



***English Learners Advisory
Committee Manual***

ELAC

District English Learners Committee (DELAC)
Santa Barbara School Districts
October 2010

English Learners Advisory Committee Manual

DELAC Editorial Team 1st edition

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Preface

During 2008-2009 DELAC formed a special subcommittee and it adopted as its project the creation of an ELAC training manual. This came about as a result of ELAC representatives who reported a wide variety of school practices throughout the districts with ELACs functioning in some schools while in others they were non-existent. The group also acknowledged that while school administrators come and go, parent leaders also come and go, yet the need for ELACs remains from year to year. Moreover, the statutory requirements about the role of ELAC in the schools have not changed.

There was also the need for consistency in translating state regulations and district policies into local practice with the use of a convenient tool that all could use. This manual is that tool, but it works best when used as part of a toolbox that includes an ongoing ELAC orientation and training program. It is meant to be updated as needed.

The subcommittee credits several ELAC manuals in use by other school districts that were consulted as valuable models for the present manual. Some of the forms used in those manuals have been reproduced here with permission of those school districts. These manuals include Ontario-Montclair School District's *English Learner Advisory Committee Manual/Manual para el Comité Consejero Para Estudiantes del Inglés* (ELAC/DELAC), 2007-2008 Edition, and Corona-Norco Unified School District's *English Learner Advisory Committee Manual - Manual Para el Comité Consejero Del Programa-Alumnos* (Adapted from Moreno Valley Unified School District).

This 2010 revised edition includes a table of contents, a topic index, and a new section on the Annual Language Census (R-30) that describes in a practical way ELAC's role in the process.

1. Introduction

The purpose of this manual is to provide uniform guidance to parents, school administrators and staff about the role, functions, organization, and implementation of English Learner Advisory Committees (ELAC) throughout the Santa Barbara School Districts. Schools that have a student population with 21 or more English learners by law must have an ELAC in that school. The composition, organization, and functions of each ELAC thus are determined by the California Education Code and as such the ELAC must perform certain mandated tasks. This manual will help with that process.

The value of the manual will be determined by how regularly it is consulted and used. A manual that is well-worn and dog-eared points to a healthy and functioning ELAC. The ELAC is an organized committee, not an assembly of parents of ELLs periodically called together by the school. This manual clarifies the roles of parents, school administrators, and staff so that each may become familiar with his/her particular role. A well-functioning ELAC requires that there be an accurate understanding of both the purpose of ELAC and an understanding of such roles. The manual sketches out the process of creating a functioning ELAC, and collects in one place the various tools that will be needed for a smoothly operating committee.

The school shall provide for all ELAC members appropriate training and materials to assist each member to carry out his or her required legal responsibilities. Training must be planned in full consultation with ELAC members. Title I and/or Title III or EIA-LEP may be used to cover the costs of training of ELAC members.

2. How to organize an ELAC at your school

Step 1: School administration calls a meeting of the parents of English learners.

The school should call this meeting, with sufficient advance notice, in English, and in the applicable mandated non-English language. The school should make use of all available means of communication technology, including automated calls in that language; a take-home flier in that language, and a posted notice in the school's lobby as well as the English language learners office. In the elementary schools a notice should be included in the weekly take-home folder. ELAC meetings should be scheduled at times that are most convenient for the majority of parents, and scheduling should be done in consultation with the parents. It is likely this will occur after hours due to parents' work obligations, unless the majority of parents desire to meet in the mornings.

Step 2: Explain to them the role and functions of ELAC relative to the school.

The overall aim of each ELAC is to advise the principal, school staff, and School Site Council on programs and services for English learners. The committee advises on the four functions described in section 3 of this manual. The ELAC also is a great way to inform parents about school processes, on strategies to increase students' academic performance, home/school communications, testing, becoming involved in the life of the school, and developing leadership skills.

Step 3: Describe the role of parents/community representatives in ELAC.

Administrators should seek to involve parents, staff members, and interested community representatives in the activities of the school's English Learner program such as assisting in the development of school goals, objectives, and priorities of the program, advising on the implementation of site goals, objectives, and priorities, advising in selection of materials, assisting as volunteers in the classroom, and advising on the evaluation of the site program.

Step 4: Describe the role of school administration.

Elections should be held for ELAC parent members and community representatives; hold elections for ELAC officers; provide sufficient ongoing training for elected ELAC officers; if needed, facilitate regular ELAC meetings; ensure that all legally required functions of ELAC are completed each school year; facilitate correspondence with DELAC; facilitate communication between ELAC and other leadership groups, such as the SSC and the PTSA; maintain minutes of all ELAC meetings and a record of attendance; provide child care if needed.

Step 5: Explain to them the need for elections, and that parents elect parents.

It should be the goal of school administrators, as soon as it is possible, to hold elections so that there is a duly elected ELAC committee at that school. The ELAC functions best when it is organized in this way. This provides the opportunities for parents to develop leadership skills. A functioning ELAC will include parent-elected officers who will discharge the responsibilities described in Section 5 of this manual. These parent officers, with support provided by school administrators, will lead the meeting and actively share in the planning of activities, programs, and initiatives that will help fulfill ELAC's required functions.

Step 6: Describe the responsibilities of each ELAC officer position.

Please see Section 5.

Step 7: Solicit nominations. Candidates should declare their desire to serve, stating why they wish to be elected.

Step 8: Prepare ballots (see appendix A).

As an alternate, in lieu of ballots, candidates' names could be written on a board for voice vote.

Step 9: Hold a general parent election of officers. All the parents vote.

This should be conducted at the first meeting of the school year.

Step 10: Once ELAC officers are elected, the officers prepare a set of draft bylaws, or adapt from sample bylaws (See appendix C and D.).

It is necessary to provide an organizational structure. To do this, every ELAC should have a set of bylaws that states its purpose, describes its responsibilities, defines its membership, the officers and their duties, the elections process, and its meetings. ELAC training must include an orientation to the bylaws and upon election each officer should be given a copy of the bylaws.

Step 11: ELAC Executive Committee submits the draft bylaws to school administration for review.

Step 12: The ELAC members vote and ratify the bylaws.

3. In General

When a school site has at least 21 English Learners, it is obligated to have a functioning English Learner Advisory Committee (ELAC). Schools are responsible for ensuring that the ELAC has received training materials and training, and have planned in full consultation with committee members in carrying out their legal responsibilities. The committee is comprised of a majority of parents.

What ELAC is not

The ELAC has a set role to play as defined by State codes. It provides the means by which parents of English learners can become informed and become actively involved in the school, advising the school as it addresses the needs of English learners. This is the goal. Administrators should seek to develop and promote parent leadership in ELAC, not just to inform them, but to provide support and help set the stage for developing real parent leadership in ELAC. ELAC does not subscribe to any special interests or political views and should be free of any personal agendas.

California Department of Education - Schools ELAC Legal Requirements

The California Department of Education, through the California Education Code Section 35147(c), and Title V, California Code of Regulations Section 11308(d) regulates and enforces the compliance of the proper functioning of ELAC Committees, in every school district. The basic legal requirements for ELAC are:

- Parent members are elected by parents or guardians of English learners.
- Election of at least one member of the committee to represent ELAC at DELAC.
- Advise, review, and comment on the development of the school's program for English Learners at the school site, including the expenditure of Title III and EIA funds.
- Assist in the development of Needs Assessment Document for English Learners, resulting in a written plan that assesses their needs.
- Assist in the development of the Annual Language Census Form (R-30).
- Promote among parents the importance of student regular attendance to school.

Santa Barbara School Districts Requirements

The Santa Barbara School Districts have the responsibility to enforce throughout the schools in the districts, the proper functioning of each ELAC committee. At the same time, the Director of Categorical Programs oversees the District English Learner Advisory Committee (DELAC), which is formed by the representatives of the ELAC at each school.

4. Needs Assessment

A needs assessment of English learners students will provide the school with important information that will help the school to assess how it is doing and identify areas where it can improve. The information from a needs assessment can also lead to an improved school climate that is more conducive to English learners and their families.

A needs assessment is a tool that should be a part of the school planning process involving the English learners. A needs assessment will enable an ELAC to provide sound advice to the School Site Council. In turn, the School Site Council will use the findings of a needs assessment as a key data source along with other sources of information. These data are essential as part of its planning for the Single Plan for Student Achievement.

A needs assessment should take a comprehensive approach including a survey of students (as appropriate), school staff, and parents. This can involve the use of a questionnaire. Such a questionnaire should solicit feedback on parents' awareness of school resources and policies, on the home school relationship, and on level of satisfaction with the educational program. The questionnaire also measures parent awareness of where to go to address concerns, perceptions of equity by school staff, and perceptions of teacher expectations.

The survey also should solicit feedback on measures to help improve student academic success, amount of time studying at home, and level of participation in afterschool supplemental programs such as afterschool tutoring.

Samples of questionnaires are useful models and several are provided in this manual. The questionnaires may be distributed to students, school staff, and parents in a variety of ways. For example, at parent programs a small amount of time could be set aside for parents to fill out the questionnaire. Make sure to provide plenty of sharpened pencils. If there is an EL office at your school, parent visitors could be asked to fill out a questionnaire. EL students could also be asked to take a questionnaire home to parents and be given one hour of community service credit if returned to the school.

It is a school responsibility to tabulate the results of the survey within a reasonable amount of time, and provide the results of the survey in the form of percentages of the responses to each of the questions asked. Talk to your assistant principal who oversees the EL program for help with this process. You should also request a timeline for data completion so that you may have access to the results in a timely manner. This should be done within 30 days.

Please be sure to explain to parents what the needs assessment is and why it is important.

Please find in appendices E-F:

- Sample questionnaire
- Sample survey analysis

5. Annual Language Census (R-30)

The ELAC Executive Committee is required to review and advise on this topic but often it is not very well understood just what the role of ELAC is. A detailed explanation of the Annual Language Census is provided in Appendix W. However, ELAC's role is straightforward. The R-30 report organizes information into five parts and the school administrator's role is to provide the following information to its ELAC and explain all five sections:

- The number of ELLs and fluent-English-proficient students (FEPs)
- The type of instructional setting and instructional services for the ELLs.
- The total for ELLs reclassified since the previous R-30.
- The number of parental waivers from English language classrooms.
- Teachers and bilingual professionals who provide ELL instructional services.

ELAC should listen to the information, review the information from the current year in comparison to past years, and discuss any concerns. Review and discuss the Districts' process and the forms used identify and assess English learners, and the procedure for placement. Comment on and advise on the notices sent home concerning exams and reclassification. Review the data from the California English Language Development Test and other data showing academic progress of ELL students. How is the Home Language Survey administered at your school? Review the form and the process used.

6. Coordination

The coordination of the ELAC committee is the joint responsibility of the school site administration and the ELAC elected officers. Both parties, school site administrator and parents (executive committee and members), must conform to all the applicable legal requirements in carrying out the work of the Committee, observing the meeting notice requirements of the Greene Act.

Greene Act Requirements

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

ELAC should aim to fulfill the four major functions mandated by the California Education Code (described in Section 3).

Meetings should be conducted in a professional manner, with fairness and objectivity. Opportunities should be sought to fully engage parents in the meetings through active participation and solicitation of their views and contributions. Upon election of officers, the President (or Chair) should preside at each meeting and the elected Secretary should record in the minutes the actions of the Committee. School administrators should provide support and assistance to the Committee. During the deliberations, the privacy of any personal information must be observed and respect shown for all parties.

ELAC Officers Responsibilities/ Responsabilidades de los oficiales de ELAC.

The responsibilities of ELAC Officers are the following:

President: The president shall preside at all meetings of the committee. The president will provide leadership to the committee, and set the meeting agendas in

consultation with the school principal or his/her designee. The president must be an English Language Learner parent with a child in attendance at that school.

Vice-President: Will assist the President in the planning and organization of meetings and activities of the committee, and function as President in his/her absence.

Secretary: Works in collaboration with the school site coordinator (the Principal's representative at ELAC meetings). Records the minutes of the meetings, making sure to include any actions voted upon. Retains a roster of the committee members, registers the attendance at each meeting using the sign-in sheet, and communicates the meeting schedule to parent members.

DELAC Representative: The DELAC Representative is responsible to attend DELAC meetings to report on the activities of the ELAC committee at the District level and vice-versa.

Parliamentarian: advises the president and other officers, committees, and members on matters of parliamentary procedure. The parliamentarian's role during a meeting is an advisory and consultative one. He/she assists with the orderly conduct of the business meeting, and answers procedural questions that may come up from time to time. The Parliamentarian should be familiar with *Robert's Rules of Order*.

Please find in appendices the following samples:

- Sample ELAC Ballot (appendix A)
- Sample declaration of candidacy statement (appendix B)
- Sample bylaws (appendices C and D)
- Elected Officials List (appendix G)
- ELAC Records Cover Sheet (appendix H)
- ELAC Questions and concerns form (appendix I)

7. Meeting Information

An ELAC meeting is a meeting of the executive committee. ELAC meetings should be planned and run in an orderly and efficient manner. As there are four major functions that an ELAC must address during the school year, it is best if these functions are planned for in advance and incorporated into the ELAC meeting master schedule for the year. Therefore, for these functions to be properly carried out it is advisable that there be a minimum of four ELAC executive committee meetings. Such a calendar can be created at the beginning of each school year. A sample calendar is included as Appendix K at the back of this manual.

Appendix O.2 offers a suite of ten suggested meeting agendas that were prepared by the Districts' committee on LEAP (Local Educational Agency Plan); these agendas address all the major functions and are designed to comprehensively engage the ELAC as part of a shared school governance process and enables it to more effectively participate in the categorical monitoring process. As an alternative,

Appendix K offers a sample 6-meeting schedule that also incorporates the four legally required tasks.

Each ELAC should use an agenda template that already builds into the agenda one of these four functions. Documentation of these items has to be evident in your minutes and/or agendas:

- General Plan of Education for English learners
- Needs Assessment for English Learners
- Annual Language Census (R-30)
- School attendance

A sign-in sheet for every meeting must be used to record attendance and this must be retained. A sample agenda is included in this manual as Appendix L.1. A sample set of meeting minutes is in Appendix L.2. A sample sign-in sheet is in Appendix M.1

A copy of the agendas, minutes, and list of attendees of each of the meetings must be submitted to the Director of Categorical Programs for the Santa Barbara School Districts. Consult with your principal or principal designee on the procedure.

It is recommended that an ELAC meeting checklist be used to ensure that all legal requirements are met and to keep track of all the needed meeting arrangements. There are some topics that should be discussed at the beginning of each school year such as a review of the bylaws and the election of officers for that school year. There are matters that must be dealt with at each meeting, such as reviewing and approving of the previous meeting's minutes. The last meeting of the year will have its own requirements as well.

Included in appendix N.1 is a sample set of meeting checklists for "Start of School Year," "For Each Meeting," and for "End of School Year." Appendix N.2 is a set of agenda templates for Franklin Elementary School's quarterly meeting schedule.

Suggested meeting topics as well as mandatory topics are found in Appendix O.

In general, ELAC meetings should be free of interruptions and disruptions that very young children can cause. To avoid such problems the school should arrange to provide childcare by a screened and vetted child care provider in a separate room so that the parents may be able to meet. This expense can be paid out of EIA-LEP, Title III, or Title I funds. Childcare rules are optional, based on the needs and composition of each school's ELAC.

A set of sample "Childcare Rules" is also provided in appendix P.

8. DELAC

It is also helpful to understand the role of each ELAC in relationship to its role on the District English Learners Advisory Committee (DELAC). In the Santa Barbara School Districts, DELAC advises the School Board on programs and services for English learners. It helps monitor the progress of the various ELACs, advises ELAC

representatives on how their ELAC can function better, disseminates useful information and training materials, and assists with the coordination of support to the ELACs throughout the school district.

(From the California Department of Education – Categorical Programs Monitoring/Language Proficiency and Accountability Unit)

Formation

Each California public school district, grades kindergarten through 12, with 51 or more English learners must form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee.

Composition Requirements

Parents or guardians of English learners not employed by the district must constitute a majority membership (51 percent or more) of the committee.

Elections

Each school English learner advisory committee (ELAC) must have the opportunity to elect at least one member of the DELAC. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Major Function

The purpose of a DELAC, or subcommittee on English learner education, is to advise the district's local governing board (e.g., in person, by letters/reports) on programs and services for English learners list below:

- Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.
- Conducting a district-wide needs assessment on a school-by-school basis.
- Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Administration of the Annual Language Census (R-30 LC Reports) (e.g., procedures and forms)
- Review and comment on the district's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

Training

The district shall provide to all DELAC members:

- Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
- Training planned in full consultation with DELAC members. (Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training of DELAC members. This includes costs for child care, translation services, refreshments, and other reasonable expenses.)

Legal References

California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a)

California Code of Regulations, Title 5, sections 11308 (b) and (d).

20 *United States Code* Section 6312 (g)(4)

Appendices Q-T contain:

- ELAC to School Site Council report
- ELAC to DELAC report
- DELAC Report to school's ELAC
- DELAC report to School Board

9. School Site Council

The School Site Council is an advisory committee to the principal of each school. The School Site Council is made up of the principal, teachers, support staff, parents, and, in the secondary schools, students. Together with the principal, the School Site Council is responsible for developing the school improvement plan, called the Single Plan for Student Achievement (SPSA). The SPSA consolidates in one planning document the school's goals and strategies so that all students may meet state standards of achievement.

Schools receive state and federal categorical funding to help them to carry out the strategies identified in the SPSA. There are specific criteria established by both state and federal governments that define how those categorical funds may be used. Title III, for example, is the federal program that funds special services to assist English learners. At the state level, Economic Impact Aid - Limited English Proficient (EIA-LEP) is the funding source that schools use to help English learners meet state standards. The School Site Council is uniquely responsible for developing the SPSA for approval by the School Board of Education.

The School Site Council is expected to consult with all school advisory committees prior to completion of its SPSA. The English Learners Advisory Committee is such a committee. Schools that have an ELAC should have ELAC regularly report on its activities to the School Site Council and have ELAC submit its recommendations to the School Site Council for school improvement to meet the needs of English learners.

The School Site Council should include an ELAC report as an agenda item on its meeting template. The School Site Council president may invite ELAC to assign a member to report to the School Site Council in an *ex officio* capacity.

The bylaws of each School Site Council contain instructions on the elections process. Typically the spring PTSA newsletter will contain instructions and contact information for parents who are interested in being elected. ELAC members are encouraged to consider running for election to the School Site Council. It will be the parents of the school who will elect parent representatives.

The Santa Barbara School District has a PowerPoint presentation in English and Spanish for use in providing orientation and training concerning the School Site Council. A copy is provided in the CD in the pocket at the rear of this manual. It is also available on the district website at:

<http://www.sbsdk12.org/committees/index.shtml>

10. Resources

The Facts About...English Learner Advisory Committee (ELAC) Fact Sheet
(Santa Barbara School Districts, Fall 2008)

ELAC PowerPoint. Office of Categorical Programs and Curriculum, Santa Barbara School Districts. (English/Español)

ELAC legal background. *English Learners (EL) Ongoing Program Self-Evaluation Tool for Categorical Program Monitoring (CPM): An Ongoing Monitoring Process* (California Department of Education, September 11, 2007)

California Department of Education programs and information to improve language proficiency of English learners and help them meet content standards adopted by the State Board of Education: <http://www.cde.ca.gov/sp/el/>

A Guide and Template for the Single Plan for Student Achievement in Spanish:
<http://www.cde.ca.gov/nclb/sr/le/documents/spsaespanol.doc>

Santa Barbara School Districts Board Policy BP 6174 Instruction Education for English Language Learners:

<http://www.sbsdk12.org/board/policies/6000/BP6174.pdf>

Santa Barbara School Districts. Instructions for English Learners Procedures Manual Master Plan (May 2006; revised April 2007). PDF is on SBSB website at:

<http://www.sbsdk12.org/plans/EL/BoardApprovedELMasterPlan.pdf>

A copy is also found in the CD in the back pocket to this manual.

11. DELAC on the web

Current information about DELAC can be found on the districts' website at <http://www.sbsdk12.org/committees/delac/index.shtml> where you will find a roster of current officers, schedule of meetings, agendas, minutes, and a PDF of this manual.

12. Acronyms and Specialized Terms

The following list of acronyms and terms has been published in the *Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils* (California Department of Education, September 2006).

Listed below are acronyms most often associated with programs funded through the Consolidated Application.

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance (Promedio diario de asistencia)	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act (Decreto de americanos con discapacidades)	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index (Índice de rendimiento académico)	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey (Encuesta sobre el programa académico)	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment (Apoyo y evaluación del maestro principiante)	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program (Programa de capacitación del maestro bilingüe)	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination (Examen de egreso de preparatoria de California)	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System (Sistema de datos básicos de educación del Estado de California)	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test (Examen de aptitud docente básica del Estado de California)	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education (Departamento de Educación de California)	http://www.cde.ca.gov
CELDT	California English Language Development Test (Prueba del desarrollo del inglés de California)	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education (Oficina de educación del condado)	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I) (Comité de practicantes –Título I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring (Supervisión de programas categóricos)	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual (Manual de responsabilidad de las escuelas de California)	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services (Servicio de información de las escuelas de California)	http://www.cde.ca.gov/ds/sd/cs

ACRONYM	STANDS FOR	WEB ADDRESS
CSR	Comprehensive School Reform (Reforma escolar completa)	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing (Comisión para la acreditación del profesorado)	http://www.ctc.ca.gov
DAS	District Assistance Survey (Encuesta de asistencia del distrito)	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
DSLTT	District and School Leadership Team (Grupo de liderazgo del distrito y la escuela)	
EC	Education Code (Código de educación)	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations (Reglamento administrativo general del Ministerio de Educación de los Estados Unidos)	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner (Estudiante de Inglés)	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition (Adquisición de la lengua inglesa)	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program (Programa de adquisición de la lengua inglesa)	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development (Desarrollo de la lengua inglesa)	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English) (Inglés solamente – Inglés como único idioma)	
EPC	Essential Program Components (Componentes del programa esencial)	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act (Decreto de educación primaria y secundaria)	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language (Inglés como segundo idioma)	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results (Resultados esperados de aprendizaje a nivel general de la escuela)	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient (Competente en el Idioma Inglés)	http://www.cde.ca.gov/demographics
FOL	Focus on Learning (Enfoque en el aprendizaje)	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent (Equivalente a tiempo completo)	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education (Educación de alumnos superdotados)	http://www.cde.ca.gov/sp/g/
GED	General Educational Development (Desarrollo de educación general)	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program (Programa de subsidio para escuelas prioritarias)	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III) (Programa de educación migrante, Título	http://www.cde.ca.gov/sp/el/t3

ACRONYM	STANDS FOR	WEB ADDRESS
	III de la ley <i>NCLB</i>)	
IEP	Individualized Education Program (Programa de educación individualizada)	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program (Programa de intervención inmediata/ Escuelas de bajo rendimiento)	http://www.cde.ca.gov/ta/lp/ii/
LC	Language Census (Censo del lenguaje)	http://www.cde.ca.gov/ds/ss/lc/
LD	Learning Disabled (Discapacitado para el aprendizaje)	
LEA	Local Educational Agency (Agencia local de educación)	http://www.cde.ca.gov/re/sd/
LEP	Limited English Proficient (Competencia limitada en inglés)	
NAEP	National Assessment of Educational Progress (Evaluación nacional del progreso educativo)	http://www.nagb.org
NCE	Normal Curve Equivalent (Equivalente de la curva normal)	
<i>NCLB</i>	No Child Left Behind (Ley <i>para que Ningun Niño Se Quede Atrás</i>)	http://www.cde.ca.gov/pr/NCLB
NRT	Norm-referenced Test (Examen con normas de referencia)	
PI	Program Improvement (Programa de mejoramiento académica)	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act (Decreto de rendición de cuentas de las escuelas públicas)	http://www.cde.ca.gov/psaa
PTA	Parent Teacher Association (Asociación de padres y maestros)	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient (Reclasificado como competente en el Idioma inglés)	
ROPC	Regional Occupational Program and Centers (Programa y centros ocupacionales de la región)	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support (Sistema regional de apoyo al distrito y a la escuela)	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education (Evaluación en español de educación básica)	http://www.cde.ca.gov/ta/tg/sr/
SARC	School Accountability Report Card (Informe del cumplimiento responsable de funciones por parte de la escuela)	http://www.cde.ca.gov/ta/ac/sa/
SBCP	School-Based Coordinated Programs (Programas coordinados dependientes de la escuela)	

ACRONYM	STANDS FOR	WEB ADDRESS
SEA	State Education Agency (Agencia estatal de educación)	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting (Programa de pruebas normalizadas)	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures (Procedimiento uniforme de quejas)	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges (Asociación de escuelas y centros universitarios del Oeste)	http://www.wascweb.org

APPENDICES

A. Sample Ballot

Official Ballot / Boleta Oficial ELAC Officers / Oficiales de ELAC 2009 – 2010

Please vote for only one nominee per office.
Por favor vote por un solo candidate para cada puesto.

President/*Presidente:*

Vice-President/*Vice Presidente:*

Secretary/*Secretario:*

Parliamentarian/*Parlamentario:*

DELA Representative/*Representante para DELAC:*

Alternate DELAC Representative/*Representante Alterno para DELAC:*

B. Sample declaration of candidacy statement
Declaration of Candidacy

Date: ____/____/____.

My name is: _____

I would like to be considered for the position of: _____

Declaration:

I declare my intentions to serve based on the following:

_____.

Signed: _____

Examples:

ELAC = English Learners Advisory Committee.

My son is a student in the English Learner program and I would like to serve in the capacity of _____ (position _____) of this committee, to help parents gain a better understanding of the requirements of the English Learners program.

SCC = (School Site Council).

As a parent and member of the school community, I would like to be elected as a member of the School Site Council so that I make take part in the decision-making process for the instructional program of the school and its use of categorical funds.

C. Sample Bylaws – Elementary School

Franklin Elementary School English Learner Advisory Committee

BYLAWS

ARTICLE I—NAME

The name of this committee shall be Franklin School English Learner Advisory Committee.

ARTICLE II- PURPOSE

The purpose of this committee shall be to advise and assist in the development of the school English Learners program, based on the Master Plan for English Learners (ELs)

The term “advise” is defined as: (1) suggest, (2) recommend and (3) evaluate.

To achieve this goal, the committee shall assist the school in everything related to the following items, according to the Master Plan for ELs and Education Code 62002.5:

Approve the school plan for the education of English Learners, supervise its implementation continuously and notify ELAC of its effectiveness.

Develop goals and objectives for the school’s English Learners program.

Review and assist in the implementation and evaluation of the Master Plan programs for English Learners, at the local school level.

Assist in the school needs assessment.

Participate in the development of the Single Plan for Student Achievement.

Assist with efforts to make parents aware of the importance of regular school attendance.

ARTICLE III– RESPONSIBILITIES

The committee’s responsibilities shall include but are not limited to, the following:

- (a) Carry out monthly meetings with an established agenda, in the language spoken by the majority of the members and according to the “Guide of Topics Month-By-Month

- to the English Learner Advisory Committee”.
- (b) Write and/or revise the bylaws annually.
- (c) Assist in planning and implementation of parent training to support the committee’s responsibilities and the program for the education of ELs, according to the Master Plan guidelines.
- (d) Provide communication among English Learner Advisory Committees, schools, local districts and central district.
- (e) Propose budget recommendations for all services provided to ELs in planning, implementation and evaluation of the program objectives and activities.
- (f) Participate in evaluating the school program for English Learners and its academic effectiveness.
- (g) Support other parents, teachers, students and community members so that they participate actively in the school program for English Learners.
- (h) Inform and advise school personnel on provisions, goals and objectives for ELs.
- (i) Members shall be knowledgeable and participate in committee procedures, which shall include planning, fiscal responsibilities and evaluation.

ARTICLE IV– MEMBERSHIP

Section 1. Election of the Franklin School ELAC shall be constituted by an election of members, at a general session open to the public. The school is responsible for verifying if parents meet the requirements for membership to the English Learner Advisory Committee ELAC.

Section 2. Committee composition:

Parent members of EL students:

- (a) Parents of EL students at the school shall constitute the ELAC membership in at least the same percentage that ELs represent of the total school enrollment.
- (b) Parents and legal guardians of EL students, not employed by the District, shall constitute the majority of the committee membership (51% or more).
- (c) Parents of students enrolled at Franklin School elect ELAC “parent” members.
- (d) “In Loco Parentis”, refers to an adult who may be considered “instead of parents”, if he/she is the one responsible for all of the child’s educational matters. He/she must have proof of legal custody.

Non-EL parent members:

- (a) In order to include all possible segments of the school

community at Franklin School, the following school groups may be included as ELAC members: Community members, teachers, and school personnel.

- (b) Members who are not parents of EL students shall constitute 49% or less of the total ELAC membership.
- (c) Representatives of non-parent groups to ELAC shall be previously elected by their respective groups.
- (d) For this section's purpose "community" members are defined as adults who live or spend most of the work day in the school's attendance area, and who are not full time day students, parents, faculty members of the administrative staff, or classified personnel at the school to which the committee is affiliated. Parents of EL students must accept community members.

Section 3. Term of membership

- (a) The term of membership to ELAC is two years.
- (b) Member parents of EL students may be reelected as parent members, for additional terms as long as they have children participating in the school English Learners program and committee members accept them.

Section 4. Voting Rights

- (a) All ELAC members have equal voting rights.
- (b) Every member shall have the right to one vote, and may vote on any matter submitted to election.
- (c) Proxy voting or ballots for absentees are not allowed.

Section 5. Termination of membership

- (a) Membership shall be terminated automatically when any member has three consecutive unexcused absences.
- (b) The member shall be notified in writing at least 14 (fourteen) days prior to the meeting in which the termination action will take place.
- (c) Any member may resign in writing to the correspondent administration.
- (d) Any member may be terminated by vote of two thirds of the total membership at a duly scheduled meeting.

Section 6. Vacancies

Any vacancy may be filled for the remainder of the term through a duly scheduled special election.

Section 7. Non-transferable membership

Committee membership is not transferable or allotted.

ARTICLE V— ELECTION OF OFFICERS

Franklin School ELAC officers shall be a chairperson, vice chairperson, secretary, assistant secretary, a parliamentarian, a local district representative, and his/her alternate.

All officers shall be elected democratically by written vote and shall receive at least 51% of the votes the votes from the attending members at the meeting in which a quorum was established. The chairperson, first vice chairperson, representative and alternate must be parents of EL students, not employed by the School District.

Section 1. In order to be elected as an officer, an ELAC member shall be officially accepted.

Section 2. Officers shall be elected by the entire ELAC membership after the committee has been duly constituted.

Section 3. Officers shall be elected in a fair and democratic way.

Section 4. ELAC officers shall serve for a one-year term.

Section 5. Candidates for officers must be present at the election meeting.

Section 6. An officer may be terminated by vote of two thirds of the entire membership (See Article IV Section 6)

Section 7. A vacancy in any office, due to resignation, end of term or termination of an officer, must be filled for the rest of the official term by means of duly scheduled new elections.

ARTICLE VI– OFFICERS DUTIES

Officers shall plan the agenda for every session with the assistance of school staff at least two weeks prior to the session.

Section 1. The chairperson must:

- (a) preside at all ELAC meetings
- (b) be fair and impartial
- (c) maintain order
- (d) establish subcommittees as needed
- (e) involve the committees in all issues related to school programs for ELs
- (f) sign all documents related to the school bilingual programs

- that require signature
- (g) carry out all other duties related to his/her office
- (h) sign the budget after it has been approved by the committee

Section 2. The vice chairperson must:

- (a) assist the chairperson
- (b) carry out all of the chairperson's duties in his/her absence
- (c) report in writing to the chairperson about meetings attended

Section 3. The secretary must:

- (a) take notes and read minutes at all meetings
- (b) maintain a record of the committee's membership
- (c) maintain a record of attendance
- (d) post signs advertising the meeting
- (e) carry out all other duties as delegated by the committee

Section 4. The assistant secretary shall:

- (a) Take notes and read minutes at all meetings
- (b) Carry out all secretary duties in his/her absence
- (c) Carry out all other duties as delegated by the committee

Section 5. The parliamentarian

- (a) shall be appointed by the ELAC chairperson
- (b) shall assist the chairperson in conducting the meeting in an orderly fashion and serve as procedure advisor
- (c) shall have knowledge of parliamentary procedures, Robert's Rules of Order and the committee's bylaws

ARTICLE VII - ELECTION OF THE REPRESENTATIVES and ALTERNATES

Section 1. A local district representative to the English Learner Advisory Committee shall be elected by a vote of the majority of the membership (51%).

The local district ELAC representative must be a parent of an EL child, not employed by the School District.

The local district ELAC representative responsibilities are:

- (a) Attend local district monthly meetings and providing a written report to the ELAC.
- (b) Attend internal trainings and activities for parents at the local school, local district and DELAC.
- (c) Attend agenda planning meetings.

(d) Attend district conferences and provide a written report to the local district ELAC.

Section 2. An alternate shall be elected to attend the monthly local district ELAC meetings in the absence of the representative. The alternate must also be a parent of an EL child, not employed by the School District.

Section 3. No parent shall be elected as a representative or alternate at two schools during a school year.

ARTICLE VIII - MEETINGS

Section 1. The committee shall decide on the date, time and place in which ELAC meetings are conducted.

Section 2. Franklin School ELAC meetings shall take place on the first Wednesday of every month at 1111 East Mason St., Santa Barbara, CA, 93103, unless otherwise specified.

Section 3. Minimum of (8) regular meetings must be conducted during the school year in addition to the Election and Orientation meetings.

Section 4. A quorum must be established in order to conduct business or take action on any matter.

Section 5. A simple majority of the membership (51%) constitutes a quorum.

Section 6. The meeting shall be conducted in the language spoken by the majority of the members.

Section 7. All regular and special meetings shall be open to the public.

Section 8. All meetings shall be governed by these bylaws; any discrepancy shall be resolved by the parliamentary procedures described in "Robert's Rules of Order".

Section 9. The majority of the officers (51%) may call a special meeting at any moment.

Section 10. Order must be kept during the ELAC meetings so that scheduled business can be carried out.

Section 11. Intentional interruptions that obstruct orderly conduct at the meetings will not be tolerated, and the individual or group may be removed from the meeting room (G.C. 11126.5).

ARTICLE IX—AMENDMENTS

Section 1. These bylaws may be amended at any regular meeting by a vote of two thirds of the total membership.

Section 2. A copy of all proposed amendments will be mailed to all committee members ten working days prior to the proposed action.

ARTICLE X—RATIFICATION

Section 1. Bylaws will be valid when adopted by a vote of two third of the entire committee’s membership.

ARTICLE XI—NOTICE and AGENDA

Meeting notice and agenda will be posted 72 hours prior to the meeting in accordance with the meeting notice requirements of the Greene Act.

ARTICLE XII

Local school bylaws must be aligned to DELAC’s bylaws. Those pointed out in bold in the DELAC’s bylaws are not optional and must be included in the local school bylaws. Schools have the option of adopting their own bylaws, as needed, but such bylaws must not be in conflict with the Central District ELAC’s bylaws.

A final draft written by the ELAC bylaws revision/writing subcommittee should be submitted to the entire membership for revision, with a request for recommendations to be voted on at the next ELAC meeting.

_____ Date
Submitted to committee for adoption

_____ Date
Adopted by committee:

ELAC Chairperson’s Signature

Principal's Signature

ELAC's Bylaws Subcommittee membership:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

D. Sample Bylaws – Secondary School

Dos Pueblos High School English Language Learners Advisory Committee Bylaws (ELAC)

ARTICLE I - NAME

The name of this committee shall be the Dos Pueblos High School English Language Learners Advisory Committee.

ARTICLE II - PURPOSE

The purposes of this committee shall be to provide opportunities for parents to give advice and assist the school in the decision-making process concerning programs for Limited English Proficient (LEP), also known as English Language Learners (ELL) students. The work of the ELAC is to:

- A. consult parents regarding programs for, and services to, English Learners.
- B. advise the School Site Council on the development of the Single Plan for Student Achievement.
- C. advise the school on the Annual Language Census (R-30).
- D. help make parents aware of the importance of regular school attendance.

ARTICLE III - MEMBERSHIP

Section 1: Composition of Committee

The ELAC shall be comprised of three (3) English Language Learner parents with a child in attendance at Dos Pueblos High School. The principal or his/her designee automatically serves as an ELAC member. Other members will include a teacher serving ELL students, a staff member serving ELL students, and, if the ELL parents desire it, a community representative elected by the parents of ELL students.

The ELAC may meet to delegate its responsibilities to an existing School Site Council for up to two years.

Section 2: Terms of Membership

All committee officers shall serve a one-year term.

Section 3: Advisory Rights

Each committee member shall be entitled to one vote and may cast that vote on each matter submitted to the vote of the committee. A motion will pass with a simple majority (51%) of English Learner parents present at the meeting.

Section 4: Termination of Membership

An ELAC member shall no longer hold membership should he or she cease to meet the membership requirements under which he/she was eligible. A member's absence from three consecutive regular meetings may be grounds for removal from ELAC by affirmative vote of a simple majority vote.

Section 5: Transfer of membership

Membership in ELAC is not transferable, nor able to be assigned.

Section 6: Resignation

Any officer may resign by submitting a written resignation to the president.

Section 7: Vacancy

If an officer vacancy occurs, the committee will elect a new officer.

ARTICLE IV – OFFICERS

Section 1: Composition

The officers of the ELAC shall consist of President, Vice-president, Secretary, the Representative to DELAC, and any other officer deemed necessary by the committee. The president serves as the representative to DELAC. The vice-president serves as DELAC alternate. Officers shall be elected by the committee on an annual basis and shall be members of the committee.

Section 2: Duties

The president shall preside at all meetings of the committee. The president will set the meeting agendas in consultation with the principal or his/her designee. The president must be an English Language Learner parent with a child in attendance at Dos Pueblos High School.

The vice-president shall assist the president and shall perform the duties of the president in his/her absence.

The secretary shall keep a current record of all committee meetings, membership list, and calendar of meetings.

The representative to DELAC shall attend and represent the school site at all district level meetings and report to the ELAC regarding district meetings attended. The DELAC alternate may substitute for the president when he/she is not able to do so.

ARTICLE V – MEETINGS

A minimum of four regular meetings shall be held during the school year. The date, time, and place shall be decided by the committee. Notification of all regular and special meetings shall be duly publicized not less than 72 hours prior to the meeting. All meetings shall be open to the public.

ARTICLE VI – SUBCOMMITTEES

Subcommittees shall be appointed as required to promote the objectives of the advisory committee by a majority of members in attendance. Subcommittees will meet as needed.

ARTICLE VII – BUSINESS PROCEDURES

ELAC meetings shall be conducted in a manner that allows everyone to be heard and make decisions without confusion.

ARTICLE VIII – AMENDMENTS OF BYLAWS

These bylaws may be amended at any regular meeting of the committee by a simple majority of the English Language Learners parents present.

ARTICLE IX – RATIFICATION OF BYLAWS

The bylaws shall be in effect when adopted by a simple majority of the members present.

Ratified and adopted on June 4, 2008

E. Sample Questionnaire

[Pages 29-31: Currently under revision. For a questionnaire please consult the Santa Barbara School Districts Office of Categorical Programs and Curriculum, 963-4338, ext. 221.]

[Pages 29-31: Currently under revision. For a questionnaire please consult the Santa Barbara School Districts Office of Categorical Programs and Curriculum, 963-4338, ext. 221.]

[Pages 29-31: Currently under revision. For a questionnaire please consult the Santa Barbara School Districts Office of Categorical Programs and Curriculum, 963-4338, ext. 221.]

F. Sample Survey Analysis - Dos Pueblos High School (See also Appendix U) Dos Pueblos High School

Analysis of Survey of Parents of English Learners

Objectives:

The survey was conducted in spring 2008 and consisted of 14 questions in Part 1 and 8 questions in Part 2. The survey took a comprehensive approach at soliciting feedback on parental awareness of school resources and policies, on the home school relationship, level of satisfaction with the educational program, where to go to address concerns, perceptions level of equity by staff, perceptions of teacher expectations.

The survey also solicited feedback on measures to help improve student academic success, amount of time spent studying at home, and level of participation in the afterschool tutoring program.

Response:

There were 22 respondents. There are close to 500 students including ELLs and RFEPs. The 4.4% return rate is problematic and from this small size findings cannot be applied generally to the ELL parent population but at least it does give some indication of general needs which can be valuable in combination with other measures of need. ELAC will strategize on ways to get a better return rate next year.

Results:

Results indicate generally positive assessment by a majority of parents on a variety of measures, including their student's progress in the educational program, teacher preparation, school communications, school policies, student performance.

A large majority, 95%, felt their students were very clear about content standards, goals and expectations for student achievement.

A majority of parents, 57% felt that there is inequity in the application of school rules to all students. A plurality of 41% did not feel comfortable (rarely or sometimes) discussing concerns with school administration, although 95% felt comfortable coming to school with their son/daughter.

A large majority of 67% desired more classes before or after school, and more information to parents about school programs and student achievement.

H. Sample ELAC Records Cover Sheet Santa Barbara School Districts

School:

Please use this cover sheet to check that all ELAC documentation items are attached.

Please attach copies of the following documentation from your ELAC meetings no later than 15 days after each meeting and send to:

Cynthia White, Director of Categorical Programs and Curriculum, SBSB

- Copy of flyer announcing ELAC meeting (English/Spanish)
- Copy of ELAC agenda and meeting minutes, indicating approval of previous ELAC meeting minutes (English/Spanish)
- Copy of Sign-in Sheet(s)

Sent to the Office of Categorical Programs and Curriculum

ELAC Meeting (Date)	√ Copy of meeting flyer	√ Copy of meeting minutes	√ Copy of sign-in sheets	√ Copy of Bylaws (when ratified)	√ Copy of ELAC training materials	Administrator's Signatures

Documentation of Elected ELAC officers and an elected DELAC representative

Meeting date ELAC members were elected:

Meeting date DELAC representative was elected:	
Name of DELAC representative:	
Address:	
Phone number:	
E-mail:	
DELAC alternate name:	Phone number:

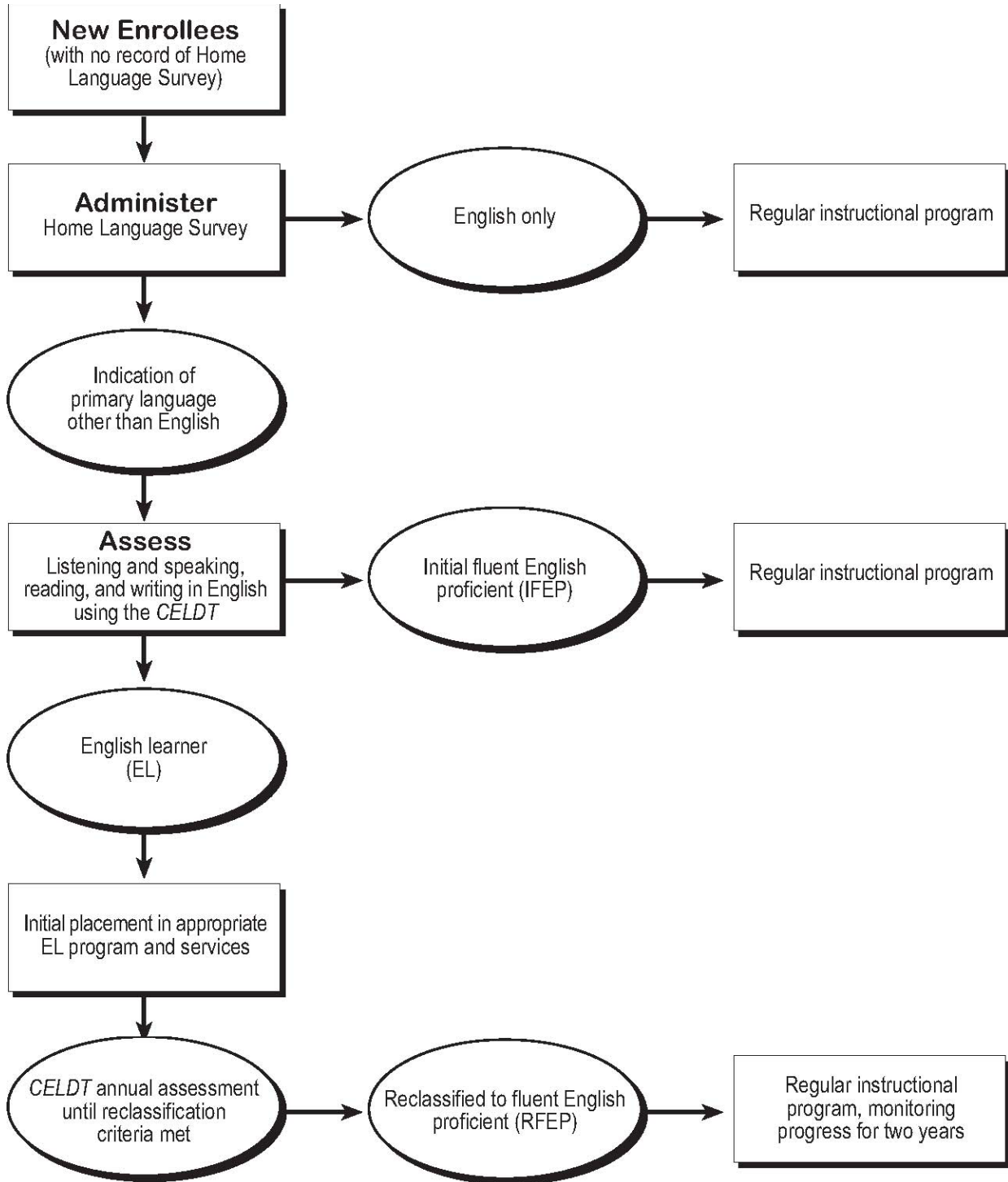
Please indicate below the date that each area has been addressed at an ELAC meeting at some time during the school year:

Indicate the dates that these were covered in the ELAC meeting:	(1) Importance of school attendance	(2) Needs Assessment	(3) School plan as it relates to English learners	(4) R-30 (Language Census)
Date:				
Date:				
Date:				
Date:				

If you have any questions, please call the ELL Office, ext. _____

J.1 Decision Guide for Initial Identification of English Learners

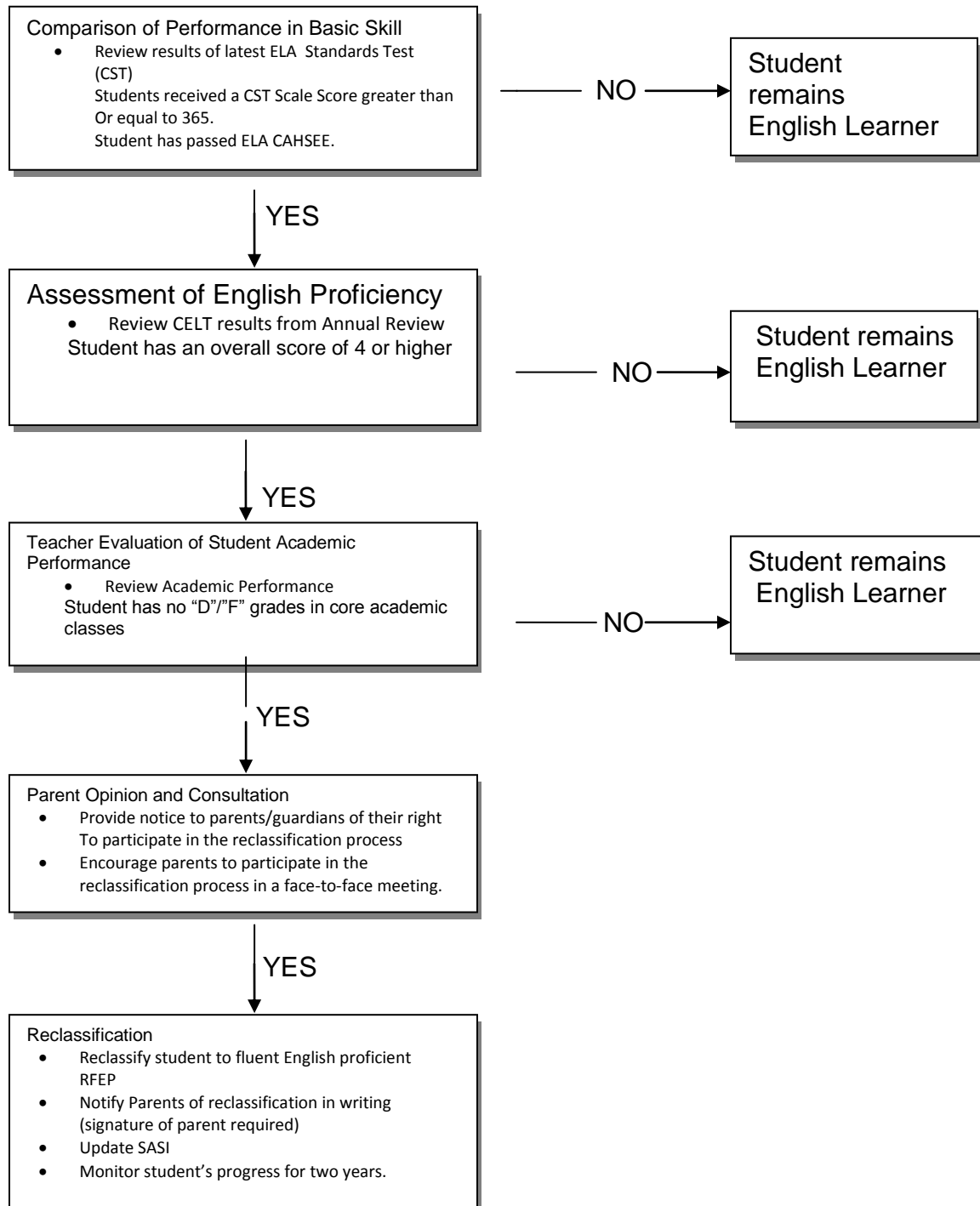
Decision Guide for Initial Identification of English Learners (Complete within 30 calendar days of enrollment)



J.2 Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient

Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient*

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (Education Code Section 313(d)). The chart below illustrates how the four criteria can be used by school districts/schools when evaluating a student’s readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



K. Sample ELAC Master Calendar

Santa Barbara School Districts

Sample Six Meeting Calendar for English Learner Advisory Committee

Preparation during September

- Mention ELAC at back-to-school night and get the names of parents who would be interested in becoming ELAC members.
- Contact former ELAC members to discuss renewed interest in serving on ELAC.
- Create/post/send home a flyer announcing the first ELAC meeting to be held in September when elections take place.

September

- Welcome – introduction of parents, teachers and principal.
 1. Discussion on purpose of the ELAC: Advise principal/school staff on programs and services for Els including at least the following four legal responsibilities (listed in #2 immediately below and as agenda items below – noted with asterisks).
 2. Overview of legal responsibilities/required tasks of ELAC members:
 - a. Task #1: Ways to make parents aware of the importance of regular school attendance.
 - b. Task #2: Development of the school’s needs assessment.
 - c. Task #3: Administration of the school’s annual language census (i.e. procedures and forms.
 - d. Task #4 a & b: Development of a detailed plan for English learner education as part of the school’s Single Plan and submit the plan to the DELAC for its consideration and inclusion in the district’s English Learner Master Plan.
- Election of ELAC members as per requirements listed below:
 1. Parents or guardians of English Learners elect parent members of the school committee or subcommittee.
 2. All parents shall be provided the opportunity to vote for committee members.
 3. Each school committee shall have the opportunity to vote for at least one parent member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELAC’s may use a system of proportional or regional representation.
- Review and plan yearly ELAC calendar—agenda, location, dates for future meetings, guest speakers.
- Discussion of purpose/roles of the DELAC—a brief overview (see attached for California State DELAC documents).
- Elect district representatives (DELAC reps.)

October

- Training on and discussion of the EL Instructional Program and services (using attached EL Program flowchart and EL Master Plan).

November

- **Required Task #1:* Discussion of the importance of regular school attendance:
Review attendance patterns of EL students.
Brainstorm ways to improve attendance and share results with other parents.
- **Required Task #2:* Conduct a comprehensive school needs assessment for all parents of EL students (coordinate with School Site Council and other committees).

January

- Review returned needs assessment results and make recommendations to other committees.
- **Required Task#3:* Review and discuss the language census.

February

- **Required Task #4a:* Review the site Single Plan for Student Achievement as it pertains to English Learners (coordinate with School Site Council and other committees) *and make recommendations for revisions.*

May

- **Required Task #4b:* Review and make recommendations for the District K-12 English Learner Master Plan (coordinate with School Site Council and other committees); *submit recommendations to the DELAC for possible inclusion in the District EL master Plan.*
- Recognition of ELAC/DELAC parent participation and contributions.

* One of the ELAC legally required tasks (Note: All four required tasks should be addressed during the school year.)

L.1 Sample Agenda

Dos Pueblos High School English Language Learners Advisory Committee Executive Committee

**Baylor Library
January 22, 2009
5:00 p.m.**

AGENDA

- I. Approve minutes of December 4, 2008
- II Assistant Principal's report - Monica Hammonds
 - Expenditure report on categorical funds (Title III and EIA-LEP)
 - PTSA Subcommittee - Equity and Excellence in Education
- III. English Language Learners Department Chair's report – Amy Wolfslau
 - CELDT exam results
- IV. New Business:
 - Review finalized parent survey questionnaire
 - SSC program review of ELL's
 - Re-scheduling potluck with GVJHS/parent survey
 - Report on DELAC meeting – Sal Güereña
- V. Adjournment

L.2 Sample meeting minutes

SANTA BARBARA SCHOOL DISTRICTS
English Learner Advisory Committee (ELAC)
School Name: Dos Pueblos High School

Minutes of ELAC Meeting of March 26,2009

MEMBERS PRESENT: 5 parents, 0 visitors, 2 school staff, 0 guests (Attach sign-in sheet)

Legal Requirements/Training Covered (see specific comments and advice noted below):

	Election of English Learner Advisory Committee Members
	Election of at least one ELAC member to the District English Learner Advisory Committee (DELAC)
X	Development of a detailed Master Plan for English Learner Education for the individual school (including a review of Title III and EIA expenditures)
X	Development of the school's Needs Assessment
	Administration of the school's Annual Language Census (R30 Report)
	Ways to make parents aware of the importance of regular school attendance

The meeting was called to order at 5:10p.m. by Candy Soto, President ELAC 2008-2009.

- Executive Committee, special meeting. Minutes of Jan. 22 meeting will be approved at April 23meeting.
- Reviewed draft of School Site Council Subcommittee on English Learners report and recommendations to School Site Council. It was moved, seconded, and voted to adopt the recommendations, and it was also voted unanimously that ELAC's #1 priority be the EL Office community liaison position. ELAC determined that this position is mission-critical to the success of the EL program.
- It was moved, seconded, and voted unanimously for ELAC to write a letter to the principal underscoring the importance of that position.

Guest Speakers: Explain the name and title of the guest speaker as well as his/her topic. (None)

Summary of discussion/action(s) taken on Legal Requirement(s)- (What and by whom)

- Planned the joint ELAC parent meeting with GJVJHS scheduled for April 23. The Truancy officer will be asked to make a presentation on school attendance, and the parent survey questionnaire will again be administered. Michael Gonzalez will be invited to speak on the Annual Language Census, and Lucie Espinoza volunteered to invite Gabriela Rodriguez of Future leaders of America to talk about summer programs.
- It was moved, seconded, and voted unanimously to co-sponsor this parent program with United Parents/Padres Unidos.

Parent Input/Advice: The following topics and questions were shared by parents during our discussions:

- Sal Guerena reported on the DELAC meeting, their work on an ELAC training manual, and plans for a district-wide, joint ELACs potluck/fiesta on May 27. Each ELAC will give recognition to a student who has advanced the most, and to staff or parent who has contributed much to the ELs at that school.

Meeting adjourned at 6:07 p.m.

Submitted by: Lucie Espinoza, Co-Secretary, English Learner Advisory Committee

List of Attendees

Candy Soto, Parent (President)

Olivia Jacinto, Parent (Vice-president)

Lucie Espinoza, Parent (Co-Secretary)

Martha Ruiz (Co-Secretary)

Sal Guerena, Parent (Community Representative)

Monica Hammonds, Staff (AP)

Linda Guerena, Staff (ELL Coordinator)

M.2 Sample Parent Meeting Announcement

February 9, 2009

Dear Dos Pueblos Parents/Guardians:

We have an interesting, delicious, and fun ELAC evening planned for this Thursday at Goleta Valley Junior High School. Before the program begins, Prospero Isais, a DP Senior, will entertain us with some beautiful Spanish guitar while we enjoy homemade *pozole* and other delicious foods. After eating and socializing, we will hear presenters on school news and new programs. Lastly, there will be an opportunity to let the school know how it is doing and to give suggestions for improvement.

Join us!

**Thursday, February 17
6:00 to 8:00
Goleta Valley Cafeteria
Bring food to share!**



Sincerely,

Monica Hammonds
Assistant Principal
Dos Pueblos High School

N.1 Sample Meeting Checklists

SAMPLE MEETING CHECKLISTS (For Administrators, EL Specialists, ELD Facilitators and/or Officers)

Start of School Year

Prepare at Site:

- _____ Set up babysitting persons and facilities for year
- _____ Prepare purchase orders for refreshments
- _____ Ballots and election of officers

Send to Office of Compliance and Student Services:

- _____ Meeting dates for the year (Calendar)
- _____ List of ELAC officers, site DELAC representatives, contact persons and pertinent info (form included in ELAC Handbook)
- _____ Names of new officers.

Each Meeting

Prepare at Site before meeting:

- _____ Agenda
- _____ Line up guest speakers, babysitters, presenters, performances
- _____ Send out notices/flyers 1 week prior to meeting
- _____ Post agenda 72 hours prior to meeting in main office window (must be visible)
- _____ Minutes from prior meeting completed and copied for approval

Send to Office of Categorical Programs and Curriculum:

- _____ Agenda *
- _____ Flyer/Notice sent to parents *
- _____ Copy of sign-in sheet *
- _____ Minutes, English and Spanish *

End of School Year

Prepare at Site:

- _____ End of year certificates, awards and presentations

Send to Office of Compliance and Student Services:

- _____ Any minutes, agendas, needs assessment, information not sent from the present year.

N.2 Sample Meeting Checklists
Franklin School ELAC - Agenda I

Date: _____

Items	Actions	Notes/Follow-up
1. Welcome and introductions	a. Introduction of all present b. Review of sign-in procedures	
2. Review of Agenda	a. Brief explanation of each item b. Requests for additional items	
3. Presentation of the purposes of the ELAC	a. Review purposes b. Clarify as needed	
4. Presentation of the duties of ELAC Members	a. Review duties b. Clarify as needed	
5. Presentation of the ELAC school responsibilities	a. Review responsibilities b. Clarify as needed	
6. Review of the roles of the ELAC officers and seek nominations	a. Present the roles of the office b. Seek nominations to constitute a viable group c. Explain election procedures to be used at the school: general election or ratification	
7. Hold election of DELAC representative	a. Review duties of DELAC representatives b. Request volunteers or take nominations c. Conduct election through secret ballot or acclamation	
8. Do a Needs Assessment	a. Have the parents identify the school's needs	
9. Announce future meeting dates	a. Provide a calendar b. Set meeting dates and times	
10. Other items		
11. Adjournment	a. Announce when minutes will be available	

Franklin School ELAC - Agenda II

Date: _____

Items	Actions	Notes/Follow-up
1. Welcome and Introductions	<ul style="list-style-type: none"> a. Introduction of all present, especially new participants b. Introduce elected officers and announce the results of the election c. Review of sign-in procedures 	
2. Review of Agenda	<ul style="list-style-type: none"> a. Brief explanation of each item b. Request for additional items 	
3. Receive report from the DELAC Representative	<ul style="list-style-type: none"> a. Request an oral report from the representative b. Provide copies of DELAC minutes c. Note items of interest for the representative to take back to the DELAC 	
4. Review of School's ELAC bylaws	<ul style="list-style-type: none"> a. Review basic points such as frequency of meetings, membership, duties b. Clarify as needed 	
5. Review the school programs for English Learners	<ul style="list-style-type: none"> a. Review the components of the English Language Mainstream Classroom b. Present special assistance provided for English Learners at the school c. Clarify as needed 	
6. Open the discussion for questions on the services provided	<ul style="list-style-type: none"> a. Clarify as needed 	
7. Review Reclassification criteria and procedures	<ul style="list-style-type: none"> a. Review Criteria b. Review Procedures c. Clarify as needed 	
8. Incorporate a presentation from the school needs assessment	<ul style="list-style-type: none"> a. Present a topic that the parents b. identified as being a need for the school site 	
9. Other items:		
10. Adjournment	<ul style="list-style-type: none"> a. Announce when minutes will be available 	

Franklin School ELAC - Agenda III

Date: _____

Items	Actions	Notes/Follow-up
1. Welcome and Introductions	<ul style="list-style-type: none"> a. Introduction of all present, especially new participants b. Review of sign-in procedures 	
2. Review of agenda	<ul style="list-style-type: none"> a. Brief explanation of each item b. Request for additional items 	
3. Receive report from the DELAC Representative	<ul style="list-style-type: none"> a. Request an oral report from the representative b. Provide copies of DELAC minutes c. Note items of interest for the representative to take back to the DELAC 	
4. Provide information on regular school attendance		
5. Review the School Plan objectives for English Learners	<ul style="list-style-type: none"> a. Highlight the Plan objectives that address needs identified the previous year b. Review the EIA-LEP school budget 	
6. Review the process for developing the School Plan	<ul style="list-style-type: none"> a. Present timelines b. Announce dates and times of school meetings to develop the School Plan c. Describe ways that parents will have input 	
7. Incorporate a presentation from the school needs assessment	<ul style="list-style-type: none"> a. Present a topic that the parents identified as being a need for the school 	
8. Other items		

9. Adjournment	a. Announce when minutes will be available	

Franklin School ELAC - Agenda IV

Date: _____

Items	Actions	Notes/Follow-up
1. Welcome and Introductions	a. Introduction of all present, especially new participants b. Review of sign-in procedures	
2. Review of agenda	a. Brief explanation of each item b. Request for additional items	
3. Receive report from the DELAC Representative	a. Request an oral report from the representative b. Provide copies of DELAC minutes c. Note items of interest for the representative to take back to the DELAC	
4. Presentation on the R-30 Language Census	a. Review the components of the census b. Share the local school's statistics of the year	
5. Update the School Plan objectives for English Learners	a. Review the plan objectives that address needs identified the previous year b. Request advice on changes in the objectives c. Review the EIA-LEP school budget requirements to support the objectives d. Report on Plan timelines	
6. Planning for next year	a. Propose timelines for meetings, elections, etc. for the following year b. Request advice on changes in meeting formats and information-sharing process	

7. Incorporate a presentation from the school needs assessment	a. Present on a topic that parents identified as being a need for the school site	
8. Other Items:		
9. Adjournments	a. Announce when minutes will be available	

O.1 Suggested Meeting Topics/Mandatory Topics

MEETING TOPICS

Mandatory Topics

The following must be agenda items mandated by the State regulations. Documentation of these items has to be evident in your minutes and/or agendas.

- Master Plan for EL
- Needs Assessment
- Annual Language Census – R-30
- Discuss/Explain Language Census Report
- School Attendance

Suggested Topics

- Parental Waiver Information
- Parent Guide
- Review Identification & Assessment of English Learners
- Overview of Program Options for EL
- Reclassification Procedures
- CBET
- CELDT
- School EL Program as it exists at your site
- Vision Statement for EL
- Legal Responsibilities
- School SIP Plan
- Elect Next Years Officers
- Parent Complaint Procedures
- Consolidated Report

Other Appropriate Agenda Items

- Guest Speakers
- City Officials
- SBSD District Representatives
- Community Organizations
- Training for Parents on “Having Effective Meetings”
- Training for Parents on How to Help Their Child Succeed in School
- Student Presentations
- Presentation of Specific Programs at Your Site

O.2 Recommended Meeting Agendas

ELAC Meeting #1

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Review purpose, duties, and responsibilities of ELAC executive committee
 - ◆ Clarify the roles of ELAC vs. SSC
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Provide a list of ELAC committee members
 - ◆ Request nominations for the ELAC executive committee
 - ◆ Create slate of candidates
 - ◆ Elect ELAC executive committee
 - ◆ Chairperson (or President)
 - ◆ Vice-Chairperson (or Vice-president)
 - ◆ Secretary
 - ◆ DELAC representative (s)
 - ◆ Others as deemed necessary by the group
 - ◆ Establish meeting dates and times
 - ◆ Review/ create bylaws
 - ◆ Present over-view of comprehensive school plan
 - ◆ Present information on current enrollment of EL-learners and available resources
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #2

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #1 minutes
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Provide further training on the purpose of comprehensive school plan.
 - ◆ Re-clarify role of ELAC to advise the SSC.
 - ◆ Review student achievement data: API, AYP, CAHSEE, CELDT SAT 9 score, SABE and Aprenda scores, district proficiencies, etc.
 - ◆ Review English Learner program design and curriculum used for English Language Development. Are EL programs addressing the core curriculum?
 - ◆ Present information on current enrollment of EL-learners and available resources.
 - ◆ Make recommendations (to be presented to SSC) on the needs of English learners for the comprehensive school plan.
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #3

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #2 minutes
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Review student assessment results per grade level (most current test data).
Target: Are EL programs addressing the core curriculum?
 - ◆ Provide information on State qualifications to teach EL learners.
 - ◆ Inform on District's plan to monitor teacher training to ensure that English learners are provided with ELD and the District's core curriculum.
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #4

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #3 minutes
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Review and compare student attendance figures for current and previous years (target: address months with low attendance, by grade level, academic grouping, etc.).
 - ◆ Discuss strategies to increase attendance.
 - ◆ Review supplementary services provided to English learners.
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #5

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #4 minutes
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Provide information on curriculum standards and state frameworks (focus English Language Standards).
 - ◆ Provide information on current staff development training that ensures the delivery of high quality curriculum for EL-learners.
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #6

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #5 minutes
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Review school profile).
 - ◆ Review CELDT results and disseminate Parent Notification Letter forms.
 - ◆ Review the re-designation process.
 - ◆ Look into promising programs (with SSC members) that promote high English learner achievement.
 - ◆ Prepare suggestions for SSC members on the programs reviewed (when ready).
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #7

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #6 minutes
 - ◆ Compile recommendations of promising programs for SSC
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Review instructional services and resources given to English learners.
 - ◆ Ensure that parent needs surveys are administered.
 - ◆ Ensure that parent needs surveys are sent to all parents.
 - ◆ Ensure the survey and letters are available in major language groups.
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #8

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #7 minutes
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Review parent needs results.
 - ◆ Review student writing proficiency scores.
 - ◆ Compile and list recommendations for SSC on the needs of parents and student community.
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #9

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #8 minutes
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Review comprehensive school plan self-evaluation.
 - ◆ Review the instructional services and resources of English learners.
 - ◆ Provide feedback on comprehensive school plan to the SSC.
- ◆ **Other**
- ◆ **Adjournment**

ELAC Meeting #10

School Name

Date

Agenda

- ◆ **Welcome**
- ◆ **Call to Order**
- ◆ **Old Business**
 - ◆ Approve Meeting #9 minutes
- ◆ **DELAC Report**
- ◆ **New Business**
 - ◆ Review/discuss R-30 Language Census (review re-designation process).
 - ◆ Give overview of the year
 - ◆ Comments or Concerns
- ◆ **Other**

P. Sample Childcare Rules

Childcare Rules

1. Childcare will be provided for children (3 –10 years) of adults attending the ELAC meeting.
2. Parents are to sign in / out children from the childcare facility.
3. It is recommended the children not stay in the meeting room with the parent during the meeting.
4. Sick children will not be allowed to stay.
5. Please do not come to the childcare area until the children are ready to be picked up.
6. Children are to follow directions and obey the childcare providers.
7. Children who misbehave may be dismissed from child care services.

Q. Sample ELAC report to School Site Council
Dos Pueblos High School ELAC - Oral Report to School Site Council
October 8, 2008

The role of the English Learners Advisory Committee, also known as ELAC, is two-fold. First, it is a support system for the parents of EL students, to provide them with valuable information about how they can help their kids advance at school; ELAC's other role is to advise Mark Swanitz and School Site Council on the needs of EL students and on school improvement strategies so that ELs can effectively transition into English proficiency.

To kick off the new school year, two weeks ago we held a very successful "Latino Night" hosted by Goleta Valley Junior High School. The gym was packed with people, it was a super pot luck, there was entertainment, and lots of information about school activities, programs, and instructional support services. Suzie Hayes spoke about volunteer opportunities in the DP PTSA, and everything was translated.

Yesterday afternoon ELAC sent in a set of recommendations to Mark and to the School Site Council, relative to the Single Plan for Student Achievement. Last spring ELAC did a needs assessment survey of EL parents. ELAC analyzed the data and combined that assessment along with other school data to advise on the Single Plan.

One of our goals is to encourage EL parents to get involved in school leadership, including ELAC, School Site Council, and PTSA. Last spring was the first time at DP that we have duly elected ELAC officers, a set of bylaws, and now for the first time ever, a suite of ELAC members serving on the School Site Council. Candy is representative to District ELAC, known as DELAC, and I'm her back-up. –Sal Güereña

ELAC Executive Committee Officers
Ana Cifuentes (SSC member)
Sal Güereña (SSC Chair)
Olivia Jacinto
Martha Ruiz
Candy Soto (SSC member)

R. Sample ELAC to DELAC report

Dos Pueblos High School English Learners Advisory Committee Report to DELAC April 29, 2009

Dos Pueblos High School and Goleta Valley Junior High ELACs held another successful joint parents' meeting on April 23. This meeting was co-sponsored with United Parents/Padres Unidos and held in the GVJHS cafeteria.

Closing the achievement gap requires that we are all engaged and informed and each do our own part, and that we learn to work together so that our children will succeed in school. This parent meeting was one of the pieces in that puzzle.

35 parents from both schools attended and gathered in a big circle. DP Assistant Principal Monica Hammonds was the featured guest speaker and she gave a well-received, presentation to the parents about the importance of regular school attendance and she used a large visual display to train parents how to read the weekly attendance report. Parents asked some good questions and saw the correlation between regular attendance and good grades. They also learned how we as parents can help close the funding gap, given that that district-wide, our schools lost a combined \$1 million in funding due to unexcused absences!

GVJHS Assistant Principal Rachel Harris also brought to the parents' attention the promising new curriculum for English learners, *Read 180*, that the Districts are considering for use in the schools. *READ 180* is a reading intervention program designed to meet the needs of ELL students.

Student achievers were recognized with special certificates that evening. Parent volunteers Renato Brintrup and Miguel Martinez of Padres Unidos translated for the parents. They also updated parents on Padres Unidos' partnerships with the schools' ELACs. Padres Unidos Parent committees have been formed to organize programs, raise funds, and increase awareness about the need for greater parent involvement in the schools.

DELAC Vice President Sal Guerena invited parents to attend the districts-wide all-ELAC celebration and potluck on May 27, location TBA. Parents stayed afterwards to ask questions and filled out needs assessment questionnaires.

--Sal Guerena

T. Sample DELAC report to School Board

Date: March 11, 2008

To: Dr. J. Brian Sarvis, Superintendent

From: 2007-2008 District English Learner Advisory Committee
Miguel Martinez, President

Subject: **District English Learner Advisory Committee Report to the Santa Barbara Board of Education**

Conference Item: X (Time Required: 10 minutes)

Background

In order to ensure that the parents of English learners and community members participate in the development, implementation, and evaluation of district programs and services for English learners, and that district programs for English learners comply with state and federal legal requirements, the District English learner Advisory Committee (DELAC) is charged with issuing a report to the Board that advises the Board of the following topics:

1. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR 11308[c][1])
2. Conducting of a districtwide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
3. Establishment of district program, goals, and objectives for programs and services for English learners (5 CCR 11308[c][3])
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])
5. Administration of the annual language census (5 CCR 11308[c][5])
6. Review of and comment on the school district's reclassification procedures (5 CCR 11308[c][6])
7. Review of and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])

Result

Based on interviews with students, parents, school staff, including teachers and school administrators and a review of English learner academic performance data (including CST, CELDT, and CAHSEE test scores), DELAC notes the following:

- Principals need to assure that their schools are represented at the monthly DELAC meetings. Several schools continue a historical pattern of non-representation at these meetings.
- Schools must renew their commitment to raising the academic achievement of English learners. The schoolwide test data as well as English learner subgroup test data show very little progress is being made towards the mastery of California's Reading/English Language arts and mathematics grade level standards.
- California law dictates that when schools send parental notifications to homes, they must do so in languages that parents or guardians can understand. We often hear complaints

from our parents that school information that is distributed or sent to home to parents is sent only in English.

- School personnel need to increase the frequency of contacts with the home. While we applaud the practice in our elementary schools that parent-teacher conferences take place about every three months, a student who falls behind academically or is experiencing social or emotional problems at school needs more support and thus more frequent contact with the home. We also understand the difficulties secondary teachers and administrators face in contacting parents at home. However, the need for more frequent contact is even more crucial for a struggling secondary student.
- Schools must accentuate the positive. Currently, when schools do call home, the news is usually to inform parents that something is wrong. Rarely do we get calls that something is right.
- We recognize the challenges that teachers and school administrators face in their daily work with our children and we remain grateful and appreciative. However, our children, all of our children including those who are learning English deserve a world class education.

Recommendation

We remain convinced that by working together parents, teachers, and school administrators can accelerate the learning of English learners.

At the heart of the seven tasks that the DELAC is asked to advise the districts' governing board is communication and monitoring. It is the recommendation of DELAC that each school with a significant number of English learners assign or hire someone at each school whose sole responsibility is to monitor the academic performance of English learners, provide English learners parents with accurate and timely information in the language of the home, and encourage greater parental participation in school activities.

Fiscal Impact

This recommendation is being made at this time because school site councils will soon begin their deliberations in planning how to best use next year's Title I, Title III, and EIA funds. We understand that this new position will require a reallocation of categorical funds and we are aware that there will likely be a reduction in state and federal categorical funds next year.

Attachment(s)?	Yes (if so, please attach)	No	<i>Powerpoint</i>	<i>Overhead</i>	<i>Consultant</i>
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U. Sample ELAC Recommendations to School Site Council (including survey analysis of parents of English learners)

Dos Pueblos High School English Learners Advisory Committee Recommendations for meeting the needs of English Learners School Year 2007-2008 Submitted to Principal Mark Swanitz and the School Site Council October 8, 2008

The ELAC is on record in support of Principal Swanitz' three priority areas for this school year: the ELLs, math and English for under-performing students, and the special education students.

ELAC analyzed a variety of data reports, including last spring's survey of ELL parents, last year's SPSA, the API, AYP, CST reports, CAHSEE, the minutes of the 2007-2008 School Site Council, and input from the ELL Dept. Chair, the Excel Coordinator, and the ELL counselor. ELAC's assessment of the parents' survey of needs is in Appendix A to this report.

We support continuance of the strategies that were identified in the most current SPSA, including:

- Bilingual Coordinator Student/Community Relations 1 FTE
- Data analyst/program coordinator
- CAHSEE coaches
- EXCEL coordinator
- Teacher (.6 FTE) for 7th per. instructional periods
- Supplemental instructional materials, such as vocabulary builders for ESL.
- Bilingual instructional aids – at least two, for morning and afternoon coverage.

In addition, there is a critical need to support ELLs that have been moved into regular English classes.

- ELAC supports the CAHSEE coaching of math and English teachers for at-risk students, as well as the remedial enrichment classes to support literacy development for struggling students.

Training and professional development -PLC support.

SDAIE teachers need to help ELLs develop a working academic vocabulary to succeed in school.

- Following a consultation with the ELL Dept. Chair, we recommend that teachers in content areas should get at least twice a year SDAIE training sessions from an outside trainer. 2-3 teachers from each content area who may need it the most could bring back their strategies to their PLC groups during their "late start" day.

Excel afterschool tutoring:

A large majority of parents surveyed requested after-school class support. Also, Title I parents recommended after-school tutoring in various subjects.

The Excel program exists and is currently running well. However it is very congested with a list of 59 students, two UCSB tutors and space for 35, with what appears to be many Title I and ELL students. Coordinator needs two more tutors with a focus on science and math.

CST results showed a big drop in ELL performance in science; with more students needing help and ELAC set to promote the Excel program to EL parents the program will need more space.

ELAC recommends:

- expansion in Excel afterschool tutoring, reconfiguring to provide more seats, perhaps by opening classroom next door.
- addition of two more tutors, bilingual, preferably with expertise in science and math.
- advanced calculators for math, several dictionaries and thesauri, and, if possible, at least 1 computer, preferably with a license to an online computer program in language and vocabulary building.
- ELAC supports the ELL Dep't. chair's "Just Communities" training during a proposed all-day "Transitions and Resistance" workshop for English Dept. so the faculty can help ELLs to mainstream. This should be identified as a critical need for staff development.

Planning for end-of-year use of categorical funds

ELAC recommends a strategic plan to make sure DP makes use of all categorical funds to meet the real needs that exist at our school.

Last year \$21,000 in EIA-LEP funds were returned unused to the District and \$3,500 in Title I funds were returned.

To avoid this from re-occurring during 2008-2009 we recommend that the school be ready with some end-of-year expenditures directed to "at-risk" needs such as:

- vocabulary builders; high-interest, low vocabulary reading enrichment materials for literacy development;
- priority on unexpended end-of-year Title I funds could be directed to support ELD 1-3 summer school classes with a bilingual instructional aid since it is allowable to spend federal categorical funds during the summer.

APPENDIX Dos Pueblos High School Analysis of Survey of Parents of English Learners

Objectives:

The survey was conducted in spring 2008 and consisted of 14 questions in Part 1 and 8 questions in Part 2. The survey took a comprehensive approach at soliciting feedback on parental awareness of school resources and policies, on the home school relationship, level of satisfaction with the educational program, where to go to address concerns, perceptions level of equity by staff, perceptions of teacher expectations.

The survey also solicited feedback on measures to help improve student academic success, amount of time spent studying at home, and level of participation in the afterschool tutoring program.

Response:

There were 22 respondents. There are close to 500 students including ELLs and RFEPs. The 4.4% return rate is problematic and from this small size findings cannot be applied generally to the ELL parent population but at least it does give some indication of general needs which can be valuable in combination with other measures of need. ELAC will strategize on ways to get a better return rate next year.

Results:

Results indicate generally positive assessment by a majority of parents on a variety of measures, including their student's progress in the educational program, teacher preparation, school communications, school policies, student performance.

A large majority, 95%, felt their students were very clear about content standards, goals and expectations for student achievement.

A majority of parents, 57% felt that there is inequity in the application of school rules to all students. A plurality of 41% did not feel comfortable (rarely or sometimes) discussing concerns with school administration, although 95% felt comfortable coming to school with their son/daughter.

A large majority of 67% desired more classes before or after school, and more information to parents about school programs and student achievement.

Questionnaire:

This will be revised so that it relates to Dos Pueblos High School. Several of the questions in Part 2 are pertinent only to Santa Barbara High School.

V. The Facts About . . . English Learner Advisory Committee (ELAC) (Fall 2008), Santa Barbara School Districts

Santa Barbara School Districts
Fact Sheet

Fall 2008

The Facts About...English Learner Advisory Committee (ELAC)

What is an English Learner Advisory Committee (ELAC)?

When a school site has 21 or more English learners, it is obligated to have a functioning English Learner Advisory Committee (ELAC). Schools are responsible for ensuring that the ELAC has received training materials and training, and have planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (*EC 35147[c]; 5 CCR 11308[d]*)

How are members of the English Learner Advisory Committee (ELAC) selected?

According to Education Code 62002.5, procedures for the selection of parent members to the ELAC include the following:

- 1) Parent members are elected by parents or guardians of English learners. (*5 CCR 11308[b]; EC 62002.5*)
- 2) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. For example, if English learners constitute 58% of the student body, then the English learner parents should constitute at least 58% of the ELAC. (*EC 62002.5, 52176[b]*)

What are the responsibilities of the English Learner Advisory Committee (ELAC)?

- 1) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (*5 CCR 11308[b]*) (*EC 62002.5, 52176[b], 35147; 20 USC 6312[g][4]*)
- 2) The ELAC has advised the school site council (SSC) on the development of the Single School Plan for Student Achievement. (*EC 64001[a]*)
- 3) The ELAC has advised the principal and staff on the school's program for English learners. (*EC 52176[c], 62002.5*)
- 4) The ELAC has assisted in the development of the school's:
 - Needs assessment
 - Administration of the school's annual Language census (R-30)
 - Ways to make parents aware of the importance of regular school attendance (*EC 62002.5, 52176[c]*)

What are the SB 355-Greene Act Requirements for the English Learner Advisory Committee (ELAC) Meetings?

- 1) Meetings must be open to the public and allow public input.
- 2) Meeting notice and agenda must be posted at least 72 hours before the meeting.
- 3) Notice and agenda must be posted at the school site or other appropriate place accessible to the public.
- 4) Notice and agenda must include date, time, and location of meeting and the items to be discussed or acted upon.
- 5) Action cannot be taken on items not posted on the agenda, UNLESS an unanimous vote finds a need for immediate action.

- 6) The public must be provided access to all materials discussed and/or distributed at the meeting.

What are the Characteristics of an Effective English Learner Advisory Committee (ELAC)?

- 1) Has a clear understanding of ELAC purpose and functions.
- 2) Meets on a regular basis.
- 3) Plans ahead.
- 4) Communicates with the principal, staff, school site council, and school community.
- 5) Develops by-laws, agendas and minutes.
- 6) Has elected a DELAC representative.

How is the English Learner Advisory Committee (ELAC) Beneficial?

- It is a means for parents to receive training.
- It is a means for parents to receive information on programs and their effectiveness.
- It is a way for parents to participate.
- It is a way for parents to become aware of student academic progress.
- It is a way for parents to make key questions regarding educational themes and issues.
- It is a way for parents to exercise leadership before the principal, school staff and students.
- It is a way for schools to get high quality parent involvement

How will the Categorical Monitoring Program check ELAC Compliance?

- By requesting to see the following documents: ELAC agendas, minutes, and sign-in sheets, ELAC training materials, ELAC meeting notifications, Bylaws (if the committee has bylaws), ELAC membership list with parents of English learners indicated, and samples of communications provided to parents in languages other than English.
- By interviewing ELAC members to see if the proper training was conducted and the tasks were accomplished.
- By observing an ELAC meeting.

Contact Info: call (805) 963-4338, ext. 221

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The Mission of the Santa Barbara School Districts – Excellence for All

W. Annual Language Census (R-30)

What is the Language Census R-30?

- According to the California Department of Education (CDE): It is an annual collection of data about (2.7 million) California public school students whose primary language is not English and about the staff who provide instructional services to these students. These data provide critical information to local agencies and government organizations to guide their funding, research, program planning and policy decisions. The Language Census also offers the public important information about English Learners and their instruction in California schools.
- The Language Census is collected each spring to collect background and programmatic data on students from non-English language backgrounds as well as data on staff that provide services to English learners (ELs). The data are collected on the R-30-LC form. Data submission is required by the CDE Code (EC) Section 52164, the No Child Left Behind (NCLB) Act, and federal case law.
- Data is used to produce state and federal reports and to compute funding for Title III, the Community-based English Tutoring (CBET) program, Economic Impact Aid (EIA) for English Learners, and the English Language Acquisition Program (ELAP).
- Additional uses of the Language Census data include projections of future English learner enrollments and teachers that provide instructional services to English learners. Census data may also serve local needs, such as class load analyses, program design, and to determine school staffing needs.
- Language Census data are made available to educational institutions and the general public on the Data and Statistics Web page at <http://www.cde.ca.gov/ds/>.
- Submission of the Language Census for each school is a local educational agency (LEA) responsibility for grades K-12.
- If 15% or more of the students enrolled in a public school that provides K-12 instruction speak a primary language other than English, all notices, reports, statements or records sent to the parent or guardian of any such student by the school or the school district shall be translated (Ed Code (EC) Section 48985).

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