English Learner Advisory Committee (ELAC) Manual

September 2018

District English Learner Advisory Committee (DELAC)
Santa Barbara Unified School District
7th Edition 2018

Santa Barbara Unified
Every child, every chance, every day.

English Learner Advisory Committee Manual (ELAC)

(A translation and adaptation from its original English version)

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SECTION 0 PROLOGUE

During 2008-2009 DELAC formed for the first time a subcommittee with the goal of creating a training manual for the ELAC committee. 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 subcommittee 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 the permission of those school districts, including Ontario-Montclair School District's (2007-2008 Edition) and Corona-Norco Unified School District (adapted from Moreno Valley Unified School District).

This 2018 revised edition includes a table of contents and a index.

SECTION 1
Introduction

The purpose of this manual is to provide a uniform guidance to parents, school administrators and staff on the role, functions, organization, and implementation of English Learner Advisory Committees (ELAC) throughout the Santa Barbara Unified School District. By law, schools that have a student population with 21 or more English learners 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 district, in collaboration with the school, shall provide for all ELAC members appropriate training and materials to assist each member to carry out his or her required legal responsibilities. Training must be planned in full consultation with ELAC members. Title I, and/or the Local Control Funding Formula/Local Control Accountability Plan (LCFF/LCAP) funds may be used to cover the costs of training of ELAC members.

SECTION 2
General Information on ELAC

Requirements

When a school site has at least 21 English Learners, it is legally required to have a functional 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 must be comprised mostly 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 is ELAC

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. School 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.

What ELAC is NOT

ELAC is an advisory committee that does NOT subscribe to any special interest or political views, and refrains from pursuing personal interests.

California Department of Education - Legal Requirements for School ELACs

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 I, Title III and LCFF/LCAP funds.

- Assist in the development of the Needs Assessment document for English learners, resulting in a written plan that assesses their needs.
- Promote among parents the importance of student regular attendance to school.

Appendix A - ELAC Requirements, California Department of Education.

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.

One of the methods used for supporting the implementation of the school's ELAC requirements will be through a rubric that serves to provide guidance and supports the self-evaluation process and enhances the implementation.

At the same time, the office of 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.

These two methods will enable the District to fulfill its responsibility of ensuring the appropriate functioning of every school's ELAC committee.

What are the characteristics of an effective English Learner Advisory Committee (ELAC)?
1) Have a clear understanding of the purpose and functions of an ELAC.
2) Meet on a regular basis.
3) Plan ahead.
4) Communicate with the principal, employees, School Site Council and the school community.
5) Develop regulations, agendas and ELAC minutes.
6) Elect a DELAC representative.

Why is it beneficial to have an English Learner Advisory Committee (ELAC)?

It is a way for:
- Parents to receive training..
- Parents to receive information regarding programs and their effectiveness.
- Foster parent engagement.
- Foster awareness among parents in order for them to know about their student's academic progress..
- Offer a place for parents to ask important questions regarding educational topics.
- Encourage parents to exercise their leadership skills before school principals, employees and students.
- Foster parent involvement at high-quality schools.

What evidence is required by the Federal Program Monitoring to determine if the ELAC meets regulations?
- Requires evidence of the following documents: agendas, minutes, attendance sheets, ELAC training materials, ELAC meeting notifications, regulations (if the committee has them available), list of ELAC members indicating who is a parent of an EL student and copies of notifications sent to parents in a language other than English.
- Interviewing ELAC members to determine if they have received proper training and fulfilled their responsibilities.
- Verify that they have attended ELAC meetings.

SECTION 3
How to organize an ELAC committee at your school

Step 1: School administration invites parents of English learners to a meeting.

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. The agendas must be posted 72 hours prior to meeting in main office window (must be visible to the public).

Step 2: Explain to parents the role and functions of ELAC at 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, 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 and the community represented in the 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 the selection of materials, volunteering in the classroom, and advising on the evaluation of the site program.

Step 4: Explain to committee members 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 School Site Council (SSC) and the Parent Teacher Association (PTA or PTSA); maintain minutes of all ELAC meetings and a record of attendance; provide childcare if needed, as well as professional interpretation services as necessary.

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.

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

Please see Section 7.

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")

Step 8: Prepare ballots (see appendix C) .

As an alternative, 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 D) .

It is necessary to provide an organizational structure. To do this, every ELAC should have a set of bylaws that states its purpose, describes its responsibilities, defines its membership, the officers and their duties, the 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.

SECTION 4
Needs Assessment

A needs assessment for parents of English learners 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 collected from the 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 (e.g. focus groups). These data points are essential to the planning for the Single Plan for Student Achievement.

A needs assessment should take a comprehensive approach including a survey for 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 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. If there is an EL office at your school, parent visitors could be asked to fill out a questionnaire at the office. 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 appendix E:

- Questionnaire

SECTION 5
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 administrators 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 two functions required of all ELACs as mandated by the Education Code, described in Section 2.

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.

Examples are included in appendices F, G, H and I.

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 the actions of the Committee in the minutes. School administrators should provide support and assistance to the Committee. During deliberations, the privacy of any personal information must be observed and respect must be shown for all parties (Privacy Act).

SECTION 6
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, usually the assistant principal or an assistant. 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 serve 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 dates of future meetings 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 (Optional): 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 , which is the basic operations manual of the majority of organizations and groups. That is why it's important to know the basic rules (See appendix J, Robert's Rules of Order).

School Site Council Representative (SSC): Any ELAC officer may be a representative to the School Site Council and this position does not have to be official.

School Principal: Is responsible for attending ELAC meetings, meet with ELAC officers to plan ahead the agenda for future meetings, post the meetings and agenda of the committee. Communicate effectively with all parents of ELs within their schools. The school principals must not preside/run the ELAC meetings.

Examples are found in the following appendices:

- Sample declaration of candidacy statement (Appendix B)
- Sample ELAC Ballot (Appendix C)
- Sample bylaws (Appendices D)
- Elected Officers List (Appendix K)
- ELAC Questions and Concerns form (Appendix L)

SECTION 7
How to Conduct Meetings

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 two 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. Such a calendar can be created at the beginning of each school year.

Agendas

Appendix G serves as an example of the meeting agendas. These agendas address all the major functions and are designed to comprehensivel y engage the ELAC as part of a shared school governance process and enables it to more effectively participate in the categorical monitoring process. Appendix M is an example of the meeting schedule that also incorporates the two legally required tasks.

Responsibilities

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

1. ELAC shall be responsible for advising the principal and school staff on the services and programs available for EL students and to the School Site Council regarding the development of the Single Plan for Student Achievement (SPSA).
2. ELAC shall support the school in the development of:
   a. School Needs Assessment
   b. The ways in which the school can communicate to parents the importance of their children's school attendance.

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 minutes of the previous meeting. The last

meeting of the year will have its ownrequirements as well. Included in Appendix N is a sample set of meeting checklists for "Start of School Year," "For Each Meeting," and for "End of School Year."

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

Sign-in sheet

A sign-in sheet for every meeting must be used to record attendance and must be retained. A sample sign-in sheet is in Appendix P.

Minutes

A sample set of meeting minutes is in Appendix H.

The school principal is responsible for submitting copies of the agendas, minutes, and list of attendees of each of the meetings to the Director of English Learner and Parent Engagement Programs of the SBUSD.

Childcare

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 childcare provider in a separate room so that the parents may be able to meet. This expense can be paid out of Title I, or Local Control Funding Formula/Local Control Accountability Plan (LCFF/LCAP) funds and must be included in the SPSA. 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 Q.

Interpretation Requirements

If the speaker doesn't speak Spanish, it is the school principal's responsibility to provide simultaneous interpretation in Spanish and English.

SECTION 8
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:

1. Development or revision of a district M aster P lan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement/LCAP.
2. Conducting a district-wide needs assessment on a school-by-school basis. Have full support and advice from the executive committee of each school.
3. Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Review and comment on the district's reclassification procedures.
6. 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 LCFF/LCAP or district general 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 R-V contain:

- ELAC Report to School Site Council
- ELAC Recommendations Form Template
- ELAC to DELAC report
- DELAC Report to school's ELAC
- DELAC report to Board of Education

SECTION 9
School Site Council

The School Site Council (SSC) 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 Single Plans for Student Achievement (SPSA). There are specific criteria established by both state and federal governments that define how those categorical funds may be used. At the state level, the Local Control Funding Formula/Local Control Accountability Plan (LCFF/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 Single Plans for Student Achievement (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, Parent Square, every school's social media (website, Facebook, Instagram, Twitter), every school office, Thursday folder (for elementary students) 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.

See appendices R and S.

SECTION 10
Abbreviations (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. The majority of these abbreviations are connected with the websites which includes information relating to the topic of the abbreviation.

ABBREVIATION	STANDS FOR/SIGNIFICADO	WEB ADDRESS/PAGINA WEB
ADA	Average Daily Attendance (Promedio diario de asistencia)	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act (Ley para Estadounidenses con Discapacidades)	http://www.usdoj.gov/crt/ada/adahom1.htm
TIP	Teacher Induction Program (Programa de iniciación de maestros)	http://www.btsa.ca.gov
CDE	California Department of Education (Departamento de Educación de California)	http://www.cde.ca.gov
ELPAC		
COE	County Office of Education (Oficina de Educación del Condado)	http://www.cde.ca.gov/re/sd/co/index.asp

FPM	Federal Program Monitoring (Supervisión de programas federales)	
DSLT	District and School Leadership Team (Grupo de liderazgo del distrito y la escuela)	
EC	Education Code (Código de Educación)	http://www.leginfo.ca.gov/calaw.html
EL	English Learner (Alumnos que aprenden inglés)	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition (Adquisición del inglés)	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program (Programa de adquisición del inglés)	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development (Desarrollo del inglés)	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English) (Inglés Solamente – Inglés como único Idioma)	
ELD	English as a Second Language (Inglés como segundo idioma)	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected School-wide Learning Results (Expectativas de aprendizaje de toda la escuela)	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient (Competente con fluidez en inglés)	http://www.cde.ca.gov/demographics
FTE	Full-Time-Equivalent (Equivalente de tiempo completo)	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education (Educación de estudiantes superdotados)	http://www.cde.ca.gov/sp/g/
GED	General Educational Development (Desarrollo de educación general)	http://www.cde.ca.gov/ta/tg/gd
IEP	Individualized Education Program (Plan educativo individualizado)	http://www.calstat.org/iep/
LEA	Local Educational Agency (Agencia Educativa Local)	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient (Dominio limitado del inglés)	
NRT	Norm-referenced Test (Evaluación normativa)	

PTA o PTSA	Parent Teacher Association/Parent Teacher Student Association (Asociación de padres y maestros/ Asociación de Padres, Maestros y Estudiantes)	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient (Reclasificado como competente en el inglés)	
ROPC	Regional Occupational Program and Centers (Programa y centros ocupacionales regionales)	http://www.cde.ca.gov/rocp/dsp/coord.html
SARC	School Accountability Report Card (Informe escolar de rendición de cuentas)	http://www.cde.ca.gov/ta/ac/sa
SEA	State Education Agency (Agencia Educativa Estatal)	http://www.cde.ca.gov
SPSA	Single Plan for Student Achievement (Plan Individual para el Rendimiento Estudiantil)	
STAR	Standardized Testing and Reporting (Programa de exámenes estandarizados)	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures (Procedimientos de queja uniforme	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges (Asociación de Escuelas y Universidades del Oeste)	http://www.wascweb.org

Educational funds for students who learn English

LCFF	Local Control Funding Formula (Fórmula de Financiación de Control Local)	https://www.cde.ca.gov/fg/aa/lc/
Title III	Title III (Título III) Immigrant Education Program (NCLB, Title III) (Programa de educación para inmigrantes, Título III de la Ley NCLB)	https://www.cde.ca.gov/sp/el/t3/
LCAP	Local Control and Accountability Plan (Plan de Rendición de Cuentas y de Control Local)	https://www.cde.ca.gov/re/lc/

Analysis of Survey for Parents of English Learners
Sample Survey Analysis - Dos Pueblos High School - Spring 2011

Objectives:

The survey was conducted in February 2011 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.

Only 48% felt comfortable discussing concerns with school administration. 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 differently than others, 56% said no, while 43.7% said yes.

A large majority o f 85.3% felt comfortable coming to school. A significant majority of 78.6% felt that their student's teachers are generally prepared to meet their cultural needs either always or most of the time.

68% indicated that the school offers parent involvement opportunities. 55% indicated that the school offers them information about community resources.

42% indicated that their student receives help regularly or occasionally from a teacher during lunch or after school. A majority of 59% wanted more after school programs and a majority of 68.9% wanted more information to parents about school programs and student achievement.

A majority of 57.47% wishes 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.

Appendices

September 2018

Manual of the Student Advisory Committee that
They learn English (ELAC)
English Learner Advisory Committee
of the District (DELAC)
Santa Barbara Unified School District
7th Edition 2018

Santa Barbara Unified
Every child, every chance, every day.

A. Requirements of the English Learner Advisory Committees (ELACs) California Department of Education

Santa Barbara Unified School District
Fact Sheet
Fall 2018

Requirements of an English Learner Advisory Committee (ELAC),
California Department of Education

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 and training materials, 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])

Requirement

Every public school in California, from kindergarten to 12th grade, with 21 o more English learners must establish an English Learner Advisory Committee

Responsibilities

1. The ELAC shall advise the principal and staff on the school's program for English learners and shall advise the school site council (SSC) in the development of the Single School Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
   a. School needs assessment
   b. Ways to make parents aware of the importance of regular school attendance

Composition Requirements

1. Parents of English learners shall comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and/or community members, provided that the minimum percentage for EL parents is maintained.

Elections

1. All parents or guardians of English learners shall have the opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the DELAC.
3. Districts with 31 or more ELACs may use a system of proportional or regional representation.

Training

The district shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training shall be planned in full consultation with ELAC members.

3. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for childcare, translation services, meals, transportation, 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).

For information please call the Santa Barbara Unified School District's administrative office at (805) 963-4338.

B. Sample ELAC declaration of candidacy statement

[School name]

Declaration of Candidacy

Date: _____

My name is: _____

Phone number: _____

Email: _____

I would like to be considered for the position of (indicate using a checkmark ✔):

___ President

___ Vice President

___ Secretary

___ Parliamentarian

___ DELAC Representative

___ Alternate DELAC Representative

-- ✂

[School name]

Declaration of Candidacy

Date: _____

My name is: _____

Phone number:_____

Email:_____

I would like to be considered for the position of (indicate using a checkmark ✔):
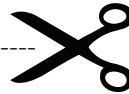
___ President

___ Vice President

___ Secretary

___ Parliamentarian

___ DELAC Representative

___ Alternate DELAC Representative

C. Sample Ballot

[School name]
Official Ballot
ELAC Officers
[20XX – 20XX]

Please vote for only one nominee per office . Use a checkmark. ✔

President:

__ [Candidate's name]

Vice President:

__ [Candidate's name]

Secretary:

__ [Candidate's name]

Parliamentarian:

__ [Candidate's name]

DELAC Representative:

__ [Candidate's name]

Alternate DELAC Representative:

__ [Candidate's name]

D. Sample Bylaws

<div align="center">

SAMPLE SCHOOL
English Learner Advisory Committee (ELAC)

</div>

ARTICLE I: ENGLISH LEARNER ADVISORY COMMITTEE

The name of this Committee is the SAMPLE School English Lear ner Advisory Committee. 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, 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 school **needs assessment** will be distributed and collected from families of English learners.

4. **Review the annual language census R30.**

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 be part of this committee
      2. Teachers must be part of this committee
      3. Parents of English learners must be part of this committee

  B) The ELAC will have at least the following minimum number of members
    • 1 Principal
    • 1 Teacher
    • 3 Parents [XX] % 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 trained. 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 unexpired term through the appointment of a duly elected alternate. It is recommended that the alternate who received the most

votes in the regular election be appointed. If the composition of the ELAC falls below minimum membership and no alternates 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. Assist the President and take his place when absent.
2. Perform other duties assigned by the President or 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. Mantener las actas de todas las reuniones, incluyendo la asistencia. Organizar la carpeta.

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-COMMITTEE

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

E. Sample ELAC Needs Assessment /Ejemplo de la evaluación de ne cesidades del ELAC

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 your student's school on areas that may need improvement. Please complete one survey per school if you have children enrolled at multiple schools within SBUSD.

Instrucciones: E sta encuesta está diseñada par a recabar opiniones de padres/tutores e evaluar sus conocimientos sobre los programas y servicios proporcionados a los alumnos que aprenden inglés en las escuelas. Al final de sus respuestas, el ELAC le aconsejará a la escuela de su alumno/a sobr e las áreas en que puede mejorar. Por favor complete una encuesta por cada escuela si usted tiene niños matriculados en varias escuelas del SBUSD.

1. The school has explained the process of English learner (EL) identification and academic program placement / La escuela me ha explicado el proceso de identificación y colocación en los programas académicos para alumnos que aprenden inglés (EL):

    _____ Yes / Sí

    _____ Somewhat / Un poco

    _____ No / No

    _____ I don't know / No lo sé

2. The school has explained why English learners are required to take the English Language Proficiency Assessments for California (ELPAC) / La escuela me ha explicado por qué los alumnos que aprenden inglés tienen que toma r las Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC):

    _____ Yes / Sí

    _____ Somewhat / Un poco

    _____ No / No

    _____ I don't know / No lo sé

3. The school has explained how ELPAC reports will be shared with families / La escuela me ha explicado cómo s e compartirán los informes del ELPAC con las familias:

    _____ Yes / Sí

    _____ Somewhat / Un poco

    _____ No / No

    _____ I don't know / No lo sé

4. The school has explained the district's criteria for English Learner reclassification to Fluent English Proficient (RFEP) / La escuela me ha explicado los criterios del distrito para la reclasificación de los alumnos que aprenden inglés a alumnos competentes con fluidez en inglés (RFEP):

____ Yes / Sí

____ Somewhat / Un poco

____ No / No

____ I don't know / No lo sé

5. The school has explained the English Language Development (ELD) programs offered to English learners / La escuela me ha explicado los programas de desarrollo del idioma inglés (ELD) que se ofrecen a los alumnos que aprenden inglés:

____ Yes / Sí

____ Somewhat / Un poco

____ No / No

____ I don't know / No lo sé

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 / La escuela me ha explicado qué programa intensivo de intervención se ofrece en apoyo a los alumnos que aprenden inglés que no progresan adecuadamente en el desarrollo del inglés y/o tienen resultados bajos en los exámenes académicos:

____ Yes / Sí

____ Somewhat / Un poco

____ No / No

____ I don't know / No lo sé

7. The school has explained my student's English language proficiency level / La escuela me ha explicado el nivel de dominio del inglés que tiene mi alumno/a:

____ Yes / Sí

____ Somewhat / Un poco

____ No / No

____ I don't know / No lo sé

8. My student receives English language development (ELD) instruction based on his/her language proficiency level / Mi alumno/a recibe enseñanza de desarrollo del inglés (ELD) basado en su nivel de dominio del lenguaje:

____ Yes / Sí

____ Somewhat / Un poco

____ No / No

____ I don't know / No lo sé

9. There is a school expectation for my student to submit quality work / Existe una expectativa por parte de la escuela de que mi alumno/a presente trabajos de calidad:

_____ Yes / Sí

_____ Somewhat / Un poco

_____ No / No

_____ I don't know / No lo sé

10. My student is making significant progress in English language development each year / Mi alumno/a está progresando significativamente cada año en el desarrollo del inglés:

_____ Yes / Sí

_____ Somewhat / Un poco

_____ No / No

_____ I don't know / No lo sé

11. My student is making significant academic progress each year / Mi alumno/a está progresando academicamente cada año escolar:

_____ Yes / Sí

_____ Somewhat / Un poco

_____ No / No

_____ I don't know / No lo sé

12. My student feels academically supported / Mi alumno/a siente que tiene apoyo académico:

_____ Yes / Sí

_____ Somewhat / Un poco

_____ No / No

_____ I don't know / No lo sé

13. My student feels socially supported / Mi alumno/a siente que tiene apoyo social::

_____ Yes / Sí

_____ Somewhat / Un poco

_____ No / No

_____ I don't know / No lo sé

14. I am interested in attending workshops to support my student academically / Estoy interesado/a en asistir a talleres para apoyar a mi alumno/a académicamente:

_____ Yes / Sí

_____ Somewhat / Un poco

_____ No / No

_____ I don't know / No lo sé

15. I am interested in joining the following school committees / Estoy interesado/a en participar en los siguientes comités escolares:

    Parent Teacher Association (PTA) / Asociación de Padres Maestros (PTA)

    School Site Council (SSC) / Concilio escolar (SSC)

    English Learner Advisory Committee (ELAC) / el Comité Asesor de Alumnos que Aprenden Inglés (E LAC)

16. Student's Name / Nombre de mi alumno:

17. Student's Grade / Grado:

    Transitional Kindergarten / Kindergarten de transición (TK)

    Kindergarten / Kindergarten

    1st Grade / 1er Grado

    2nd Grade / 2o Grado

    3rd Grade / 3o Grado

    4th Grade / 4o Grado

    5th Grade / 5o Grado

    6th Grade / 6o Grado

    7th Grade / 7o Grado

    8th Grade / 8o Grado

    9th Grade / 9o Grado

    10th Grade / 10o Grado

    11th Grade / 11o Grado

    12th Grade / 12o Grado

18. Parent/Guardian's Name / Mi nombre:

19. Home Phone / Teléfono de casa:

20. Cell Phone / Celular:

21. Email Address: /Correo electrónico:

22. Please select your student's school /Escuela de su alumno : *

    Adams

    Cleveland

    Franklin

    Harding

    McKinley

    Monroe

    Open Alternative

    Roosevelt

    Santa Barbara Community Academy

    Washington

Goleta Valley Jr. High

La Colina Jr. High

La Cumbre Jr. High

Santa Barbara Jr. High

Alta Vista

Dos Pueblos High School

La Cuesta

Santa Barbara High School

San Marcos High School

Additional Questions / Preguntas adicionales - Goleta Valley Junior High School *

23. My child knows the standards, goals, and expectations needed for his/her academic progress / Mi alumno/a tiene muy claro el contenido de los estándares, las metas y las expectativas sobre su progreso académico.

   ____ Yes / Sí

   ____ Somewhat / Un poco

   ____ No / No

   ____ I don't know / No lo sé

24. Do you have any suggestions, information, or concerns with the respect to your students' academic progress, the school's organizations, teacher(s) or other staff member(s) in particular? If so, please take a few moments to share your thoughts with us in the space below. / ¿Tiene alguna sugerencia, información o inquietud con respecto al rendimiento de su alumno/a, las organizaciones de la escuela, un maestro/a en particular y/u otros miembros del personal? Sí es así, por favor dedique unos instantes para compartir sus pensamientos con nosotros.

Additional Questions / Preguntas adicionales - Goleta Valley Junior High School *

25. How many parent education opportunities have you attended that were offered at our school? / ¿A cuántas oportunidades de educativas para padres ha asistido y que se ofrecieron en su escuela?

   ____ 0

   ____ 1

   ____ 2

   ____ 3 or more / 3 o más

26. I know who to contact at the school when I think my child needs extra academic support / Yo sé a quién contactar en la escuela cuando creo que mihijo/a necesita apoyo académico adicional .

    _____ Always / Siempre

    _____ Most of the time / La mayoría del tiempo

    _____ Sometimes / A veces

    _____ Rarely / Raramente

    _____ Never / Nunca

27. When do you prefer to attend meetings, parent workshops, activities or events at school? / ¿Durante qué horario prefier e asistir a las reuniones, talleres de padres, actividades, o eventos en la escuela?

    _____ In the morning / Por la mañana

    _____ In the afternoon / Por la tarde

    _____ In the evening / Por la noche

28. I prefer to communicate with my child's teacher in the following way(s) (mark all that apply) / Prefiero comunicarme con el maestro de mi hijo/a de la siguiente manera (marque todo s lo que apli quen):

    _____ At parent conferences / En las conferencias de padres

    _____ In person or by phone / En persona o por teléfono

    _____ By email or text / Por correo electrónico o texto

    _____ None of the above / Ninguna de las anteriores

29. What types of parent engagement opportunities would you like to see? / ¿Qué tipo de oportunidades de participación para padres le gustaría ver?

30. What should we do to increase the number of parents involved in school activities? / ¿Qué podemos hacer para aumentar el número de padres implicados en las actividades de la escuela?

Additional Questions / Preguntas adicionales - Dos Pueblos*

31. If I have a question or concern about some aspect of the school, I know where to go to get information that I need / Si tengo preguntas o alguna duda acerca de la escuela se a dónde dirigirme para obtener esa información .

    _____ Always / Siempre

    _____ Most of the time / Casi siempre

    _____ Sometimes / A veces

    _____ Never / Nunca

32. I am satisfied with the academic progress of my student in math / Estoy satisfecho con el progreso académico de mi hijo/hija en matemáticas: .

    _____ Strongly agree / Muy de acuerdo

    _____ Agree / De acuerdo

    _____ Disagree / En desacuerdo

    _____ Strongly disagree / Muy en desacuerdo

33. I am satisfied with the academic progress of my student in science / Estoy satisfecho con el progreso académico de mi hijo/hija en ciencias :

_____ Strongly agree / Muy de acuerdo

_____ Agree / De acuerdo

_____ Disagree / En desacuerdo

_____ Strongly disagree / Muy en desacuerdo

34. I am satisfied with the academic progress of my student in social studies / Estoy satisfecho con el progreso académico de mi hijo/hija en ciencias sociales (historia):

_____ Strongly agree / Muy de acuerdo

_____ Agree / De acuerdo

_____ Disagree / En desacuerdo

_____ Strongly disagree / Muy en desacuerdo

35. My student is very clear about the content standards, goals, and expectations for their academic achievements / hijo/hija tiene muy claro el contenido de los estándares, las metas y las expectativas de su rendimiento académico:

_____ Strongly agree / Muy de acuerdo

_____ Agree / De acuerdo

_____ Disagree / En desacuerdo

_____ Strongly disagree / Muy en desacuerdo

36. The communication from my children's counselor is effective in informing me about school programs and academic achievement of my children / La comunicación que me ofrece el consejero escolar de mi hijo/a ha resultado eficaz al info rmarme acerca de los programas escolares y el logro académico de mis hijos:

_____ Strongly agree / Muy de acuerdo

_____ Agree / De acuerdo

_____ Disagree / En desacuerdo

_____ Strongly disagree / Muy en desacuerdo

37. If your student is taking an English Language Development (ELD) course, how satisfied are you with his/her academic progress? / ¿Si su hijo/hija esta tomando una clase de l desarrollo del idioma inglés (ELD) está usted satisfecho con su progreso académico?

_____ Strongly agree / Muy de acuerdo

_____ Agree / De acuerdo

_____ Disagree / En desacuerdo

_____ Strongly disagree / Muy en desacuerdo

38. What information would you like to receive about your children's academic programs? / ¿Qué otra información le gustaría recibir acerca de los programas académicos de sus hijos?

39. How would you like to receive this information indicated in the question above? / ¿ Cómo le gustaría recibir la información de la pregunta anterior?

    ____   Email / Correo Electrónico

    ____   Phone / Teléfono

    ____   Text message / Texto

    ____   In person / En persona

40. Would you like the school to contact you? / ¿Le gustaría que la escuela se comunicará con usted?

    ____   Yes / Sí

    ____   No / No

41. I would like the school to communicate with me in / Me gustaría que la escuela se comunicará conmigo en:?

    ____   Spanish / Español

    ____   Spanish and English / Español y Inglés

    ____   English / Inglés

    ____   Other (please specify) / Otro idioma (Especifique)

42. Do you have any further suggestions, information, or concerns regarding your student(s) academic achievement? If so, please take a moment now to share your thoughts with us. / ¿Tiene alguna sugerencia, información, duda o inquietud acerca del desempeño académico de su estudiante(s)? Sí ese es el caso, tome unos minutos para compartir con nosotros esa información.

School's Name

Schools address and phone number

ELAC MEETING

You are cordially invited to attend the English Learner Advisory
Committee Meeting (ELAC).
Your participation and input is extremely valuable.

DATE: Thursday, May 18, 2018
TIME: 1:00pm
PLACE: Room 17

CHILDCARE WILL BE PROVIDED

School's Name

Schools address and phone number

ELAC MEETING

You are cordially invited to attend the English Learner Advisory
Committee Meeting (ELAC).
Your participation and input is extremely valuable.

DATE: Thursday, May 18, 2018
TIME: 1:00pm
PLACE: Room 17

CHILDCARE WILL BE PROVIDED

SCHOOL'S LETTERHEAD INCLUDED HERE

English Language Learner Advisory Committee (ELAC)
DATE
MEETING TIME
AGENDA

1. **Welcome, ELAC President's name**
   a. Signature and welcome
   b. Introductions
   c. Attendance list

2. **Call to order,** Name of Official Member of ELAC (Vice President)

3. **Old Business Items**
   a. Information contained in the agenda developed by the officers
   b. Approval of minutes from previous meeting, Secretary

4. **New Business Items**
   a. Information contained in the agenda developed by the officers
   b. Reclassification
   c. District's Annual Needs Assessment Survey

5. **DELAC Report,** Name of DELAC representative or alternate
   a. Brief and informative

6. Public Comments
   a. ?

7. Announcements
   a. Next ELAC meeting, DATE
   b. Next DELAC meeting, DATE

8. Adjournment
   a. Meeting must end on time. If additional time is necessary, a motion must be presented
   b. Thank members and remind them to pick up their children.

H. Draft Sample of Minutes during ELAC Meetings

Draft Sample of Minutes during ELAC Meetings

The written minutes are a legal record of what happens in the meetings. This documentation must be in a short written form, and as clear and concise as possible, given that the minutes serve as proof of the actions taken by the members. Every person who read the minutes must be able to understand them, regardless of whether such person was present at the meeting. The minutes shall include what has been done (actions) and what was not stated. The minutes shall never be a transcription of the meeting.

What to Document:
- All accepted or rejected proposals
- Names of the individuals who presented a motion
- Names of all the members present
- Names of all the members elected and designated
- Number of votes submitted for each person or party
- Topics required by the California Department of Education

What Not to Document:
- Debates or personal opinions
- Motions withdrawn
- Complete reports
- Transcription of the meeting

Notes:
Use the agenda as an outline for the minutes.

Include the names of the members present and members of the public present at the meeting.
Type the minutes as soon as possible.
  A. Submit a copy to the District Office as soon as possible.
  B. Attention must be given to the pending items in order for everyone to see.

The agenda items required by the California Department of Education are not considered as covered if a report was previously given by the DELAC representative. It must be included as a separate item on the meeting agenda and must be discussed by a special guest, director of EL, or other school/district employee.

Specific details, comments and discussions should not be included in the minutes.

I. Sample Meeting Minutes

English Language Learner Advisory Committee (ELAC)
[DATE]
[MEETING TIME]
MINUTES

1. Welcome, ELAC President's NAME
    a. Signature and welcome
    b. Introductions
    c. Attendance list
2. Call to Order, NAME of Official ELAC Member [Vice President]
3. Special Guests : Information about the guest speaker
4. Approval of Minutes
    a. Members review the minutes from the previous meeting. _____ [Name] called for a motion to [Yes/No] approve the minutes as presented or amended. Seconded by _____ [Name] . By a majority vote the minutes [Yes/No] were approved as written (amended).
5. Officers' Report
    _____ [Name] information shared by the officers.
6. Principal's Message/Updates
7. Pending Business Items
    Present a brief summary of any previous business items that have been included in the agenda.
8. New Business Items
    Present a brief summary of any new business items that have been included in the agenda.
9. Public Comments
10. Adjournment

    _____ [Name] from _____ school called for a motion to adjourn

    the meeting. Motion accepted, the meeting was adjourned at_____.

    Secretary's Signature _____

    Secretary's Signature _____

How to conduct a meeting using Robert's Rules of Order

Written by Caralyn Champa | Translated by Carlos Alberto Feruglio

Robert's Rules of Order is a manual of parliamentary procedure originally published by General Henry Martyn Robert in 1876. The use of these rules can help organizations to conduct more effective meetings.

These meetings are presided by an administrator/principal who is responsible for leading the meeting, applying the rules of Robert and stating who will speak at a given moment.

Instructions

You will need a copy of the Robert's Rules of Order

1. Start the meeting by saying: "The meeting will start". It is possible that the group may request an opening ceremony, like a petition or a recital of the Pledges of Loyalty and Pledge of Allegiance to the United States Flag.

2. Invite the secretary to read the minutes from the previous meeting, if any, or ask if there are any corrections to the minutes and if these were shared with the members. If there are no corrections, proceed to approve the minutes so they may be part of the official record of events of the meeting.

3. Ask the members to report on their duties or specific activities, such as the treasurer's report. If recommendations are made, it is possible that additional parliamentary procedures take place (for example: debate or voting). If this is not the case, the meeting may continue to address other reports.

4. Address pending issues only if the previous meeting was adjourned when there were still matters to address. Mention them in the order in which they were originally scheduled.

5. Ask the group if there is a new business item to discuss. Any participant may "seek the floor" to address it.

6. Adjourn the meeting by saying, "There being no other matters to be discussed, the meeting is adjourned."

Suggestions and comments

You may borrow from the library a complete copy of the regulations and a concise guide, or purchase copies for your organization in order to quickly find information on how to facilitate meetings smoothly.

References
- "Robert's Rules of Order Newly Revised"; Henry M. Robert III, William J. Evans, Daniel H. Honemann, Thomas J. Balch; 2000.
- "Robert's Rules of Order Newly Revised in Brief"; Henry M. Robert III, William J. Evans, Daniel H. Honemann, Thomas J. Balch; 2004

K. Sample List of Elected Officers

[Nombre de la Escuela/School's Name]

Año/Year: _____

Lista de Miembros del Comité Asesor
de Alumnos que Aprenden Inglés/English Learner Advisory Council Roster

Comité Ejecutivo/Executive Committee				
Nombre/Name	**Rol/Role**	**Cargo/Position**	**Periodo/Term**	**Teléfono/Phone**
	Parent/Guardian Padre/Tutor	President Presidente/a	1 2	
	Parent/Guardian Padre/Tutor	Vice-President Vicepresidente/a	1 2	
	Parent/Guardian Padre/Tutor	Secretary Secretario/a	1 2	
	Parent/Guardian Padre/Tutor	DELAC Rep. Rep. DELAC	1 2	
	Parent/Guardian Padre/Tutor	Alt. DELAC Rep. Rep. Alt. DELAC	1 2	

Personal de la escuela/School Staff				
Nombre/Name	**Rol/Role**	**Cargo/Position**	**Periodo/Term**	**Teléfono/Phone**
	Principal Director/a	Member Miembro	1 2	
	Teacher Maestra/o	Member Miembro	1 2	
	Teacher-Alternate Maestra/o-Alterno	Member Miembro	1 2	

Calendario de reuniones/Meeting Schedule			
Día/Day	Fecha/Date	Horario/Time	Lugar/Location

IMPORTANTE/IMPORTANT- Por favor envíe una copia al Departamento de Programas para Alumnos que Aprenden Inglés y Participación de Padres/Please send a copy to the Department of English Learner and Parent Engagement Programs.

L. Sample ELAC Questions and Concerns Form

[[School's Name]
English Learner Advisory Committee (ELAC)
Questions and Concerns

Name (optional):_____

Date:_____

Description

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

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_____

_____

Please return this form to an ELAC officer, school principal or return it to the Administrative Office. Keep a copy for your records. administrativa. Mantenga una copia para su record.

M. Sample ELAC Annual Calendar

English Learner Advisory Committee
Annual Calendar of Meetings/Monthly Agendas

2018–2019	Agenda Focus
Meeting 1	- Orientation for ALL English learner parents and recently reclassified students (EL/RFEP) - Matters to address: - Identification and placement - ELPAC - Method of administration and analysis of findings - Reclassification and progress monitoring of reclassified students - Importance of regular school attendance - ELAC function and role regarding school decisions that affect EL students - Request nominations for the ELAC vacant posts
Meeting 2	- Elections - Finalize ELAC Calendar - Report findings of Needs Assessment Survey - Review ELAC Bylaws - Reclassification
Meeting 3	- DELAC Report - Review Needs Assessment Survey - Review the previous year's SPSA assessment and provide recommendations
Meeting 4	DELAC Report
Meeting 5	- DELAC Report - LCAP Presentation - Elections for the 2018-19 School Year

N. Sample Meeting Checklist of ELAC's Responsibility

SAMPLE MEETING CHECKLIST OF ELAC'S RESPONSIBILITY
(For Administrators, EL Specialists/Manager, and/or Officers)

Beginning of the School Year

Prepare at Site: ____ Set up classroom and persons to provide childcare during the school year. ____ Prepare purchase orders for refreshments for the year. ____ Voting ballots and elections of officers.	**Send to Office of English Learner and Parent Engagement Programs:** ____ Meeting dates for the year (Calendar). ____ List of ELAC officers, site DELAC representatives and contact persons and information (form is included in the ELAC Manual).) ____ Names of new officers.

Each Meeting

Prepare at Site before the meeting: ____ Agenda ____ Organize the order of speakers, childcare people, presenters and performances. ____ Send out flyers/meeting notifications, one week prior to meeting. ____ Post agenda 72 hours prior to meeting in main office window (must be visible). ____ Minutes from prior meeting completed and photocopied for approval.	**Send to Office of English Learner and Parent Engagement Programs:** ____ Agenda * ____ Flyer/Notice sent to parents* ____ Copy of sign-in sheet* ____ Minutes in English and Spanish.*

End of School Year

Prepare at Site: ____ End of year certificates, awards and presentations.	**Send to Office of English Learner and Parent Engagement Programs:** ____ All minutes, agendas, needs assessment, and/or any information on the current year.

O. Suggested Meeting Topics/Mandatory Topicss

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
• School Attendance

Suggested Topics

• Parental Waiver Information
• Parent Guide
• Review Identification & Assessment of English Learners
• Overview of Program Options for EL Students
• Reclassification Procedures
• ELPAC
• School EL Program as it exists at your site
• Vision Statement for EL Students
• Legal Responsibilities
• Election of Officers for the Following Year
• Parent Complaint Procedures

Other Appropriate Agenda Items

• Guest Speakers
• City Officials
• SBUSD 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

P. Sample Sign-In Sheet

English Learner Advisory Council
[Nombre de la Escuela/School's Name]

Meeting #: _____ Date: _____
Comité Ejecutivo/Executive Committee

Nombre/Name	Rol/Role	Cargo/Position	Firma/Signature
	Parent/Guardian Padre/Tutor	President Presidente/a	
	Parent/Guardian Padre/Tutor	Vice President Vicepresidente/a	
	Parent/Guardian Padre/Tutor	Secretary Secretario/a	
	Parent/Guardian Padre/Tutor	DELAC Rep. Rep. DELAC	
	Parent/Guardian Padre/Tutor	Alt. DELAC Rep. Rep. Alt. DELAC	

Personal de la escuela/School Staff

Nombre/Name	Rol/Role	Cargo/Position	Firma/Signature
	Principal Director/a	Member Miembro	
	Teacher Maestro/a	Member Miembro	
	Teacher-Alternate Maestra/o- Alterno	Member Miembro	

Guest

Nombre/Name	Estudiante/Student	Teléfono/Phone

IMPORTANT/IMPORTANTE- Please send a copy to the Department of English Learner and Parent Engagement Programs./ Por favor envíe una copia al Departamento de Programas para Alumnos que Aprenden Inglés y Participación de Padres.

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. Parents will be asked to pick up their children if they cry or misbehave.

I have read and understand the rules mentioned in this document.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Child's Name: _____

R. Sample ELAC Recommendation Form

English Learner Advisory Committee RECOMMENDATION/ FORMULARIO DE RECOMENDACIÓN del Comité Asesor de Alumnos q ue Aprenden Inglés (ELAC)

TO / PARA:	**ELAC Topic /Tema del ELAC:**
☐ School Site Council (SSC)/*Concilio escolar* ☐ Principal / *Director(a)* ☐ School Staff / *Personal escolar*	☐ Single Plan (SPSA) /*Plan Individual para el Rendimiento Estudiantil (SPSA)* ☐ School budget / Presupuesto escolar ☐ School program for English learners / Programa escolar para los alumnos que aprenden inglés ☐ English learner data / Datos de los alumnos que aprenden inglés ☐ Needs Assessment / *Evaluación de necesidades* ☐ Student Attendance/*Asistencia estudiantil* ☐ Other / Otro _____

RECOMMENDATION(S) / RECOMENDACIÓN(ES) :

PURPOSE FOR RECOMMENDATION / PROPÓSITO DE ESTA RECOMENDACIÓN:

SIGNATURES / FIRMAS:
ELAC MEMBER/ REPRESENTANTE DEL ELAC   DATE /FECHA:

_____   _____

_____   _____

RESPONSE TO ELAC* / RESPUESTA AL COMITÉ ELAC *:

SIGNATURES / FIRMAS:
PRINCIPAL or SSC CHAIRPERSON
DIRECTOR/A O PRESIDENTE/A DEL CONSEJO ESCOLAR   DATE/FECHA:

_____   _____

_____   _____

S. ELAC Recommendation Form Template

English Learner Advisory Committee RECOMMENDATION/FORMULARIO DE RECOMENDACIÓN del Comité Asesor de Alumnos q ue Aprenden Inglés (ELAC)

TO / PARA:	**ELAC Topic /Tema del ELAC:**
☐ School Site Council (SSC)/ *Concilio Escolar* ☐ Principal / *Director(a)* ☐ School Staff / *Personal escolar*	☐ Single Plan (SPSA) /*Plan Individual para el Rendimiento Estudiantil (SPSA)* ☐ School budget / *Presupuesto escolar* ☐ School program for English learners / *Programa escolar para los alumnos que están aprendiendo Inglés* ☐ English learner data / *Datos de los alumnos que aprenden inglés* ☐ Needs Assessment / *Evaluación de necesidades* ☐ Student Attendance/*Asistencia estudiantil* ☐ Other / Otro _____

RECOMMENDATION(S) / RECOMENDACIÓN(ES) :
1. Training and professional development - PLC support
2. Excel after school tutoring:
3. Planning for end-of year use of categorical funds

PURPOSE FOR RECOMMENDATION / PROPÓSITO DE ESTA RECOMENDACIÓN:
1. SDAIE teachers need to help ELLs develop a working academic vocabulary to succeed in school.
2. A large majority of parents surveyed requested after-school class support. Also, Title I parents recommended after-school tutoring in various subjects.
3. ELAC recomienda un plan estratégico para asegurar que DP use todos los fondos categóricos para cumplir con todas las necesidades que existen en nuestra escuela. El año pasado, $21,000 de los fondos EIA-LEP y $3,500 del Título I, que no se usaron, tuvieron que ser devueltos al Distrito. Para evitar que esto vuelva a ocurrir durante el 2008-2009, nosotros recomendamos que la escuela tenga una lista de gastos de necesidades.

SIGNATURES / FIRMAS:
ELAC MEMBER/ REPRESENTANTE DEL ELAC   **DATE /FECHA:**

_____   _____

_____   _____

RESPONSE TO ELAC* / RESPUESTA AL COMITÉ ELAC *:

SIGNATURES / FIRMAS:
PRINCIPAL or SSC CHAIRPERSON
DIRECTOR/A O PRESIDENTE/A DEL CONCILIO ESCOLAR   DATE/FECHA:

_____   _____

_____   _____

T. Sample ELAC Report to DELACC

English Learner Advisory Committee (ELAC)

ELAC Report for DELAC

Submitted by: _____

School: _____

Date of Meeting: _____

Description

Prepare the following:

- Bring a copy of the agenda of the school's last ELAC meeting.

- Important topics discussed during the previous meeting.

- Questions or comments for the DELAC committee that you would like to state as the representative.

U.   Sample DELAC Report to ELAC

English Learner Advisory Committee (ELAC)

DELAC Report for ELAC

The ELAC representative at DELAC and the designated alternate must use this form to report to ELAC of what took place at the DELAC meeting.

Submitted by: _____

School: _____

Meeting date: _____

Description

Prepare the following:

- Bring a copy of the agenda of the last DELAC meeting.

- Important topics discussed during the previous meeting.

U.   Sample DELAC Report to ELAC

Date: May 8, 2018

TO: Board of Education, Santa Barbara Unified School District
CC: Mr. Cary Matsuoka, Superintendent

FROM: Mrs. Laura Gómez and Mr. Sergio Naveda, Co-Presidents of the District English Learner Advisory Committee (DELAC) and members of the subcommittee for DELAC regarding the annual recommendations to the Board of Education:

Gabriel Dorado
Beto Gallegos
Gloria Hernández
María Larios-Horton
Rodrigo Melgar
Gloria Sotelo
Marina Zarate

RE: Annual Report from the District English Learner Advisory Committee (DELAC) to the
Board of Education, 2017-18

Background
In order to ensure that parents of English Learners (EL) and community members take part in the development, implementation and assessment of the programs and services provided by the district to EL students, and that the programs for EL students meet all state and federal legal requirements, the District English Learner Advisory Committee (DELAC) must submit a report to the Board of Education advising the Board on 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 a district-wide 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 Report. (5 CCR 11308[c][5])
6. Review and comment on the district's reclassification procedures (5 CCR 11308[c][6])
7. Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])

The members of the District English Learner Advisory Committee (DELAC) have continued their effort this year to increase the role of parents of English learners in the decision making process that affects the education of their children. The following recommendations are based on a careful revision of the data from the DELAC subcommittee submitted as the annual recommendations to the Board of Education regarding the English Learner programs, parent participation and academic achievement of English learners of the Santa Barbara Unified School District during the 2017-2018 school year.

Recommendations to implement jointly with the Local Control and Accountability Plan (LCAP) during the 2018-2019 school year:

The development of the following recommendations reflects the recurrent model of the ongoing improvement of programs for English learners based on the continued communication between the DELAC and SBUSD. This model incorporates the development and implementation of the program, assessment of ongoing communication and collaboration between parents and school/district administrators. The following DELAC recommendations are arranged in three sections:

A. Twenty-one (21) recommendations created by DELAC in previous years that have been partially carried out by the district and that require a close monitoring of progress as they are fully implemented **(Recommendations in Progress)**;
Recommendations created in June 2017 and that have been modified are marked with an asterisk*

B. One (1) recommendation created by DELAC in previous years that still needs to be implemented by the district **(Recommendation Still to be Implemented);**

C. Three (3) new recommendations submitted by DELAC regarding program improvement **(New Recommendations)**.

Additionally, the recommendations are aligned with the District LCAP goals to establish a better consistency and coherence with the plan to promote the programs and services in our district.

Goal 1: Through organizational transformation, develop a culturally proficient district to ensure success for all students

Goal 2: Engage students and families to promote student success

Goal 3: Prepare students for life, learning and work in the 21st century

Goal 4: Create and maintain 21st century learning environments

Goal 5: Enhance early childhood education opportunities

A. Ongoing recommendations

LCAP Goal 1: Through organizational transformation, develop a culturally proficient district to ensure success for all students

1. *It is recommended that the district continue to monitor the number of ELs enrolled and successfully completing advanced, honors and dual enrollment classes, as well as STEM (Science, Technology, Engineering & Math) courses. It is recommended that this number of students be increased by providing total access to all courses, programs and academies provided at all secondary schools grades 7-12 to reflect the percentage of ELs in the SBUSD.

LCAP Goal 2: Engage students and families to promote student success

2. *It is recommended that the district continue to strengthen the DELAC's advisory role to the Board of Education for the continuous improvement of programs affecting EL students. It is recommended that the recursive communication system established between the district and the DELAC be aligned with the LCAP input period.

3. The district will continue to monitor the district's efforts to increase the opportunities for authentic EL parent participation at all phases of district planning for, and implementation of, the Common Core State Standards, the State English Language Development Standards, and the LCAP process.

4. The district will continue to provide specific trainings to parents that will enable them to effectively oversee the implementation of district plans and policies. It is recommended that these trainings include information concerning: parents' rights and responsibilities, election and appointment of School Board members, attendance to Board meetings, parent participation regarding agenda items during the public comment, operation of the schools, how policies are developed and analysis of school data.

5. Now that a new Family Engagement Liaison position was created to support with the development and facilitation of parent workshops and trainings at the junior high and elementary level we recommend that sites explore this option in order to:

    • Offer multiple opportunities throughout the year at each school site for parents of English learners to learn about the importance of their children participating in A-G and advanced courses (AP, IB and Honors) and of the various programs or elective courses offered that support the academic success of their students (Advancement Via Individual Determination (AVID), Program for Effective Access to College (PEAC), etc.).

6. *It is recommended that the district continue to provide training to all site administrators on the roles/functions and responsibilities of ELACs and provide ongoing support for parents to ensure alignment in our parent orientation and training model.

    A.   It is further recommended that this training model complies with the following criteria:

    1) Be based on a written rubric with common learning objectives drawn from the ELAC training manual, in compliance with the four mandated functions of ELAC.

    2) That DELAC be involved in advising on the rubric and the learning objectives for such trainings, and that this information be shared with DELAC.

    3) That the SBUSD updates a 2017 edition of the ELAC training manual in English and Spanish and distribute the manual to schools in time for the ELAC training of school administrators in August 2018 and that the updated ELAC Manual be made available at the beginning of each school year to the members of the Executive ELAC Committee of each school site.

7. *It is recommended that the district implement a better monitoring system in compliance with Title III required functions of the ELAC at each site, it is recommended that this information be communicated in a more systematic manner to the DELAC Executive Committee during the school year in order for the DELAC to provide the necessary support to the ELACs that may need it.

8. *It is recommended that the district and schools improve their language access offered to Spanish speaking parents at all district sites. Schools should identify in their Single Plan for Student Achievement (SPSA) how they will support and improve their language access. Additionally it is recommended that they select qualified and competent interpreters to ensure a higher quality interpretation.

9. *Now that the Restorative Approaches (RA) have expanded to all district school sites, we recommend that ongoing professional learning be implemented and monitored to our certificated and classified staff and families.

10. Now that the district has the ability to translate the Single Plans for each school annually, it is recommended that the translated Single Plan is used at every meeting involving Single Plans during the school year.

11. *It is recommended that the schools and the district partner with official institutions and external educational agencies to conduct: technology workshops for parents that focus on home school communication and educational use of said technology.

    a. There is a great need for technology training, including computing classes in Spanish; instructors must understand the parents' culture and that many Spanish-speaking parents do not use email due to minimal to no basic computer knowledge.

    b. Provide bilingual support in those classes/workshops to help parents develop basic computing skills. Whoever develops the training must be aware of the lack of Internet access in many of the homes.

12. The district will continue to conduct an annual parent needs assessment on a school-by-school basis according to the guidelines of the California Department of Education (CDE). The leadership team at each school should use the data from this assessment in the development of the school's Single Plan.

13. *It is recommended that the district develop a "Master Plan for English Learners" by means of a robust evaluation process conducted by an official external educational institution that will help SBUSD align its system of supports for EL students with current federal and state regulations.

14. The district will continue to assure that the personnel at the district level specifically responsible for the monitoring of Title I and Title III categorical programs fulfills their duties to ensures that all programs meet the necessary requirements and that all funds are used efficiently and with their intended purpose.

LCAP Goal 3: Prepare students for life, learning and work in the 21st century

15. The district will continue to monitor the control and accountability system established by the district to ensure that state regulations and policies and district educational programs for EL students are implemented efficiently.

16. The district will continue to monitor the professional development program and continuous support offered to teachers at every grade level, specifically designed to reinforce their new role as facilitators of the learning of EL students.

17. The district will continue to monitor the plan that fully meets the learning needs of Long Term English Learners (LTELs) in the district, with measurable annual goals to reduce the number of LTELs to 0%.

18. The district will continue to monitor the implementation of the reclassification system at each school site to bring to allow the maximum number of EL students to be eligible for reclassification, with the goal of reclassifying 100% of eligible students.

19. The district will continue to promote efficient reclassification committees with the following components:

    a. In each school, have a reclassification committee composed of two general education teachers, one special education teacher, and one school administrator, to monitor and supervise an adequate reclassification of EL students;

    b. The reclassification committee meets at least once per trimester during the school year; 100% of EL students that are eligible for reclassification according to School Board policy are reviewed annually by the reclassification committee of their school;

    c. The Reclassification Committee of each school will give a progress report to the ELAC at each semester

20. The district will continue to monitor the special education assessment process to ensure that EL students are not over identified due to language development and that they are exited from special education services when they are no longer needed.

    a. Monitor the distribution of each subgroup that is receiving special education services and present longitudinal demographic and academic data on an annual basis.

    b. Offer multiple opportunities throughout the year at each school site for parents of English Learners to gain a better understanding of the services offered through Special Education, the process for identification, and how to support their students' academic success.

LCAP Goal 5: Enhance early childhood education opportunities

21. The district will continue to monitor the financial support of educational programs provided to preschool age English learners, to ensure that they have the necessary resources for english development and basic reading skills.

B. Recommendations that still need to be implemented

LCAP Goal 2: Engage students and families to promote student success

1. Taking into account the LCAP's focus on increasing parent engagement and the new site-based Family Engagement Liaison positions created, the following actions are recommended:

    a. Strengthen the relationships and collaboration between elementary, junior high and high schools to support parents with these phases of transition.

    b. Develop a training or workshop for parents that focuses on the transition from elementary to junior high and from junior high to high school in order to provide parents with the necessary information and tools to make better decisions regarding their children's education, thereby improving channels of communication between schools and families.

C. New recommendations

Goal 3: Prepare students for life, learning and work in the 21st century

1. It is recommended that the district develop a progress monitoring process for EL students and in particular, Long term English Learners (LTEL), utilizing the following criteria:

    a Progress monitoring form for each student implemented at least twice a year.
      i. The monitoring form will include:

- Data on student achievement compared to grade-level performance expectations;
- Identification of areas of academic need;
- Component to outline an intervention plan for students who are not making progress.

    b. The progress monitoring process will be implemented by teachers, school counselors and principals/assistant principals responsible for monitoring the progress of EL students.

    c. Notification will be provided to parents/guardians by mail, phone, and when necessary via in person appointment when progress is not being made.

2. It is recommended that the district develop a progress monitoring process for Reclassified Fluent English Proficient (RFEP) students for four years following their reclassification to determine whether the student requires additional academic support to ensure their language acquisition and academic success, utilizing the following criteria:

    a. Progress monitoring form for each student implemented at least twice a year

        i. The monitoring form will include:

- Data on student achievement compared to grade-level performance expectations;
- Identification of areas of academic need;
- Component to outline an intervention plan for students who are not making progress.

    b. The progress monitoring process will be implemented by teachers, school counselors and principals/ assistant principals responsible for monitoring the progress of EL students.

    c. Notifications will be provided to parents/guardians by mail, phone, and when necessary via in person appointment when progress is not being made.

3. It is recommended that the district explore the possibility of establishing a committee that would examine the feasibility of a dual immersion program (English/Spanish) given that a large majority of our community is interested in this educational program.