


School Governance for Parents: Advisory Committees


**School Governance
for Parents:
Advisory Committees**

How ELAC and SAC
Can Help Your School Develop a
Better Balanced Scorecard




Topics

- Types of School Committees
- Advisory Committees
 - ELAC Made Easy
 - SAC Made Simple
- Giving Voice to Parents
- Working Together to Develop the Balanced Scorecard



**Types of School
Committees**



School Governance for Parents: Advisory Committees

School Committees

SSC
(School Site Council)




- Decision-making body
- Develops and monitors the Balanced Scorecard

ELAC
(English Learner Advisory Committee)




- Advisory committees
- Advise the Principal, staff, and SSC

SAC
(School Advisory Committee)

- Focus on addressing the needs of specific groups of students




  

ELAC Made Easy

What Is ELAC?

- English Learner Advisory Committee
- ELAC is a committee for parents whose children are English Language Learners (ELLs, or ELs).
- Schools with 21 or more ELs must have an ELAC.
- You do not have to speak English to be on ELAC.

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The Role of ELAC

- The purpose of ELAC is to advise the principal, school staff, and School Site Council (SSC) on programs and services for English learners.

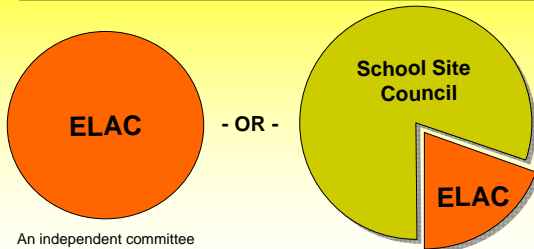


ELAC May Advise About:

- The school's Balanced Scorecard and budget
- Parent surveys regarding the school's English Learner program
- English learner data collection and analysis (e.g. CELDT test)
- Student attendance campaigns (if needed) and/or other relevant student issues



ELAC Can Be:



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Essential Criteria of ELAC

- Elections are usually held in October for a two year term
- Parents of ELs elect parent members of ELAC.
- Parents must comprise the majority of ELAC members.
- At least one member of ELAC serves as a representative to the District – ELAC (DELAC).



SAC Made Simple



What Is SAC?

- **S**chool **A**dvisory **C**ommittee
- Schools receiving EIA-SCE funds must have a SAC.
- Economic Impact Aid – State Compensatory Education (EIA-SCE) provides supplemental funds:
 - **T**o educationally disadvantaged students, and
 - **F**or compensatory education programs to improve academic achievement
- SAC is a committee for parents whose children are identified for these compensatory education programs.



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The Role of SAC

- The purpose of SAC is to advise the principal, school staff, and SSC on the school's compensatory education programs.

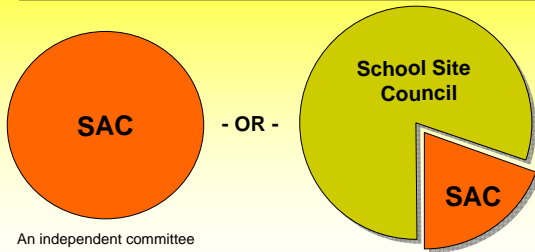


SAC Advises the School About:

- The design and implementation of compensatory education programs. These programs can be:
 - Targeted to educationally disadvantaged students, or
 - School-Wide Programs (SWP)
- The criteria for identifying students for participation in compensatory education programs.
- Incorporating compensatory education programs into the school's Balanced Scorecard and budget.



SAC Can Be:



School Governance for Parents: Advisory Committees

Essential Criteria of SAC

- Elections are usually held in October for two years.
- Parents of students identified for compensatory education elect parent members of SAC.
- Parents must comprise the majority of SAC members.
- At least one member of SAC serves as a representative to District Advisory Committee (DAC).



Giving Voice to Parents



An Effective Advisory Committee:

Is an organized committee, which:

- Understands its purpose and functions.
- Meets on a regular basis.
- Communicates with the principal, staff, SSC, and school community.
- Develops by-laws, agendas, and minutes.



School Governance for Parents: Advisory Committees

Parent Participation in Advisory Committees

Challenges:

- Parents not aware of the purpose of ELAC/SAC or how to carry out their work
- Language or cultural differences at the school that are obstacles to parent participation and leadership
- Making meetings accessible to parents (meeting times and frequency, language access, etc.)



Parent Participation in Advisory Committees

Solutions:

- Coordinate and communicate with the SSC.
 - Encourage ELAC and SAC members to run for SSC
 - Combine key SSC meetings with ELAC and SAC meetings.
 - Send SSC reps to ELAC and SAC meetings.
- Make meetings easily accessible for all parents.
 - Advertise the roles and responsibilities of ELAC and SAC.
 - Provide translation and childcare for meetings.
 - Post agendas before the meeting, and minutes after the meeting.
- Look beyond the usual group of parents.
 - Request teachers assistance to identify parents for ELAC and SAC.
 - Personally invite parents to a meeting!




Giving Voice to Parents

- The Principal, teachers, staff, parents, students, and community members all share responsibility for your school's Balanced Scorecard.
- To meet the Access and Equity goal, your school's Balanced Scorecard should:
 - Incorporate voices from the entire school community.
 - Consider the needs of all students, including those represented by ELAC/SAC
- Your school's ELAC and SAC can ensure that:
 - EL students and educationally disadvantaged students have a **champion** in school site decision-making, and that
 - Their parents have a **voice** in school site decision-making.



School Governance for Parents: Advisory Committees


**Working Together
to Develop the
Balanced Scorecard**



Balanced Scorecard Timeline for 2008-09

Nov	Dec	Jan	Feb	Mar	Apr	May
Community Engagement		Creating the Scorecard		Refining the Scorecard		


- Define the goals.
- Gather and review data.
- Consider new activities and measures.
- Align activities and measures to the key objectives.
- 1st draft is due January 30.
- Keep engaging the community.
- Analyze feedback from the community and the central office.
- Final Balanced Scorecard is due April 30.
- Revise and improve the scorecard. Continuous improvement!



Parents Should Ask Questions!

About performance:

- How are EL students performing in math, language arts, and English language development?
- What kinds of grades are educationally disadvantaged students getting?
- What measures are we using to assess student progress during this school year? Over multiple years?
- What successes have we noticed so far?



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Parents Should Ask Questions!

About current practices:

- What kinds of instructional strategies, curricular programs, and interventions are we using with our EL students and educationally disadvantaged students?
- How are teachers/staff learning new programs or strategies? How does the Principal ensure these ideas are successful in classrooms?
- How well are these practices engaging students who really need them?



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Parents Should Ask Questions!

About new practices:

- What other instructional strategies, curricular programs, and interventions should we offer our EL students and educationally disadvantaged students?
- How will we establish them in our school? How will we pay for them? What support will we need?
- How will we measure if they are succeeding?



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Thank You

For more information, please contact:

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Thank you

**Contact PPS-SF
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for ELAC presentations
in Spanish and Chinese**