



English Learner Advisory Committee

ELAC Handbook

English Learner Department

Rialto Unified School District

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Purposes of the English Learner Advisory Committee (ELAC)

To provide parents of English Learners the opportunity to:

1. Participate in the school's needs assessments of students, parents and teachers.
2. Advise the principal and school staff on the school's program for English Learners.
3. Provide input on the most effective ways to ensure regular school attendance.
4. Report out on annual language census.
5. Advise the School Site Council on the development of the School Plan.

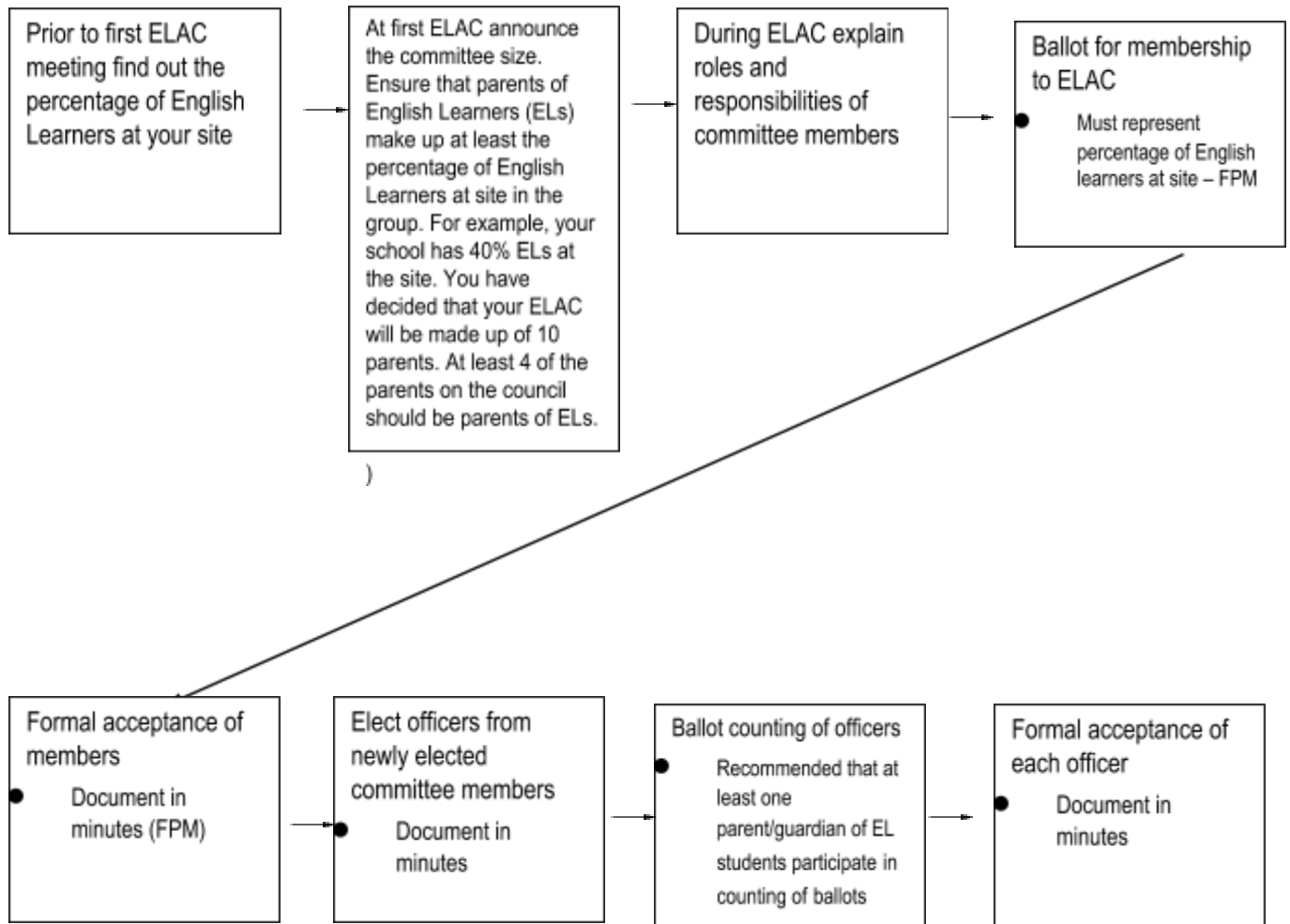
ELAC Composition

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 English Learners.
2. Other Committee Members may include:
 - a. Principal or Designee(mandatory)
 - b. Teachers of English Learners
 - c. Coach/Strategist
 - 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.)
2. Advise the principal and school staff of the needs of English Learners, 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 English Learners.
4. Review the Language Census annually – found at Data Quest website.
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).
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.
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?
 - How to use Parent Vue.
 - How to help your child at home with homework
 - How to implement literacy strategies at home.
 - How can parents use questioning strategies to increase language production.

Roles of ELAC Officers

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.

Reclassification: Criteria for 2019-2020

Reclassification is the process that determines whether an English Learner should be redesignated as Fluent English Proficient (R-FEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district, and is achieving and sustaining a level of academic achievement comparable with students whose native language is English.

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	Type of Evidence	Standard
English Language Proficiency	ELPAC results	Overall Well Developed – Level 4
Academic Achievement Comparison of Performance in Basic Skills	<p>1st- 3rd Grade: 2nd or 3rd Trimester Writing Prompt score of Standard Nearly Met and i-Ready Score within 1 year of standard met</p> <p>Grade 4: 3rd Grade ELA CAASPP minimum score of 2402</p> <p>Grade 5: 4th Grade ELA CAASPP minimum score of 2443</p> <p>Grade 6: 5th Grade ELA CAASPP minimum score of 2481</p> <p>Grade 7: 6th Grade ELA CAASPP minimum score of 2490</p> <p>Grade 8: 7th Grade ELA CAASPP minimum score of 2504</p> <p>*Grade 9: 8th Grade ELA CAASPP minimum score of 2518</p> <p>*Grade 12: 11th ELA CAASPP minimum score of 2578</p> <p style="text-align: center;">or</p> <p>Grades 9-12: Semester 1 or 2 Study Sync Unit Assessment Performance score or English Placement Test for students in 11th or 12th grade taking a specialized English course of standard nearly met or above.</p>	
Teacher Evaluation	<p>Student classroom performance and work products</p> <p>Report card grades</p>	<p>Grades 1 – 5: Overall Attainment in Reading, Writing, and Mathematics</p> <p style="text-align: center;"><u>C or above</u></p> <p>Grades 6 - 12 English Language Arts and Mathematics <u>C or above</u></p> <p>Twelfth grade students without a math class are to use eleventh grade math grade.</p>
Parental Opinion and Consultation	Evidence of consultation and opportunity for a face-to-face meeting between staff and parent	<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. <p style="text-align: center;"><i>If parent does not agree with reclassification, stop process and wait until next round.</i></p>

Reclassification: Process

The district and each site share responsibility for initiating, facilitating, and monitoring the reclassification process. The process must include the following steps:

1. The English Learner Department identifies students who meet English language proficiency and academic achievement criteria for reclassification at each trimester for elementary and each quarter for secondary. The English Learner Department notifies the principal of students who are reclassification candidates, providing the school with a preprinted Reclassification Form for each student who meets reclassification criteria.
2. The site reviews each Reclassification Form.
3. The site consults with the classroom teacher regarding any student who meets English proficiency and academic achievement criteria.
4. The site notifies the parents/guardians that their child is being considered for reclassification and invites them to participate in the reclassification process. The school also contacts the parents by phone to set up a time for consultation.
5. The site makes a recommendation on reclassification with the parent and notifies the English Learner Department of this decision in writing by returning the Reclassification Form.
6. The English Learner Department 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 English Learner Department maintains documentation that the student has met reclassification criteria, including assurances that parents have been appropriately notified during the reclassification process.

CAASPP SCALE SCORES

English Language Arts/Literacy Scale Score Ranges						
Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Score Range for Standard Not Met	Achievement Level Score Range for Standard Nearly Met	Achievement Level Score Range for Standard Met	Achievement Level 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

<https://caaspp.cde.ca.gov/sb2018/ScaleScoreRanges>

Mathematics Scale Score Ranges

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Score Range for Standard Not Met	Achievement Level Score Range for Standard Nearly Met	Achievement Level Score Range for Standard Met	Achievement Level 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

2019 Summative ELPAC Scale Score Ranges



Summative English Language Proficiency Assessments for California Scale Score Ranges

The Summative English Language Proficiency Assessments for California (ELPAC) assess English learners 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

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1373	1374–1421	1422–1473	1474–1700
1	1150–1410	1411–1454	1455–1506	1507–1700
2	1150–1423	1424–1470	1471–1531	1532–1700
3	1150–1447	1448–1487	1488–1534	1535–1800
4	1150–1458	1459–1498	1499–1548	1549–1800
5	1150–1466	1467–1513	1514–1559	1560–1800
6	1150–1474	1475–1516	1517–1566	1567–1900
7	1150–1480	1481–1526	1527–1575	1576–1900
8	1150–1485	1486–1533	1534–1589	1590–1900
9 & 10	1150–1492	1493–1544	1545–1605	1606–1950
11 & 12	1150–1499	1500–1554	1555–1614	1615–1950

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.

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.

Summative ELPAC Scale Score Ranges, continued

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

Oral Language (Listening and Speaking) Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1385	1386–1426	1427–1477	1478–1700
1	1150–1407	1408–1450	1451–1492	1493–1700
2	1150–1413	1414–1459	1460–1509	1510–1700
3	1150–1434	1435–1465	1466–1511	1512–1800
4	1150–1438	1439–1471	1472–1521	1522–1800
5	1150–1446	1447–1476	1477–1532	1533–1800
6	1150–1449	1450–1483	1484–1541	1542–1900
7	1150–1455	1456–1497	1498–1553	1554–1900
8	1150–1460	1461–1504	1505–1568	1569–1900
9 & 10	1150–1464	1465–1511	1512–1578	1579–1950
11 & 12	1150–1469	1470–1513	1514–1582	1583–1950

Written Language (Reading and Writing) Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1345	1346–1409	1410–1462	1463–1700
1	1150–1413	1414–1458	1459–1519	1520–1700
2	1150–1432	1433–1480	1481–1553	1554–1700
3	1150–1460	1461–1508	1509–1556	1557–1800
4	1150–1477	1478–1524	1525–1574	1575–1800
5	1150–1486	1487–1549	1550–1586	1587–1800
6	1150–1498	1499–1549	1550–1591	1592–1900
7	1150–1504	1505–1555	1556–1597	1598–1900
8	1150–1509	1510–1561	1562–1609	1610–1900
9 & 10	1150–1519	1520–1577	1578–1631	1632–1950
11 & 12	1150–1528	1529–1594	1595–1645	1646–1950

For crosswalk information between the 2017–18 and 2018–19 threshold scores, please refer to the *2019–20 ELPAC Information Guide* at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacsummscalescore.pdf>. For additional information on the ELPAC, visit the California Department of Education ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.



**Rialto Unified School District
2020 REQUIREMENTS TO RECEIVE THE STATE SEAL OF BILITERACY**

<p style="text-align: center;">Requirements to show proficiency in English</p>	<p style="text-align: center;">2.0 Grade Point Average in all ELA and/or ELD Courses toward graduation AND Scoring Conditionally Ready or Ready on the English Language Arts Early Assessment portion of the 11th Grade CAASPP Summative Assessment</p> <p style="text-align: center;">These levels are determined by students scoring Standard Met or Standard Exceeded on the CAASPP.</p>
<p style="text-align: center;">Requirements to show proficiency in a language other than English</p>	<p style="text-align: center;">An Advanced Placement (AP) examination with a score of 3 or higher in the target foreign language. OR 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. Student must also demonstrate oral mastery in the target language by scoring at least a 5 on the Listening and Speaking portion of the AVANT exam. OR A score of 600 or better on a SAT Subject matter test in a language other than English. OR An average score of 5 on the Listening, Speaking, Reading and Writing domains of the AVANT exam.</p>
<p style="text-align: center;">If the student is an English Learner the student must also:</p>	<p style="text-align: center;">English Language Proficiency Assessments of California (ELPAC) overall score of 4. The assessment may be administered again by EL Programs if necessary for the purpose of determining SSB eligibility.</p>

Language Census Information

The information includes the following:

1. The number of English Learners in the school, by grade and language
2. The number of Fluent English Proficient students in the school by grade and language
3. The number of students reclassified from English Learners to Fluent English Proficient

You can find information for last school year at:

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

1. Select Level: School
2. Select Subject: English Learners
3. Click: Submit
4. Determine a Time Frame: Single Year – select year: 2018-19
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.

Information for ELAC Facilitators

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 English Learners in the school's programs.
- Discuss entrance criteria – How did my child become an English Learner?
- 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 English Learner.
- Report out the Needs Assessment from 2018-2019. (Incorporate the Needs Assessment results at future meetings.)
- Discuss entrance criteria- Home Language Survey (On RUSD's registration form)

Agenda II

- The meeting begins with the formal announcement of the results of the election and elected members are introduced.
- 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, English Language Development, and how access is provided so students understand the core curriculum.
- Review reclassification criteria and procedures.
- Incorporate a presentation from the Needs Assessment.

Agenda III

- The focus of this meeting is the School Plan.
- A brief presentation on the importance of regular school attendance should be included.
- 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 monies that have been spent on the support of English Learners. This can be a standing item.
- Incorporate a presentation from the Needs Assessment.

Agenda IV

- Language Census information can 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 English Learners and how these needs should be met in the School Plan.
- This 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.
English Learner Advisory Committee

(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) Discuss entrance criteria	
4. Presentation of the Purposes of the ELAC*	a) Review purposes 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 of 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 representatives 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	
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English Learner Advisory Committee

(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 representative b) Provide copies of DELAC minutes c) Note items of interest for the representative to take back to the DELAC 	
4. Review of School's ELAC Bylaws	<ul style="list-style-type: none"> a) Review basic points such as frequency of meetings, membership, duties b) Clarify as needed 	
5. Review the School Programs for English Learners	<ul style="list-style-type: none"> a) Review the components of the Structured English Immersion and English Language Development Designated and Integrated b) Present special assistance provided for English Learners at the school c) Clarify as needed 	
6. Open the Discussion for Questions on the Services Provided	<ul style="list-style-type: none"> a) Clarify as needed 	
7. Review Reclassification Criteria and Procedures	<ul style="list-style-type: none"> a) Review criteria b) Review procedures c) Clarify as needed 	
8. Incorporate a Presentation from the School Needs Assessment	<ul style="list-style-type: none"> a) Present on a topic that the parents identified as being a need for the school site 	

9. Other Items:		
10. Adjournment	a) Announce when minutes will be available	

English Learner Advisory Committee

(ELAC) Sample Agenda III

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. Review the School Plan Objectives for English Learners	<ul style="list-style-type: none"> a) Highlight the plan objectives that address needs identified the previous year b) Report out on the monies that have been spent in support of English Learners 	
6. 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 	
7. 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 	
8. Other Items:		
9. Adjournment	<ul style="list-style-type: none"> a) Announce when minutes will be available 	

**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 	
5. Update on the School Improvement Plan Objectives for English Learners	<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 English Learners 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 	

SAMPLE
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 English Learners.

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 Crate by April 1, 2020

English Learner Advisory Committee Completion Table

School:

Submission Date:

When were the legal requirements below completed?

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

SAMPLE Minutes
Summary of Discussion/Action(s) Taken
(Make sure to document the presentation and who is giving input.)

Item	Discussion/Action	Parent Advice/Comments
DELAC Report (every meeting)		
School Site Council Report (every meeting)		
Legal Requirement (every meeting)		
Parent Needs (every meeting)		
Site Needs (every meeting)		

Suggestions for next meeting:

Item/Action	Responsibility	Timeline

Prepared by:

Date: _____

**Upload your ELAC calendar of meeting dates to Title I Crate by October 12th
ELAC Meetings/Members Schedule for school year**

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 on Categorical Programs/EL Programs Title I Crate page 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>*All Must Be EL Parents</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:
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