



English Language Advisory Committee (ELAC) Update

Board Meeting
December 14, 2023
Agenda Item No. 9.2

Presented by:

Dr. Olga L. Simms, Multilingual Literacy Director

Every system is perfectly designed to get the results it gets

SCUSD Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

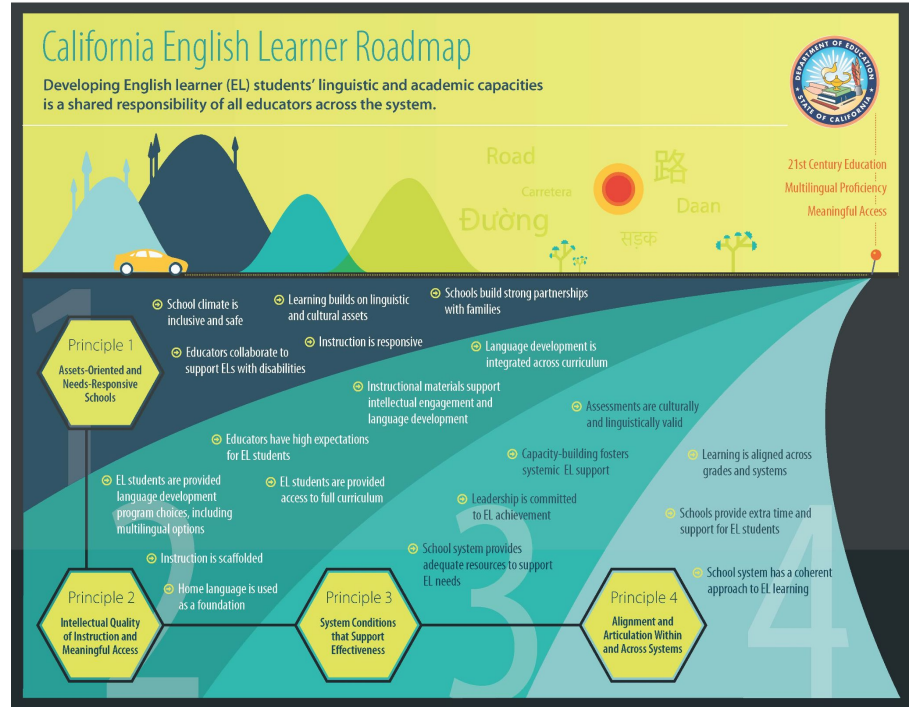
All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Multilingual Literacy Department Outcomes

- ★ All emergent bilingual students improve on their overall Summative ELPAC Assessments by at least one performance level.
- ★ All emergent bilingual students improve on their CAASPP ELA assessments noted by the student's scale score (3-8th CAASPP, 11th CAASPP);iReady ELA
- ★ Increase reclassification by 10% on a yearly basis.
- ★ 90% of EBs will graduate from high school.
- ★ 80% of High School Emergent bilingual students will be on track for college and career (students meeting A-G requirements).
- ★ **All schools serving at least 21 or more emergent bilingual students will have a functional English Language Advisory Committee (ELAC).**

English Learner Roadmap

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple Languages (CDE, 2017).



EL Roadmap: Principle One

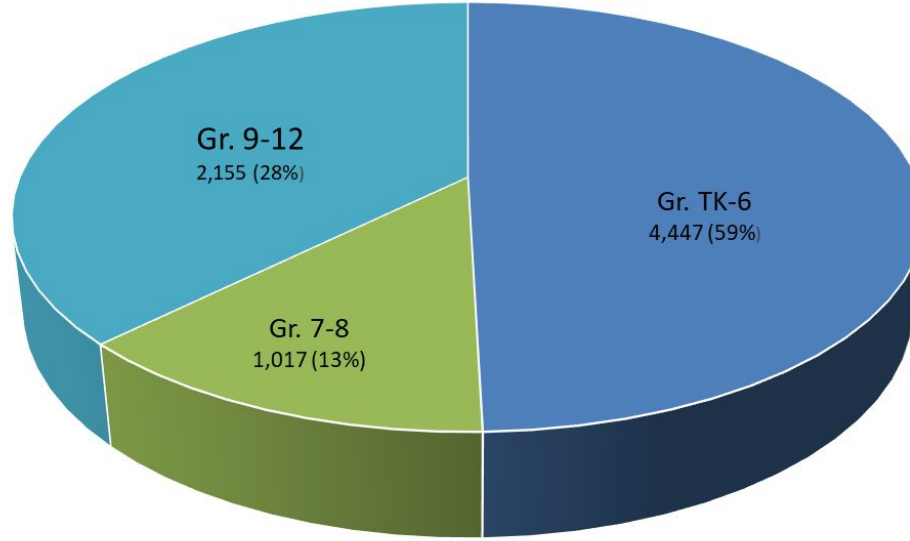


- Students' home languages and cultures are tremendous assets that add value.
- Data are used to help identify the strengths and respond to the needs of various typologies of language learners, including dually identified students and language learners.

Emergent Bilingual Students in SCUSD

Emergent Bilinguals (7,619)

2023-2024



Source: Infinite Campus (11/17/23)

Case law and Policy Supporting ELs

1 Bilingual Education Act, 1968
 The Elementary and Secondary Education Act of 1968's Title VII, known as the Bilingual Education Act, established federal policy for bilingual education by providing funding for:
 • development
 • staffing and staff development
 • implementation
 • long-term maintenance of programs

2 Lau v Nichols, 1974
 Chinese-American students who were not receiving EL services brought a case to the Supreme Court. San Francisco Unified School District said equal was fair. The court disagreed. The US Dept. of Ed. created the Lau Remedies ensuring:
 1. Identification and evaluation of ELs
 2. Appropriate ESL instruction
 3. Decisions about when LEP students were ready for mainstream courses
 4. Professional standards for ESL teachers.

3 Equal Educational Opportunity Act (EEOA), 1974
 A federal law that prohibits discrimination against faculty, staff, and students, including racial segregation of students. Noteworthy for EL stakeholders:
 States must provide "appropriate action" to overcome language barriers that impede equal participation by its students in its instructional programs"

4 Casteneda v Pickard, 1981
 Roy Casteneda claimed that Raymondville School District didn't address the needs of ELs including his daughters as mandated by the EEOA. The judge ruled in his favor.
 The case established that a program serving ELs must be based on a sound educational theory, implemented with fidelity (with adequate resources & personnel), and must be evaluated for effectiveness.

5 Plyler v Doe, 1982
 A revision to the Texas education laws allowed the state to withhold funds and deny enrollment in public schools to undocumented students. The U.S. Supreme Court found the law unconstitutional.
 Children, regardless of their immigration status, have the right to a free education.

6 Flores v AZ, 2000
 Parents of ELs filed a lawsuit stating that Arizona failed to provide adequate funding for educating their children & that EL programs didn't meet the EEOA standards. The district court ruled in their favor.
 The state resolved the program adequacy issue through a consent decree. The funding issue is ongoing.

Essential Court Decisions for EL Advocates
No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.
 -14th Amendment of the US Constitution
 Case law has had a significant impact on state and federal policies affecting ELs and much of it is based on the equal protection and due process clauses of the 14th Amendment. Although these decisions don't endorse particular instructional models, the courts have made it clear that...
ELs have unique instructional needs that cannot be ignored.
bit.ly/ell2point0

<https://sites.google.com/view/ell20/el-case-law>

- Major impact on federal and state policy for emergent bilingual students and their families and communities.
- We must stand together to address the needs of our students and our families.

Schools with 21 or more Emergent Bilinguals with Operational ELACs

AM Winn K-8 Waldorf

Abraham Lincoln

Bret Harte

David Lubin

Edward Kemble

Elder Creek

Father Keith B Kenny K-6

Golden Empire

Isador Cohen

James W Marshall

John Cabrillo

Matsuyama

New Joseph Bonnheim

O W Erlewine

Oak Ridge

Pacific

Sequoia

Suy:u Elementary

William Land

Woodbine

California Middle

John H Still K-8

Miwok Middle

Rosa Parks K-8

Will C Wood Middle

CK McClatchy

Hiram W Johnson

John F Kennedy

Luther Burbank

New Tech High

Rosemont

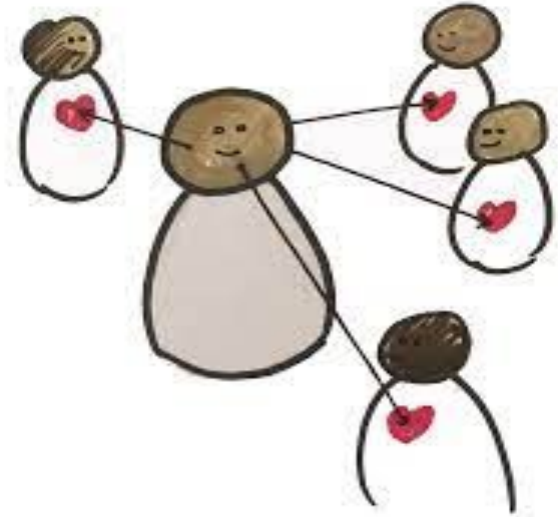
School of Engineering & Sciences

Total Operational ELACs in SCUSD (2023-24)

- Total number of schools with 21 or more Emergent Bilinguals = **62**
- Total number schools with 21 or more Emergent Bilinguals with an operational ELAC = **33 (53%)**
- Total number schools with 21 or more Emergent Bilinguals currently without an operational ELAC = **29 (47%)**

Focus on Human Values

- Get to know the community we are designing with in as many different ways as possible.
- Anchor all of our decision-making in human values.
 - Outreach to parents
 - Design welcoming environments for all parents and students to feel connected
 - Reach out to others to get help
 - Use the ELAC Toolkit to support your planning



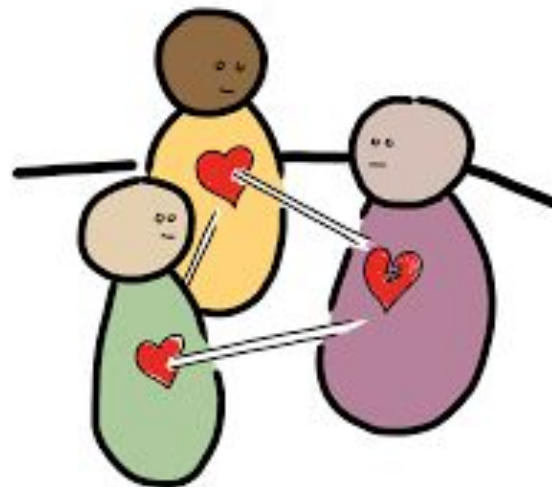
“Anaissie, T., Cary, V., Clifford, D., Malarkey, T. & Wise, S. (2021). *Liberatory Design*.

<http://www.liberatorydesign.com>.”

Focus on Relational Trust

Based on the site requests, MLD provided the following support:

- [ELAC toolkit](#)
- ELAC training for site leaders
- Multilingual Literacy and Family and Community Engagement Departments provided support at Back-to-School Nights



“Anaissie, T., Cary, V., Clifford, D., Malarkey, T. & Wise, S. (2021). *Liberatory Design*. <http://www.liberatorydesign.com>.”

CALL TO ACTION



There is no power for change greater than a community discovering what it cares about.

– MARGARET J. WHEATLEY

Questions