

ENGLISH LEARNER ADVISORY COMMITTEE



2024/2025



Multilingual Programs

Rialto Unified School District ELAC Handbook – Adapted from Sacramento City Handbook
Revised July 2024

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Purpose of the English Learner Advisory Committee (ELAC)

To provide parents of Emergent Bilinguals the opportunity to:

1. Assist in the development of and participate in the school's needs assessment for students, parents and teachers.
2. Advise the principal and school staff on the school's program for Emergent Bilinguals.
3. Provide input on the most effective ways to ensure regular school attendance.
4. Advise the School Site Council on the development of the School Plan.
5. Provide input on LCAP actions.

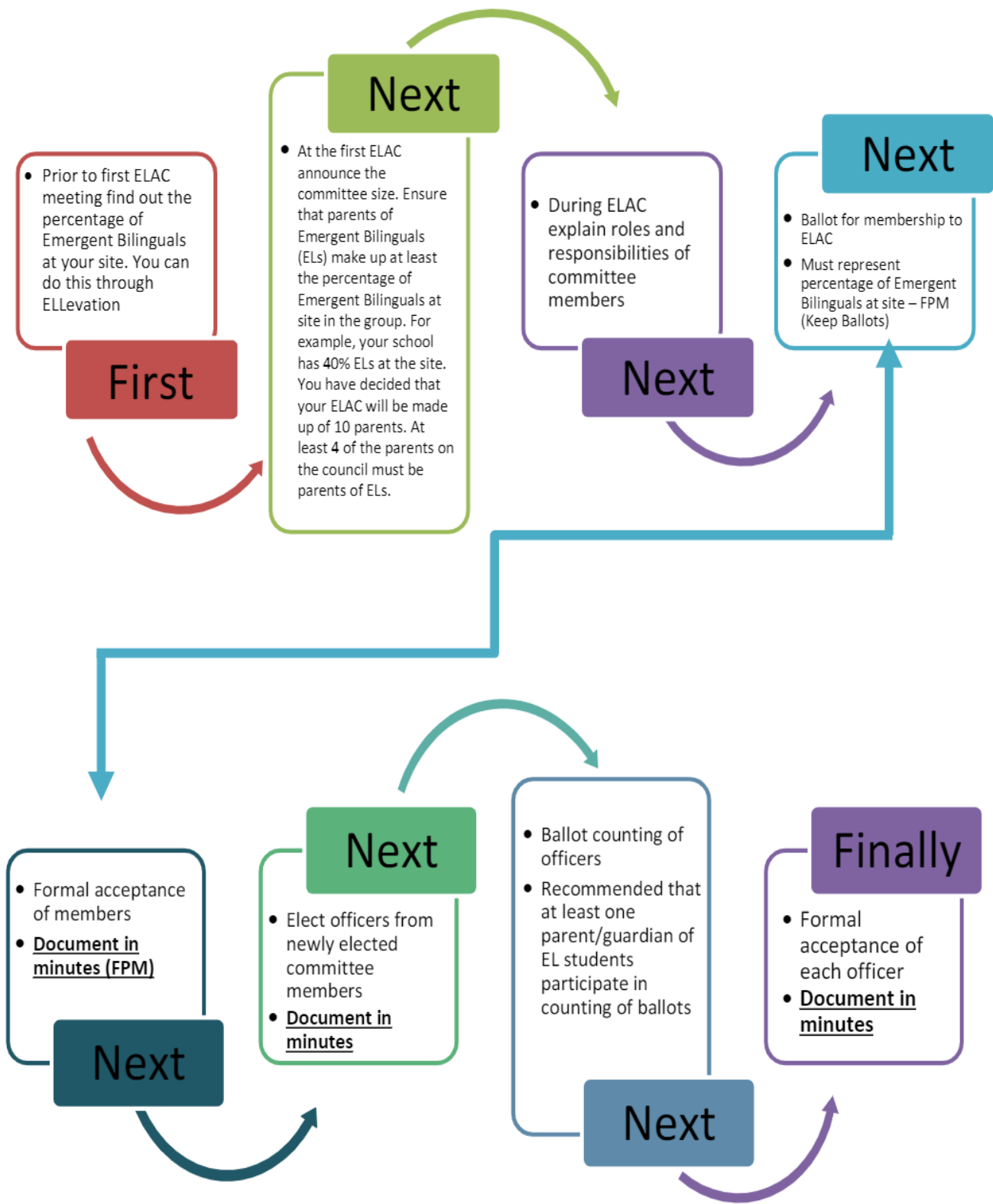
ELAC Composition

Every school in the Rialto Unified School District must have an ELAC:

See the "Sequence of Process" on the next page on how to elect your ELAC.

1. The committee must be made up of parents of Emergent Bilinguals that constitute at least the same percentage of Emergent Bilingual parents at the school site.
2. Other Committee Members may include:
 - a. Principal or Designee(mandatory)
 - b. Teachers of Emergent Bilinguals
 - c. Coach/Strategist/ Site English Learner Facilitator
 - d. Instructional Assistants
 - e. Other parents

Sequence of Process for Electing ELAC: Committee Members and Officers



ELAC Members' Duties

1. Follow your school's ELAC bylaws when conducting meetings and carrying out other responsibilities. School sites are responsible for creating their ELAC bylaws. (You may use the DELAC bylaws as a guide.)
2. Advise the principal and school staff of the needs of Emergent Bilinguals, including programs, instruction and support needs.
3. Advise the School Site Council on the development of the Single Plan for Student Achievement and monies spent for the support of Emergent Bilinguals.
4. Review the Language composition of students at the site. (Can be found on ELLevation.)
5. Receive information and recommend actions to support regular school attendance.
6. Assist with the development of the school needs assessments.
7. Elect a representative to the District English Learner Advisory Committee (DELAC). DELAC representative and alternate must be the parent of an Emergent Bilingual.
8. Send and receive information to/from DELAC.
9. Send and receive information to/from the School Site Council.
10. Participate in training provided by the school and the district.

School Responsibilities to the ELAC

1. Hold elections for ELAC parent members.
2. Hold elections for ELAC officers.
3. Provide sufficient ongoing training for elected ELAC officers and members.
4. Facilitate regular ELAC meetings. (You must have at least 5 meetings)
5. Ensure that all legally required functions of the ELAC are completed each school year.
6. Facilitate correspondence between ELAC and DELAC.
7. Facilitate communication between the ELAC and other leadership groups, such as the School Site Council (SSC) and the Parent Teacher Association (PTA).
8. Maintain minutes of all ELAC meetings and a record of attendance.
9. Support ELAC meetings by:
 - a. Establishing convenient meeting times.
 - b. Providing translation of all notices, documents, and presentations.
 - c. Providing translation during meetings and childcare, if needed.
 - d. Providing training that will increase parent engagement, for example:
 - What do ELPAC results mean?
 - What do CAASPP results mean?
 - Why are iReady assessments important and what do they mean?
 - How to use Parent Vue.
 - How to use Parent Square.
 - How to help your child at home with homework.
 - How to implement literacy strategies at home.
 - How parents can use questioning strategies to increase language production.
 - Tutoring and after school enrichment opportunities.

Role of Each ELAC Officer

Chairperson/President:

- Develops agendas with help from the principal.
- Conducts ELAC meetings.
- Follows the duties that are determined in the local ELAC bylaws.

Vice Chairperson/Vice-President:

- Assists the chairperson in conducting ELAC meetings.
- Conducts ELAC meetings in the absence of the chairperson.
- Follows the duties that are determined by the local ELAC bylaws.

Secretary:

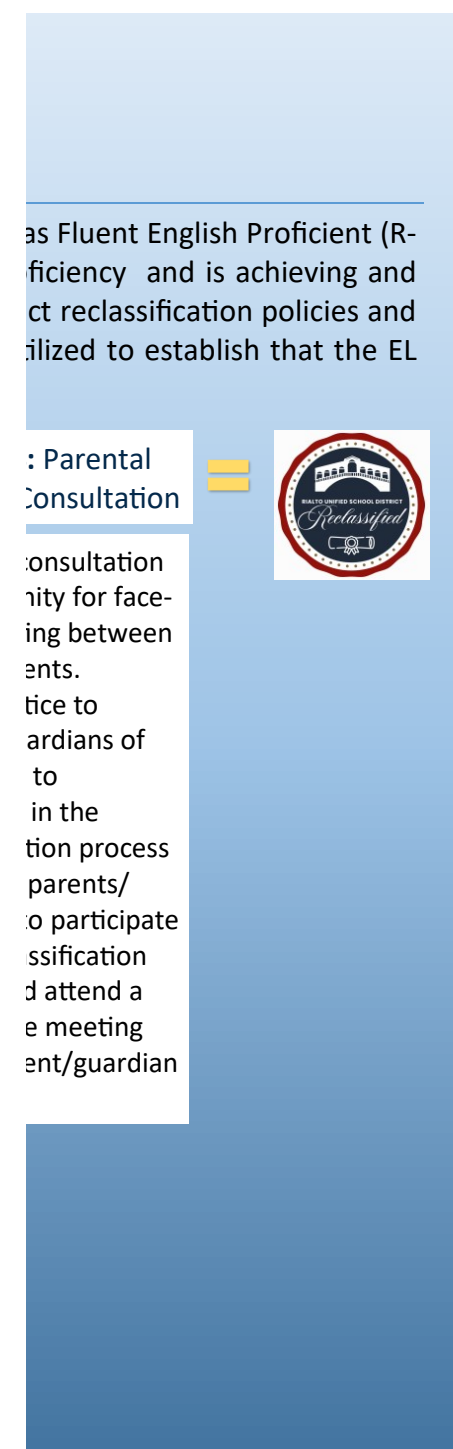
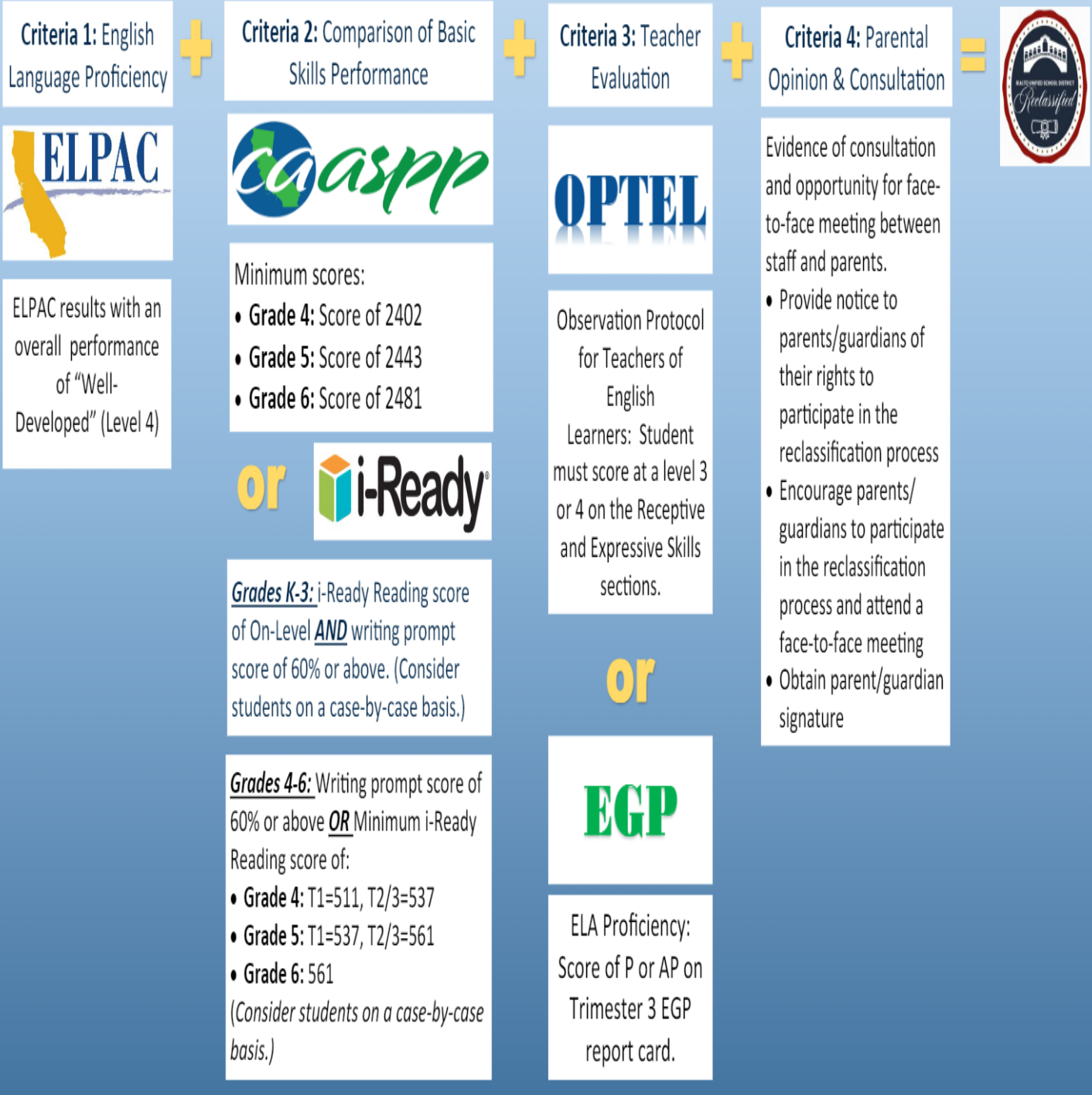
- Takes minutes of meetings.
- Submits minutes to principal or designee.

DELAC Representative:

- Attends DELAC meetings.
- Serves as liaison between ELAC & DELAC, takes monthly report of ELAC meeting to DELAC and brings information back to the school from the DELAC meeting.

* The entire team should advise site administration on how to best communicate with parents of Emergent Bilinguals and what information parents want to learn about.

student is ready to be reclassified.



Criteria 1: English Language Proficiency



Criteria 2: Comparison of Basic Skills Performance



Criteria 3: Teacher Evaluation



Criteria 4: Parental Opinion & Consultation



ELPAC results with an overall performance of "Well-Developed" (Level 4)



Minimum i-Ready Reading scores:
• Grade 6: 561
• Grade 7: 579
• Grade 8: 582
• Grade 9-12: 596

Grades

Letter grade of C or above in English Language Arts



Minimum scores:
• Grade 6: Score of 2481 in 5th grade
• Grade 7: Score of 2490 in 6th grade
• Grade 8: Score of 2504 in 7th grade
• Grades 9-11: Score of 2518 in 8th grade
• Grade 12: Score of 2578 in 11th Grade

or

OPTEL

Observation Protocol for Teachers of English Learners: Student must score at a level 3 or 4 on the Receptive and Expressive Skills sections.

or

ELA Writing Assessment

Score of 60% or Above on Writing / Performance Assessment in Grades 6-12
OR English Placement test in a specialized ELA course in Grades 9-12

Evidence of consultation and opportunity for face-to-face meeting between staff and parents.
• Provide notice to parents/guardians of their rights to participate in the reclassification process
• Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting
• Obtain parent/guardian signature

luent English Proficient (R-FEP). Achieving and sustaining academic procedures are aligned with the to be reclassified.

Criteria 4: Parental & Consultation



of consultation opportunity for face-to-face meeting between parents. notice to parents/guardians of their rights to participate in the reclassification process. Encourage parents/guardians to participate in the reclassification process and attend a face-to-face meeting with parent/guardian.



Alternate Reclassification Criteria for Students Dually Identified as Emergent Bilinguals Receiving Special Education Services

Reclassification is the process that determines whether an Emergent Bilingual student has acquired sufficient English skills to successfully engage in classroom learning of the core academic curriculum taught in English without specialized Emergent Bilingual services and the needed supports. When Emergent Bilinguals demonstrate that they have acquired the necessary English skills to be academically successful without specialized support, they are reclassified as fluent English proficient (RFEP).

An Emergent Bilingual with a disability may be unable to meet a particular reclassification criterion due to the specific nature of his disability. For example, an Emergent Bilingual with dyslexia may continue to be classified as an Emergent Bilingual due to less-than-proficient ELPAC scores in reading.

The ELPAC Information Guide states that students with disabilities, including most significant cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. **Local IEP teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities**, in accordance with local reclassification policies.

According to federal and state laws, the IEP team may address the individual needs of each Emergent Bilingual with a disability, using multiple criteria in concert with the four reclassification criteria in EC 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student.

District reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified:

Criteria	Standard	
Assessment of English Language Proficiency using an objective assessment instrument	Summative ELPAC Results (for students participating in General Education curriculum)	Level 4 - Overall Well Developed
	Summative Alternate ELPAC Results (for students participating in Alternative curriculum)	Level 3 – Fluent English Proficient

Criteria	Standard	
<p>Comparison of Performance in Basic Skills</p>	<p>The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification.</p> <p>For students utilizing the General Education setting or Mild/Moderate SDC programs, the assessment could be the CAASPP ELA or the local assessment used to measure student progress in reading. Target scores for reclassification may be adjusted to coincide with comparable scores of students with similar disabilities who are Fluent English Proficient (see General Education Reclassification criteria).</p> <p>For students utilizing an Alternative Curriculum, the assessment could be the California Alternate Assessment (CAA) for English Language Arts or another similar instrument.</p> <p>In both cases, the IEP team may consider using other assessments that are valid and reliable, which are designed to compare the basic skills of Emergent Bilinguals with disabilities to primary speakers of English with similar disabilities to determine whether the Emergent Bilingual with disabilities has sufficiently mastered the basic skills for reclassification consideration. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress, given the student's capacities.</p>	
<p>Teacher Evaluation – The current teacher should be consulted to determine if Reclassification is appropriate</p>	<p>The student's academic performance information, which is based on the student's IEP goals for academic performance and ELD, should be used for reclassification consideration.</p>	
<p>Parental Opinion and Consultation</p>	<p>Evidence of consultation and opportunity for a face-to-face meeting between staff and parent preferably during the IEP meeting.</p>	<ul style="list-style-type: none"> • Provide notice to parents/guardians of their rights to participate in the reclassification process • Encourage them to participate in the reclassification process and attend a face-to-face meeting • Obtain parent/Guardian's signature

Reclassification: Process

The district and each site share responsibility for initiating, facilitating, and monitoring the reclassification process. Reclassification takes place throughout the year as new criteria is uploaded into ELLevation. The process must include the following steps:

1. The Multilingual Programs Office identifies students who meet English language proficiency and academic achievement criteria for reclassification at each trimester for elementary and each quarter for secondary. The Multilingual Program Office notifies the principal of students who are reclassification candidates through views on ELLevation. A reclassification form is generated by the Multilingual Programs Office or the school site through ELLevation.
2. The site reviews each Reclassification Form.
3. The site consults with classroom teachers regarding any student who meets English proficiency and academic achievement criteria.
4. The site notifies the family that their child is being considered for reclassification and invites them to participate in the reclassification process. The school also contacts the family by phone to set up a time for consultation. Consultation may take place by phone or video conference.
5. The site makes a recommendation on reclassification with the family and completes the reclassification process.
6. The Multilingual Programs Office reviews and approves each reclassification recommendation and returns the Reclassification Form to the site. The site places the form in the student's cumulative folder.
7. The Multilingual Programs Office maintains documentation that the student has met reclassification criteria on ELLevation.
8. The Multilingual Programs Office updates coding on Synergy and ELLevation.

CAASPP SCALE SCORES

English Language Arts/Literacy Scale Score Ranges

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Mathematics Scale Score Ranges

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862



Summative English Language Proficiency Assessments for California Scale Score Ranges

The Summative English Language Proficiency Assessments for California (ELPAC) assess English learner students in four domains: Listening, Speaking, Reading, and Writing.

Students will receive an Overall score that falls into one of four levels. The table below shows which scores fall within each range.

Summative ELPAC Overall Scale Score Ranges

The Overall score consists of the student's Oral Language score and Written Language score. The Oral Language score consists of the student's scores from the Listening and Speaking domains. The Written Language score consists of the student's scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student's grade level.

Grade Level/Span	Level 1	Level 2	Level 3	Level 4
Kindergarten	1150–1373	1374–1421	1422–1473	1474–1700
One	1150–1410	1411–1454	1455–1506	1507–1700
Two	1150–1423	1424–1470	1471–1531	1532–1700
Three	1150–1447	1448–1487	1488–1534	1535–1800
Four	1150–1458	1459–1498	1499–1548	1549–1800
Five	1150–1466	1467–1513	1514–1559	1560–1800
Six	1150–1474	1475–1516	1517–1566	1567–1900
Seven	1150–1480	1481–1526	1527–1575	1576–1900
Eight	1150–1485	1486–1533	1534–1589	1590–1900
Nine and ten	1150–1492	1493–1544	1545–1605	1606–1950
Eleven and twelve	1150–1499	1500–1554	1555–1614	1615–1950

In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.

In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

The tables below show which scores fall within each range for the Oral Language score and the Written Language score.

Summative ELPAC Oral Language (Listening and Speaking) Scale Score Ranges

Grade Level/ Span	Level 1	Level 2	Level 3	Level 4
Kindergarten	1150–1385	1386–1426	1427–1477	1478–1700
One	1150–1407	1408–1450	1451–1492	1493–1700
Two	1150–1413	1414–1459	1460–1509	1510–1700
Three	1150–1434	1435–1465	1466–1511	1512–1800
Four	1150–1438	1439–1471	1472–1521	1522–1800
Five	1150–1446	1447–1476	1477–1532	1533–1800
Six	1150–1449	1450–1483	1484–1541	1542–1900
Seven	1150–1455	1456–1497	1498–1553	1554–1900
Eight	1150–1460	1461–1504	1505–1568	1569–1900
Nine and ten	1150–1464	1465–1511	1512–1578	1579–1950
Eleven and twelve	1150–1469	1470–1513	1514–1582	1583–1950

Summative ELPAC Written Language (Reading and Writing) Scale Score Ranges

Grade Level/ Span	Level 1	Level 2	Level 3	Level 4
Kindergarten	1150–1345	1346–1409	1410–1462	1463–1700
One	1150–1413	1414–1458	1459–1519	1520–1700
Two	1150–1432	1433–1480	1481–1553	1554–1700
Three	1150–1460	1461–1508	1509–1556	1557–1800
Four	1150–1477	1478–1524	1525–1574	1575–1800
Five	1150–1486	1487–1549	1550–1586	1587–1800
Six	1150–1498	1499–1549	1550–1591	1592–1900
Seven	1150–1504	1505–1555	1556–1597	1598–1900
Eight	1150–1509	1510–1561	1562–1609	1610–1900
Nine and ten	1150–1519	1520–1577	1578–1631	1632–1950
Eleven and twelve	1150–1528	1529–1594	1595–1645	1646–1950

For additional information, visit the California Department of Education ELPAC web page at <https://www.cde.ca.gov/ta/tq/ep/>.





THE CALIFORNIA STATE SEAL OF BILITERACY

What is the State Seal of Biliteracy?

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

Where can I find more information about the State Seal of Biliteracy?

More information about the State Seal of Biliteracy is available on the California Department of Education (CDE) State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp> or scan the QR code at the bottom of this poster.



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What are the requirements?

English proficiency, demonstrated by:



Second-language proficiency, demonstrated by:



Coursework

or

Assessment (choose one)

Assessment (choose one)

or

Coursework



and



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Passing world language AP exam with a three or above.

Completing a four-year high school course of study in the language with a 3.0 GPA or above. This could include coursework completed through dual enrollment at a college if approved by the school or district.

Demonstrating oral proficiency in the language comparable to what is required to pass the oral portion of an AP or IB exam.

Passing an International Baccalaureate (IB) exam with a four or above.

What are the requirements?

English proficiency, demonstrated by:



Second-language proficiency, demonstrated by:



Coursework

or

Assessment (choose one)

Assessment (choose one)

or

Coursework



Completing all English language arts (ELA) graduation requirements with a 3.0 grade point average (GPA) or above.

Passing the ELA California Assessment of Student Performance and Progress (CAASPP) at the "standard met" level or above.

Passing world language AP exam with a three or above.

Completing a four-year high school course of study in the language with a 3.0 GPA or above. This could include coursework completed through dual enrollment at a college if approved by the school or district.

Demonstrating oral proficiency in the language comparable to what is required to pass the oral portion of an AP or IB exam.



Passing an English Advanced Placement (AP) exam with a three or above.

Passing an International Baccalaureate (IB) exam with a four or above.



Passing an International Baccalaureate (IB) exam with a four or above.

Passing an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher.



Passing the Evidence-Based Reading and Writing section of the SAT with a 480 or above.

Or passing a locally approved assessment that meets the rigor of an AP exam and tests all modalities of communication in the language.

Scan for more information:



Questions? Talk to your counselor or email the CDE Multilingual Support Division at SEAL@cde.ca.gov.

Scan for more information:



Questions? Talk to your counselor or email the CDE Multilingual Support Division at SEAL@cde.ca.gov.

If the student is currently designated as an English learner, also:

Demonstrating oral proficiency in English by obtaining an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).



Rialto Unified School District
2024-2025 REQUIREMENTS TO RECEIVE THE STATE SEAL OF BILITERACY

<p>Requirements to show proficiency in English</p>	<p>3.0 Grade Point Average in all ELA and/or ELD Courses toward graduation</p> <p>OR</p> <p>One of the Following</p> <p>Scoring Standard Met or Standard Exceeded on the English 11th Grade CAASPP Summative Assessment</p> <p>Passing an AP English exam with a 3 or above.</p> <p>Passing the Evidence Based Reading and Writing section of the SAT with a 480 or above.</p>
<p>Requirements to show proficiency in a language other than English</p>	<p>An Advanced Placement (AP) examination with a score of 3 or higher in a foreign language.</p> <p>OR</p> <p>Successful completion of the equivalent of a four year high school course of study in a language other than English, and attaining an overall grade point average of a 3.0 or above in that course of study. <i>Student must also demonstrate oral mastery in the target language through the AVANT Listening and Speaking Assessment. A 5 or higher is required.</i></p> <p>OR</p> <p>An average of 5 or higher on the COMPLETE AVANT Language Test</p>
<p>If the student is an Emergent Bilingual the student must also:</p>	<p>Demonstrate oral language proficiency on the English Language Proficiency Assessments of California (ELPAC) with a composite score of level 4.</p> <p>The assessment may be administered again at the beginning of the ELPAC window for the purpose of determining SSB eligibility.</p>



Distrito Escolar Unificado de Rialto
REQUISITOS PARA RECIBIR EL SELLO ESTATAL DE ALFABETIZACIÓN BILINGÜE
2024-2025

<p>Requisitos para demostrar el dominio del inglés</p>	<p>Promedio de calificaciones de 3.0 en todos los cursos de ELA y/o ELD para la graduación</p> <p align="center">O</p> <p align="center">Uno de los Sigüientes</p> <p>Puntuación Estándar Alcanzada o Estándar Superado en la Evaluación Sumativa CAASPP de Inglés de 11º grado</p> <p>Aprobar un examen de Inglés AP (Colocación Avanzada por sus siglas en inglés) con 3 o superior.</p> <p>Aprobar la sección de Lectura y Escritura Basada en Evidencia del SAT con 480 o superior.</p>
<p>Requisitos para demostrar el dominio de un idioma distinto del inglés</p>	<p>Un examen de Colocación Avanzada (AP) con una puntuación de 3 o superior en el idioma extranjero.</p> <p align="center">O</p> <p>Haber completado con éxito el equivalente a un curso de cuatro años de estudios de preparatoria en un idioma distinto del inglés, y haber obtenido una promedio general de 3.0 o más en ese curso de estudios.</p> <p align="center"><i>El estudiante también debe demostrar su dominio oral del idioma objetivo a través de la evaluación de comprensión y expresión oral AVANT. Se requiere un 5 o más.</i></p> <p align="center">O</p> <p>Un promedio de 5 o superior en la prueba de idiomas COMPLETE AVANT</p>
<p>Si el estudiante es un Aprendiz de Inglés, el estudiante también debe:</p>	<p>Demostrar dominio del lenguaje oral en las Evaluaciones de Dominio del Idioma Inglés de California (ELPAC) con un puntaje compuesto de nivel 4.</p> <p>La evaluación puede administrarse nuevamente al comienzo del período de ELPAC con el fin de determinar la elegibilidad para SSB.</p>

Language Census Information

The information includes the following:

1. The number of Emergent Bilinguals in the school, by grade and language
2. The number of Fluent English Proficient students in the school by grade and language

You can find information for last school year at:

<http://data1.cde.ca.gov/dataquest/>

1. Select Level: School
2. Select Subject: Emergent Bilingual Data
3. Click: Submit
4. Determine a Time Frame: Single Year – select year: 2022-23
5. Type a portion of the name then press the “Submit” button:
 - a. Type name of the district or school
6. Select: Language Group Data to Determine 15 percent and Above Translation Needs
7. You may share any other report you think may be of interest to your audience

Agenda I

- The general purpose of this meeting is to acquaint interested parents with the ELAC.
- Please note that the sign-in sheet requests parents to identify their children who are students at the school. It is important to provide this information so the school can verify which parents have Emergent Bilinguals in the school's programs.
- Discuss Home Language Survey (On RUSD's registration form).
- Discuss entrance criteria – How did my child become an Emergent Bilingual?
- Election of the members and officials may be held by ratification ballot after the first meeting. Such a procedure allows for notification of all EL parents, who may not be present during the first ELAC meeting.
- If a ratification ballot is used, effort should be made to collect as many ballots as possible. It is not necessary to collect 100% of the ballots.
- Because of the necessity to constitute the DELAC, it is necessary to vote in a DELAC representative at this meeting. The DELAC representative MUST be the parent of an Emergent Bilingual.
- Report out the Needs Assessment from 2023-24 (Incorporate the Needs Assessment results at future meetings).

Agenda II

- The meeting begins with the formal announcement of the results of the election and elected members are introduced.
- Request oral report/summary of what was discussed at DELAC.
- There should be a brief review of the local ELAC bylaws.
- The general purpose of this meeting is to provide information to the members on the programs and services provided at the school. This should include a brief description of Structured English Immersion, Dual Language Immersion, English Language Development, and how access is provided so students understand the core curriculum.
- Review reclassification criteria and procedures. Stress the importance of doing well on the ELPAC and CAASPP.
- Incorporate a presentation from the Needs Assessment.

Agenda III

- The focus of this meeting is the School Plan.
- Give a brief presentation on the importance of regular school attendance.
- The purpose of the School Plan should be shared. It is important to clarify that the ELAC provides advice, but does not have the authority to approve the plan.
- Report out on funding that has been spent on the support of Emergent Bilinguals.
- Report out on services provided to Emergent Bilinguals. This can be a standing item.
- Incorporate a presentation from the Needs Assessment.
- Give an overview of the LCAP process and the progress made for the year. Ask for input from the group.
- Work with DELAC rep to decide what information will be shared.

Agenda IV

- Language Census information should be shared at this meeting.
- The focus of the work to be done by the committee at this meeting is to reach consensus on which advice the committee wishes to formally submit with regard to the needs of Emergent Bilinguals and how these needs should be met in the School Plan. Keep in mind that school plans should be aligned with LCAP.
- ELAC input must be a part of the development of the School Plan.
- Discussions should be facilitated on changes the ELAC would like to suggest for meeting format or time, for the following year.
- Remember that members can serve two-year terms, if this is stipulated in the bylaws.
- Incorporate a presentation from the Needs Assessment.

Agenda V

- Committee should complete needs assessment for the school site.

These topics may be organized in the order needed to meet the timeline established at the school site.

(ELAC) Sample Agenda I

School: _____

Date: _____

Items	Actions	Notes/ Follow-up
1. Welcome and Introductions	a) Introduction of all present b) Review of sign-in procedures	
2. Review of Agenda	a) Brief explanation of each item b) Requests for additional items	
3. Home Language Survey	a) Explain HLS and how Emergent Bilinguals are identified b) Discuss entrance criteria	
4. Presentation of the Purpose of the ELAC*	a) Review purpose b) Clarify as needed	
5. Presentation of the Duties of the ELAC Members*	a) Review duties b) Clarify as needed	
6. Presentation of the ELAC School Responsibilities*	a) Review responsibilities b) Clarify as needed	
7. Review the Roles of the ELAC Officers* and Seek Nominations	a) Present the roles of the officers b) Seek nominations to constitute a viable group c) Explain election procedures to be used at the school: general election or ratification	
8. Hold Election of DELAC Representative	a) Review duties of DELAC representative b) Request volunteers or take nominations c) Conduct election through secret ballot or acclamation	
9. Report out previous years needs assessment.	a) Site EL Presentation b) Discuss findings	
10. Announce Future Meeting Dates	a) Provide a calendar b) Set meeting date and times	
11. Other Items:		
12. Adjournment	a) Announce when minutes will be available	

* Minutes should be in narrative form for each ELAC meeting

(ELAC) Sample Agenda II

School: _____

Date: _____

Items	Actions	Notes/Follow-up
1. Welcome and Introductions	<ul style="list-style-type: none"> a) Introduction of all present, especially new participants b) Introduce elected officers and announce the results of the election c) Review of sign-in procedures 	
2. Review of Agenda	<ul style="list-style-type: none"> a) Brief explanation of each item b) Request for additional items 	
3. Receive Report from the DELAC Representative	<ul style="list-style-type: none"> a) Request an oral report from the DELAC representative b) Provide copies of DELAC minutes c) At the end of the meeting, note items of interest for the representative to take back to the DELAC 	
4. Review of School's ELAC Bylaws	<ul style="list-style-type: none"> a) Review basic points such as frequency of meetings, membership, duties b) Clarify as needed 	
5. Review the School Programs for Emergent Bilinguals	<ul style="list-style-type: none"> a) Review the components of the Structured English Immersion, Dual Language Immersion and English Language Development Designated and Integrated b) Present special assistance provided for Emergent Bilinguals at the school c) Clarify as needed 	
6. Open the Discussion for Questions on the Services Provided	<ul style="list-style-type: none"> a) Clarify as needed 	
7. Review Reclassification Criteria and Procedures. Stress the importance of ELPAC & CAASPP	<ul style="list-style-type: none"> a) Review criteria b) Review procedures c) Clarify as needed 	
8. Incorporate a Presentation from the School Needs Assessment	<ul style="list-style-type: none"> a) Present on a topic that the parents identified as being a need for the school site 	
9. Other Items:		
10. Adjournment	<ul style="list-style-type: none"> a) Announce when minutes will be available 	

* Minutes should be in narrative form for each ELAC meeting

School: _____

Date: _____

Items	Actions	Notes/Follow-up
1. Welcome and Introductions	<ul style="list-style-type: none"> a) Introduction of all present, especially new participants b) Review of sign-in procedures 	
2. Review of Agenda	<ul style="list-style-type: none"> a) Brief explanation of each item b) Request for additional items 	
3. Receive Report from the DELAC Representative	<ul style="list-style-type: none"> a) Request an oral report from the representative b) Provide copies of DELAC minutes c) Note items of interest for the representative to take back to the DELAC 	
4. Provide Information on Regular School Attendance	<ul style="list-style-type: none"> a) Do a presentation on the importance of school attendance 	
5. Provide information on the LCAP process	<ul style="list-style-type: none"> a) Explain what the LCAP is b) Explain how parents can participate 	
6. Review the School Plan Objectives for Emergent Bilinguals	<ul style="list-style-type: none"> a) Highlight the plan objectives that address needs identified the previous year b) Report out on the monies that have been spent in support of Emergent Bilinguals. Report out on services provided to Emergent Bilinguals at the site 	
7. Review the Process for Developing the School Improvement Plan	<ul style="list-style-type: none"> a) Present timelines b) Announce dates and times of school meetings to develop the School Plan c) Describe ways that parents will have input d) Explain how the ELAC contributes to the School Plan 	
8. Incorporate a Presentation from the School Needs Assessment	<ul style="list-style-type: none"> a) Present on a topic that the parents identified as being a need for the school site 	
9. Other Items:		
10. Adjournment	<ul style="list-style-type: none"> a) Announce when minutes will be available 	

* Minutes should be in narrative form for each ELAC meeting

English Learner Advisory Committee (ELAC) Sample Agenda IV

School: _____

Date: _____

Items	Actions	Notes/Follow-up
1. Welcome and Introductions	<ul style="list-style-type: none"> a) Introduction of all present, especially new participants b) Review of sign-in procedures 	
2. Review of Agenda	<ul style="list-style-type: none"> a) Brief explanation of each item b) Request for additional items 	
3. Receive Report from the DELAC Representative	<ul style="list-style-type: none"> a) Request an oral report from the representative b) Provide copies of DELAC minutes c) Note items of interest for the representative to take back to the DELAC 	
4. English Learner Language Census Data	<ul style="list-style-type: none"> a) Review the components of the census b) Share your school's statistics for last year c) Share how the school site supports the language needs of students and parents 	
5. Update on the School Plan Objectives for Emergent Bilinguals Talk about how this ties in to the Site English Learner Plan	<ul style="list-style-type: none"> a) Review the plan objectives that address needs identified the previous year b) Request advice on changes in the objectives c) Discuss how LCFF and other monies will support objectives set forth for Emergent Bilinguals in the school plan. d) Report on plan timelines 	
6. Planning for Next Year (Could be moved to agenda #5)	<ul style="list-style-type: none"> a) Propose timelines for meetings, elections, etc. for the following year b) Request advice on changes in meeting formats and information-sharing process 	
7. Incorporate a Presentation from the School Needs Assessment		
8. Other Items:		
9. Adjournment	<ul style="list-style-type: none"> a) Announce when minutes will be available 	

Agenda V is made up of items that your ELAC wants to cover plus future planning.

* Minutes should be in narrative form for each ELAC meeting

English Learner Advisory Committee Bylaws

ARTICLE I TITLE
The title of this committee shall be the English Learner Advisory Committee

ARTICLE II PURPOSE
The purpose of this committee shall be to:

1. Advise the principal on matters pertaining to district and school programs for English Language Learners.
2. Develop a School Needs Assessment
3. Advise on the Attendance Policy and Procedures
4. Review and give feedback on the Language Census
5. Assist in budgeting, planning, implementing and evaluating the program
6. Review and offer suggestions for the School Plan

ARTICLE III MEMBERSHIP
Section 1: At least 51 percent of the voting members shall be parents of children identified as Emergent Bilinguals.
Section 2: Members shall serve for a term of two years.
Section 3: Each member shall have one vote.

ARTICLE IV OFFICERS
The officers of this committee shall consist of a chairperson, vice chairperson and secretary.

ARTICLE V MEETING AND QUORUM
Meetings will convene at least 5 times per school year. A simple majority shall constitute a quorum.

ARTICLE VI AMENDMENT
The bylaws may be amended at any regular meeting with the approval of two-thirds of the membership.

ARTICLE VII DUTIES OF OFFICERS
Section 1: It shall be the duty of the chairperson to preside at all meetings.
Section 2: In the event of the absence of the chairperson, the vice-chairperson shall assume the duties of the chairperson.
Section 3: Should both the chairperson and vice-chairperson be unavailable, the recording/corresponding secretary shall keep the minutes of all meetings, send notices of meetings and/or agendas, attend to correspondence, and send out publicity as directed.

ARTICLE VIII SUBCOMMITTEES
Subcommittees shall be appointed as needed to promote the objectives of the English Learner Advisory Committee.

Complete and submit to Title I Office by November 1, 2024
English Learner Advisory Committee Assurances Completion

School: _____

Submission Date: _____

When were or when will the legal requirements below be completed?

Date Completed or Planned Date of Completion	<u>Reference of Legal Requirements</u> (You do not need to cover all of them in every meeting. However, you do need to cover all of them by June.)
	1. Election of members (Complete by the end of September)
	2. Selection of DELAC representatives (Complete by the end of September)
	3. Training of members on their responsibilities (Complete by the end of October)
	4. Input on and Completion of the School's Needs Assessment (Complete by the end of April)
	5. Parents review and comment on programs and services for Emergent Bilinguals (Complete by January)
	6. Presentation on recommended actions to support regular school attendance (Complete by December)
	7. Reporting of the School's Language Census (Complete by February)
	8. Advise the School Site Council on the Single Plan for Student Achievement (Complete by April)

Principal's Signature certifying that all legal requirements for ELAC have been met

Date

ELAC Meetings/Members Schedule for school year 2024-2025

School: _____ Phone: _____

All schools must hold a minimum of four ELAC meetings per a school year.

Meetings	Date	Time	Minutes and Sign-In Sheets are due in Multilingual Programs Title I Crate by the first Friday of each of the following months.
#1			November
#2			December
#3			February
#4			March
#5			May
			July

ELAC Site Designee: _____ Phone: _____

Names of ELAC Members <i>*All Must Be Nominated by EL Parents</i> <i>*The percentage of EL Parents at the school site must be represented on the ELAC</i> <i>Attach a sheet if needed</i>	Name of ELAC President <i>(Must be an EL Parent)</i>
1.	Name:
2.	Address and Zip (Include Apt. #):
3.	Phone:
4.	Child's Name: ID:
5.	School's Name:
6.	DELAC Rep. (MUST be an EL parent):
7.	Name:
8.	Address and Zip (Include Apt. #):
9.	Phone:
10.	Child's Name: ID:
11.	School's Name:

13.	Name:
14.	Address and Zip (Include Apt. #):
15.	Phone:
16.	Child's Name: ID:
17.	School's Name: