English Learners Advisory Committee Manual

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District English Learners Committee (DELAC)
Santa Barbara Unified School District
Fifth Edition 2016
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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.

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 will 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 2016 revised edition includes a table of contents, a topic index, and a section on the Annual Language Census 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 Unified School District. Schools that have a student population with 21 or more English learners by law must have an ELAC in that school. The California Education Code thus determines the composition, organization, and functions of each ELAC 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. 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, Title III and/or LCAP funds 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.

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

Elections should be held for ELAC parent members and community representatives; elections should also be held for ELAC officers; 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: Describe the role of school administration.

It should be the goal of school administrators to hold member elections, as soon as possible, so that there is a duly elected ELAC committee at that school. 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. It is recommended that only EL parents serve as the president and/or DELAC representative.

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

Please see Section 7 on page 11.

Step 7: Solicit nominations. Candidates should declare their desire to serve, stating why they wish to be elected. (See appendix B “Sample declaration of candidacy statement” on page 22)

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 of English learners need to vote.

This may 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).

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 election 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. General Overview

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. Parents of English learners comprise at least the same percentage of the ELAC membership, as English learners constitute the school’s total student population.

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 is an advisory committee 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:

- Parents or guardians of English learners must have an opportunity to elect parent members.
- 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 LCAP 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.
- Promote among parents the importance of student regular attendance to school.

Santa Barbara Unified School District Requirements

The Santa Barbara Unified School District has the responsibility to enforce throughout the schools in the districts, the proper functioning of each ELAC committee. At the same time, the Director English Learner and Parent Engagement 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 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 points are essential as part of the 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.

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. Secondary 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. A timeline should be developed that informs families of the process for distribution and collection of survey, as well as the sharing of data. It is recommended that this be completed within 60 days.

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

Samples included in appendices D-E:

- Questionnaire
- Survey analysis
5. Annual Language Census

The ELAC Executive Committee is required to review and advise on this topic. A detailed explanation of the Annual Language Census is provided in Appendix W. However, ELAC’s role is straightforward. The Annual Language Census 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:

1) The number of ELLs and fluent-English-proficient students (FEPs)
2) The type of instructional setting and instructional services for the ELLs.
3) The total for ELLs reclassified since the previous census.
4) The number of parental waivers from English language classrooms.
5) 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 to identify and assess English learners, and the procedure for placement. Review and comment 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. The ELAC’s goal is to cover the four functions required of all ELACs as mandated by the Education Code, described in Section 3 of this manual, page 9.

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.

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.

7. ELAC Officers Responsibilities

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 administrator or their designee. 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)
- Elected Officials List (appendix F)
- ELAC Questions and Concerns form (appendix G)

8. Meeting Information

An ELAC meeting is a meeting of the elected members of the ELAC 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.

Appendix O.2 offers a suite of ten suggested meeting agendas that were prepared by the District’s 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 of 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
- 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 K. A sample set of meeting minutes is in Appendix L. 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 English Learners and Parent Engagement Programs of the SBUSD. 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 Title I, Title III, or LCAP 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.

9. About 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 Unified School District, 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 listed 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/LCAP.
- 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 (e.g., procedures and forms)
• Review and comment on the district's reclassification procedures.
• Review and comment on the written notifications 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. Title I, Title III LCAP or district funds may be used to cover costs of training of DELAC members. This includes costs for childcare, 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

10. 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, the LCAP 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 and the ELAC president may attend regularly as a member of the school community.

The School Site Council bylaws contain instructions on the election process. Typically the spring PTA or 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.

**11. Resources**

*The Facts About...English Learner Advisory Committee (ELAC) Fact Sheet*
(Santa Barbara Unified School District, Fall 2012)

ELAC PowerPoint. Offices of the Assistant Superintendent for Elementary Schools and the Assistant Superintendent for Secondary Schools, Santa Barbara Unified School District. (English/Spanish)


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/](http://www.cde.ca.gov/sp/el/)

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

Santa Barbra Unified School District. Instructions for English Learners Procedures Manual Master Plan (May 2006; revised April 2007). PDF is on SBSD website at:
12. DELAC on the web

Current information about DELAC can be found on the districts’ website at [http://www.s bunified.org/committees/delac/](http://www.s bunified.org/committees/delac/) where you will find a roster of current officers, schedule of meetings, agendas, minutes, and a PDF of this manual.

13. 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.

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<td>CDE</td>
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<td><a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a></td>
</tr>
<tr>
<td>CELDT</td>
<td>California English Language Development Test (Prueba del desarrollo del inglés de California)</td>
<td><a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a></td>
</tr>
<tr>
<td>COE</td>
<td>County Office of Education (Oficina de educación del condado)</td>
<td><a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a></td>
</tr>
<tr>
<td>COP</td>
<td>Committee of Practitioners (Title I) (Comité de practicantes –Título I)</td>
<td><a href="http://www.cde.ca.gov/be/cc/pr/">http://www.cde.ca.gov/be/cc/pr/</a></td>
</tr>
<tr>
<td>CPM</td>
<td>Categorical Program Monitoring (Supervisión de programas categóricos)</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc">http://www.cde.ca.gov/ta/cr/cc</a></td>
</tr>
<tr>
<td>ACRONYM</td>
<td>STANDS FOR</td>
<td>WEB ADDRESS</td>
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</tr>
<tr>
<td>CSAM</td>
<td>California School Accounting Manual (Manual de responsabilidad de las escuelas de California)</td>
<td><a href="http://www.cde.ca.gov/fg/ac/sa/">http://www.cde.ca.gov/fg/ac/sa/</a></td>
</tr>
<tr>
<td>CSIS</td>
<td>California School Information Services (Servicio de información de las escuelas de California)</td>
<td><a href="http://www.cde.ca.gov/ds/sd/cs">http://www.cde.ca.gov/ds/sd/cs</a></td>
</tr>
<tr>
<td>CSR</td>
<td>Comprehensive School Reform (Reforma escolar completa)</td>
<td><a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a></td>
</tr>
<tr>
<td>CTC</td>
<td>Commission on Teacher Credentialing (Comisión para la acreditación del profesorado)</td>
<td><a href="http://www.ctc.ca.gov/">http://www.ctc.ca.gov/</a></td>
</tr>
<tr>
<td>DAS</td>
<td>District Assistance Survey (Encuesta de asistencia del distrito)</td>
<td><a href="http://www.cde.ca.gov/ta/lp/vl/documents/districtsurvey1.doc">http://www.cde.ca.gov/ta/lp/vl/documents/districtsurvey1.doc</a></td>
</tr>
<tr>
<td>DSLT</td>
<td>District and School Leadership Team (Grupo de liderzgo del distrito y la escuela)</td>
<td></td>
</tr>
<tr>
<td>EC</td>
<td>Education Code (Código de educación)</td>
<td><a href="http://leginfo.ca.gov/calaw.html">http://leginfo.ca.gov/calaw.html</a></td>
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<tr>
<td>EL</td>
<td>English Learner (Estudiante de Inglés)</td>
<td><a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a></td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Acquisition (Adquisición de la lengua inglesa)</td>
<td><a href="http://www.cde.ca.gov/sp/el/ii">http://www.cde.ca.gov/sp/el/ii</a></td>
</tr>
<tr>
<td>ELAP</td>
<td>English Language Acquisition Program (Programa de adquisición de la lengua inglesa)</td>
<td><a href="http://www.cde.ca.gov/fg/aa/ca/englishlang.asp">http://www.cde.ca.gov/fg/aa/ca/englishlang.asp</a></td>
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<tr>
<td>ELD</td>
<td>English Language Development (Desarrollo de la lengua inglesa)</td>
<td><a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a></td>
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<td>ELSSA</td>
<td>English Learner Subgroup Self Assessment</td>
<td><a href="http://www.cde.ca.gov/ta/ac/ti/stateassessment.asp">http://www.cde.ca.gov/ta/ac/ti/stateassessment.asp</a></td>
</tr>
<tr>
<td>EO</td>
<td>English-Only (Monolingual English) (Inglés solamente – Inglés como único idioma)</td>
<td></td>
</tr>
<tr>
<td>EPC</td>
<td>Essential Program Components (Componentes del programa esencial)</td>
<td><a href="http://www.cde.ca.gov/ta/lp/vl/essentialcomponents.asp">http://www.cde.ca.gov/ta/lp/vl/essentialcomponents.asp</a></td>
</tr>
<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act (Decreto de educación primaria y secundaria)</td>
<td><a href="http://www2.ed.gov/nclb/landing.jhtml">http://www2.ed.gov/nclb/landing.jhtml</a></td>
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<tr>
<td>ESL</td>
<td>English as a Second Language (Inglés como segundo idioma)</td>
<td><a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a></td>
</tr>
<tr>
<td>ESLRs</td>
<td>Expected Schoolwide Learning Results (Resultados esperados de aprendizaje a nivel general de la escuela)</td>
<td><a href="http://www.acswasc.org/about_criteria.htm">http://www.acswasc.org/about_criteria.htm</a></td>
</tr>
<tr>
<td>FEP</td>
<td>Fluent-English-Proficient (Competente en el Idioma Inglés)</td>
<td><a href="http://www.cde.ca.gov/demographics">http://www.cde.ca.gov/demographics</a></td>
</tr>
<tr>
<td>FOL</td>
<td>Focus on Learning (Enfoque en el aprendizaje)</td>
<td><a href="http://www.acswasc.org/about_criteria.htm">http://www.acswasc.org/about_criteria.htm</a></td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time-Equivalent (Equivalente a tiempo completo)</td>
<td></td>
</tr>
<tr>
<td>GATE</td>
<td>Gifted and Talented Education (Educación de alumnos superdotados)</td>
<td><a href="http://www.cde.ca.gov/sp/gt/">http://www.cde.ca.gov/sp/gt/</a></td>
</tr>
<tr>
<td>ACRONYM</td>
<td>STANDS FOR</td>
<td>WEB ADDRESS</td>
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<tr>
<td>GED</td>
<td>General Educational Development (Desarrollo de educación general)</td>
<td><a href="http://www.cde.ca.gov/ta/tg/gd/">http://www.cde.ca.gov/ta/tg/gd/</a></td>
</tr>
<tr>
<td>HPSGP</td>
<td>High Priority Schools Grant Program (Programa de subsidio para escuelas prioritarias)</td>
<td><a href="http://www.cde.ca.gov/ta/lp/hp/">http://www.cde.ca.gov/ta/lp/hp/</a></td>
</tr>
<tr>
<td>IEP</td>
<td>Immigrant Education Program (NCLB, Title III) (Programa de educación migrante, Título III de la ley NCLB)</td>
<td><a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a></td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program (Programa de educación individualizada)</td>
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<tr>
<td>II/USP</td>
<td>Immediate Intervention/Underperforming Schools Program (Programa de intervención inmediata/ Escuelas de bajo rendimiento)</td>
<td><a href="http://www.cde.ca.gov/ta/lp/iu">http://www.cde.ca.gov/ta/lp/iu</a></td>
</tr>
<tr>
<td>LC</td>
<td>Language Census (Censo del lenguaje)</td>
<td><a href="http://www.cde.ca.gov/ds/ss/lc">http://www.cde.ca.gov/ds/ss/lc</a></td>
</tr>
<tr>
<td>LCAP</td>
<td>Local Control Accountability Plan</td>
<td><a href="http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#LCAP">http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#LCAP</a></td>
</tr>
<tr>
<td>LCFF</td>
<td>Local Control Funding Formula</td>
<td><a href="http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp">http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp</a></td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disabled (Discapacitado para el aprendizaje)</td>
<td></td>
</tr>
<tr>
<td>LEA</td>
<td>Local Educational Agency (Agencia local de educación)</td>
<td></td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient (Competencia limitada en inglés)</td>
<td></td>
</tr>
<tr>
<td>NAEP</td>
<td>National Assessment of Educational Progress (Evaluación nacional del progreso educativo)</td>
<td><a href="http://www.nagb.org">http://www.nagb.org</a></td>
</tr>
<tr>
<td>NCE</td>
<td>Normal Curve Equivalent (Equivalente de la curva normal)</td>
<td></td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind (Ley para que Ningun Niño Se Quede Atrás)</td>
<td><a href="http://www.cde.ca.gov/nclb/">http://www.cde.ca.gov/nclb/</a></td>
</tr>
<tr>
<td>PI</td>
<td>Program Improvement (Programa de mejoramiento académico)</td>
<td><a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a></td>
</tr>
<tr>
<td>PSAA</td>
<td>Public Schools Accountability Act (Decreto de rendición de cuentas de las escuelas públicas)</td>
<td><a href="http://www.cde.ca.gov/ta/ac/pa/">http://www.cde.ca.gov/ta/ac/pa/</a></td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teacher Association (Asociación de padres y maestros)</td>
<td><a href="http://capta.org/">http://capta.org/</a></td>
</tr>
<tr>
<td>R-FEP</td>
<td>Redesignated Fluent-English-Proficient (Reclasificado como competente en el idioma inglés)</td>
<td><a href="http://www.cde.ca.gov/sp/el/rd/">http://www.cde.ca.gov/sp/el/rd/</a></td>
</tr>
<tr>
<td>ROCP</td>
<td>Regional Occupational Centers and Program (Programa y centros ocupacionales de la región)</td>
<td><a href="http://www.cde.ca.gov/ci/ct/ro/">http://www.cde.ca.gov/ci/ct/ro/</a></td>
</tr>
<tr>
<td>RSDSS</td>
<td>Regional System for District and School Support (Sistema regional de apoyo al distrito y a la escuela)</td>
<td><a href="http://www.cde.ca.gov/sp/sw/ss/">http://www.cde.ca.gov/sp/sw/ss/</a></td>
</tr>
<tr>
<td>SARC</td>
<td>School Accountability Report Card (Informe del cumplimiento responsable de funciones por parte de la escuela)</td>
<td><a href="http://www.cde.ca.gov/ta/ac/sa/">http://www.cde.ca.gov/ta/ac/sa/</a></td>
</tr>
<tr>
<td>SEA</td>
<td>State Education Agency (Agencia estatal de educación)</td>
<td><a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a></td>
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<tr>
<td>STAR</td>
<td>Standardized Testing and Reporting replaced by CAASP (Programa de pruebas normalizadas)</td>
<td><a href="http://www.cde.ca.gov/ta/tg/sr/">http://www.cde.ca.gov/ta/tg/sr/</a></td>
</tr>
<tr>
<td>ACRONYM</td>
<td>STANDS FOR</td>
<td>WEB ADDRESS</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SRI</td>
<td>Scholastic Reading Inventory</td>
<td><a href="http://www.scholastic.com/education/assessment/literacy/sri-index.htm">http://www.scholastic.com/education/assessment/literacy/sri-index.htm</a></td>
</tr>
<tr>
<td>UCP</td>
<td>Uniform Complaint Procedures (Procedimiento uniforme de quejas)</td>
<td><a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a></td>
</tr>
<tr>
<td>WASC</td>
<td>Western Association of Schools and Colleges (Asociación de escuelas y centros universitarios del Oeste)</td>
<td><a href="http://www.wascweb.org">http://www.wascweb.org</a></td>
</tr>
</tbody>
</table>
APPENDICES

A. Sample Ballot

Official Ballot / Boleta Oficial
ELAC Officers / Oficiales de ELAC
20___ – 20___

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

President/Presidente:

Vice-President/Vice Presidente:

Secretary/Secretario:

Parliamentarian/Parlamentario:

DELAC 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

SAMPLE SCHOOL
English Learner Advisory Committee

ARTICLE I: ENGLISH LEARNER ADVISORY COUNCIL

The name of this Committee is the SAMPLE School English Learner Advisory Council. Throughout these bylaws it is referred to as the “ELAC.”

ARTICLE II: OBJECTIVES

The Sample School ELAC will follow State guidelines and be consistent with policies of the Santa Barbara Unified School District. The ELAC is expected to:

1.) Advise the principal, the school staff and SSC on the programs and services for English Learners.

2.) Study and refine the School Site Plan to meet the educational needs and learning styles of English Language Learners. Advise in the development of the School Site Plan and the Title III budget. The School Site Plan will include related staff development activities for adults working with these students.

3.) The schools needs assessment will be distributed and collected from families of English Learners.

4.) Review the annual language census R30

5.) Ways to make families aware of the importance of regular school attendance

ARTICLE III: MEMBERSHIP AND ELECTION

Section 1. Composition and Size. To meet SBUSD and State guidelines for schools, the ELAC must include parents of English learners. The percentage of parents of English learners is to be at least the same as that of English learners at the school. The percentage for this school year is XX%
A) 1. The principal must form part of this committee
   2. Teachers must form part of this committee
   3. Parents of English Learners

B) The ELAC will have at least these minimum number of members:
   • 1 Principal
   • 1 Teacher
   • 3 Parents (___% of members must be parents of English learners)

Section 2. **Election of Members and Term of Office.** The election procedures must be consistent with the District policy. Elections for ELAC members will occur every two years, during the even-numbered years. Elected members and alternates will serve for two years until their successors have been elected and qualified. Newly elected members will assume their office at the regular meeting during the Fall. Only parents of English learners may vote for ELAC members.

Section 3. **Termination of Membership.** Membership should automatically terminate for any member who is absent from two consecutive meetings.

Section 4. **Alternates.** An elected alternate may be seated in place of an absent ELAC member. Any seated alternate will have voting power for the meeting at which he/she is officially seated by the ELAC.

Section 5. **Vacancy.** Any vacancy on the ELAC will be filled for the remainder of the un-expired term through the appointment of a duly elected alternate. It is recommended that the alternate who received the most votes in the regular election shall be appointed. If the composition of the ELAC falls below minimum membership and no alternatives are available, vacancies for the unexpired term must be filled by a new regular election.

**ARTICLE IV: OFFICERS**

Section 1. **The officers** of the ELAC will be: President, Vice President, Secretary, DELAC Representative and other officers as the ELAC deem desirable.

Section 2. **Election and Term of Office.** The officers of the ELAC shall be elected bi-annually by majority vote of the ELAC members and shall serve for the term of their election.

Section 3. **Duties.** The duties of the officers:

**President**
1. Preside at all meetings and sign documents as directed by the ELAC.
2. Prepare an agenda for each meeting and publicly post the agenda at the school site in advance of each ELAC meeting.

**Vice-President**
1. Helps the President and takes their place when absent.
2. Perform other such duties as be assigned by the President or by the ELAC.

**Secretary**
1. Receive and handle all mail addressed to the ELAC.
2. Keep a current roster of ELAC members, including addresses and telephone numbers.
3. Keep the minutes of all meetings, including attendance and organizes the binder.

**DELAC Representative**
1. Attend all DELAC meetings at the District office.
2. Report on Sample School’s ELAC meeting.
3. Gives an update to Sample School’s ELAC regarding topics covered at DELAC.

**ARTICLE V: SUB-COMMITTEES**

The ELAC will form any sub-committees required to carry on the work of the ELAC.

Section 1. **Quorum.** The quorum for any sub-committee meeting will be a majority (i.e. 50% +1) of its members.

Section 2. **Selection of sub-committee members.** The ELAC President, subject to the ratification by the ELAC Committee, will appoint a sub-committee chairperson and members of committees.

Section 3. **Reporting responsibilities.** Sub-committee chairs will present work plans and recommendations to the ELAC for approval.

**ARTICLE VI: DUTIES OF ELAC MEMBERS**

ELAC members will:

1. Attend all committee meetings on time, or inform the secretary of the expected absence to assign an alternate.
2. Accept a position as a committee officer or member when appointed or elected.
3. Actively participate in workshops and training sessions to increase knowledge of the school site council's purpose and functions
4. Regularly report ELAC proceedings and actions to their own peer groups, and bring back peer group recommendations to the ELAC.
5. Review and advice on budgets and school plans as they relate to English learners (i.e. SPSA/LCAP)
ARTICLE VII: MEETINGS

Section 1. **Meetings.** Regular meetings of the ELAC will be held on the XX day of the month at X:XX pm in room XX.

Section 2. **Notice of Meetings.** Members must be notified of regular meetings at least 72 hours in advance. A meeting notice and agenda must also be posted in a regular public location at the school prior to each meeting.

Section 3. **Meetings Open to School Community.** All ELAC meetings or special committees will be open at all times to members of the school community.

Section 4. **Order of Meetings.** All ELAC meetings will be conducted in accordance with Robert's Rules of Order or an appropriate adaptation. Meetings of the ELAC shall be conducted with the intention of reaching consensus. In the event the ELAC reaches an impasse, which prohibits business from being conducted, the following action will be taken: The ELAC will take a vote with majority required for the decision.

Section 5. **Quorum.** All meetings of the ELAC must have a quorum present. A quorum shall consist of greater than 50% of the ELAC membership.

Section 6. **Time.** Individuals will have a minimum of two minutes and a maximum of four minutes to share their viewpoint.
ARTICLE VIII: AMENDMENTS

These bylaws may be amended by the ELAC. The proposed amendments must have been presented and discussed at one regular meeting and noted on the agenda for review. The passage of amendments to the bylaws requires a majority vote of the ELAC.

SIGNED BY:

_______________________________ DATE:_________________
ELAC PRESIDENT

_______________________________ DATE:_________________
PRINCIPAL

Signatures of other ELAC members:

_______________________________ DATE:_________________
NAME

_______________________________ DATE:_________________
NAME

_______________________________ DATE:_________________
NAME

_______________________________ DATE:_________________
NAME

_______________________________ DATE:_________________
NAME

_______________________________ DATE:_________________
NAME
D. Sample Needs Assessment

English Learner Advisory Committee (ELAC) - Needs Assessment Survey

Directions: This survey is designed to gather opinions of parents/guardians and assess their knowledge about the school’s programs and services provided to English learners. Following analysis of your responses, ELAC will advise the school on areas that may need improvement. Please rate each response and mark your answer with an “X.”

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>I Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school has explained the process of English learner (EL) identification and academic program placement.</td>
<td></td>
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<tr>
<td>2. The school has explained why an English learner is required to take the California English Development Test (CELDT).</td>
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<tr>
<td>3. The school has explained how to read the CELDT report.</td>
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<tr>
<td>4. The school has explained the district’s criteria for English learner reclassification to Fluent English Proficient (RFEP).</td>
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<tr>
<td>5. The school has explained the English Language development (ELD) programs offered to English Learners.</td>
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<tr>
<td>6. The school has explained what intensive intervention program is provided to support English learners who are not making adequate progress in English-language development and/or have low scores on assessments.</td>
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<tr>
<td>7. The school has explained my student’s English language proficiency level.</td>
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<tr>
<td>8. My student is enrolled in an English language development (ELD) program based on his/her language proficiency level.</td>
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<td>9. There is a school expectation for my student to submit quality work.</td>
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<tr>
<td>10. My student is making significant progress in English language development each year.</td>
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<td></td>
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<tr>
<td>11. My student is making significant academic progress each year.</td>
<td></td>
<td></td>
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<tr>
<td>12. My student feels academically supported.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. My student feels socially supported.</td>
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</tr>
</tbody>
</table>

14. I am interested in attending workshops to support my student academically. ____Yes ____No

15. I am interested in joining school committees such as Parent Teacher Association (PTA), School Site Council (SSC), or the English Learner Advisory Committee (ELAC). ____Yes ____No

Student’s Name: ___________________________________________ Grade: ______________

Parent/Guardian: ___________________________________________

Phone Numbers: Home: ___________________________ Cellular: ______________________

Email Address: ____________________________________________
E. Sample Survey Analysis - Dos Pueblos High School (See also Appendix U)

Analysis of Survey of Parents of English Learners
Spring 2011

Objectives:
The survey was conducted in February 2012 and consisted of 36 questions. The survey solicited 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.

Response:
There were 87 respondents. There are 256 ELL students. The return rate was equivalent to the previous year.

Summary Results:
A large majority of parents, 68%, would like the school to communicate with them in Spanish, either only in Spanish or mainly in Spanish.

62% of parents felt their students were very clear about content standards, goals and expectations for student achievement.

73.5% of parents felt that there is equity in the application of school rules to all students.

This year a plurality of 48% felt comfortable discussing concerns with school administration. A large majority of 81% felt comfortable coming to school.

50% felt that staff/teachers treat them equally to parents of non-English learners. However, when asked if they felt they were ever discriminated against or treated in a way inferior to others, a majority of 56% said no. This year a plurality of 44% felt that their student’s teachers are generally prepared to meet their cultural needs either always or most of the time.

On the question of parent involvement opportunities given to them, a majority of 68% indicated “yes.” 55% indicated that the school offers them information about community resources.

A majority of 53.6% say that their student does not or rarely receives help from a teacher during lunch or after school.

68.9% wanted more information to parents about school programs and student achievement. A majority of 57.47% desired that the school raise the academic expectations of their students. 56.32% would like a lower student/teacher ratio in class, and a majority of 58.62% would like for their students to be able to use more advanced technology in their classrooms.

Open-ended comments (see reverse)
### Sample Elected Officials List

**Lista de Miembros del Comité Asesor de Aprendices de Ingles**
**English Learner Advisory Council Roster**

**Año/Year:** ________________________________

<table>
<thead>
<tr>
<th>Nombre/Name</th>
<th>Rol/Role</th>
<th>Cargo/Position</th>
<th>Plazo/Term</th>
<th>Teléfono/Phone</th>
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</thead>
<tbody>
<tr>
<td>Parent/Guardian</td>
<td>President</td>
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<td>1</td>
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<tr>
<td>Padre/Guardian</td>
<td>Presidente</td>
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<td>Parent/Guardian</td>
<td>Vice-President</td>
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<td>Vice-Presidente</td>
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<td>Parent/Guardian</td>
<td>Secretary</td>
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<td>Padre/Guardian</td>
<td>Secretaria</td>
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<td>Parent/Guardian</td>
<td>DELAC Rep.</td>
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<td>Padre/Guardian</td>
<td>Rep. DELAC</td>
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<td>Alt. DELAC Rep.</td>
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<td>Padre/Guardian</td>
<td>Rep. Alt. DELAC</td>
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<td>Miembro</td>
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### Reuniones a la vista/Meetings at a Glance

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<tr>
<th>Dia/Day</th>
<th>Fecha/Date</th>
<th>Horario/Time</th>
<th>Lugar/Location</th>
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30
English Learners Advisory Committee

Questions and Concerns

Name (optional):______________________________

Phone number: ________________________________

E-mail address: ________________________________

Description

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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Please give this form to an ELAC officer, principal, EL coordinator, or front desk attendant.
H. Decision Guide for Initial Identification of English Learners

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

New Enrollees
(with no record or Home Language Survey)

Administer
Home Language Survey

Primary Language
English (EO)

Regular instructional program

Indication of primary language other than English

Assess
CELDT: Listening, Speaking, Reading and Writing

Assess
CELDT: Overall performance level is Early Advanced or higher; Domain scores are at Intermediate level or higher (Students in K-1: Listening & Speaking Only)

Initial fluent English proficient (IFEP)

English Learner (EL)

Initial placement in appropriate EL program and services

Assess Annually
with CELDT until reclassification criteria met

Reclassified to fluent English proficient (RFEP)

Regular instructional program; monitoring progress for two (2) years

The Santa Barbara Unified School District does not discriminate in employment against properly qualified and eligible individuals by reason of their actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation.
I. Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient

The Santa Barbara Board of Education has approved Board Policy and Administrative Regulation 6174 to address the reclassification procedure. The chart below illustrates how to evaluate a student’s eligibility for reclassification from English learner (EL) to fluent English proficiency (R-FEP). All four criteria must be met in order to reclassify a student to fluent English proficient (R-FEP).

1. Assessment of English Language Proficiency
   - Review results from annual CELDT.
   - Overall CELDT proficiency level of 4 (Early Advanced) or level 5 (Advanced), with subscores of 3 (Intermediate) or higher.
   - Yes
   - No
   - Student remains English learner (EL)

2. Demonstration of Basic Skills
   - Review results of Reading Assessment or ELA CAHSEE.
   - Student Lexile score is in “basic” range or above for respective grade level. For grade 1, Lexile score is 100 or above.
   - Student has passed ELA CAHSEE (350 or above).
   - Yes
   - No
   - Student remains English learner (EL)

3. Academic Evaluation
   - Review academic performance indicators.
   - Elementary:
     - Score of “2” (Approaching Standards) or above in English Language Arts on Standards-Based Report Card
   - Secondary:
     - Report card grade of “C” or better in English Language Arts.
   - Yes
   - No
   - Student remains English learner (EL)

4. Parent Notification & Consultation
   - Provide notice to parents/guardians of their right to participate in the reclassification process.
   - Encourage parents to participate in face-to-face meeting.
   - Yes

Reclassification
   - Reclassify student to fluent English proficient (R-FEP)
   - Complete EL Reclassification Form (signatures required)
   - Submit copy of form to DO.
   - Update Illuminate
   - Monitor student progress (2 year).
### J. Sample ELAC Yearlong Calendar

#### English Learners Advisory Committee

#### Year Long Monthly Meeting/Agenda Schedule

<table>
<thead>
<tr>
<th>20__ - 20__</th>
<th><strong>Agenda Focus</strong></th>
<th><strong>Title III Requirements</strong></th>
</tr>
</thead>
</table>
| August      | **Executive Committee Meeting: August**  
  - Develop Draft Year Long Monthly Meeting Calendar  
  - Develop Agendas for September Meetings  
  - Review open/vacated position(s) | |
| September   | **Executive Committee Meeting: September**  
  - Plan ELAC Orientation Meeting (Functions/Requirements)  
  - Plan ELAC Officer Elections  
  - **ELAC Orientation Meeting:**  
    - ELAC Orientation Meeting- Functions/Requirements of ELAC  
    - Voting of ELAC Members  
  - **Monthly Meeting of ELAC:**  
    - Election and training of Officers  
    - Establish ELAC Meeting Norms  
    - Review and adopt bylaws  
    - Review EL Parent Notifications | |
| October     | **Executive Committee Meeting:**  
  - Plan agenda  
  - Distribute leadership responsibilities  
  - **Monthly Meeting of ELAC:**  
    - EL Program Goals and Objectives  
    - Review Student Data Outcomes and Analysis 2014-15  
    - Review Attendance  
    - AMAOs | |
| November    | **Executive Committee Meeting:**  
  - Plan agenda  
  - Distribute leadership responsibilities  
  - **Monthly Meeting of ELAC:**  
    - Reclassification of English Learners- Policy and Implementation  
    - Annual Language Census Report  
    - Review EL Progress and Implementation of SPSA/LCAP | |
| January     | **Executive Committee Meeting:**  
  - Plan agenda  
  - Distribute leadership responsibilities  
  - **Monthly Meeting of ELAC:**  
    - Review Needs Assessment Survey  
    - Develop timeline for distribution, collection and tabulation of data | |
<table>
<thead>
<tr>
<th>Month</th>
<th>Executive Committee Meeting:</th>
<th>Monthly Meeting of ELAC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>• Plan agenda</td>
<td>• Review Attendance</td>
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<tr>
<td></td>
<td>• Distribute leadership responsibilities</td>
<td>• Mid-Year Review EL Progress and Implementation of SPSA/LCAP</td>
</tr>
<tr>
<td>March</td>
<td>• Plan agenda</td>
<td>• Annual Language Census Report</td>
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<tr>
<td></td>
<td>• Distribute leadership responsibilities</td>
<td>• Report findings from Needs Assessment Survey</td>
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<tr>
<td>April</td>
<td>• Plan agenda</td>
<td>• Review Attendance</td>
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<td></td>
<td>• Distribute leadership responsibilities</td>
<td>• Begin drafting ELAC recommendations to SSC</td>
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<tr>
<td>May</td>
<td>• Plan agenda</td>
<td>• Finalize ELAC recommendations to SSC</td>
</tr>
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<td></td>
<td>• Distribute leadership responsibilities</td>
<td>• Reclassification Update</td>
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<tr>
<td></td>
<td></td>
<td>• End of Year Review EL Progress and Implementation for SPSA/LCAP</td>
</tr>
</tbody>
</table>
### Title III Compliance

1-EL 2. A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Date</th>
</tr>
</thead>
</table>
| *Parents or guardians of English learners elect ELAC members. (5 CCR 11308[b]; EC 62002.5)  
*Parents of English learners constitute at least the same percentage of the committee membership as their children represent the student body. (EC 64002.5, 52176[b]) |      |
| *The ELAC has received training materials and training, plan in full consultation with committee members, to assist members in carrying out their legal responsibilities. (EC 35147[c]; 5 CCR 11308[d]) |      |
| *The ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). (5 CCR 11308[b]; (EC 62002.5’ 52176[b]’ 35147; 20 USC 6312[g][4]) |      |

**ELAC legal responsibilities:**

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Date</th>
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<tbody>
<tr>
<td>* The ELAC has advised the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA) sections that pertain to English Learners and has ensured Title III and EIA-LEP budget allocations are aligned to the SPSA. (EC 64001 [a])</td>
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<tr>
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</table>
K. 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. **Sample Meeting Minutes**

**English Learner Advisory Committee (ELAC)**

Minutes of meeting held on _____/_____/_____.

**Number of members present:** ______ parents; ______ guest speakers; ______ staff; ______; ______ visitors (*Attach sign-in sheet*)

The presidente ___________________ opened the meeting at ___________________.

### ELAC Legal Requirements - Title III Compliance

<table>
<thead>
<tr>
<th>Requirement</th>
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<th>√</th>
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</table>

**List the name and title of guest speaker(s) and explain selected topic:**

**Legal requirement(s): Summary of discussions/ actions taken (who an what):**
Opinions/advice from parents:

1) One / several / many parents inquired about:

2) One / several / many parents suggested / remarked that:

Topics follow up/next steps:

Meeting adjourned at __________________________
### M.1 Sample Sign-in Sheet

**Registro del Comité Asesor de Aprendices de Ingles**  
**English Learner Advisory Council Sign In**

**Fecha/Date:** __________________________________

<table>
<thead>
<tr>
<th>Nombre/Name</th>
<th>Rol/Role</th>
<th>Cargo/Position</th>
<th>Firma/Signature</th>
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<tr>
<td>Parent/Guardian</td>
<td>Vice-President</td>
<td>Vice-President</td>
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**Participantes adicionales/Additional Participants**

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<tr>
<th>Nombre/Name</th>
<th>Estudiante/Student</th>
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February 9, 2009

Dear Sample High School Parents/Guardians:

We have an interesting, delicious, and fun ELAC evening planned for this Thursday at Sample High School. Before the program begins, Sample Student, a 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
Sample High Cafeteria
Bring food to share!

Sincerely,

Ms. Amazing AP
Assistant Principal
Sample High School
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 EL and Parent Engagement:
_____ 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 the Office of EL and Parent Engagement:
_____ 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 Office of EL and Parent Engagement:
_____ Minutes, agendas, needs assessment, other information for current year
## Franklin School ELAC - Agenda I

**Date:** ________________________________

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

Date: _________________________________

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<thead>
<tr>
<th>Items</th>
<th>Actions</th>
<th>Notes/Follow-up</th>
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</thead>
<tbody>
<tr>
<td>1. Welcome and Introductions</td>
<td>a. Introduction of all present, especially new participants</td>
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<td></td>
<td>b. Introduce elected officers and announce the results of the election</td>
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<td></td>
<td>c. Review of sign-in procedures</td>
<td></td>
</tr>
<tr>
<td>2. Review of Agenda</td>
<td>a. Brief explanation of each item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Request for additional items</td>
<td></td>
</tr>
<tr>
<td>3. Receive report from the DELAC Representative</td>
<td>a. Request an oral report from the representative</td>
<td></td>
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<td></td>
<td>b. Provide copies of DELAC minutes</td>
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<td></td>
<td>c. Note items of interest for the representative to take back to the DELAC</td>
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<tr>
<td>4. Review of School’s ELAC bylaws</td>
<td>a. Review basic points such as frequency of meetings, membership, duties</td>
<td></td>
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<td></td>
<td>b. Clarify as needed</td>
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<tr>
<td>5. Review the school programs for English Learners</td>
<td>a. Review the components of the English Language Mainstream Classroom</td>
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<td></td>
<td>b. Present special assistance provided for English Learners at the school</td>
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<td></td>
<td>c. Clarify as needed</td>
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<tr>
<td>6. Open the discussion for questions on the services provided</td>
<td>a. Clarify as needed</td>
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<tr>
<td>7. Review Reclassification criteria and procedures</td>
<td>a. Review Criteria</td>
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<td></td>
<td>b. Review Procedures</td>
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<td></td>
<td>c. Clarify as needed</td>
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<tr>
<td>8. Incorporate a presentation from the school needs assessment</td>
<td>a. Present a topic that the parents identified as being a need for the school site</td>
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<td>9. Other items:</td>
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<td>10. Adjournment</td>
<td>a. Announce when minutes will be available</td>
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### Franklin School ELAC - Agenda III

#### Date: ________________________________

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<tr>
<th>Items</th>
<th>Actions</th>
<th>Notes/Follow-up</th>
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<tbody>
<tr>
<td>1. Welcome and Introductions</td>
<td>a. Introduction of all present, especially new participants</td>
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<tr>
<td></td>
<td>b. Review of sign-in procedures</td>
<td></td>
</tr>
<tr>
<td>2. Review of agenda</td>
<td>a. Brief explanation of each item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Request for additional items</td>
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<tr>
<td>3. Receive report from the DELAC Representative</td>
<td>a. Request an oral report from the representative</td>
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<td></td>
<td>b. Provide copies of DELAC minutes</td>
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<td></td>
<td>c. Note items of interest for the representative to take back to the DELAC</td>
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<tr>
<td>4. Provide information on regular school attendance</td>
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<tr>
<td>5. Review the School Plan objectives for English Learners</td>
<td>a. Highlight the Plan objectives that address needs identified the previous year</td>
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<td></td>
<td>b. Review the EIA-LEP school budget</td>
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<tr>
<td>6. Review the process for developing the School Plan</td>
<td>a. Present timelines</td>
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<td></td>
<td>b. Announce dates and times of school meetings to develop the School Plan</td>
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<td></td>
<td>c. Describe ways that parents will have input</td>
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<tr>
<td>7. Incorporate a presentation from the school needs assessment</td>
<td>a. Present a topic that the parents identified as being a need for the school</td>
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<td>8. Other items</td>
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<tr>
<td>9. Adjournment</td>
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## Franklin School ELAC - Agenda IV

Date: ______________________________

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<thead>
<tr>
<th>Items</th>
<th>Actions</th>
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<tbody>
<tr>
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<tr>
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<td>b. Review of sign-in procedures</td>
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<tr>
<td>2. Review of agenda</td>
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<td></td>
<td>b. Provide copies of DELAC minutes</td>
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<td></td>
<td>c. Note items of interest for the representative to take back to the DELAC</td>
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<tr>
<td>4. Presentation on the R-30 Language Census</td>
<td>a. Review the components of the census</td>
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<td></td>
<td>b. Share the local school’s statistics of the year</td>
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<tr>
<td>5. Update the School Plan objective for English Learners</td>
<td>a. Review the plan objectives that address needs identified the previous year</td>
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<td></td>
<td>b. Request advice on changes in the objectives</td>
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<td></td>
<td>c. Review the EIA-LEP school budget requirements to support the objectives</td>
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<td></td>
<td>d. Report on Plan timelines</td>
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<tr>
<td>6. Planning for next year</td>
<td>a. Propose timelines for meetings, elections, etc. for the following year</td>
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<tr>
<td></td>
<td>b. Request advice on changes in meeting formats and information-sharing process</td>
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<tr>
<td>7. Incorporate a presentation from the school needs assessment</td>
<td>a. Present on a topic that parents identified as being a need for the school site</td>
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<tr>
<td>8. Other Items:</td>
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<tr>
<td>9. Adjournments</td>
<td>a. Announce when minutes will be available</td>
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</tr>
</tbody>
</table>
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.

- Single Plan for Student Achievement (SPSA) and Master Plan for EL
- Needs Assessment
- Annual Language Census
- 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
- Elect Next Years Officers
- Parent Complaint Procedures
- Consolidated Application (ConApp)

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
  ♦ 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. A separate room is recommended to provide childcare 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 childcare services.
**Q. Sample ELAC Recommendation Form**

**English Learner Advisory Committee RECOMMENDATION FORM**
**FORMULARIO DE RECOMENDACION del Comité Asesor para el Aprendizaje de Ingles**

<table>
<thead>
<tr>
<th>TO / PARA:</th>
<th>ELAC Topic / Tema del ELAC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School Site Council (SSC)/ Concilio Escolar</td>
<td>☐ Single Plan (SPSA) / Plan Personalizado para el Éxito Estudiantil (SPSA)</td>
</tr>
<tr>
<td>☐ Principal / Director(a)</td>
<td>☐ School budget / Prosupuesto escolar</td>
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<tr>
<td>☐ School Staff / Personal Escolar</td>
<td>☐ School program for English learners / Programa escolar para los estudiantes de Inglés</td>
</tr>
<tr>
<td></td>
<td>☐ English learner data / Datos de los estudiantes del idioma Inglés</td>
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<tr>
<td></td>
<td>☐ Needs Assessment / Evaluación de necesidades</td>
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<td>☐ Student Attendance / Asistencia estudiantil</td>
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<td>☐ Other / Otro ________________________________</td>
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</tbody>
</table>

**RECOMMENDATION(S) / RECOMENDACION(ES):**

**PURPOSE FOR RECOMMENDATION / PROPÓSITO PARA ESTA RECOMENDACIÓN:**

**SIGNATURES / FIRMACIONES:**

ELAC MEMBER / REPRESENTANTE DEL ELAC | DATE / FECHA:

__________________________________________________________

__________________________________________________________

**RESPONSE TO ELAC* / RESPUESTA AL COMITÉ ELAC *:**

**SIGNATURES / FIRMAS:**

PRINCIPAL or SSC CHAIRPERSON | DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR | DATE/FECHA:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
R. Sample ELAC to DELAC Report

English Learners Advisory Committee

ELAC Report for DELAC

Submitted by: ________________________________
School: ________________________________
Meeting Date: ________________________________

Description

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If you are unable to attend, please give this form to your designated alternate so he/she can report what happened at ELAC.
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
S. Sample DELAC Report to School’s ELAC

English Learners Advisory Committee

DELAC Report for ELAC

The ELAC representative to DELAC, of the designated alternate, should use this form so he/she can report at your school’s ELAC meeting what happened at DELAC.

Submitted by: _______________________________
School: ________________________________
Meeting Date: __________________________

Description

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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.
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 of 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 2012), Santa Barbara Unified School District

Santa Barbara Unified School District
Fact Sheet
Fall 2012

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
   • 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 ust 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.

For information call: (805) 963-4338, ext. 6210 rramirez@sbunified.org (elementary schools) or (805)963-4338, ext. 6212 bdrati@sbunified.org (secondary schools)

The Mission of the Santa Barbara Unified School District – Excellence for All
W. Annual Language Census

What is the Language Census

• 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). 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).