

English Learner Advisory Committee #1

Woodcrest Junior High School

Mrs. Taylor: Principal

Mr. Nelson: Assistant Principal

Mr. Gonzalez: ELD Teacher

Ms. Torres: Academic Counselor

Welcome

- Please type your name, your student's name, and your email address in the chat box.
- Escriba su nombre, el nombre de su estudiante y su dirección de correo electrónico en el cuadro de chat.
- 请在聊天框中输入您的姓名、学生姓名和电子邮件地址。

Qǐng zài liáotiān kuāng zhōng shūrù nín de xìngmíng, xuéshēng xìngmíng hé diànzǐ yóujiàn dìzhǐ.

Agenda

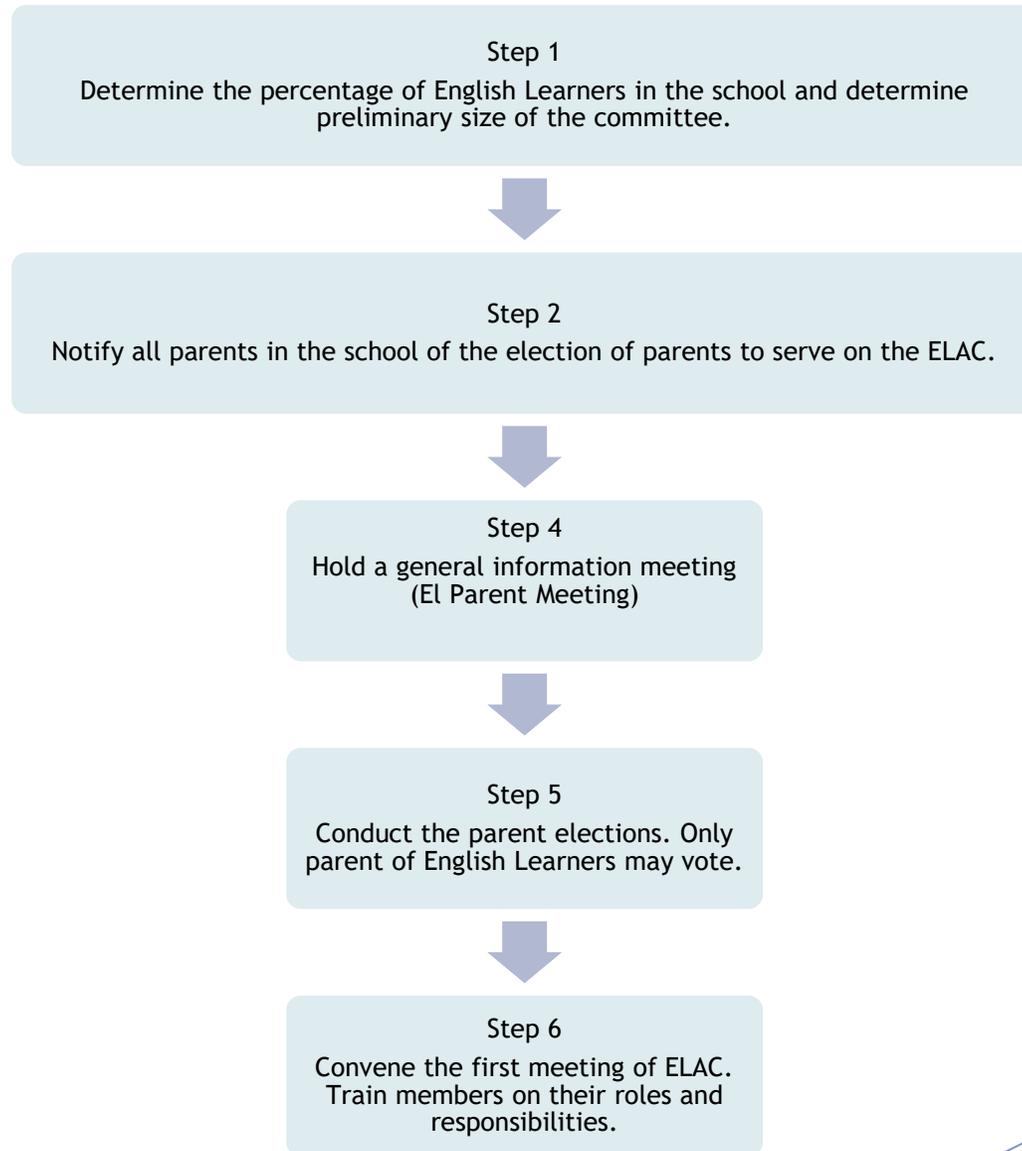
- a. Train new ELAC members on roles and responsibilities
- b. Provide training materials.
- c. Seek parent feedback on ways to make parents aware of the importance of regular school attendance.
- d. Advise principal and staff in the development of site plan for English Learners and submit the plan to the SSC for consideration of inclusion in the SPSA (SPSA goals).
- e. Recommendations to SSC, if any

State Requirement for ELAC

Education Code 52176(b):

- All schools with twenty-one (21) or more English Learner (EL) students, not including Reclassified Fluent English Proficient (RFEP) students, are required to establish an English Learner Advisory Committee (ELAC).
- All parents with students attending the school in which the ELAC is established are eligible and should be encouraged to participate in the ELAC.

Chart For Establishing An ELAC



Notice of Meeting

- ▶ Notice of meeting shall be posted at the school site or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting.
 - ▶ The notice must specify date, time and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
 - ▶ The council or committee may not take any action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
 - ▶ Questions or brief statements made at a meeting by members of the council, committee, or public that do not have a significant effect on pupils or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If a council or committee violates the procedural meeting requirements of this section, upon demand of any person, the council or committee shall reconsider the item at its next meeting, after allowing for public input on the item.

Greene Act/Brown Act

- ▶ Bylaws, quorum and Robert's Rule of Order are not required



Greene Act / Brown Act

School/District Councils & English Learners Committees Ed Code 35147, Gov't Code 54950

1. Any meeting held by a council or committee shall be open to the public.
2. Any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
3. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public* at least 72 hours prior to the meeting.
4. The meeting notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
5. The council or committee may not take any action on any item of business unless a) the item appeared on the posted agenda, or b) the council or committee members find, by unanimous vote, that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
6. Questions or brief statements made at the meeting by members of the council, committee, or public need not be described on an agenda as items of business if those questions or statements a) do not have a significant effect on pupils or employees in the school or school district; or b) can be resolved solely by the provision of information.
7. If a council or committee violates the procedural meeting requirements described above, and upon the demand of any person, the council or committee shall reconsider the items at its next meeting after allowing for public input on the item.
8. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

**Notices and agendas should be posted in an area that is visible to all members of the school community.*

Functions of ELAC

California Department of Education & District Mandated Topics

Training and training materials to assist members in carrying out their responsibilities

Ways to make parents aware of the importance of regular school attendance

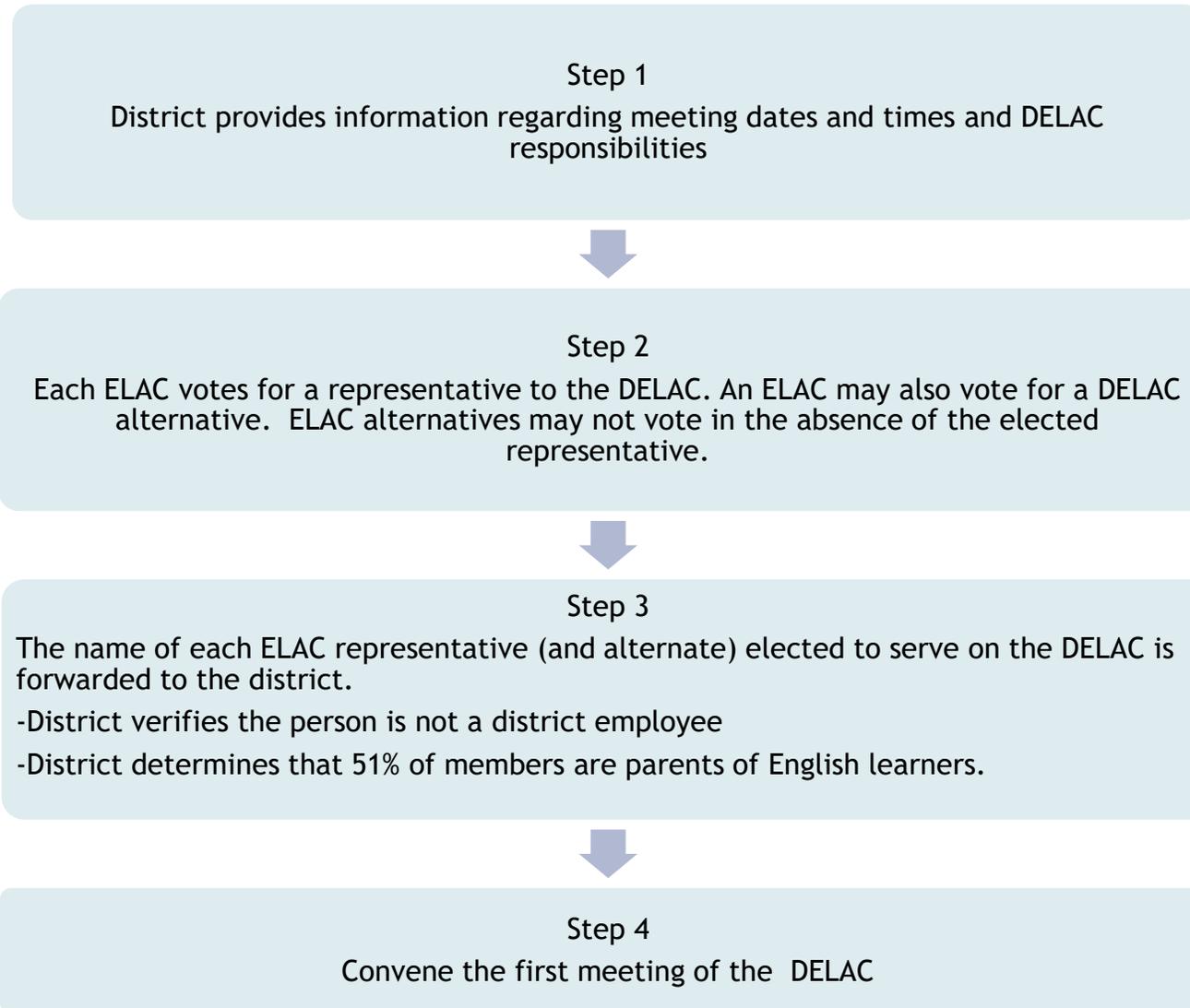
Advise the principal and staff in the development of a site plan for English Learners (Submit to SSC) for consideration of inclusion in SPSA

Assist in the Development of a School-Wide Needs Assessment

Elect (1) DELAC Member

***A written recommendation(s) MUST be made on each the mandated topics!**

Chart For Establishing DELAC



District English Language Advisory Committee (DELAC)

District English Learner Advisory Committee (DELAC)

- The DELAC advises on matters pertinent to EL Programs.
- Composition and selection
 - ✓ At least 1 member per school site
 - ✓ All members are parents of English Learners
- Meets 4 times per school year

DELAC Responsibilities

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

Purpose of ELAC

- **ELAC – English Language Advisory Committee**
 - Advise School Site Council and the development of Single Plan for School Achievement
 - Advise school's EL Program
 - Assist in the development of:
 - Needs assessment – what do our students need to learn?
 - Educating parents about the EL Program
 - Bring about awareness of the importance of school, including attendance, involvement, support.

Major Function of the ELAC

- To help
 - The Principal and school staff improve the school's program for English learners
 - The School Site Council on the development of the Single Plan for Student Achievement (with budget considerations)

DELAC Summary

- DELAC Roles and Responsibilities
- English Language Proficiency Assessments for California (ELPAC)
- District Goals (*All English Learners receive high-quality language instruction and grade level content*)
- Master Plan for Multilingual Programs
- Aeries Parent Portal
- Reclassification Procedures
- Long Term English Learners

ELPAC

- EL students take the English Language Proficiency Assessments for California (ELPAC) every year (Feb-March)
- The ELPAC assesses proficiency in the four components of language: reading, writing, listening, and speaking
- If you would like to see what the test looks like, or if your student wants to practice, go to elpac.org and click the tab for “Practice and Training Tests” on the right-hand side of the page

ELPAC Practice Tests

- Go to ELPAC.org
- Click on "Practice & Training Tests"

The screenshot shows the ELPAC.org homepage. At the top left are the CAASPP and ELPAC logos. On the top right is a navigation menu with links for Assessments, Resources, Training and Communication, About, and Get Involved. The main content area features six large white boxes with icons and text: TOMS—Test Operations Management System, Administer a Test Session, CERS—California Educator Reporting System, Interim Assessments, Tools for Teachers, and Practice and Training Tests. A blue arrow points from the 'Tools for Teachers' box to the 'Practice and Training Tests' box.

The screenshot shows the 'Practice and Training Tests' page. A blue arrow points from the left to the page title 'Initial ELPAC and Summative ELPAC'. The page content includes a paragraph: 'The following are key differences to consider when using these practice test and training test resources to prepare for the Initial ELPAC and Summative ELPAC:'. Below this are three bullet points: 1) The online ELPAC practice tests can be used to prepare for either the Initial ELPAC or the Summative ELPAC. 2) The following task types appear on the Summative ELPAC and do not appear in the Initial ELPAC: Speaking: Present and Discuss Information, Reading: Read a Student Essay, and Writing: Write About Academic Information. 3) The Initial ELPAC is combined for grades nine through twelve. On the right side of the page, there is a vertical list of links, with 'Initial ELPAC and Summative ELPAC' highlighted in yellow.

Attendance

- Attendance is important!
- English Learners benefit from practicing English with native speakers every day and being with friends
- Regular attendance gives English Learners the best chance of success in their classes
- Staff is here to help them learn

School Plan for Student Achievement (SPSA)

Goal 3

On the 2023 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA and Math will increase by 4%.

English Learners - Reclassify 10% of ELD students during to '23-'24

Identified Need

On the 2023 ELA SBAC, students scored at Near/Above standard overall as follows:
Grade 7: 55% Near/Above Grade 8: 57% Near/Above

On the 2023 Math SBAC, students scored a Meets/Exceeds standard overall as follows:
Grade 7: 46% Near/Above Grade 8: 26% Near/Above

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Below 2.0 GPA list run at progress report and trimester reporting period	80% of 8th grade students were at or above a 2.0 GPA at the end of the 3rd trimester	Increase the percentage of 8th grade students at or above 2.0 GPA to 96%
Reclassification Rate	10% of students reclassified	Increase the percentage of students who are reclassified by 5%
Essential Standards Assessment ELA	56% Met/Exceeded	65% Met/Exceeded
Essential Standards Assessment Math	36% Met/Exceeded	45% Met/Exceeded

Strategy/Activity

3.1 Interventions and supports to increase achievements of our students who are English learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

19000.00

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
3.1a. The bilingual aid will assist with increasing English Learner student achievement by supporting students, teachers and parents in engaging with academic information in their first language. The bilingual aid will work with students on increasing their academic English vocabulary and comprehending their classwork to increase their chances of reclassifying as measured by the results of the ELPAC and reclassification rates.

School Plan for Student Achievement (SPSA)

Strategy/Activity	
3.2 Interventions and enrichment for all students to improve academic achievement.	
Proposed Expenditures for this Strategy/Activity	
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.	
Amount(s)	Source(s)
31,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3.2a. The Intervention Counselor will continue to work with students on academic achievement deficits by monitoring grades, attendance, and behavior and keeping parents informed of the progress. Intervention counselor will also work with students on their social emotional behaviors.
7,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
	3.2f The Instructional aids will be time sheeted for an additional hour per day to assist with increasing student achievement by supporting students, teachers and parents. The Instructional aid will work with students on increasing their academic vocabulary and comprehending their classwork to increase their chances of reaching proficiency as measured by the results of the ESAs.

ELAC's Recommendation To Principal for School Site Council

- ELAC's recommendations to the SSC must be given to the site principal after each ELAC meeting (ELAC-SSC Input Form)

 **Chino Valley Unified School District**
School: _____

English Learner Advisory Committee (ELAC)
(Comité Asesor de Padres de Aprendices del Inglés [ELAC])
Form for Input to School Site Council and Principal
(Formulario para sugerencias y comentarios para el concilio escolar y el/la director/a)

ELAC Meeting Date (Fecha de la junta del comité ELAC): _____

Re: The ELAC is providing advisement/input on the following:
(El comité ELAC está asesorando sobre lo siguiente):

****Required by ELAC (**Requerido por ELAC)**

<input type="checkbox"/>	**Ways to make parents aware of the importance of regular school attendance **Maneras de concienciar a los padres sobre la importancia de la asistencia regular a la escuela
<input type="checkbox"/>	**Assist in development of school-wide needs assessment **Ayudar en el desarrollo de la evaluación de necesidades en toda la escuela
<input type="checkbox"/>	**Advise principal/staff in development of site plan for ELs **Asesorar al director / personal en el desarrollo del plan de sitio para EL
<input type="checkbox"/>	Programs for English learners Programas para los estudiantes que están aprendiendo inglés
<input type="checkbox"/>	Title I Plan de Título I
<input type="checkbox"/>	LCAP/SPSA

Recommendations/Communications/Advice/ Input:
(Recomendaciones /Comunicaciones/ /Comentarios y Sugerencias)

The ELAC requests further training on their responsibilities:
(El comité ELAC solicita capacitación adicional sobre sus responsabilidades):
 Yes (Si) No (No)

Topics/Temas: _____

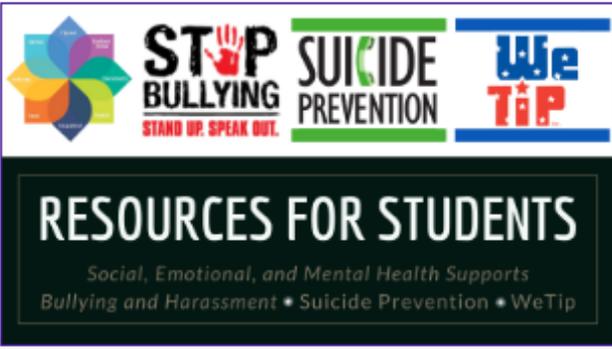
We Want Your Input!

- How can we help to make parents aware of the importance of attendance?
 - ¿Cómo podemos ayudar a que los padres tomen conciencia de la importancia de la asistencia diaria?
- How can we improve the English Learner program?
 - ¿Cómo podemos mejorar el programa de aprendizaje de inglés?
- Please follow the QR code to share your ideas → → →



We Want Your Input!

WOODCREST JUNIOR HIGH SCHOOL NEWS AND HEADLINES



STOP BULLYING **SUICIDE PREVENTION** **WeTip**

RESOURCES FOR STUDENTS

Social, Emotional, and Mental Health Supports
Bullying and Harassment • Suicide Prevention • WeTip

STUDENT "ONE-STOP-SHOP" WEBPAGE

The safety and overall well-being of our students is a district priority, and CVUSD staff are excited to introduce a newly created "One-Stop-Shop" where students can access social, emotional, and mental health supports and safety resources! Together, we can provide a positive school climate for all CVUSD students. To learn more and access resources, please select "READ MORE."



DISCOVER BST

OCTOBER 16 & 23, 2024
NOVEMBER 6, 2024

DISCOVER BST OPEN HOUSE IS RIGHT AROUND THE CORNER!

Do you have an 8th grade student with a passion for science and technology? Are they looking for outstanding opportunities to help prepare them for college and an exciting career? Then we happily invite them to explore the Biomedical Science and Technology Academy at Chino High School and discover how they can be their BeST at BST! Join us for one of three exciting open house events where families will enjoy



WOODCREST

English Learner Advisory Committee

ELAC MEETING - WEDNESDAY 10/9 AT 2:00

Please join us for our 1st ELAC meeting on Wednesday, October 9 at 2:00pm. Please click "Read More" for more information and the Zoom meeting link.



WOODCREST

PBIS Community Feedback

WOODCREST COMMUNITY FEEDBACK

Woodcrest JHS strives to equip our students with tools & strategies to be respectful, responsible, and safe. In addition, our staff works diligently to create a welcoming & supportive on campus for our students and families. Please click "Read More" to share your thoughts on how we can improve our service to our students, families, and community.

Thank you!

- We appreciate your time!
- If you have any questions, comments, or concerns, please email me:
Robert_Nelson@chino.k12.ca.us
- I hope to see you at our next meeting:
January 15, 2025 at 2:00 pm

DELAC Meeting Dates

District English Learner Advisory Committee

Juntas de Comité de Consejo del Distrito de
Alumnos que están Aprendiendo Ingles
2024-2025

All meetings are
held at the
Family
Engagement
Center

Room 25

TODAS LAS
REUNIONES SERAN
EN EL CENTRO DE
INVOLUCRAMIENTO
PARA FAMILIAS

-SALON 25

Chino Adult School
12970 Third St.
CHINO CA

October/Octubre 8, 2024
(9:00 A.M. – 11:00 A.M)

January/Enero 7, 2025
(9:00 A.M. – 11:00 A.M)

February/Febrero 18, 2025
(9:00 A.M. – 11:00 A.M)

April/Abril 15, 2025
(9:00 A.M. – 11:00 A.M)