
- Si su niño debe quedarse en casa debido a una enfermedad, pídale a los docentes recursos educativos e ideas para seguir aprendiendo en casa.

Basado en escala de 201

Nota: Este número se basa en un año escolar de 180 días.
Visite www.attendanceworks.org para obtener recursos descargables y herramientas descargables en línea.

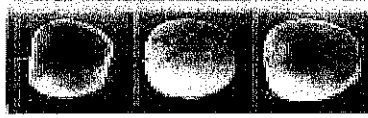


¿SABÍA USTED?

- A partir de preschool y kinder, demasiadas ausencias pueden hacer que los niños se retrasen en la escuela.
- Faltar un 10%, o aproximadamente 2 días al mes durante el transcurso de un año escolar, puede dificultar el aprendizaje de la lectura.
- Los estudiantes aun pueden quedarse atrás si faltan solo uno o dos días cada pocas semanas.
- Llegar tarde a la escuela puede provocar una baja asistencia escolar.
- Las ausencias y tardanzas pueden afectar a toda el aula si el docente tiene que retrasar el aprendizaje para ayudar a los niños a ponerse al día.

Añadir a la escuela con regularidad ayuda a los niños a sentirse mejor con la escuela y con sí mismos. Comience a desarrollar este hábito en el preschool para que aprendan de inmediato que es importante ir a la escuela a tiempo, todos los días. Con el tiempo, la buena asistencia escolar será una habilidad que los ayudará a sentirse bien en la escuela secundaria y la universidad.

¿Cuándo se convierten las ausencias en un problema?



AUSENCIAS CRÓNICAS
18 días o más

AUSENCIAS AGUDAS
10 a 17 días

SATISFACTIVO
9 ausencias o menos

Nota: Este número se basa en un año escolar de 180 días.

Visite www.attendanceworks.org para obtener recursos descargables y herramientas descargables en línea.

ATTENDANCE/ASISTENCIA

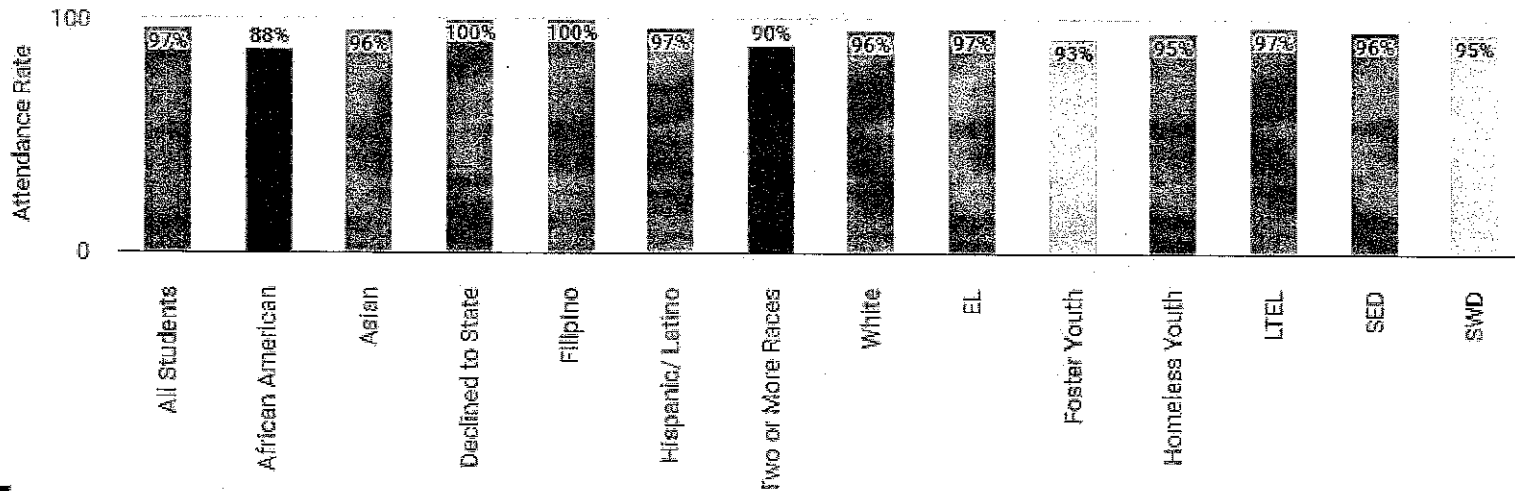
HD Attendance Goal 96%

HD Current Rate: 96.56%

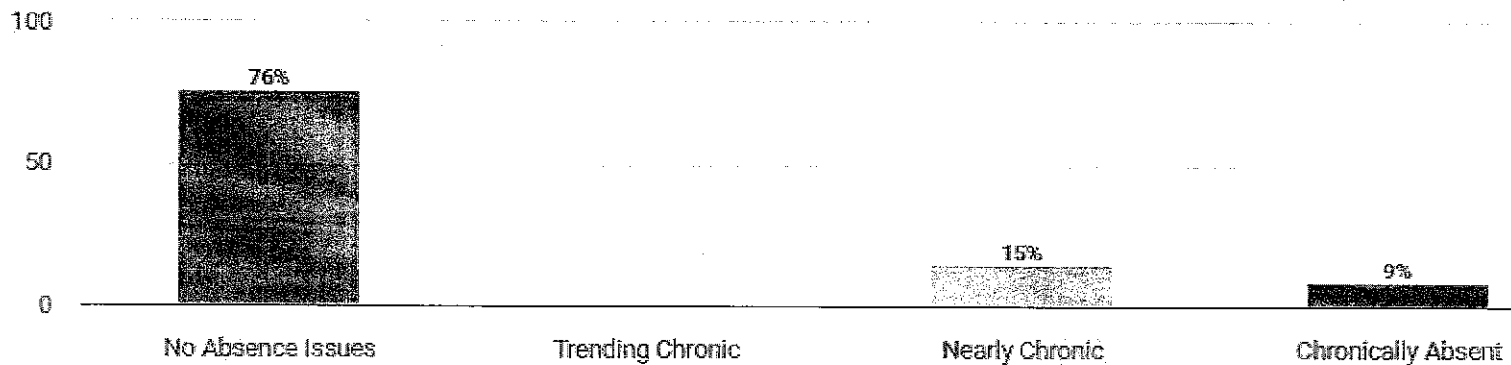
What is the attendance for each student group?



The attendance rate for each student group for the current year.



How many students are close to being chronically absent?



Board mtg./Parent Conferences Dates

Reunion de la Mesa Directiva/ Conferencias de Padres

***NEXT BOARD MEETING/
PRÓXIMA REUNIÓN DE LA MESA DIRECTIVA
9/09 5 PM (IN-PERSON OR ZOOM)***

***PARENT CONFERENCE DATES/
FECHAS DE CONFERENCIAS DE PADRES***

***9/18 4:30-7 PM
9/23, 9/24, 9/25 12:30 – 3:00 pm
(in-person, phone, Zoom)***