DELAC

November 3, 2026



LGSD EDUCATIONAL SERVICES



Agenda

- Community Project
- Presentation on programs (ELD, Dual immersion, SEI)
- Introduction to new or existing resources
- Principal Update

LEMON GROVE SCHOOL DISTRICT

DELAC Community Project



DIY Flour Stress Ball

A simple self-care craft you can make & use anytime

WHAT YOU NEED:

- Flour (1/2 cup)
- Balloon
- Funnel
- Essential Oil (optional)

HOW TO MAKE IT:

- Optionally add a small amount of essential oil to the flour for a calming scent.
- Place the funnel securely in the balloon opening.
- Carefully pour flour through the funnel into the balloon.
- Gently squeeze out excess air.
- Tie the balloon opening securely with a firm knot.
- Gently shape it in your hands into a soft, round stress ball.

WAYS TO USE YOUR STRESS BALL:

- Squeeze slowly while taking deep breaths
- Use it during a short grounding exercise
- Hold it while listening or focusing
- Squeeze and release to relax tense hands
- Use it during a mindful pause
- Keep it nearby as a reminder to check in with your feelings

SAFETY NOTES:

- Essential oil is optional — use sparingly
- Do not ingest any materials
- Keep away from eyes and mouth

Language Programs in LGSD

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English Learner Program Models

Structured English Immersion (SEI)

In SEI programs, students learn all subjects **in English** with extra support to help them understand lessons and build English skills. Teachers use strategies and the California ELD Standards to make grade-level content clear and accessible.

The focus in SEI is the development of English across all academic subjects while still encouraging and celebrating multilingualism.

Dual Immersion (DI) - Mount Vernon Dual Immersion

In Dual Immersion programs, students learn in **two languages**—English and Spanish. Instruction is delivered in both languages so that students develop strong skills in reading, writing, and speaking in both.

The goal is for students to become bilingual, biliterate, and bicultural, gaining the lifelong benefits of learning in two languages.

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What Is Designated ELD?

- Designated English Language Development (ELD) is a protected time during the school day where teachers focus on the California ELD Standards to help students:
- Build English language skills needed for success in all subjects
- Develop vocabulary, grammar, and language structures
- Gain confidence using English for reading, writing, listening, and speaking

This time is dedicated specifically to language development.



What Is Integrated ELD?

- Integrated ELD happens throughout the entire school day—in all subjects such as math, science, and social studies.
- Teachers use ELD and content standards together to:
  - Support English Learners during instruction
  - Ensure access to grade-level content
  - Help students use academic English in every subject

All teachers are language teachers!



dELD Schedule Examples

Grades K-6

A protected daily minimum 30-minutes-a-day Designated ELD time needs to be set aside for all MLL students in grades TK-6. Sites have various options in scheduling this time. In this Sample Schedules document (K-2, 3-6), we provide guidance for sites as they roll out and refine their Designated ELD practices.

Grades 7-8

Middle school teams must create a Designated ELD course in their master schedules. Options for scheduling Designated ELD:

- Part of an ELA double block / “Skinny” period
- 7 period schedule

Sample K-2 Daily Schedule

LGSD

	MONDAY	TUESDAY	THURSDAY	FRIDAY		WEDNESDAY
8:20-8:40	Attendance & Morning Meeting/SEL				8:20 - 8:40	Attendance & Morning Meeting/SEL
8:40 - 8:55	Shared Reading				8:40 - 8:55	Shared Reading
8:55 - 9:40	Foundational Skills				8:55 - 9:40	Foundational Skills
9:40 -10:00	Reading Mini-Lesson				9:40 - 10:00	Reading Mini-Lesson
10:00 - 10:15	Recess				10:00 - 10:15	Recess
10:15 -- 11:00	Small Group Instruction				10:15 - 11:00	Small Group Instruction
11:00 - 12:00	Math				11:00 - 12:00	Math
12:00 -12:30	Lunch				12:00 -12:30	Lunch
12:30 - 12:40	Read Aloud				12:30 - 12:45	Read Aloud
12:40 - 1:10	Writing				12:45 - 1:28	Designated ELD/Indep/Interv.
1:10- 1:40	Designated ELD (Independent Practice/Intervention))				1:28	Dismissal
1:40 -2:00	P.E.					
2:00 - 2:40	Science and/or History-Social Science					
2:40	Dismissal					

New and Existing MLL Resources



Language Power / ELPAC Essentials Pilot dELD Curriculum

- Curriculum Purchased for all school sites
- Implementation phase started
- Digital and Print materials
- Teacher/Site feedback



TCM Language Power (Digital)



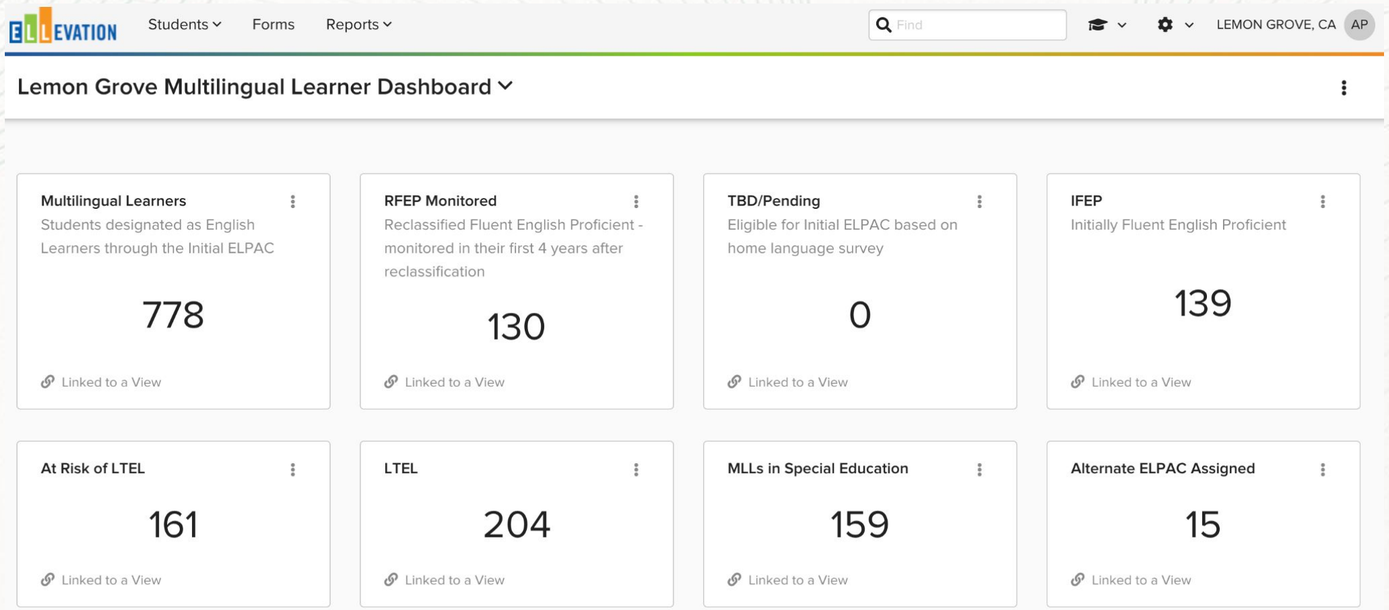
ELPAC Essentials TCM



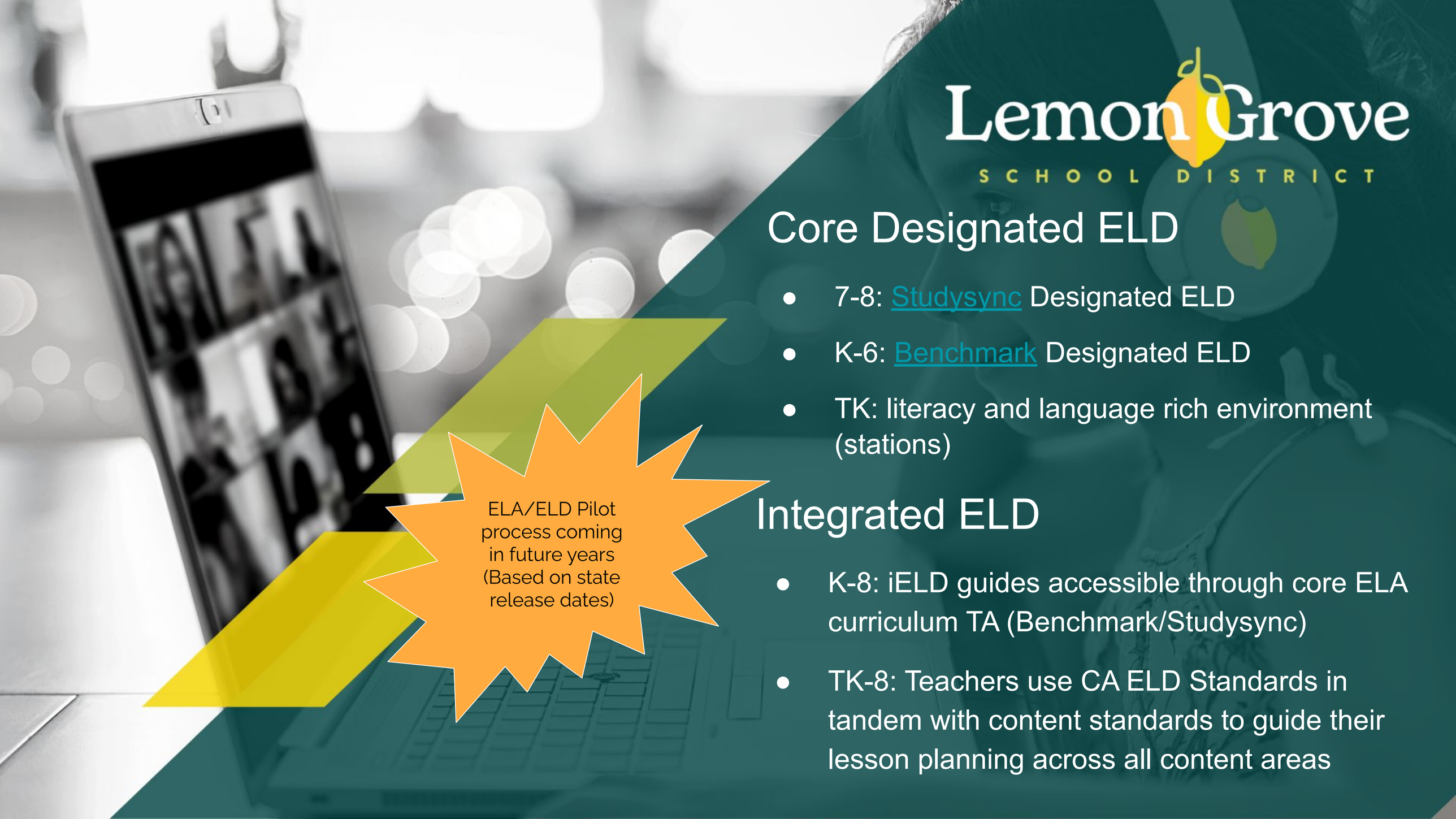
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ELLEVATION

Online platform specifically designed for educators serving Multilingual Learners.



- Data to inform Instruction
- Strategies and Professional Learning Opportunities



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Core Designated ELD

- 7-8: Studysync Designated ELD
- K-6: Benchmark Designated ELD
- TK: literacy and language rich environment (stations)

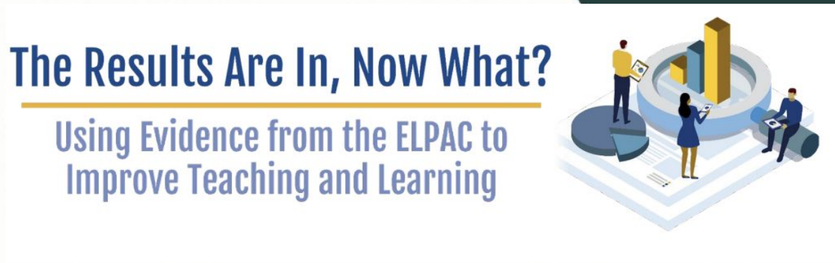
ELA/ELD Pilot process coming in future years (Based on state release dates)

Integrated ELD

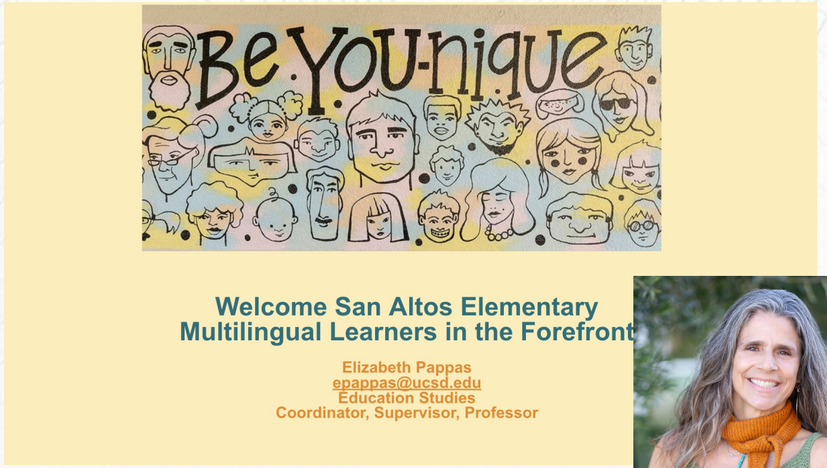
- K-8: iELD guides accessible through core ELA curriculum TA (Benchmark/Studysync)
- TK-8: Teachers use CA ELD Standards in tandem with content standards to guide their lesson planning across all content areas

Professional Learning

- District sponsored
  - Multilingual Learner PD - Liz Pappas (Elementary)
  - SDCOE MLL PD (LGAM)
  - ELD Standards Training
  - BIA Instructional Strategies Training
  - English 3D Training (Pilot Newcomer Program LGAM)







Principal Update





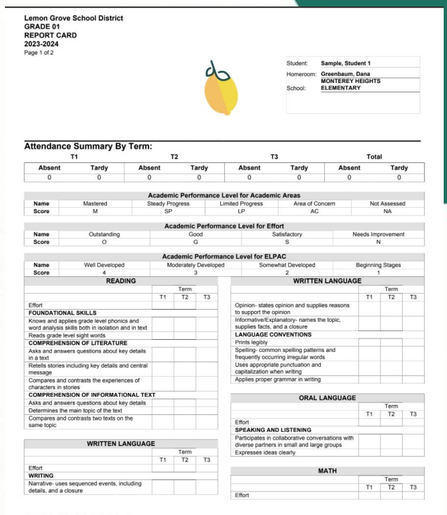
Principal Update

Report Cards Sent Home:

11/13/2026

Conferences

11/16-11/20



Lemon Grove School District
GRADE 01
REPORT CARD
2023-2024
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Student: Sample, Student 1
Homeroom: Greenbaum, Dana
School: MONTEREY HEIGHTS ELEMENTARY

Attendance Summary By Term:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	0	0	0	0	0	0	0

Academic Performance Level for Academic Areas

Name	Mastered	Steady Progress	Limited Progress	Area of Concern	Not Assessed
Score	M	SP	LP	AC	NA

Academic Performance Level for Effort

Name	Outstanding	Good	Satisfactory	Needs Improvement
Score	O	G	S	N

Academic Performance Level for ELPAC

Name	Well Developed	Moderately Developed	Somewhat Developed	Beginning Stages
Score	4	3	2	1

READING

	Term		
	T1	T2	T3
Effort			
FOUNDATIONAL SKILLS			
Knows and applies grade level phonics and word analysis skills both in isolation and in text			
Reads grade level sight words			
COMPREHENSION OF LITERATURE			
Asks and answers questions about key details in a text			
Retells stories including key details and central message			
Compares and contrasts the experiences of characters in stories			
COMPREHENSION OF INFORMATIONAL TEXT			
Asks and answers questions about key details			
Determines the main topic of the text			
Compares and contrasts two texts on the same topic			

WRITTEN LANGUAGE

	Term		
	T1	T2	T3
Effort			
WRITING			
Narrative- uses sequenced events, including details, and a closure			

WRITTEN LANGUAGE

	Term		
	T1	T2	T3
Opinion- states opinion and supplies reasons to support the opinion			
Informative/Explanatory- names the topic, supplies facts, and a closure			
LANGUAGE CONVENTIONS			
Prints legibly			
Spelling- common spelling patterns and frequently occurring irregular words			
Uses appropriate punctuation and capitalization when writing			
Applies proper grammar in writing			

ORAL LANGUAGE

	Term		
	T1	T2	T3
Effort			
SPEAKING AND LISTENING			
Participates in collaborative conversations with diverse partners in small and large groups			
Expresses ideas clearly			

MATH

	Term		
	T1	T2	T3
Effort			

Parent/Guardian of Student 1 Sample

Questions to Ask During Conferences:

How is my child progressing toward grade-level standards?

In which subjects are they showing growth or confidence?

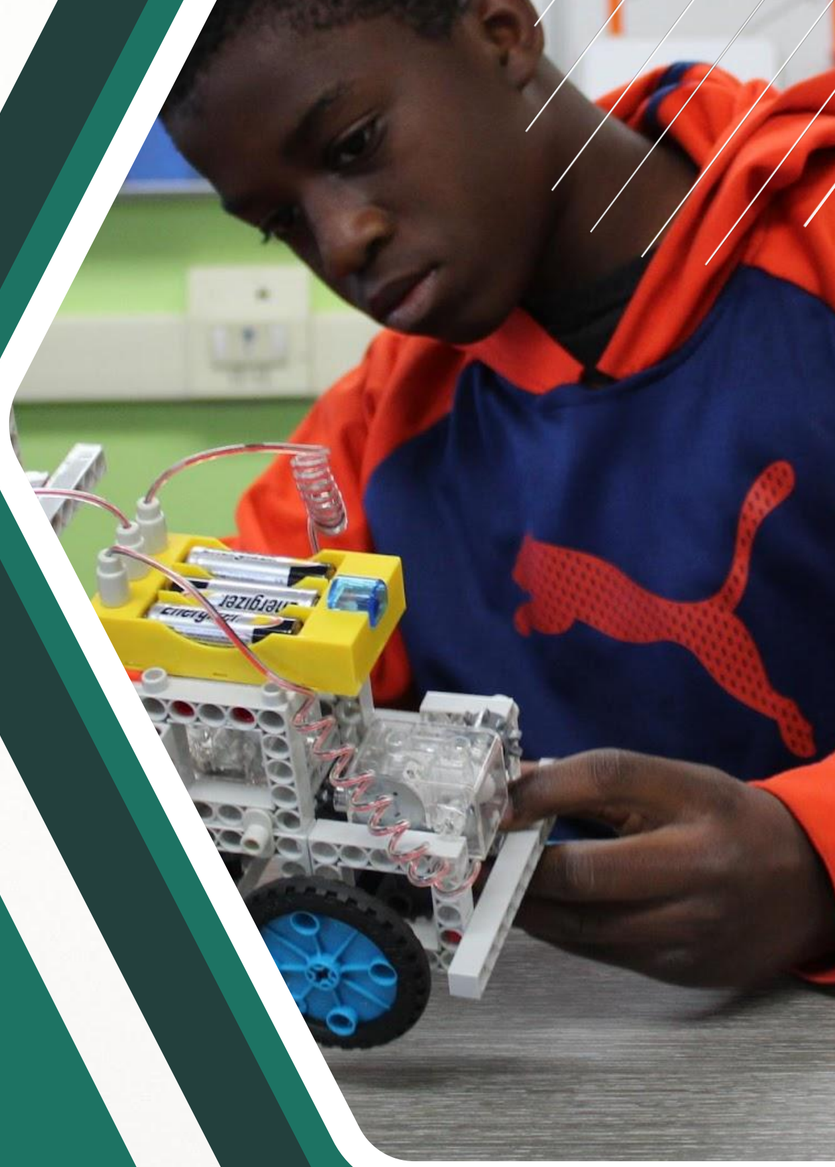
What goals can we set together for the next grading period?

How can I support learning at home (reading, practice, routines)?

How is language development (listening, speaking, reading, writing) reflected in their progress?

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Thank you!



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