

### **Who is an English Learner?**

Students who do not speak, read, write or understand academic English well are English Language Learners (ELL's). The overall goal of these programs is to develop the English language skills of students.

### **How are students identified to be placed in the program as ELL's?**

After registration and upon completing the Home Language Survey, if a language other than English is reported, the student will be given the California English Language Development Test (CELDT). Based on the CELDT results the parents will be given an initial recommendation for program placement.

### **What is meant by Reclassification of an English Learner?**

This student is now English Proficient (RFEP) and can compete effectively with English-speaking peers in the mainstream classroom and has met State and District criteria.

### **What is the Reclassification criteria ?**

**MVUSD has 4 criteria to reclassify students to (R-FEP).**

1. CELDT scores-Early Advanced (Level 4) or Advanced (Level 5) overall on Listening, Speaking, Reading, (only one can be intermediate(3); Writing (must be 4 or 5) on CELDT.
2. CST Performance in Basic Skills, English Language Arts, Basic or above (3, 4, 5) or Pass Language Arts Section of CAHSEE.

3. Student grades reflect a "C" or better in all core subjects (grades 4-12) and "S" or better in (grade 3) or meet levels 3, 4, or 5 in CST-Language Arts for two of the previous three years.
  4. Parent Opinion and Consultation-guardians and encourage them to participate in the reclassification process.
- \* After student is classified R-FEP they will be monitored for 2 years

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*Moreno Valley Unified School District's mission is to prepare all students academically and socially to become productive members of society*

# Moreno Valley Unified School District



# What is ELAC?



## What is ELAC (English Language Advisory Committee)?

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

**REQUIREMENT:** Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

### RESPONSIBILITIES-TASKS

1. The ELAC shall be responsible for
  - (A) Advising the principal and staff on programs and services for English learners;
  - (B) Advising the School Site Council on the development of the Single Plan for Student Achievement (SPSA);
2. The ELAC shall assist the school in the development of:
  - (C) The school's needs assessment;
  - (D) The school's annual language census;
  - (E) Ways to make parents aware of the importance of regular school attendance;
  - (F) Inform the parents about the Complaint Procedure.

### COMPOSITION REQUIREMENTS

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.

Other members of ELAC can be parents/guardians, school staff, and/or community members, as long as the minimum percentage requirement for EL parents are maintained.

### ELECTIONS

Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.

Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

### TRAINING

The district **shall provide** for all ELAC members:

- Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
- Training planned in full consultation with ELAC members.
- Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

## RESPONSIBILITIES FOR ELAC OFFICERS

The president shall:

- Preside at all meetings of the ELAC
- Sign all letters, reports, minutes, and other communications of the ELAC.
- Assume other such duties as assigned

The vice-president shall:

- Represent the chairperson or the ELAC in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meeting of the ELAC
- Promptly transmit to each of the ELAC members true and correct copies of the minutes of ELAC meetings
- Perform such duties that are assigned by the chairperson

The DELAC representative shall:

- Be a parent/guardian of an English learner or whose child is within the 2 year monitoring period
- Attend all DELAC meetings
- Receive input from the ELAC and share the information with the DELAC
- Provide the ELAC with information from the DELAC meetings

The DELAC alternate shall:

- Attend DELAC meetings when representative can't attend
- Provide the ELAC with information from the DELAC meetings

## Parent Involvement Committees

ELAC (Site) English Learner Advisory Committee

DELAC District English Learner Advisory Committee

CAC Community Advisory Committee (SpecialEd)

PTA/PTSA Parent Teacher Student Association

SSC School Site Council

We encourage all parents to be involved in site/district committees as a means of supporting their child's academic success.

## Will it benefit my student if I attend ELAC meetings?

The more you know about your student's education and school, the stronger your support will be in your students' educational success. During these meetings discussions of the EL Program and EL Program Goals will take place. The parents will learn the EL common core standards and curriculum, district, state and federal laws and make important recommendations to the principal and School Site Council. Parents will collaborate with the school, district and community to improve the students' quality of education.

## Is Parental Involvement important?

Research shows that Parental Involvement contributes to students academic success. Because families have influence on their children's achievement it is crucial that schools, families and the community work together to make this happen. There are different types of parent involvement, therefore this endeavor needs to be purposely planned for all stakeholders to benefit.

## Parental Involvement Research Indicates...

... that involving families and the community contributes to children's academic and social success. The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement.

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." —Henderson, Mapp 2007