



Alvord Unified School District

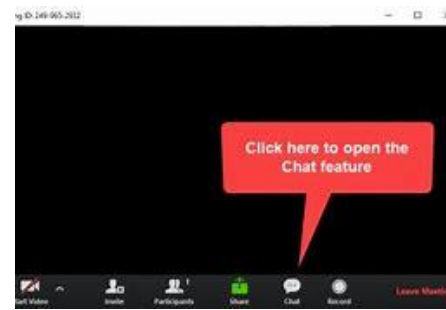
Our Promise: All students will realize their unlimited potential.

District English Learner Advisory Committee Comité Consejero del Distrito para Alumnos Aprendiendo Inglés



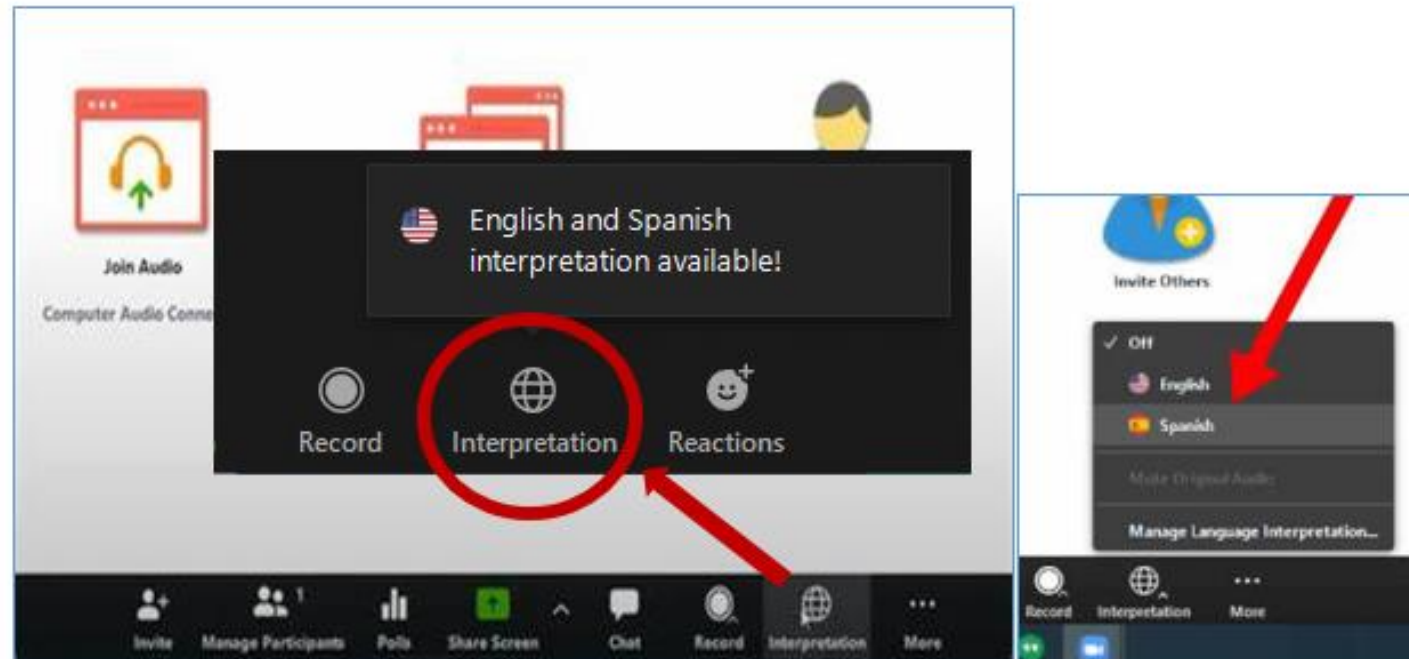
Sign-in in the Chat

ex. Martha Martinez, Wells Alt
Indique su asistencia en el Chat
ej. Martha Martinez, Wells Alt



Write questions/comments
in the chat
Escriba sus preguntas en el
chat

Interpretation is available/La interpretación está disponible





Alvord Unified School District
DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE

March 16th, 2021
VIRTUAL "ZOOM" MEETING
1:00 p.m. – 3:00 p.m.

Virtual Meeting online at:
<https://zoom.us/j/98209674912>

To participate by phone, dial: +1669-900-6833
Meeting ID: 982 0967 4912

AGENDA

- I. **Introductory Procedures**
 1. Call to Order
 2. Pledge of Allegiance
 3. Establishment of Quorum
- II. **Action Items**
 1. Agenda
 - a. Review Minutes of Meeting from 2/16/2021*
- III. **Discussion/Information/Training**
 1. School Report: Collett Elementary School – Mrs. Ann Vandercook, Principal
 2. Needs Assessment – Ms. Martha Martinez
 3. Input on Initial and Annual Notification to Parents – Ms. Martha Martinez
 4. LCAP Updates – Mr. Alejandro Cisneros
 5. Family Engagement Updates – Mr. Alejandro Cisneros
- IV. **Hearing Session**
This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The Chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code 35145.5 prohibit the Committee from discussing or acting upon matters not on the Agenda.
- V. **Adjournment**
 1. Next meeting: 4/20/2021
 2. Adjournment

-Spanish interpretation will be provided

*indicates an action item



Distrito Escolar Unificado Alvord
COMITÉ CONSEJERO PARA APRENDICES DEL IDIOMA
INGLÉS DEL DISTRITO

16 de marzo de 2021
JUNTA VIRTUAL "ZOOM"
1:00 p.m. - 3:00 p.m.

Junta virtual por Internet en:
<https://zoom.us/j/98209674912>

Para participar por teléfono, marcar: +1669-900-6833
ID de la junta: 982 0967 4912

AGENDA

- I. **Procedimientos de Introducción**
 1. Llamar la junta al orden
 2. Saludo a la Bandera
 3. Establecimiento de quórum
- II. **Asuntos de Acción**
 1. Agenda
 - a. la minuta de la junta de 2/16/2021*
- III. **Diálogo/Información/Capacitación**
 1. Reporte Escolar: Escuela Intermedia Loma Vista – Dra. Jackie Casillas, Directora
 2. Encuesta de Necesidades – Sra. Martha Martinez
 3. Opiniones acerca de la Notificación Inicial y Anual a los Padres – Sra. Martha Martinez
 5. Actualizaciones LCAP – Sr. Alejandro Cisneros
 6. Actualizaciones de Participación Familiar – Sr. Alejandro Cisneros
- IV. **Sesión de Audiencia**
Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La Presidencia reserva el derecho de limitar el tiempo del parlante a tres minutos. El Código Gubernamental Sección 54954.2 y el Código de Educación 35145.5 prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.
- V. **Clausura**
 1. Próxima junta: 4/20/2021
 2. Clausura

-Se proveerá interpretación en español

*indica un asunto de acción

DELAC Representatives

Representantes de DELAC

Arlanza	Arturo Mariche/Lucia Zuniga (A)
Collett	Susana Martinez
Foothill	Melissa Astudillo
La Granada	Gloria Valdez
Lake Hills	Carol Yang
McAuliffe	Linda Sarhan
Myra Linn	Patricia Organista/Brenda Rivas (A)
Orrenmaa	Amanda Leon
Promenade	Carlota Vega/Dalia Adauto (A)
RMK	Leticia Velasco
Stokoe	Lorena Diaz/Areli Diaz Silva (A)
Terrace	Laura Jauregui
Twinhill	Maria De La Torre/Catalina Rojas (A)
Valley View	Blanca Viveros/Maria Serrano (A)

Arizona	Belinda Barajas
Loma Vista	Maria Cuellar
Villegas	Bianca Rangel
Wells	
Alvord HS	Blanca Sotelo/Ana Padilla (A)
Alt Ed	
Hillcrest	
La Sierra	Laura Estrada Tamayo
Norte Vista	Maria Lechuga



Pledge of Allegiance
Saludo a la Bandera


Establishment of Quorum

Establecer Quórum

Elementary		Middle		High
Arlanza	Orrenmaa	Arizona		Alvord
Collett	Promenade	Loma Vista		Alternative Continuation
Foothill	RMK	Villegas		Hillcrest
La Granada	Stokoe	Wells		La Sierra
Lake Hills	Terrace			Norte Vista
McAuliffe	Twinhill			
Myra Linn	Valley View			

Review of Minutes of Meeting from 2/16/21

Revisión de la Minuta de la Junta del 2/16/21



Alvord Unified School District
DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE

February 16th, 2021
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MINUTES

I. **Introductory Procedures**


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3. A quorum was established with the following schools represented:
Elementary: Arlanza, Foothill, Myra Linn, Orrenmaa, Promenade, RMK, Stokoe, Terrace, and Twinhill
Middle and High Schools: Loma Vista, Villegas, Alvord High, La Sierra and Norte Vista

II. **Action Items**

1. Agenda
 - a. Approval of Minutes of Meeting from 1/19/2021*
Motion to approve minutes: Melissa Astudillo, Foothill. Seconded by: Amanda Leon, Orrenmaa. Minutes were unanimously approved.

III. **Discussion/Information/Training**

1. School Report: Loma Vista Middle School – Dr. Jackie Casillas, Principal
Dr. Casillas presented the following information about Loma Vista:
 - Loma Vista addresses the needs of students by providing tutoring throughout the school year that is targeted in the area of Math or Language Arts. Currently, they have 22 sessions in place.
 - Loma Vista continues to check out books to students daily despite school closure. They have continued their Book Club where students join a group and receive a new book and participate in literature discussions.
 - To promote student and parent involvement they continue with their ASB, Garden Club, Honors Band, Art Club and Maker Space. All materials are provided to students through a drive through pick-up. Loma Vista also hosts a virtual social lunch which promotes students' interaction outside of the classroom.
 - Loma Vista will offer the first DLI 6th grade class in Alvord this coming fall. Approximately 73 students will be a part of this program.
2. Needs Assessment – Ms. Martha Martinez
Ms. Martinez explained the two needs assessments that ELACs need to complete. One is the Academic Needs Assessment. These are recommendations for the development of the single school plan for student achievement. After review of current English Learner data, ELAC members must conduct a needs assessment to determine the needs of their English learner



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**School Report: Collet Elementary School –
Mrs. Ann Vandercook, Principal**

**Reporte Escolar: Escuela Primaria Collett –
Sra. Ann Vandercook, Directora**

Collett Elementary EL Program

Website:

<https://www.alvordschools.org/collett>

Principal:

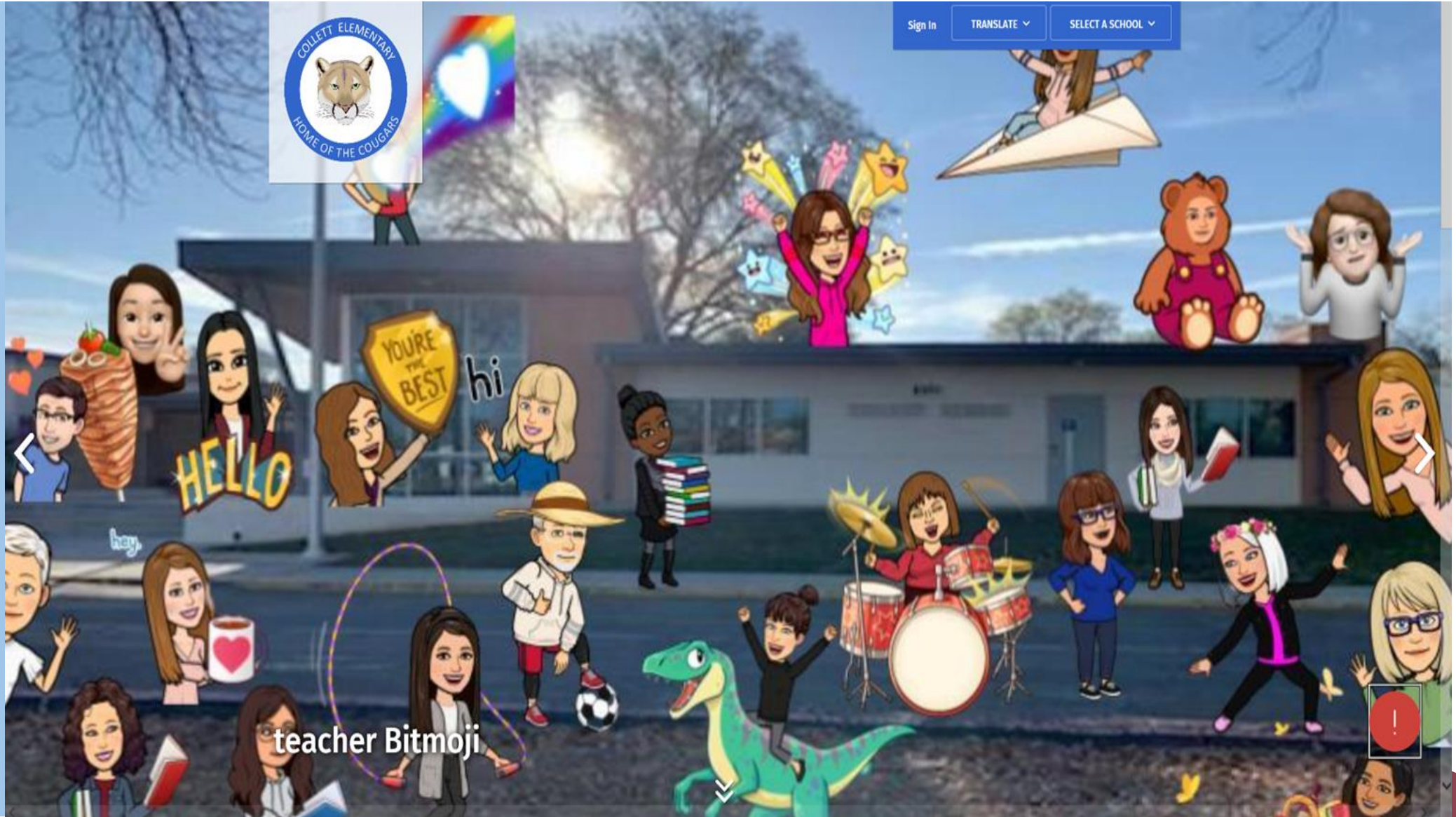
Ann Vandercook

Phone:

(951) 358-1605

Address:

10850 Collett
Ave. Riverside,
CA 92505



teacher Bitmoji

Collett Elementary School EL Program

Programa para estudiantes aprendiendo ingles

- At Collett we have 141 English Learners which is 31% of our total student population.
- Every teacher provides each English Learner with **Integrated Language Development (I-ELD)** during all subjects by using SDAIE teaching strategies and incorporating AVID WICOR strategies each and everyday.
- Every teacher provides **Designated English Language Development (D-ELD)** each day during small group instructional time. Students work on their individual English developmental needs during this time.

En la escuela Collett tenemos 141 estudiantes aprendiendo inglés, lo que supone el 31% de nuestra población total de estudiantes.

- Cada maestro proporciona a cada estudiante aprendiendo inglés con **desarrollo del idioma inglés integrado (I-ELD)** durante todas las materias mediante el uso de estrategias de enseñanza SDAIE e incorporando estrategias AVID WICOR todos los días.

- Cada maestro proporciona **desarrollo del idioma inglés designado (D-ELD)** todos los días durante el tiempo de instrucción de grupos pequeños. Durante este tiempo, los alumnos trabajan en sus necesidades individuales de desarrollo de inglés. |



Collett Elementary School EL Program

Programa para estudiantes aprendiendo ingles

- Collett **promotes reading both in English and Spanish** through our Accelerated Reader (AR) program and our library has an extensive Spanish and English selection of books. Parents are encouraged to check out reading books in their native language to share with their children and inspire a love of reading.
- Through our Expanded Learning program, English Learners are provided **tutoring opportunities** in all subjects.
- Collett **promueve la lectura tanto en inglés como en español** a través de nuestro programa Accelerated Reader (AR) y nuestra biblioteca cuenta con una amplia selección de libros en español e inglés. Se anima a los padres a sacar prestados libros de lectura en su lengua materna para compartir con sus hijos e inspirar amor por la lectura.
- A través de nuestro programa de Ampliación de Aprendizaje, los estudiantes aprendiendo inglés reciben **oportunidades de tutoría** en todas las materias.



Collett Elementary School EL Program

Programa para estudiantes aprendiendo ingles

- Our English Learner Facilitator is Mr. Rodriguez. He holds monthly ELAC meetings. **Our next meeting will be April 8th at 2:00 pm.**
- We have **two wonderful Bilingual Assistants**—Mayra Abrego Jaramillo and Stephanie Alpizar. They meet with our Emerging students in breakout rooms during Virtual Class time and hopefully in person after March 22, 2021.
- Nuestro facilitador para estudiantes aprendiendo inglés es el Sr. Rodríguez y lleva a cabo reuniones mensuales del ELAC. **Nuestra próxima reunión será el 8 de abril a las 2:00 pm.**
- Tenemos **dos maravillosas Asistentes Bilingües**: Mayra Abrego Jaramillo y Stephanie Alpizar. Se reúnen con nuestros estudiantes emergentes en sesiones separadas durante el tiempo de clase virtual y esperamos que en persona después del 22 de marzo de 2021.



Collett Elementary School- EL Student of the Month

Escuela Primaria Collett- Estudiante EL del mes

Our Student of the Month is:


Maria Tinajero Guzman

Maria has become a top student in Mrs. Rodriguez 5th grade classroom. Maria maintains perfect online attendance, comes to every Designated English Language Development Class and has greatly improved in every subject especially in her Writing. She frequently attends her teacher's office hours in order to improve her work performance. She is a caring and polite student and frequently sends messages to her teachers to check that they are having a good day.

Nuestro estudiante del mes es:

María Tinajero Guzmán

María se ha convertido en una estudiante destacada en el salón de clases de 5º grado de la Señora Rodríguez. María mantiene una asistencia perfecta en línea, llega a todas las clases de desarrollo del idioma inglés designado y ha mejorado mucho en todas las materias, especialmente en escritura. Asiste con frecuencia al horario de oficina de su maestra con el fin de mejorar su rendimiento escolar. Ella es una estudiante cariñosa y atenta y con frecuencia envía mensajes a sus maestros para verificar que estén teniendo un buen día.





What 3 things will you inform ELAC?

¿Cuáles son las 3 cosas que informará a ELAC?

A group of four students are sitting at a table in a library, looking at a laptop. The background is filled with bookshelves. A semi-transparent pink overlay covers the middle of the image, with text centered on it.

DELAC Needs Assessment

Encuesta de Necesidades DELAC

Academic Needs Assessment/Encuesta de Necesidades Academicas

Recommendations for the Development of the Single School Plan for Student Achievement

Schools must involve the ELAC parents in providing recommendations to the School Site Council in the development of the Single School Plan for Student Achievement.

The following are recommendations/suggestions for the **principal** and SSC in order to meet these requirements. In preparation for said recommendations, ELACs must first:

1. **Conduct a needs assessment** at one of the ELAC meetings of the year to determine the needs of the English Learners.

**It is recommended that this be done prior to the SSC meeting where an annual review of the SPSA is taking place*

1. **Share current data on English Learners.**

- ELPAC movement
- Academic data for ELs
- Program placement
- Reclassification
- Other



Recomendaciones para el Desarrollo del Plan Singular para el Rendimiento Estudiantil

Las escuelas deberán invitar a los miembros de ELAC para que proporcionen sugerencias para el desarrollo del Plan Singular para el Rendimiento Estudiantil.

Las siguientes son recomendaciones/sugerencias para el Director y SSC para cumplir con estos requisitos. Para preparar dichas recomendaciones, el Comité ELAC debe primeramente:

1. **Conducir una encuesta de necesidades** en una de las juntas de ELAC para determinar las necesidades de los Alumnos Aprendiendo Inglés.

**Es recomendable que se lleve a cabo en la junta previa a la reunión del SSC donde se realiza una revisión anual del SPSA.*

2. **Compartir los datos actuales de los alumnos aprendiendo inglés.**

- Cambios en ELPAC
- Asignación al programa
- Datos académicos de EL's
- Reclasificación
- Otros



Academic Needs Assessment/Encuesta de Necesidades Academicas

Recommendations for the Development of the Single School Plan for Student Achievement

It is recommended that an ELAC representative attend a SSC meeting following a meeting with the principal to provide recommendations as they relate to English Learners. The principal may choose to be the spokes-person to report out the ELACs recommendations. Possible recommendations may include:

- Tutoring
- Purchase of supplemental materials
- Hiring additional support personnel
- Parent trainings/conferences
- Other



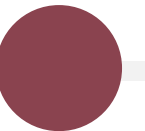
It is the responsibility of the principal to report back to ELAC on the recommendations made to the SSC in written form as-soon-as possible after recommendations were presented to the council. Any discussion and/or approval of recommendations must be reflected on the ELAC Agenda and ELAC Minutes.

Recomendaciones para el Desarrollo del Plan Singular para el Rendimiento Estudiantil

Se recomienda que un representante de ELAC asista a una junta de SSC después de la junta con el Director para brindar recomendaciones en relación con los Alumnos Aprendiendo Inglés. El Director puede elegir ser la persona para informar las recomendaciones de ELAC. Las posibles recomendaciones pueden incluir:

- Tutoría
- Compra de materiales suplementarios
- Contratar personal para apoyo adicional
- Capacitación/conferencias para padres
- Otras

Es responsabilidad del Director informar por escrito a ELAC, en la medida de lo posible, acerca de las recomendaciones hechas al SSC después de que estas sean presentadas ante el Concilio. Cualquier diálogo y/o aprobación de dichas recomendaciones deben incluirse en la Agenda y Minuta de ELAC.



Sample Academic Needs Assessment/ Encuesta de Necesidades Academicas

Needs Assessment- English Learner Advisory Committee

Name of School _____ Date _____

SSC Meeting Date to present results of ELAC Needs Assessment _____

Names of ELAC Members Present
Current EL Programs
Describe current programs and services for ELs at the site. Examples include: bilingual instructional assistants, enrichment after-school activities, supplemental digital programs, etc. Be sure to include all actions from the SPSA that are provided to ELs directly. Consider describing the supports that are paid for from other funds to give a comprehensive picture of the EL program.
Current Data for English Learners
Including, but not limited to: Percentage of ELs taking the ELPAC, percentage of ELs making annual progress as measured by the ELPAC, SBAC performance, performance on district benchmarks, reclassification rate, Graduation rate for English Learners, D & F rates for English Learners
Recommendations
Based on the data above, describe the ELAC's summary of current needs of ELs and their recommendations as to which programs for ELs should be maintained, added, and/or eliminated.



Encuesta de Necesidades – ESTUDIANTES – OBLIGATORIO
(completado durante los meses en que se está desarrollando el SPSA)

Comité Consejero para Alumnos Aprendiendo Inglés

Nombre de la escuela _____ Fecha _____

Fecha de la Junta SSC para presentar los resultados de la Encuesta de Necesidades de ELAC _____

Nombres de los miembros de ELAC presentes
Programas EL actuales
Describe los programas y servicios actuales en las escuelas para los alumnos EL. Algunos ejemplos son: asistentes de instrucción bilingües, actividades extracurriculares de enriquecimiento después de clases, programas digitales suplementarios, etc. Asegúrese de incluir todas las acciones del SPSA que se proporcionan a los estudiantes EL directamente. Considere la posibilidad de describir los apoyos que se pagan con otros fondos para dar una imagen completa del programa EL.
Datos actuales de alumnos aprendiendo inglés
Incluyendo, entre otras cosas: El porcentaje de alumnos EL que presentan la prueba ELPAC, el porcentaje de alumnos EL que hacen el progreso anual según la medida delineada por la prueba ELPAC, rendimiento en la prueba SBAC, rendimiento en los puntos de referencia del distrito, tasa de reclasificación, tasa de graduación para los alumnos aprendiendo inglés, tasas de D y F para los alumnos aprendiendo inglés
Recomendaciones
En base a los datos antes mencionados, describa que programas para los alumnos EL recomienda ELAC mantener, agregar o eliminar.



Training Needs Assessment/ Encuesta de Necesidades de *Capacitación*



Trainings

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members.

School districts shall provide **DELAC** members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members.

Capacitación

Todos los integrantes del **ELAC** deben recibir capacitación y materiales adecuadas para ayudarlos a cumplir con sus responsabilidades de asesoría requeridas. La capacitación debe ser planificada en plena consulta con los integrantes del ELAC.

El distrito debe proporcionarles a todos los integrantes del **DELAC** capacitación y materiales adecuadas para ayudar a que cada integrante cumpla sus responsabilidades consultivas requeridas. La capacitación debe ser planificada en consulta con los integrantes del DELAC.

Sample *Training Needs Assessment/* Encuesta de Necesidades de *Capacitación* (ejemplo)

_____ Unified School District

District English Learner Advisory Committee

Needs Assessment - Parents **(beginning of the year- optional)** [Insert Date]

In order to ensure that the agendas for the following year reflect those topics you would like to learn more about in addition to those required by law, please take a few moments to complete the following needs assessment:

1. What ELAC agenda topics do you feel helped you understand more about your child's school and education last year?

2. What agenda topics or ideas would you find most helpful to learn more about your child's school or the _____ Unified School District?

3. What questions would you like to have answered regarding your child's education or programs for English Learners in the _____ Unified School District?

4. Please include any additional comments that you feel would be helpful for the district to address your needs as a parent of an English Learner.



Distrito Escolar Unificado _____

Comité Consejero para Alumnos Aprendiendo Inglés del Distrito

Encuesta de Necesidades para los Padres de Familia **(para el inicio del año escolar- opcional)** [insert date]

Para asegurar que las agendas del próximo año escolar incluyan los temas que a usted le interesan, además de aquellos requeridos por ley, por favor tome unos minutos para completar la siguiente encuesta de necesidades:

1. ¿Qué temas incluidos en las agendas de ELAC del año escolar pasado considera usted que le han ayudado a entender más acerca de la escuela y educación de su hijo?

2. ¿Qué temas o ideas de la agenda considera usted que le serían de utilidad para saber más acerca de la escuela de su hijo o del Distrito Escolar Unificado _____?

3. ¿Qué preguntas tiene acerca de la educación de su hijo o los programas que el Distrito Escolar Unificado _____ ofrece a los alumnos aprendiendo inglés?

4. Por favor incluya cualquier comentario adicional que considere de utilidad para ayudar al Distrito a mejorar en la atención de sus necesidades como padre de un alumno aprendiendo inglés.



What 3 things will you inform ELAC?

¿Cuáles son las 3 cosas que informará a ELAC?



Input on Initial and Annual Notification to Parents

Opiniones acerca de la Notificación Inicial y Anual a los Padres



Add your input in the chat:
Agregue sus sugerencias en el chat:



To email input:
**Para enviar sus sugerencias
por correo electrónico:**

leslie.beltran@alvordschools.org

@

mmartinez@alvordschools.org



To mail input:
Para enviar sus sugerencias:

Attn: Martha Martinez

DELAC Input

9 KPC Prkway

Corona, CA 92879



Initial Parent Notification/ Notificación inicial para los padres

When a language other than English is noted on a student's Home Language Survey when they are **first enrolled in school**; state and federal laws require us to:

- **assess** your child and **notify** you of your child's proficiency level in English
- **inform** you of the language acquisition program options available from which you may **choose** the one that best suits your child (California *Education Code [EC]* Section 310).
- **explain** the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi])

Cuando se anota un idioma aparte del inglés en la encuesta de idioma en el hogar de un estudiante **cuando se inscribe por primera vez** en la escuela . Las leyes estatales y federales nos requieren:

- **evaluar** a su hijo y **notificarle** de su nivel de dominio del idioma inglés
- **informarle** de las opciones de programas de adquisición de idioma disponibles para que usted **pueda escoger** la mejor para su hijo (Código de Educación de California [EC] Sección 310)
- **explicar** los criterios para egresar del estatus de alumno aprendiendo inglés (EL). (20 Código de los Estados Unidos sección 6312[e][3][A][i], [v], [vi])

Initial Parent Notification



ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92679 | P: (951) 509-5000 | F: (951) 358-1500

INITIAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:	
School:	Date of Birth:
Date:	Grade:
Student ID #:	Primary Language:

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner (EL) status. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

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

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
Overall	Proficiency Level: Score:
Oral (Listening and Speaking)	
Written (Reading and Writing)	
Based on results of the English language proficiency assessment, your child has been identified as an:	
<input checked="" type="checkbox"/> English learner (EL)	<input type="checkbox"/> Initial Fluent English Proficient (IFEP) student.
If you feel that this designation does not accurately reflect your child's English language proficiency you may request a review by contacting the EL Office at (951) 509-5094. A request for review of a student's initial language designation must be completed before the administration of the Summative ELPAC, which begins in February of each school year.	

Individualized Education Program (IEP) on file: Yes No

If your child has an Individualized Education Plan (IEP), please refer to your child's IEP for current goals and services. As an identified English learner with exceptional needs, your child will receive the required language acquisition support to access core content.

Exit (Reclassification) Criteria

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

Required Criteria (EC Section 313[f])	Alvord Unified School District Reclassification Criteria
English Language Proficiency Assessment	A score of 4 Overall on the ELPAC Summative.

Teacher Evaluation	A grade of 3/C or higher in English Language Arts for most recent completed semester, or Teacher Evaluation Tool if student has met English Language and Assessment of Basic Skills criteria and not ELA grades.
Parental Opinion and Consultation	Parent Notice and Participation
Comparison of Performance in Basic Skills	A minimum basic skills score* on an English Language Arts assessment: (K-3 PELI/DIBELS, 4-9 & 12 CAASPP ELA, 10 & 11 PSAT, K-12 iReady) *varies by grade and test

Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vii])

The expected rate of graduation for English Learners in Alvord Unified School District is 88.8%. District graduation rate displayed on the Graduate Data report, is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c].

Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). Alvord offers the following language acquisition 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 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. Some assistance may be provided in the primary language when available.

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 is offered at Terrace and Valley View elementary schools.** For information on this option for your child in first (1st) – fifth (5th) grade, please call (951) 509-5094.

Choosing a Language Acquisition Program

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

Parents/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 the English Learner Support Services Department at (951) 509-5094 to ask about the process.

Opting out of Language Acquisition Programs or Services


Although schools have an obligation to serve all EL students, parents or guardians of English learners 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 English learners. 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]).

Assess
&
Notify

Language
program
options

Exit
Criteria

Notificación inicial para los padres



DISTRITO ESCOLAR UNIFICADO ALVORD
 9 KPC Parkway Corona, CA 92623 | P: (951) 509-5000 | F: (951) 358-1500

NOTIFICACIÓN INICIAL PARA LOS PADRES
Requisitos estatales y federales Título I o Título III

Para los padres/tutores de:	
Escuela:	Fecha de nacimiento:
Fecha:	Grado:
# de ID del estudiante:	Idioma natal:

Estimado padre o tutor: Cuando inscribió a su hijo en nuestra escuela, indicó un idioma aparte del inglés en la encuesta de idioma en el hogar. La ley nos requiere evaluar a su hijo y notificarle de su nivel de dominio del idioma inglés. Estamos obligados a informarle de las opciones de programas de adquisición de idioma disponibles para que usted pueda escoger la mejor para su hijo. Este aviso también explica los criterios para egresar del estatus de alumno aprendiendo inglés (EL). (20 Código de los Estados Unidos sección 6312[e][3][A][i], [v], [vi])

Resultados de la evaluación del idioma
 (20 U.S.C sección 6312[e][3][A][iii])

Área	Evaluación de Dominio del Idioma Inglés (ELPAC) Nivel de Desempeño en ELPAC Inicial
General	Nivel de dominio: Puntuación:
Oral (Comprensión Auditiva y Expresión Oral)	
Escritura (Lectura y Escritura)	

Basado en los resultados de la evaluación de dominio del inglés, se ha identificado a su hijo como:

Alumno aprendiendo inglés (EL) Alumno con Dominio Inicial Fluído del Idioma Inglés (IFEP)

Si usted cree que esta designación no refleja correctamente el dominio de su hijo del idioma inglés, puede solicitar una revisión llamando a la oficina EL al (951) 509-5094. La solicitud de revisión de la designación inicial del idioma de un alumno debe completarse antes de la administración de ELPAC acumulativo el cual inicia en el primer día de cada año escolar.

Existe un Programa de Educación Individualizado (IEP): sí no
 Si su hijo tiene un Plan de Educación Individualizado (IEP), favor de revisar las metas actuales y servicios indicados en él. Al ser identificado como alumno en proceso de aprender inglés con necesidades excepcionales, su hijo recibirá el apoyo requerido para la adquisición del idioma para acceder el contenido básico.

Criterios para la reclasificación (egreso del programa)
 El objetivo de los programas de adquisición de idioma es que los estudiantes logren dominar el inglés lo más pronto posible y que cumplan con las medidas de rendimiento académico estatales. Los criterios para la reclasificación en este Distrito son los siguientes. (20 U.S.C. sección 6312[e][3][A][vii])

Los criterios generales (EC Sección 313[f])	Los Criterios del Distrito Escolar Unificado Alvor
Evaluación del dominio del inglés	Una puntuación general de 4 en la prueba acumulativa ELPAC
Evaluación del maestro	Calificaciones de 3/C o mejor en Artes de Lenguaje en inglés al completarse el semestre más reciente o herramienta de evaluación del maestro si el alumno cumplió con el criterio de las evaluaciones del

	idioma inglés y de habilidades básicas, pero no con las calificaciones de ELA.
Consulta y opinión de los padres	Aviso y participación de padres de familia
Comparación del desempeño en habilidades básicas	Una puntuación de habilidades básicas mínima* en una evaluación de Artes de Lenguaje en Inglés: (K-3 PELI/DIBELS, 4-9 & 12 CAASPP ELA, 10 & 11 PSAT) *varía según el grado y examen

Índice de graduación escolar de alumnos en proceso de aprender inglés
 (20 U.S.C. sección 6312[e][3][A][vi])
 El índice de graduación de alumnos en proceso de aprender inglés en el Distrito Escolar Unificado Alvor es de 88.8%. Este índice se muestra en el reporte de datos "Graduate Data", disponible en la página web DataQuest del Departamento de Educación de California en <http://dq.cde.ca.gov/dataquest/>.

Programas de adquisición de idioma
 Los programas de adquisición de idioma son programas educativos diseñados para asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible y proporcionan instrucción para alumnos aprendiendo inglés en base a los estándares de contenido académico adoptados por el estado, incluso los estándares para el Desarrollo del Idioma Inglés (ELD). (20 U.S.C. sección 6312[e][3][A][iii], [v]; EC sección 306[c])

Programas para adquisición de idioma disponibles
 Estamos obligados a ofrecer como mínimo la opción del programa de **Inmersión Estructurada en inglés (SEI)** (EC Sección 305 [a][2]). Alvor ofrece los siguientes programas de adquisición de idioma:

Programa de Inmersión Estructurada en inglés (SEI): Un programa de adquisición de idioma para alumnos aprendiendo inglés en donde casi toda la instrucción se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Como mínimo, a los alumnos se les ofrece ELD Designado y acceso al contenido académico de cada materia de acuerdo a su nivel de grado con ELD integrado. Si está disponible, se proporciona algo de asistencia en el idioma natal.

Programa de Inmersión en Dos Idiomas (DLI): También conocido como Doble Inmersión. Un programa de adquisición de idioma que proporciona el aprendizaje y la instrucción académica para hablantes nativos de inglés y hablantes nativos de otro idioma, con los objetivos de un alto desempeño académico, dominio del primer y segundo idioma y comprensión intercultural. Este programa se inicia en kindergarten (K) y se ofrece en las escuelas primarias Terrace y Valley View. Favor de llamar al (951) 509-5094 para obtener información sobre esta opción para su hijo de (1^o) – quinto (5^o) grado.

Solicitar un programa de adquisición de idioma
 Los padres/tutores pueden elegir un programa de adquisición de idioma que mejor se adapte a sus hijos. En caso de que padres/tutores de 30 alumnos o más por escuela, o de 20 o más en cualquier grado soliciten un programa adicional de adquisición de idioma que sea diseñado para proporcionar instrucción en él, la escuela deberá ofrecer dicho programa en la medida de sus posibilidades. (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a])

Los padres/tutores pueden aportar información acerca de los programas de adquisición de idioma durante la elaboración del Plan de Control y Responsabilidad Local. (EC sección 52062) Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese con el Departamento de Servicios de Apoyo para Alumnos Aprendiendo inglés al 951-509-5094 para preguntar acerca del proceso.

Optar por no participar en programas o servicios de adquisición de idioma
 Aunque las escuelas tengan la obligación de prestar servicios a todos los estudiantes aprendiendo inglés (EL), los padres o tutores de alumnos EL tienen derecho a declinar u optar por que sus hijos no participen en el programa para alumnos EL de la escuela o servicios en particular dentro del programa EL. En caso de que los padres o tutores opten por que sus hijos no participen en el programa o servicios específicos para alumnos EL, los niños conservarán su estatus como alumnos aprendiendo inglés. La escuela continua con la obligación de tomar las medidas afirmativas requeridas por el Título VI de la Ley de Derechos Civiles de 1964 y las acciones requeridas por la Ley de Oportunidad Educativa Equitativa de 1974 para proporcionar acceso a los alumnos EL a los programas educativos. (20 U.S.C Sección 1703 [f], 6312[e][3][A][viii]).

opciones de programas de adquisición de idioma

Intro sobre el ELPAC inicial

Evaluar Notificar

Criterio para egresar

Annual Parent Notification/ Notificación anual para los padres

When a student **continues** as an English learner; each year, we are required to:

- **assess** your child and **notify** you of your child's proficiency level in English and **academic progress**
- **inform** you of the language acquisition program options available from which you may **choose** the one that best suits your child (California *Education Code [EC] Section 310*).
- **notify** parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL)(California *Education Code 313.2*)
- **explain** the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi])

Cuando un estudiante **continúa** como alumno aprendiendo inglés; cada año, estamos obligados a:

- **evaluar** a su hijo y **notificarle** de su nivel de dominio del idioma inglés y **el progreso académico**
- **informarle** de las opciones de programas de adquisición de idioma disponibles para que usted **pueda escoger** la mejor para su hijo (Código de Educación de California [EC] Sección 310)
- **notificar** a los padres si su hijo es **identificado como Long Term English Learner (estudiante aprendiendo inglés por largo plazo LTEL) o At Risk of Becoming a Long Term English Learner (en riesgo de convertirse en estudiante aprendiendo inglés por largo plazo ARLTEL)**
- **explicar** los criterios para egresar del estatus de alumno aprendiendo inglés (EL). (20 Código de los Estados Unidos sección 6312[e][3][A][i], [v], [vi])

Annual Parent Notification



ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92679 | P: (951) 509-5000 | F: (951) 358-1500

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

To the parent(s)/guardian(s) of:	
School:	Date of Birth:
Date:	Grade:
Student ID #:	Primary Language:

Dear Parent(s) or Guardian(s): School districts are required to annually assess the language proficiency of students learning English as well as notify parents/guardians of their child's proficiency level in English. School districts must describe available language acquisition program options for which you may choose the one that best suits your child. Additionally, California Education Code 313.2 requires school districts to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL). This letter also contains the criteria for a student to exit the English learner program.

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][iii]) ELPAC Administered in the Spring of		
Composite	Scale Score	Performance Level
Overall		
Oral Language		
Listening Domain	NA	
Speaking Domain	NA	
Written Language		
Reading Domain	NA	
Writing Domain	NA	

Academic Achievement Results (20 U.S.C. Section 6312[e][3][A][iii])		
Skill Area	Measure Used	Scale Score
English Language Arts		
Mathematics		

Individualized Education Program (IEP) on file:
 Yes No

If your child has an Individualized Education Plan (IEP), please refer to your child's IEP for current goals and services. As an identified English learner with exceptional needs, your child will receive the required language acquisition support to access core content. (20 U.S.C. Section 6312[e][3][A][vii])

Long Term English Learner /At Risk of Becoming a Long Term English Learner AB BA requires school districts to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL).

Your child meets the criteria for:
 Long Term English Learner (LTEL)
 At Risk of Becoming a Long Term English Learner (ARLTEL)

Long-Term English Learner /At Risk of Becoming a Long Term English Learner (EL) student to which all of the following apply: (1) is enrolled in any of grades 6 to 12, inclusive, and (2) was enrolled in a U.S. school for six years or more; and (3) has remained at the same English language proficiency level, as determined on the prior year administration of the CAASPP-ELA. For more information, see Education Code 313.1

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk"): An English learner (EL) student to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year's English language development test; and (4) has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. For more information, see Education Code 313.1

All English learners continue to receive English language development and content instruction designed to provide both access at their level of English proficiency and support any language needs they may have for full participation in all their content courses. Additionally, LTELs are monitored for specific language needs and may be candidates for the Advanced Academic Language Development (AALD) course offered at middle and high school settings. This course is designed to ensure that LTELs are college and career ready by specifically targeting their unique linguistic and academic needs. Please see your child's school administrator or counselor regarding this course option and other available supports (i.e. counseling and core subject intervention).

Graduation Rate for English Learners

The expected rate of graduation for English Learners in Alvord Unified School District is 88.8%. District graduation rate displayed on the Graduate Data report, is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>. (20 U.S.C. Section 6312[e][3][A][vi])

Exit (Reclassification) Criteria

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

Required Criteria (EC Section 313[f])	Alvord Unified School District Reclassification Criteria
English Language Proficiency Assessment	A score of 4 Overall on the ELPAC Summative.
Teacher Evaluation	A grade of 3/C or higher in English Language Arts for most recent completed semester, or Teacher Evaluation Tool if student has met English Language and Assessment of Basic Skills criteria and not ELA grades.
Parental Opinion & Consultation	Parent Notice and Participation
Comparison of Performance in Basic Skills	A minimum basic skills score* on an English Language Arts assessment: (K-3 PELI/DIBELS, 4-9 & 12 CAASPP ELA, 10 & 11 PSAT, K-12 i-Ready) *varies by grade and test

Language Acquisition Programs

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English Language Development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii], [v]); EC Section 306(c).

Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). Alvord offers the following language acquisition 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 students who are learning English. At minimum, students are offered Designated English language Development (ELD) and provided access to grade level academic subject matter content with Integrated ELD. Some assistance may be provided in the primary language when available.

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 is offered at Terrace and Valley View elementary schools.** For information on this option for your child in first (1st) – fifth (5th) grade, please call (951) 509-5094.

Choosing a Language Acquisition Program

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

Parents/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 the English Learner Support Services Department at (951) 509-5094 to ask about the process.

Opting out of Language Acquisition Programs or Services

Although schools have an obligation to serve all EL students, parents or guardians of English learners 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 English learners. 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]).

For questions or more information about this notification, call English Learner Support Services at (951) 509-5094.

For questions or information about your child's language or academic progress, call your child's school.

Assess
&
Notify


LTEL

ARLTEL

Exit
Criteria

Language
program
options

Notificación anual para los padres



ALVORD UNIFIED SCHOOL DISTRICT
9 KPC Parkway Corona, CA 92679 | P: (951) 509-5000 | F: (951) 368-1500

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

To the parent(s)/guardian(s) of:	
School:	Date of Birth:
Date:	Grade:
Student ID #:	Primary Language:

Dear Parent(s) or Guardian(s): School districts are required to annually assess the language proficiency of students learning English as well as notify parents/guardians of their child's proficiency level in English. School districts must describe available language acquisition program options for which you may choose the one that best suits your child. Additionally, California Education Code 313.2 requires school districts to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL). This letter also contains the criteria for a student to exit the English learner program.

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][ii]) ELPAC Administered in the Spring of		
Composite	Scale Score	Performance Level
Overall		
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Listening Domain	NA	
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Long Term English Learner /At Risk of Becoming a Long Term English Learner [AB 81](#) requires school districts to annually notify parents if their child is identified as a Long Term English Learner (LTEL) or At Risk of Becoming a Long Term English Learner (ARLTEL).

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For questions or more information about this notification, call English Learner Support Services at (951) 509-5094. For questions or information about your child's language or academic progress, call your child's school.



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Evaluar

Notificar

inglés & Académico

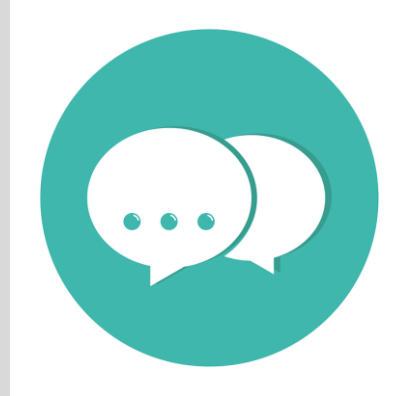
LTEL

ARLTEL

Criterio para egresar

opciones de programas de adquisición de idioma

Add your input in the chat:
Agregue sus sugerencias en el chat:



To email input:
**Para enviar sus sugerencias
por correo electrónico:**

leslie.beltran@alvordschools.org

@

mmartinez@alvordschools.org



To mail input:
Para enviar sus sugerencias:

Attn: Martha Martinez

DELAC Input

9 KPC Prkway

Corona, CA 92879





What 3 things will you inform ELAC?

¿Cuáles son las 3 cosas que informará a ELAC?



LCAP Updates

Actualizaciones LCAP





What 3 things will you inform ELAC?

¿Cuáles son las 3 cosas que informará a ELAC?



Family Engagement Updates

Actualizaciones de Participación Familiar

Family Engagement Updates

- “The Benefits of School-Family Partnerships” webinar tomorrow at 4pm.
- “Los beneficios de las alianzas entre familias y escuelas” webinar tomorrow at 4pm.
- Reopening of schools plan and FAQ.
- Plan de reapertura de escuelas y FAQ.

Family Engagement Updates

COVID-19 VACCINE VIRTUAL UPDATE

**SATURDAY, MARCH 20
11 AM - 12 PM**

via Facebook LIVE



Sabrina Cervantes
State Assemblymember, 60th District



Richard D. Roth
State Senator, 31st District



Jose Medina
State Assemblymember, 61st District

with health officials from Riverside County Public Health &
Riverside University Health System

RSVP & submit questions at
bit.ly/RCVaccineUpdate

ACTUALIZACIÓN VIRTUAL DE LA VACUNA COVID-19

**SÁBADO 20 DE MARZO
11 AM - 12 PM**

por Zoom



Sabrina Cervantes
Asambleísta, Distrito 60



Richard D. Roth
Senador, Distrito 31



Jose Medina
Asambleísta, Distrito 61

con funcionarios de salud de la Salud Pública del Condado de
Riverside y Riverside University Health System

RSVP y enviar preguntas a
bit.ly/RCVaccineUpdate

Addressing Student Academic Needs

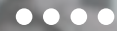
- Google Classroom, Class Dojo and Aeries Parent Portal are our best friends.
 - Utilize additional support like online tools and tutoring.
 - If you have academic concerns, contact teacher.
 - If you think your child needs additional support, talk with administration or counselors about an SST plan.
 - Keep participating in family groups to influence the programs and services the school offers
- Google Classroom, Class Dojo y Aeries Parent Portal son nuestros mejores amigos.
 - Utilize apoyo adicional como las herramientas en línea y tutoría.
 - Si tiene inquietudes académicos, hable con su maestra.
 - Si su hij@ necesita apoyo adicional, hable con la directora o consejera sobre SST.
 - Siga participando en grupos familiares para influir los programas y servicios que la escuela ofrece.



What 3 things will you inform ELAC?

¿Cuáles son las 3 cosas que informará a ELAC?

THANK YOU
GRACIAS



English Learner Support Services



Martha Martinez, Director



(951) 509-5094



mmartinez@alvordschools.org



Website

Next Meeting
Próxima Reunión

4/20/2021

- e. School sites shall make every effort to elect/appoint a site DELAC representative that is a parent of an EL student. DELAC representatives that are not parents of EL students may not have DELAC voting rights

Section 2. Term of Office: All committee members shall serve for a minimum one year term.

Section 3. Voting Rights: Each member shall be entitled to one vote on the District English Learner Advisory Committee. Proxy voting by a "DELAC alternate", when the DELAC representative cannot attend, shall be permitted. The DELAC alternate must have been previously chosen through school ELAC elections. Voting results must be written in ELAC minutes. Absentee ballots shall not be permitted.

Section 4. Termination of Site Representation: A school site shall no longer have representation should their elected representative cease to reside in the Alvorad Unified School District area. Representation shall terminate when a site representative misses two consecutive meetings without good cause. A new site representative shall take the place of the terminated representative.

Section 5. Alternates: A site representative may send an alternate. An alternate shall have voting rights only when the member he/she is representing is absent.

Article IV. Officers and Their Duties

The officers of this Committee shall consist of a President, Vice-President, a Secretary, a Parliamentarian and such other officers as the Committee shall deem necessary. Officers shall be elected by the Committee on an annual basis and may be re-elected. Officers of the Committee shall be elected from among parents representing schools. Election of officers for the District English Learner Advisory Committee will occur by the second DELAC meeting of the year. Prior year's officers will continue duties until new officers are elected.

Section 1. President: The president shall preside at all meetings and shall sign all letters, reports, assurances and other communication of the Committee. In addition, he/she shall perform all other duties related to the office of president.

Section 2. Vice-President: The duties of the vice-president shall be to represent the president in assigned duties and to substitute in the absence of the president. He/she shall also perform all other duties assigned to him/her by the president or by the District English Learner Advisory Committee.

Section 3. Secretary: The secretary shall take minutes of the meetings and shall make them available at each subsequent meeting. In addition, the secretary shall perform the following duties:

- a. See that all notices concerning meetings, etc., are sent out in accordance with the provision of these Bylaws
- b. Keep the group's records, including attendance
- c. Keep a membership list with addresses and telephone numbers of representatives.
- d. Perform other duties as prescribed by the president or the District English Learner Advisory Committee.

Section 4. Parliamentarian: Robert's Rules of Order, newly revised, shall govern the committee in all matters of parliamentary procedures. The parliamentarian shall review bylaws

- d. Los representantes escolares deberán ser elegidos antes del mes de octubre del año en curso.

- e. Las escuelas deberán hacer todos los esfuerzos posibles para elegir/asignar un representante escolar el cual sea padre de un estudiante EL. Los representantes DELAC que no son padres de alumnos EL no tienen el derecho de votar sobre asuntos en DELAC.

Sección 2. Término del Puesto

Todos los miembros del comité deberán prestar servicios por el término mínimo de un año.

Sección 3. Derechos de Voto

Cada miembro tendrá el derecho de un voto en el Comité Consejero para Aprendices del Idioma Inglés del Distrito. Se permitirá que el representante "alterno DELAC" emita su voto en ausencia del representante DELAC. El representante alterno DELAC deberá ser elegido previamente en las elecciones ELAC de la escuela. Las minutas ELAC deben indicar estos resultados. No se permitirán votos de miembros ausentes.

Sección 4. Terminación de Representación Escolar

Una escuela no tendrá representación si la persona elegida deja de residir en el área del Distrito Escolar Unificado Alvorad. La representación deberá terminar cuando el representante escolar falte a dos juntas consecutivas sin una buena razón. Un nuevo representante deberá tomar el puesto del representante que ha sido terminado.

Sección 5. Alternos

Un representante escolar puede enviar a un alterno. Un alterno deberá tener derechos para votar únicamente cuando el miembro a quien representa está ausente.

Artículo IV. Oficiales y sus Deberes

Los oficiales de este Comité deberán consistir de un Presidente, Vicepresidente, un Secretario/a, un Parlamentario y otros oficiales tales como el Comité lo determine necesario. Los Oficiales deberán ser elegidos anualmente por el Comité y pueden ser reelegidos. Los Oficiales del Comité deberán ser elegidos entre los padres que representan las escuelas. La elección de oficiales para el Comité Consejero para Aprendices del Idioma Inglés del Distrito ocurrirá a más tardar en la segunda junta de DELAC. Mientras tanto, los miembros del año anterior continuarán asumiendo las responsabilidades hasta que los nuevos sean electos.

Sección 1. Presidente

El Presidente deberá presidir todas las juntas y deberá firmar todas las cartas, reportes, garantías y otra comunicación del Comité. Además, él o ella deberá desempeñar todos los demás deberes relacionados al puesto del presidente.

Sección 2. Vicepresidente

Los deberes del vicepresidente consisten en representar al presidente en deberes asignados y sustituirlo en su ausencia. El o ella también deberá desempeñar todos los otros deberes asignados por el presidente o el Comité Consejero de Aprendices del Idioma Inglés del Distrito.

Sección 3. Secretario/a

El secretario/a deberá hacer minutas de las juntas y deberá presentarlas en cada junta subsiguiente. Además, el secretario/a deberá desempeñar los siguientes deberes:

annually and update as necessary. All proposed changes must be adopted by majority vote. The parliamentarian shall keep order as prescribed by Robert's Rules of Order, Newly Revised. Parliamentarian procedure shall be followed. The parliamentarian shall be the official time-keeper during the public forum part of the meetings.

Section 5. Agenda/Decorum: The DELAC will operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Section 6. Vacancy: A vacancy in any office because of death, resignation, removal, disqualification or otherwise shall be filled by appointment of the DELAC chairperson and approved by the Committee.

Article V. Subcommittees

The Alvord District English Learner Advisory Committee may establish and abolish subcommittees as it may desire on an ad hoc basis.

Section 1. Subcommittee Membership: The Chairperson shall appoint members to the various subcommittees.

Article VI. Meetings of the District English Learner Advisory Committee

Section 1. Regular Meetings: The District English Learner Advisory Committee will meet no less than seven times during the school year. The Committee will designate dates of meetings for each school year by July 1.

Section 2. Special Meetings: Special meetings may be called by the chairperson or by a majority vote of the Committee.

Section 3. Notice of Meetings: Notices of meetings, including time, date and location, will be sent to each school site representative as well as to each school site prior to the date of such meetings. All notices will be translated.

Section 4. Quorum: A majority of one (1) more than fifty percent (50%) of the elected site representatives shall constitute a quorum. A majority vote of the quorum shall be considered an affirmative approval of any decision brought before the District English Learner Advisory Committee.

Section 5. Meetings Open to School Staff and Other Parents: Meeting of the District English Learner Advisory Committee shall be open to the public.

Section 6. Parliamentary Procedure: Meetings shall be governed by parliamentary procedure as outlined by Robert's Rules of Order, Newly Revised.

Article VII Amendments

These bylaws may be amended by a majority vote of the site representatives present at a meeting of the District English Learner Advisory Committee. Amendments must conform with state and federal guidelines and must be presented to the representatives one month prior to voting. Final approval of all Bylaws rests with the Alvord Unified School District Board of Education.

- a. Asegurar que todos los avisos relacionados con las juntas, etc., se envíen de acuerdo a la provisión de estos Reglamentos.
- b. Mantener un registro del grupo, incluyendo la asistencia.
- c. Mantener una lista de los miembros que incluya sus domicilios y números de teléfono.
- d. Desempeñar otros deberes dictados por el presidente o por el Comité Consejero para Aprendices del Idioma Inglés del Distrito.

Sección 4. Parlamentario –
Las nuevas reglas *Robert's Rules of Order*, recientemente revisadas, deberán regir al comité en todos los asuntos de procedimientos parlamentarios. El Parlamentario deberá revisar los reglamentos anualmente y actualizarlos según sea necesario. Todos los cambios propuestos deberán ser adoptados por mayoría de voto. El parlamentario deberá mantener el orden según lo dictan las reglas *Robert's Rules of Order*, recientemente revisadas. Se deberán seguir los procedimientos Parlamentarios. El Parlamentario deberá ser el marcador oficial de tiempo durante la parte del foro público de la junta.

Sección 5. La Agenda/ el Decoro
El DELAC operará bajo el consenso de aprobación de asuntos de agenda. Cuando no se llegue a un consenso o el decoro esté en cuestión, referirse a las reglas *Robert's Rules of Order*.

Sección 6. Vacante
Una plaza vacante en cualquier puesto debido a fallecimiento, renuncia de puesto, remoción, descalificación o cualquier otra razón deberá ser ocupada por medio de asignación del Presidente de DELAC y aprobada por el Comité.

Artículo V. Subcomités
El Comité Consejero para Aprendices del Idioma Inglés del Distrito puede establecer y anular los subcomités según sea necesario.

Sección 1. Membresía del Subcomité
El Presidente asignará miembros a los diferentes subcomités.

Artículo VI. Juntas del Comité Consejero para Aprendices del Idioma Inglés del Distrito

Sección 1. Juntas Regulares
El Comité Consejero para Aprendices del Idioma Inglés del Distrito se reunirá por lo menos siete veces durante el año escolar. El Comité programará las fechas de las juntas para cada año escolar antes el primero de julio.

Sección 2. Juntas Especiales
Las juntas especiales se pueden convocar por el presidente o por la mayoría de votos del Comité.

Sección 3. Aviso de las Juntas
Los avisos de las juntas, incluyendo, hora, fecha y lugar, serán enviados a cada representante escolar, así como a cada escuela antes de la fecha de dichas juntas. Todos los avisos serán traducidos.

Sección 4. Quórum
Una mayoría por un representante más del cincuenta por ciento (50%) de los representantes escolares electos deberán constituir el quórum. La mayoría del voto del quórum deberá ser

considerada como una aprobación afirmativa de cualquier decisión presentada ante el Comité Consejero para Aprendices del Idioma Inglés del Distrito.

Sección 5. Juntas Abiertas al Personal Escolar y a Otros Padres
Las juntas del Comité Consejero para Aprendices del Idioma Inglés del Distrito deberán estar abiertas al público.

Sección 6. Procedimientos Parlamentarios
Las juntas deberán ser regidas por los procedimientos parlamentarios según se define en las reglas *Robert's Rules of Order*, recientemente revisadas.

Artículo VII. Enmiendas

Estos reglamentos pueden ser enmendados por la mayoría de voto de los representantes escolares presentes en una junta del Comité Consejero para Aprendices del Idioma Inglés del Distrito. Las enmiendas deben cumplir con los reglamentos estatales y federales y deben ser presentadas a los representantes un mes antes de la votación. La aprobación final de los Reglamentos queda a cargo de la Mesa Directiva de Educación del Distrito Escolar Unificado Alvord.

Distrito Escolar Unificado Alvord
Servicios de Apoyo de Instrucción
Oficina ELL

