



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.6

Meeting Date: April 30, 2026

Subject: SCUSD English Language Advisory Committee (ELAC) Implementation Update

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Multilingual Literacy Department

Recommendation: Informational Item Only (ELAC Updates)

Background/Rationale: The Mandate for English Learner Support in California: Policy, Purpose, and Parental Involvement

California school districts operate under a stringent and comprehensive policy framework designed to ensure equity and improved educational outcomes for English learners (ELs) and their families. This commitment is deeply rooted in the **California English Learner Roadmap State Board of Education Policy**, which was formally enacted in 2017. This landmark policy serves as a guiding document, explicitly detailing the state's focus on systemic improvement across the entire educational landscape.

The Roadmap's scope is expansive, centering on key educational components including:

- **Standards and Curriculum:** Ensuring that instruction and learning materials are rigorous, culturally and linguistically responsive, and aligned with the specific needs of EL students.
- **Assessment and Accountability:** Implementing fair and accurate methods to measure EL progress and holding schools and districts accountable for closing achievement gaps.

- **Educator Quality:** Requiring appropriate training, certification, and ongoing professional development for all educators who work with ELs.
- **Early Childhood/Preschool:** Recognizing the critical role of early language development and ensuring access to high-quality early learning environments.
- **Social and Family Support Services:** Providing resources that address the holistic needs of EL students and their families, ensuring access to essential non-academic supports.
- **Parent/Community Involvement:** Actively engaging parents and the community as vital partners in the education of EL students.
- **Higher Education:** Working to create a pipeline that prepares EL students for success in college and career.

A core tenet of this policy is the principle of **assets-oriented and needs-responsive schools**. This paradigm shift requires schools to move beyond a deficit model and instead actively recognize, build upon, and integrate the diverse cultural and linguistic assets that students and their families bring to the educational environment (EL Roadmap, 2015). Concurrently, schools must be acutely responsive to the specific needs and challenges faced by parents and families of EL students.

The Essential Role of the English Learner Advisory Committee (ELAC)

To institutionalize parental involvement and ensure that school-level decisions are informed by the needs of the EL community, state law mandates the establishment of a functioning **English Learner Advisory Committee (ELAC)** at any school site enrolling **21 or more English learners**. This committee is not merely advisory; it holds specific, legally defined responsibilities and structural requirements that ensure authentic parental representation and participation:

1. **Elected Parent Membership:** The committee's parent members must be formally elected by the general population of parents or guardians of English learner students attending that school. This ensures that the representatives truly speak for the EL parent community.
2. **Proportional Representation:** The proportion of parents of English learners on the ELAC must be at least equal to the percentage of English learners in the school's total student enrollment. This guarantees that the EL voice holds appropriate weight in the committee's deliberations.

Once established, the ELAC is charged with critical functions that directly impact the school's planning and accountability:

1. **Needs Assessment and Attendance Awareness:** The ELAC plays a key role in assisting the school staff in developing a schoolwide needs assessment, identifying the strengths and challenges related to ELs. Furthermore, the

committee is responsible for helping devise strategies to inform parents about the profound importance of regular school attendance for their children's academic success.

2. **Site Plan Development and Integration:** A primary duty of the ELAC is to advise both the principal and school staff during the process of developing a site-specific plan focused on the educational services and support for English learners. This plan must then be submitted to the School Site Council (SSC) for consideration and potential inclusion as a vital component within the comprehensive **School Plan for Student Achievement (SPSA)**.
3. **Training and Capacity Building:** To ensure ELAC members can effectively carry out their statutory duties, they are entitled to receive relevant training and materials. Crucially, the planning and execution of this training must occur in **full consultation** with the committee members, ensuring the content is relevant and responsive to their needs and legal responsibilities.

These requirements, rooted in the California **Education Code** (*EC* sections 52176 [b], 62002.5) and **California Code of Regulations** (Title 5, 5 *CCR* Section 11308), solidify the ELAC as a cornerstone of shared governance and accountability for the success of English learners in California's schools.

Financial Considerations: The District's Title III English Learner and Immigrant allocations include support to engage English learner families to support parent/community involvement. Each school is also responsible for addressing parent engagement and involvement in their School Plans for Student Achievement (i.e. Title I, LCFF EL and LCFF Free and Reduced). The District utilizes its federally-funded Title III allocations—specifically designated for English Learner and Immigrant students—to implement and sustain robust support systems aimed at fostering genuine family and community engagement. This funding is crucial for developing initiatives that empower the families of English Learners (ELs) to actively participate in their children's education and the overall school environment.

LCAP Goal(s): Engagement and Empowerment

Documents Attached:

1. [California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners](#)
2. [English Learner Program Instrument](#)

Estimated Time of Presentation: 10 minutes

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