



Berkeley Unified School District

Resource Guide  
for English Learner Advisory  
Committee  
(ELAC)  
&  
District English Language  
Advisory Committee (DELAC)  
  
2014-2015

**Berkeley Unified School District**  
*Office of Family Engagement and Equity*  
2020 Bonar St, Suite 116  
Berkeley, CA 94702  
**Phone: 510-644-8991 Fax: 510-644-7753**

Dear ELAC Members,

Thank you for working to establish an English Learners Advisory Committee (ELAC) and/or District English Learners Advisory Committee (DELAC).

This resource guide was updated by the Office of Family Engagement and Equity and the English Language Development office to clarify the composition, election process, and operations of these important committees as well as understand the role and responsibilities of both the ELAC and DELAC.

This guide is written for administrators and parents/guardians of children participating in the English learners program at Berkeley Unified School District (BUSD). It is designed to assist you in understanding, establishing, implementing, and evaluating the advisory committee, the ELAC, at the school level and the district-level committee, the DELAC.

In partnership,  
Charity DaMarto  
Supervisor  
Family Engagement and Equity

Diederich Bonemeyer  
Teacher on Special Assignment  
ELD Support

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### DELAC Requirements and Information

### APPENDIX

# **LEGAL GUIDANCE**

# The Greene Act

## **GREENE ACT– SB 355 Requirements**

### Meetings:

- Must be open to the public
- Allow the public to address the committee on any matter within the jurisdiction of the committee
- Post a meeting notice 72 hours in advance, specifying date, time and location, and agenda describing each item of business
- Make any meeting materials available to the public upon request

## **EDUCATION CODE**

### *Ed Code § 33133, (b, 2)*

The Superintendent of Public Instruction shall develop information, and submit this information to the State Board of Education for its approval.

(a) This information shall be for the distribution to school districts and, to the extent feasible, for posting on the State Department of Education Internet website, to strengthen and promote the opportunity for quality involvement by parents and guardians in school site councils whose composition meets the requirement of Section 52012.

(b) The information shall be provided to each school district and county office of education and may be made available for parents and guardians who are members of school site councils whose composition meets the requirements of Section 52012.

### *Ed Code § 52011 (a)*

The governing board of each school district shall: (a) ensure that the principal of every school receives information covering the provisions of this chapter, and provides such information to teachers, other school personnel, parents, and, in secondary schools, pupils.

# LEGAL TRANSLATION REQUIREMENTS

**Two types of communiqués require translation when the EL population of a school is greater than 15%:**

1. Any documents sent to parents regarding their student's or school's progress such as progress reports, report cards, SARB letters, etc.
2. Any documents needed for the ELAC to carry out its required duties such as advice in the development of the school plan, informing parents about the importance of attendance, etc. This includes the School Site Plans (SPSA).

## ***Education Code §48985***

(a) If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

## ***Categorical Program Monitoring***

(b) Pursuant to subdivision (b) of Section 64001, the department shall monitor adherence to the requirements of subdivision (a) as part of its regular monitoring and review of public schools and school districts, commonly known as the Categorical Program Monitoring process, and shall determine the types of documents and languages a school district translates to a primary language other than English, the availability of these documents to parents or guardians who speak a primary language other than English, and the gaps in translations of these documents.

## ***R-30***

(c) Based on census data submitted to the CDE pursuant to Section 52164 in the preceding fiscal year, the CDE shall notify a school district, by August 1 of each year, of the schools within the school district, and the primary language other than English, for which the translation of documents is required pursuant to subdivision (a). The CDE shall make that notification using electronic methods.

(d) The LEA shall use existing resources to comply with subdivisions (b) & (c).

**ELAC  
REQUIREMENTS  
AND  
INFORMATION**

## ELAC/DELAC Timeline 2014-2015

November 2014	<ul style="list-style-type: none"> <li>• Attend first DELAC meeting, November 4, 6:00-7:30</li> <li>• ELAC topic survey</li> </ul>
November-May	<ul style="list-style-type: none"> <li>• Create agenda's for every meeting with designated ELAC Chairperson/ Leadership</li> <li>• Distribute fliers with agenda for meetings and post 72 hours in advance</li> <li>• Send ELAC agenda's and minutes to the Office of Family Engagement and Equity</li> <li>• Organize ELAC binder with meeting documents: fliers, agendas, minutes, sign-in sheets</li> </ul>
Completed by April 30 <sup>th</sup> , 2015	<ul style="list-style-type: none"> <li>• Send signed Survey Data Consolidation Sheet (3 pages) to OFEE</li> </ul>
Completed by June 5 <sup>th</sup> , 2015	<ul style="list-style-type: none"> <li>• Held minimum of FIVE ELAC meetings</li> <li>• Submit ALL ELAC documentation and affidavit forms for 2014-2015 to OFEE, Charity DaMarto</li> </ul>



## ELAC Topic Calendar 2014-2015

<p style="text-align: center;"><b>OCTOBER</b></p> <p style="text-align: center;"><u>    </u> <i>October 2014</i></p> <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"><u>    </u> - <u>    </u> <i>a.m. /</i> <i>p.m.</i></p> <ul style="list-style-type: none"> <li>• Topic #1</li> <li>• Topic #2</li> <li>• Topic #3</li> </ul>	<p style="text-align: center;"><b>NOVEMBER</b></p> <p style="text-align: center;"><u>    </u> <i>November 2014</i></p> <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"><u>    </u> - <u>    </u> <i>a.m. / p.m.</i></p> <ul style="list-style-type: none"> <li>• Topic #1</li> <li>• Topic #2</li> <li>• Topic #3</li> </ul>	<p style="text-align: center;"><b>DECEMBER</b></p> <p style="text-align: center;"><u>    </u> <i>December 2014</i></p> <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"><u>    </u> - <u>    </u> <i>a.m. / p.m.</i></p> <ul style="list-style-type: none"> <li>• Topic #1</li> <li>• Topic #2</li> <li>• Topic #3</li> </ul>
<p style="text-align: center;"><b>JANUARY</b></p> <p style="text-align: center;"><u>    </u> <i>January 2015</i></p> <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"><u>    </u> - <u>    </u> <i>a.m. /</i> <i>p.m.</i></p> <ul style="list-style-type: none"> <li>• Topic #1</li> <li>• Topic #2</li> <li>• Topic #3</li> </ul>	<p style="text-align: center;"><b>FEBRUARY</b></p> <p style="text-align: center;"><u>    </u> <i>February 2015</i></p> <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"><u>    </u> - <u>    </u> <i>a.m. / p.m.</i></p> <ul style="list-style-type: none"> <li>• Topic #1</li> <li>• Topic #2</li> <li>• Topic #3</li> </ul>	<p style="text-align: center;"><b>MARCH</b></p> <p style="text-align: center;"><u>    </u> <i>March 2015</i></p> <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"><u>    </u> - <u>    </u> <i>a.m. / p.m.</i></p> <ul style="list-style-type: none"> <li>• Topic #1</li> <li>• Topic #2</li> <li>• Topic #3</li> </ul>
<p style="text-align: center;"><b>APRIL</b></p> <p style="text-align: center;"><u>    </u> <i>April 2015</i></p> <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"><u>    </u> - <u>    </u> <i>a.m. /</i> <i>p.m.</i></p> <ul style="list-style-type: none"> <li>• Topic #1</li> <li>• Topic #2</li> <li>• Topic #3</li> </ul>	<p style="text-align: center;"><b>MAY</b></p> <p style="text-align: center;"><u>    </u> <i>May 2015</i></p> <hr style="border: 0.5px solid blue;"/> <p style="text-align: center;"><u>    </u> - <u>    </u> <i>a.m. / p.m.</i></p> <ul style="list-style-type: none"> <li>• Topic #1</li> <li>• Topic #2</li> <li>• Topic #3</li> </ul>	

## English Language Advisory Committee Feedback Survey 2014-2015

The feedback you provide will be used by your school's English Learners Advisory Committee (ELAC) to inform school leadership of the needs related to English Learners (ELs). This information will be compiled district wide by EL Department staff and the DELAC Board and formally presented to the BUSD School Board of Trustees.

*Thank you for participating!*

**School Name:** \_\_\_\_\_

**Date Returned:** \_\_\_\_\_

**1. *Do you feel that site leadership understands the purpose of ELAC?***

YES

NO

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

**2. *Can you name your child's language status? (English Learner/EL, Initial Fluent English Proficient/IFEP, Reclassified/RFEP)***

YES

NO

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

**3. *I am aware that there are new nationwide "Common Core Standards" that include updated ELD standards for California.***

YES

NO

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

**4. *Are ELAC meetings addressing your needs as a parent of an English Learner?***

YES

NO

**Topics**

**addressed:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. *I am aware that there is a waiver process that allows sites to change the time of day ELD instruction can take place as long as certain safeguards are in place...*

YES  NO

Comments: \_\_\_\_\_

\_\_\_\_\_

6. *Do you know what exams your English Learner must take every year?*

YES  NO

Please list any you are aware of: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

7. *Do you know how your child's school monitors the progress of your English Learner?*

YES  NO

Comments: \_\_\_\_\_

\_\_\_\_\_

8. *I am familiar with the BUSD EL Master Plan and how it provides for my English Learner's academic needs.*

YES  NO

Comments: \_\_\_\_\_

\_\_\_\_\_

9. *Are you familiar with the reclassification (RFEP) requirements of your EL student as set forth by the State?*

YES  NO

Comments: \_\_\_\_\_

\_\_\_\_\_

10. *Do you feel the ELAC informs the School Plan (SPSA) and/or the SGC in a meaningful way?*

YES  NO

**Comments:** \_\_\_\_\_

\_\_\_\_\_

**PLEASE RETURN TO YOUR CHILD'S SCHOOL BY FRIDAY, MARCH 27<sup>th</sup>**

## English Language Advisory Committee Feedback Survey Results 2014-2015

Please record the information reported from all surveys. Mark the # of "YES" and "NO" responses in the appropriate slots as well as the percentage each response represented for ALL surveys returned. *OPTIONAL: Note typical responses/patterns/trends to any comments offered.*  
*Thank you!*

**SCHOOL SITE:**

**TOTAL # of SURVEYS COLLECTED:**

**1. *Do you feel that site leadership understands the purpose of ELAC?***

**YES:**

**TOTAL#**

**% OF TOTAL RESPONSES: \_\_\_\_\_ %**  
\_\_\_\_\_ %

**NO:**

**TOTAL#**

**% OF TOTAL RESPONSES:-**

Typical responses:

**2. *Can you name your child's language status? (English Learner/EL, Initial Fluent English Proficient/IFEP or Reclassified/RFEP)***

**YES:**

**TOTAL#**

**% OF TOTAL RESPONSES: \_\_\_\_\_ %**  
\_\_\_\_\_ %

**NO:**

**TOTAL#**

**% OF TOTAL RESPONSES:-**

Typical responses:

**3. *I am aware that there are new nationwide "Common Core Standards" that include updated ELD standards for California.***

**YES:**

**TOTAL#**

**% OF TOTAL RESPONSES: \_\_\_\_\_ %**  
\_\_\_\_\_ %

**NO:**

**TOTAL#**

**% OF TOTAL RESPONSES:-**

Typical responses:

**4. *Are ELAC meetings addressing your needs as the parent of an EL student?***

**YES:**  
**TOTAL#**  
**% OF TOTAL RESPONSES: \_\_\_\_\_%**  
\_\_\_\_\_%

**NO:**  
**TOTAL#**  
**% OF TOTAL RESPONSES:-**  
\_\_\_\_\_%

Typical responses:

**5. I am aware that there is a waiver process that allows sites to change the time of day ELD instruction can take place as long as certain safeguards are in place...**

**YES:**  
**TOTAL#**  
**% OF TOTAL RESPONSES: \_\_\_\_\_%**  
\_\_\_\_\_%

**NO:**  
**TOTAL#**  
**% OF TOTAL RESPONSES:-**  
\_\_\_\_\_%

Typical responses:

**6. Do you know what exams your English Learner must take every year?**

**YES:**  
**TOTAL#**  
**% OF TOTAL RESPONSES: \_\_\_\_\_%**  
\_\_\_\_\_%

**NO:**  
**TOTAL#**  
**% OF TOTAL RESPONSES:-**  
\_\_\_\_\_%

Typical responses:

**7. Do you know how your child's school monitors the progress of your English Learner?**

**YES:**  
**TOTAL#**  
**% OF TOTAL RESPONSES: \_\_\_\_\_%**  
\_\_\_\_\_%

**NO:**  
**TOTAL#**  
**% OF TOTAL RESPONSES:-**  
\_\_\_\_\_%

Typical responses:

**8. I am familiar with the BUSD EL Master plan and how it provides for my English Learner's academic needs...**

**YES:**  
**TOTAL#**

**NO:**  
**TOTAL#**

**% OF TOTAL RESPONSES:\_\_\_\_\_%**      **% OF TOTAL RESPONSES:-**  
**\_\_\_\_\_%**

Typical responses:

***9. Do you understand how your student is “reclassified” from an English Learner to a Reclassified Fluent English Proficient student?***

**YES:**

**TOTAL#**

**% OF TOTAL RESPONSES:\_\_\_\_\_%**  
**\_\_\_\_\_%**

**NO:**

**TOTAL#**

**% OF TOTAL RESPONSES:-**

Typical responses:

***10. Do you feel the ELAC informs the School Plan (SPSA) and/or the SGC in a meaningful way?***

**YES:**

**TOTAL#**

**% OF TOTAL RESPONSES:\_\_\_\_\_%**  
**\_\_\_\_\_%**

**NO:**

**TOTAL#**

**% OF TOTAL RESPONSES:-**

Typical responses:

**Upon completion, please submit to:**  
**The Office of Family Engagement and Equity-**  
**Attention: Charity DaMarto**

**ELAC SURVEYS DATA COLLECTION AFFIDAVIT**

**Signature Page**

**We hereby attest to our participation in the explanation, administration, data collection and consolidation of the results of this survey**

**School Site:**

***Site Principal or Designee:***

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

***ELAC President:***

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

***ELAC Vice-President:***

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



**English Learner Advisory Committee**  
**(ELAC) DESCRIPTION**

**WHAT does an ELAC do at each school site?**

1. Advises the principal and staff on the development of the school plan for programs serving ELs and submit to the School Board for it's possible consideration.
2. Participates in the development of the school's needs assessment.
3. Reviews and gives input on the administration of the school's R-30 Language Census.
4. Contributes to the effort of communicating to parents aware of the importance of regular school attendance.

**WHY is it important to form an ELAC?** An ELAC (English Learner Advisory Committee) can be a great asset to a school's overall environment and to student's academic achievement. It is a platform for parents/guardians to express their concerns and ideas to the School Governance Council (SGC) regarding English learners. The ELAC covers broad areas for ELs, such as legal issues involved in working with English learner students, and training on how parents/guardians can teach and help their children at home.

**WHEN must an ELAC be formed?** Each school with 21 or more English learners (also known as LEP students) in attendance, regardless of language, must form a functioning ELAC at the beginning of the school year. (Legal references: E.C. Section 62002.5; Former E.C. Sections 52176; 52168; and Title 5, CCR Section 4312).

**WHO can participate in ELAC?** For our district, an ELAC is made up of: parents/guardians of English Language learners (ELs), Principal or designee, and optionally may also include teachers of ELs other school staff, and other parents/guardians.

**WHERE can I learn more?** For assistance forming and maintaining your ELAC, please contact the Office of Family Engagement and Equity at (510) 644-8991.

## ELAC GUIDELINES

**FORMATION:** Each school with 21 or more English learners (ELs) in attendance, regardless of language, must form a functioning English Learner Advisory Committee (ELAC). At the Berkeley Unified School District, all schools are projected to have more than 21 English learners, so every site should have an ELAC.

**COMPOSITION REQUIREMENTS:** On the committee, the percentage of parents of English learners is to be at least equal to that of English learners at the school. For example, in a school with 20% ELs, and an ELAC Committee with 15 members, at least 3 members who would need to be parents/guardians of ELs.

**TRAINING:** The school shall provide ELAC training and materials for ELAC parent leaders and school staff, including:

1. The ELAC Tool Kit to assist ELAC members in carrying out their responsibilities for completing required tasks.
2. Training on the roles and responsibilities of the ELAC, planned in full consultation with their ELAC members. Note: EIA-LEP or district funds may be used to cover the costs of training and attendance of ELAC members (e.g., costs associated with child-care, translation services, refreshments, and other reasonable expenses).

**DELEGATION TO THE SGC:** The ELAC may vote to delegate its responsibilities to the School Governance Council only after the ELAC has been constituted and received the ELAC training.

When a delegate is voted to represent ELAC on the SGC, it is important to document how the information will be two way between the English Language Learner parents and ELAC. A plan should be outlined on how the information will be shared between the two groups.

## ELAC DOCUMENTATION

ELAC documentation is very important to meet legal compliance. The documentation submitted to the Office of Family Engagement and Equity is properly filed for 3 years as proof of meeting ELAC legal requirements.

**ELAC documentation is due every 2<sup>nd</sup> Thursday of the month to the Office of Family Engagement and Equity.** An ELAC member or school staff may be assigned to submit ELAC documentation; however, it is the Principal who is ultimately responsible to ensure that ELAC documentation is submitted to the Office of Family Engagement and Equity. Please keep original copies filed at the school site and also submit copies of required documentation to the Office of Family Engagement and Equity.

### **All Documentation Must Include:**

- school name
- meeting name
- meeting date
- be legible or typed

### **Submitting ELAC Documentation:**

Email: [charitydamarto@berkeley.net](mailto:charitydamarto@berkeley.net)

Intra School Mail/Drop –Off:

Office Family Engagement and Equity  
Berkeley Unified School District  
2020 Bonar St, Suite 116  
Berkeley, CA 94702

## ELAC Election Assurances

**To ensure establishment of an ELAC at a school site, please follow the outlined process and attach:**

- Copy of informational meeting agenda, and sign in sheet of attendees
- List of ELAC Membership (Please complete ELAC Membership template on ELAC Toolkit) Submit to the Office of Family Engagement and Equity.

STEPS	SCHEDULE
<p><b>Informational Meeting:</b> A meeting for the parents/guardians of English learners is to be held to provide them information on ELAC (roles and responsibilities) and invite them to run for membership.</p> <p><i>Note: ELAC Informational Meeting Power Point Presentation is available. Please call the Office of Family Engagement and Equity at: 510-644-8991.</i></p>	<p>Informational Meeting Date:  <div style="text-align: center;">_/_/___</div> </p>
<p><b>ELAC Outreach:</b> At least 20% of your English learner parents should be contacted by phone to inform parents/guardians of English learners of the role and responsibility of the ELAC and invite them to participate in the ELAC through the election process.</p> <p>Phone banking is a good way to reach people.</p> <p>It is recommended to use more than one outreach method. Below are additional outreach recommendations, with specific strategies outlined on the following page.</p> <p>Face to face            Group Presentations            School e-tree            Written Announcement (newsletter, invitation letter, etc.)            Other: _____</p> <p><i>Note: See ELAC Toolkit, ELAC Outreach Strategies. If assistance is needed, please call the Office of Family Engagement and Equity at: 510-644-8991.</i></p>	<p>Phone Banking Date:  <div style="text-align: center;">_/_/___</div> </p> <p>Additional Outreach Strategy Date:  <div style="text-align: center;">_/_/___</div> </p> <p>Outreach Date:  <div style="text-align: center;">_/_/___</div> </p>

**1<sup>st</sup> ELAC Meeting:** the following must occur:

ELAC Meeting Date:

\_\_\_/\_\_\_/\_\_\_

Elected members must be introduced and noted in the meeting minutes

ELAC members are to receive ELAC training

*Note: ELAC Training Power Point Presentation is available. Please call the Office of Family Engagement and Equity at 510-644-8991.*

**School Name:** \_\_\_\_\_

**Principal Name:** \_\_\_\_\_

**Signature of Principal:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

## ELAC OUTREACH STRATEGIES

<b>OUTREACH</b>	<b>DESCRIPTION</b>	<b>IDENTIFIED SUPPORT</b>
<b>Newsletters</b> <b>Mailings</b> <b>Letters</b> <b>Flyers</b> <b>Brochures</b> <b>Marquees</b>	<p>All written material should be translated into Spanish and may be translated to other languages as needed (California Education Code, Section 48985).</p> <p>BUSD Translation and Interpretation can provide translation and interpretation services if requested 10 days in advance of the event/ production.</p>	<p>Contact: Natasha Beery (510) 644-8749</p>
<b>School Messenger</b>	<p>School Messenger service gives you the ability to deliver a telephone message in minutes. Contact information for parents/guardians of ELs can be found on PowerSchool by home language.</p> <p>It is not recommended to send messages in bilingual mode or text to speech.</p>	<p>Contact School Site Principal to use School Messenger</p>
<b>Face to Face</b>	<p>Face to face conversations should be a give-and-take process of listening, persuading and asking. These are not everyday conversations -- these are intentional conversations designed to build relationships and motivate parents to take action. The point is to try to inspire people to build collective power to improve their schools, using the face to face as a tool to identify people who are ready to take action.</p>	<p>Sites with a Site Coordinator can help provide Face to Face invitations.</p>
<b>Phone Banking</b>	<p>Phone banking is a great way to personalize a call to parents/guardians of ELs. Phone banking callers are able to speak in the home language to explain and answer questions about the ELAC and the ELAC Information Meeting. The list of parents/guardians of ELs contact information can be found on PowerSchool by home language.</p>	<p>Utilize your sites room parents.</p>
<b>Presentation to Groups</b>	<p>Presentations to other school site committees can also help spread the word about the ELAC and increase understanding of their role and responsibilities at the school.</p>	

ELAC INFORMATIONAL MEETING INVITATION  
**[Insert School Letterhead]**

Dear Parents/guardians of English learners:

We hope you will attend our English learner parent information meeting. Childcare and translation will be provided.

Please come learn all about the English Learner program and the services our school has for your English learner child this year.

We also want to invite you to come learn about the English Language Advisory Committee (ELAC) and how you can get involved to support and improve the English learners program and services at our school.

**Date:**

**Time:**

**Place:**

To respond to this invitation or for any questions please call (name) at 510-XXX-XXX.

We look forward to seeing you!

## ELAC MEETING TOPICS

**SCHOOL:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*Below are topics that are legally required to be covered during the 2014-2015 ELAC meetings. Please indicate with an 'x' and the date when each topic has been covered (discussed & approved) by ELAC. This cover sheet is to be submitted with your ELAC minutes.*

Introductions of ELAC Members  Date: ___/___/___	Development of the school needs assessment for the Single Plan for Student Achievement (SPSA).  Date: ___/___/___
ELAC Training: Review of role & responsibilities of ELAC.  Date: ___/___/___	Develop recommendations to the SSC on the EL section of the Single Plan for Student Achievement (SPSA).  Date: ___/___/___
Review ELAC Bylaws.  Date: ___/___/___	Develop recommendations to make parents aware of the Importance of regular school attendance.  Date: ___/___/___
ELAC meeting schedule for 2014-2015 academic school year.	Review of Uniform Complaint Process. Date: ___/___/___
ELAC election of officers (President, Vice President, Secretary & Parliamentarian)	Cycle 1 Monitoring of EL section of the Single Plan for Student Achievement (SPSA).  Date: ___/___/___
Elect DELAC Representative & Schedule MDAC Meeting Attendance by October 13, 2014.	Review of the school's R-30 language census.  Date: ___/___/___
Review District/School Assessments (CELDT, CSTs, and Reclassification).  Date: ___/___/___	Cycle 2 Monitoring of EL section of the Single Plan for Student Achievement (SPSA).  Date: ___/___/___
Review of the EL Section of Single Plan for Student Achievement (SPSA) and Budgets.	Other: _____ _____ _____

Principals Signature:

Date:



**ELAC MEETING MINUTES**

*Please submit copies of agenda, minutes, and sign in sheets to the Office of Family Engagement and Equity by the 2<sup>nd</sup> Thursday of the month.*

**MEMBERS PRESENT:** \_\_\_\_\_

\_\_\_\_\_

**Minutes of (Date)** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Amended** \_\_\_\_\_

**Changes** \_\_\_\_\_

**Agenda Topic:** \_\_\_\_\_

Presentation\_\_\_ Vote\_\_\_ Discussion\_\_\_ Review\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Agenda Topic:** \_\_\_\_\_

Presentation\_\_\_ Vote\_\_\_ Discussion\_\_\_ Review\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Agenda Topic:** \_\_\_\_\_

Presentation\_\_\_ Vote\_\_\_ Discussion\_\_\_ Review\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Agenda Topic:** \_\_\_\_\_

Presentation\_\_\_ Vote\_\_\_ Discussion\_\_\_ Review\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ELAC MEETING PREPARATION**

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ LOCATION: \_\_\_\_\_

**Meeting Notice:** *All written material should be translated to appropriate language needs of parents of ELs (California Education Code, Section 48985). Note: Most written translation requires 10 days to be translated by the BUSD.*

- Send letter invitation home with student (10 days before meeting date)
- Mail letter invitation (10 days before meeting date)
- School Messenger (5 days before meeting date)
- Advertise in School's Newsletter
- Advertise in Bulletin Boards
- Other: \_\_\_\_\_

**Outreach Efforts:**

- Phone Banking
- Group Presentation (need to identify and schedule)
- Face to Face (need to create outreach plan)

**Agenda Topics:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Minute Taker Name:** \_\_\_\_\_

**Childcare Provider:** \_\_\_\_\_

**Meeting Interpretation (Live Translation) by:**

\_\_\_\_\_

## ROLE OF ELAC OFFICERS

### **President:**

- Plans the agenda with the help of other members and staff
- Facilitates the meetings
- Maintains order during the meeting
- Remains impartial
- Performs other duties as needed
- Attends other meetings representing the committee

### **Vice President:**

- Helps the president
- Fulfills the duties of the president in his or her absence
- Participates in the development of the agenda every month
- May accompany the president to other meetings

### **Secretary:**

- Takes and reads the minutes
- Maintains a member list
- Takes attendance at the meeting
- Performs other duties as needed

### **Parliamentarian:**

- Helps the president keep the meeting well run
- Must be familiar with the committee rules

Submit completed form to the Office of Family Engagement and Equity by:

November 14, 2014.

English Learner Advisory Committee (ELAC)  
Membership List 2014-2015

<i>President:</i>			Parent/guardian Staff Other:_____
<i>Vice President:</i>			Parent/guardian Staff Other:_____
<i>Secretary:</i>			Parent/guardian Staff Other:_____
<i>Parliamentary:</i>			Parent/guardian Staff Other:_____
<i>Member:</i>			Parent/guardian Staff Other:_____
<i>Member:</i>			Parent/guardian Staff Other:_____
<i>Member:</i>			Parent/guardian Staff Other:_____
<i>Member:</i>			Parent/guardian Staff Other:_____

**OPTIONAL DELEGATION to SGC**

**SCHOOL:** \_\_\_\_\_ **DATE:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Please select one of the following options and return this form to the Office of Family Engagement and Equity (OFEE). The OFEE will provide a Delegation Certificate if all requirements are in accordance to the guidelines.*

- Previous Delegation** if Delegation status is being carried over to SGC from last year (maximum of two years). Please provide ELAC minutes noting discussion and vote to delegate ELAC to SGC. Please also include SGC minutes noting acceptance of ELAC delegation, including role and responsibilities of ELAC. Or, submit documentation of approved delegation provided by the Office of Family Engagement and Equity. Ending delegation date: \_\_\_\_/\_\_\_\_/\_\_\_\_.
  
- Discontinuing Delegated Status** if ELAC seeks to discontinue delegation status to SGC and wishes to have a functioning ELAC for the 2014-2015 academic year, the ELAC Assurance Form must be followed which includes an election process and receive ELAC Training in order to be constituted as an ELAC by the Office of Family Engagement and Equity. Please provide 1) ELAC Assurances Form and 2) SGC minutes noting discussion and vote to discontinue ELAC delegation. Please note: the Community Engagement Department will provide a certificate to constitute the ELAC if it has been formed in accordance to the guidelines.
  
- New Delegation to SGC** if ELAC seeks to delegate its roles and responsibility to the SGC for the 2014-2015 academic year. Delegation can only occur after the following steps 1) Submit ELAC Assurance Form, 2) Provide minutes noting ELAC Training on role and responsibilities, 3) Provide minutes of ELAC discussion and vote, of at least three ELAC members, to delegate ELAC to SGC, 4) Submit this form with names and signatures of three ELAC members who vote to delegate to SGC. Please submit all documentation to the Office of Family Engagement and Equity. Please note: delegation will be certified by the Office of Family Engagement and Equity if all requirements are in accordance to the guidelines.

Name of ELAC Member \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Name of ELAC Member \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Name of School Principal \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## SAMPLE ELAC AGENDA

### **English Learner Advisory Council**

**Where:**     **Frida Khalo Elementary School  
Library**

**When:**     **January 21, 2014  
6:30 p.m. – 8:00 p.m.**

#### **Agenda:**

1. Introductions
2. Reclassification Criteria by Rosa Medina
3. District Attendance Policy and the importance of regular attendance by Supervisor of the Office of Family Engagement and Equity
4. Presentation of how ELACs can participate in the monitoring of the School Plan
5. Break
6. Explanation and update of District ELA Plan, the Consolidated Application and Title III Program Improvement Plan by Susan Dunlap
7. Good of the order and District Announcements

**Childcare and refreshments provided**

## **ELAC MEETING TOPICS**

*The following must be agenda items mandated by State regulations.  
Documentation of these items has to be evident in your minutes and/or agendas.*

### **Mandatory Topics**

- Needs Assessment
- Annual Language Census
- Discuss/explain Language Census Report
- School Attendance

### **Suggested Topics**

- Parental Waiver information
- BUSD Parent-Student Handbook
- Review Identification and Assessment of English Learners (EL)
- Overview for Program Options for English Learners (EL)
- Reclassification Procedures
- CST's or other Tests
- CELDT
- School English Learners (EL) Program, as it exists at your site
- Vision Statement for English Learners (EL)
- Legal Responsibilities
- Understanding the English Language Learning Master Plan
- SPSA
- Elect Next Year's Officers
- Parent Complaint Procedures
- Consolidated Report

### **Other Appropriate Agenda Items**

- Guest Speakers
- Training for Parents on "Having Effective Meetings"
- Training for Parents on "How to Help Their Child Succeed in School"
- Student Presentations
- Presentation of Specific Programs At Your Site

## ELAC MEETING TOPIC (Sample)

### IMPORTANCE OF SCHOOL ATTENDANCE

#### **What are the legal aspects related to school truancy?**

The State Education Code 48200 mandates compulsory attendance. Full time school attendance is compulsory for all California students between the ages of six (6) and sixteen (16). The legal age for leaving school is eighteen (18).

California Education Code 48260 classifies a student as a truant upon a third unexcused absence or late arrival in excess of 30 minutes. Parents are responsible for their child's school attendance and can be prosecuted for infractions.

#### **What is actual attendance?**

School districts no longer receive funding from the state of California for pupils who are absent from school. This includes all absences, even those related to illness or other valid reasons.

**In other words, schools receive state funding only for students who actually attend school.** If you find it necessary to keep your child out of school for reasons other than illness, you are encouraged to send your child to school for at least part of the day.

Families should not take vacations when school is in session.

The best way to secure both adequate financing for our district and the best educational opportunity for your child is to increase all students' attendance.

#### **Other ways to make parents aware of the importance of regular school attendance:**

- Discuss specific ideas parents can use to encourage and support their child's attendance.
- Provide examples and possible solutions when students may be truant or have irregular attendance.
- Discuss how the district and school can encourage attendance (e.g., awards, activities after school, etc.)



## **RECOMMENDATIONS FOR EFFECTIVE FACILITATION**

*The purpose of this document is to set some basic ground rules or guidelines for meetings that will facilitate everyone being heard respectfully and will help the work of the committee. This is a code for behavior and not meant to change the bylaws of the committee.*

- The ELAC President or Vice President shall facilitate the meeting. This means that he or she generally does not take part in the discussion other than to clarify or summarize the other members' comments.
- Members need to wait to be recognized by the facilitator. This will ensure that several people do not talk at once, which makes it difficult for all members to follow.
- The facilitator will make sure that everyone who wants to speak on a topic does so before second comments from the same person are taken. This will prevent some people from dominating the meeting or a topic and give everyone a chance to contribute.
- In addition, each person who wants to speak will be allowed 3 minutes to do so. After 3 minutes that individual stops speaking and gives others who want to contribute to the discussion a chance to speak. This will also help avoid any one individual dominating the discussion.
- All discussions should be focused on the issue at hand without side conversations. Facilitator should ask that those carrying on side conversations to stop so the focus can be on one topic.
- Every member is encouraged to help keep the agenda moving and gently enforce meeting behavior by reminding the group or individuals of the guidelines for meeting productively, which include keeping to the agenda item at hand. This will support the facilitator and make everyone share the responsibility for a successful meeting.
- Cell phones will be silenced during the meeting. Members and attendees must turn off ringers to avoid interrupting the meeting. If a call must be taken, the member agrees to leave the room.
- Members need to let the speaker finish his or her statements. Interruptions are rude and can sidetrack the speaker from his or her train of thought.
- Members are reminded to focus on the issue, not the person. Personal attacks usually don't change people's views on an issue and may spark an argument.

- Reaching a consensus of members is the ELAC's preferred method of making decisions. If consensus is not possible, then the facilitator may call for a vote of the members and have the issue decided in that way.

## SAMPLE ELAC BYLAWS

### 1.Name

The name of this organization shall be the (NAME OF THE SCHOOL) English Learner Advisory Committee.

### 2.Purpose

The purpose of this committee shall be to advise the principal and staff on programs and services to English learners, specifically:

1. Advise the principal and staff on the development of a detailed plan for English learner education for the individual school level plan.
2. Assist in the development of the school's needs assessment.
3. Provide input into the procedures for the school's language census.
4. Contribute ideas for helping the school make parents aware of the importance of regular school attendance.

### 3. Membership

#### **Section 1**

Composition of committee and mode of selection

#### **Section 2**

Term of Membership:

All committee members shall serve for a one-year term.

#### **Section 3**

Termination of Membership:

A member shall no longer hold membership should he/she cease to reside or work in the school area or otherwise terminate his/her relationship with the group or organization, which he/she was selected to represent. Membership shall automatically terminate for a member who is absent from three consecutive regular meetings.

#### **Section 4**

Transfer of Membership:

Membership in the advisory committee is not transferable or assignable.

#### **Section 5**

Alternates:

A committee member may send an alternate. An alternate shall have voting power for that meeting, when acting in place of the regular member, and the presence of an alternate shall not relieve a member from the effect of Section 4

of this Article.

### **Section 6**

Resignation:

Any member may resign by submitting a written resignation.

### **Section 7**

Vacancy:

Any vacancy on the committee shall be filled for the remainder of the unexpired term by majority vote of the group.

### **Section 8**

Election to Membership:

Election of parents and for the ensuing school year shall take place at an open general meeting prior to October 15th. Notice of the meeting shall be sent to all parents of ELs and shall be publicized in the community.

## **4. Officers**

The officers of the committee shall consist of a president, vice-president, secretary, DELAC representative and such other officers as the committee may deem desirable. The president shall be a parent representative. Officers shall be elected by the committee on an annual basis and shall be members of the committee.

Duties of Officers:

The **President** shall preside at all committee meetings of the committee, shall be an ex-officio member of all subcommittees, and shall appoint special committees.

The **Vice-President** shall assist the president and shall perform the duties of the president in the absence of the president.

The **Secretary** handles the correspondence and attendance of the committee.

The **DELAC Representative** shall attend all DELAC meetings to bring information to the DELAC and from the DELAC to the ELAC.

***\*If the ELAC responsibilities have been delegated to the SGC, then the SGC is responsible for electing one DELAC representative and two alternates.***

## **5. Subcommittees**

Subcommittees shall be appointed as required to promote the objectives of the

advisory committee.

## **6. Meetings**

### **Section 1**

A minimum of **three** regular meetings shall be held during the school year. The committee shall decide the date, time, and place.

### **Section 2**

Special meetings may be called by the committee chairperson or by a majority of the committee members.

### **Section 3**

Notification of all regular and special meetings shall be duly publicized not less than five days prior to the meeting.

### **Section 4**

All meetings shall be open to the public.

## **7. Communication Guidelines and Group Norms**

Communication guidelines should reflect an awareness of, and respect for, the cultural and linguistic diversity of members. The group's meeting norms can be affirmed at the beginning of each meeting and new agreements may be added to the list over time. They might include:

- We have thoughtful discussions that are focused on the needs of students,
- We are responsible for supporting the learning of all of our school's students,
- We speak respectfully to each other,
- We assume positive intent,
- We do not engage in ad hominem (personal) attacks,
- We look for opportunities to find points of agreement or compromise,
- We step up to the discussion when we have something to contribute,
- We step back knowing that it's important to hear voices other than our own,
- We are careful and considerate listeners,
- We avoid side conversations,
- We make statements based on evidence and research rather than anecdote,
- We build upon each other's ideas to create the strongest conclusions.

## ***Evaluation Form***

Use this form to provide us with your opinion about today's meeting. Your evaluation and comments will be read by your site's ELAC Designee and DELAC Board members to improve future meetings.

<b>Date</b>	<b>5 Great</b>	<b>4 Very Good</b>	<b>3 Ok</b>	<b>2 Not Good</b>	<b>1 Bad</b>
Agenda topics were...					
Information discussed was...					
The organization of today's meeting was...					
The meeting space was...					
Meeting materials were...					
The pace of the meeting was...					
The ice breaker activity was...					
Today's question/answer session was...					
My overall rating of today's meeting is....					

### **Comments and Recommendations**

1. What I found to be most valuable was...

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2. Three important facts from tonight that will help me:

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3. What I would change ...

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4. Additional Comments:

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**DELAC  
REQUIREMENTS  
AND  
INFORMATION**

## **District English Learner Advisory Committee (DELAC)**

**WHAT is DELAC?** Each district with 51 or more English learners must form a functioning District English Learner Advisory Committee (DELAC). The purpose of this committee is to advise the district governing board on the district's Master Plan for English Learners and issues related to English learners (ELs). Berkeley Unified School District has just updated its Master Plan in October 2013. It can be found online at .....

**WHO participates in DELAC?** Each school in the district with more than 21 ELs is required to have a representative participate in the DELAC committee. In the Berkeley Unified School District, this means that every school should send a representative to DELAC meetings. If the school has an English Learner Advisory Committee (ELAC), the ELAC chooses the representative. If the School Governance Council (SGC) has assumed the ELAC responsibilities, the SGC is responsible for choosing the representative. The responsibility of the representative is to represent the school site, participate in DELAC meetings, and advise the district on the district's Master Plan for English Learners and issues related to ELs. Meetings are also open to any interested parties.

**WHERE AND WHEN are the meetings?** For the 2014-2015 school year, DELAC meetings will be held at Longfellow Middle School on November 4, December 2, February 3, March 3, and April 7. DELAC Representatives must attend all DELAC meetings of the academic year. The meetings are held on Thursdays from 6:00-7:30, and refreshments and child-care will be provided.



**District English Language Advisory Committee**  
**(DELAC) 2013-2014 Meeting Schedule**

<b>WHEN</b>	<b>WHERE</b>	<b>TOPIC</b>
Tuesday, November 4th 6:00-7:30	<b>Longfellow Middle School</b> 1500 Derby St. Berkeley, 94703	ELAC Training Elections/ Positions Explanation of Parent Notification Letters District Reclassification Criteria (Elementary/Secondary) District Announcements
Tuesday, December 2nd 6:00-7:30	<b>Longfellow Middle School</b> 1500 Derby St. Berkeley, 94703	Importance of Regular School Attendance District Assessment Schedule CELDT 2013-14 Results Local Control Funding Formula District Announcements
Tuesday, February 3rd 6:00-7:30	<b>Longfellow Middle School</b> 1500 Derby St. Berkeley, 94703	Summer Programs Language Census & Allocations Evaluation Report for English Language Learner Programs Reclassification Ceremony Update Local Control Funding Formula District Announcements
Tuesday, March 3rd 6:00-7:30	<b>Longfellow Middle School</b> 1500 Derby St. Berkeley, 94703	Planning for Next Year Local Control Funding Formula
Tuesday April 7 <sup>th</sup>	<b>Longfellow Middle</b>	DELAC Survey

6:00-7:30	<b>School</b> 1500 Derby St. Berkeley, 94703	Celebration Potluck
Thursday, May 7 <sup>th</sup> 6:00-8:00	<b>Berkeley Adult School</b> 1701 San Pablo Ave. Berkeley, 94701	Re-Classification Ceremony

**DELAC 2014-2015 REPRESENTATIVES**

School: \_\_\_\_\_ Date: \_\_\_\_\_

**DELAC Representative:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

This representative will need interpretation services in \_\_\_\_\_ .  
Language

**DELAC Alternates:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

This representative will need interpretation services in \_\_\_\_\_ .  
Language

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

This representative will need interpretation services in \_\_\_\_\_ .  
Language

**Please return this form to the Office of Family Engagement and Equity**

# APPENDIX

**Berkeley Unified School District**  
**BUSD English Learner Profile**  
**2013-2014**  
**(From California Department of Education)**

School	CDS Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Non-public non-sectarian schools	0161143000001	34	0 (0.0 %)	0 ( 0.0 %)	0 ( 0.0 %)
<a href="#">Berkeley Arts Magnet at Whittier</a>	01611436097729	421	69 (16.4 %)	30 ( 7.1 %)	3 ( 6.0 %)
<a href="#">Berkeley High</a>	01611430131177	3,145	195 (6.2 %)	586 ( 18.6 %)	16 ( 6.9 %)
<a href="#">Berkeley Technology Academy</a>	01611430134924	102	12 (11.8 %)	9 ( 8.8 %)	1 ( 6.2 %)
<a href="#">Cragmont Elementary</a>	01611436090195	421	60 (14.3 %)	59 ( 14.0 %)	3 ( 4.2 %)
<a href="#">Emerson Elementary</a>	01611436090211	297	34 (11.4 %)	24 ( 8.1 %)	2 ( 5.4 %)
<a href="#">Jefferson Elementary</a>	01611436090252	338	32 (9.5 %)	20 ( 5.9 %)	4 ( 10.8 %)
<a href="#">John Muir Elementary</a>	01611436105316	282	37 (13.1 %)	16 ( 5.7 %)	3 ( 7.3 %)
<a href="#">Leconte Elementary</a>	01611436090278	344	86 (25.0 %)	50 ( 14.5 %)	5 ( 6.0 %)
<a href="#">Longfellow Arts and Technology Middle</a>	01611436090294	500	60 (12.0 %)	115 ( 23.0 %)	15 ( 26.8 %)
<a href="#">Malcolm X Elementary</a>	01611436090286	527	57 (10.8 %)	24 ( 4.6 %)	9 ( 17.3 %)
<a href="#">Martin Luther King Middle</a>	01611436056857	915	81 (8.9 %)	141 ( 15.4 %)	4 ( 5.7 %)
<a href="#">Oxford Elementary</a>	01611436090302	318	33 (10.4 %)	20 ( 6.3 %)	1 ( 3.0 %)
<a href="#">REALM Charter High</a>	01611430122697	287	108 (37.6 %)	28 ( 9.8 %)	3 ( 3.2 %)
<a href="#">REALM Charter Middle</a>	01611430122689	314	126 (40.1 %)	33 ( 10.5 %)	8 ( 7.5 %)
<a href="#">Rosa Parks Environmental Science Magnet</a>	01611436090187	482	83 (17.2 %)	48 ( 10.0 %)	11 ( 13.3 %)
<a href="#">Thousand Oaks Elementary</a>	01611436090310	472	113 (23.9 %)	64 ( 13.6 %)	14 ( 11.5 %)
<a href="#">Washington Elementary</a>	01611436090328	471	53 (11.3 %)	30 ( 6.4 %)	2 ( 3.5 %)
<a href="#">Willard Middle</a>	01611436056865	511	33 (6.5 %)	84 ( 16.4 %)	8 ( 20.0 %)
District Total:		10,181	1,272 ( 12.5 %)	1,381 ( 13.6 %)	112 ( 8.7 %)
<a href="#">County Total:</a>		222,681	48,434 ( 21.8 %)	50,662 ( 22.8 %)	6,530 ( 13.9 %)
<a href="#">State Totals:</a>		6,236,672	1,413,549 (22.7%)	1,273,561 (20.4%)	170,225 (12.0%)

## **Glossary of Educational Terms**

### **Academic Performance Index (API)**

A statewide ranking of schools based on student test scores from the CAT/6, CST, and high school exit exam; it ranges from 200 to 1000. Most schools have an API, a state ranking (by elementary, middle, or high school), a ranking in comparison to 100 similar schools, and growth targets for the following year. (Ed-data)

### **Accommodations**

Changes in the way tests are designed or administered to respond to the special needs of students with disabilities and English learners (EL). (Ed Source)

### **Accountability**

The notion that people (e.g., students or teachers) or an organization (e.g., a school, school district, or state department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success in doing so. (Ed Source)

### **Achievement test**

A test to measure a student's knowledge and skills. (Ed Source)

### **ACT**

A set of college admissions tests. Most colleges now accept either the SAT or the ACT for admissions purposes. (Ed Source)

### **Adequate Yearly Progress (AYP)**

An individual state's measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year, according to federal No Child Left Behind (NCLB) legislation. This progress is determined by a collection of performance measures that a state, its school districts, and subpopulations of students within its schools are supposed to meet if the state receives Title I federal funding. In California, the measures include (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English/language arts and math; (2) participation of a least 95 percent of students on those tests; (3) specified API scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate. (Ed Source)

### **Advanced Placement (AP)**

A series of voluntary exams based on college-level courses taken in high school. High school students who do well on one or more of these exams have the opportunity to earn credit, advanced placement, or both for college. (Ed Source)

### **Advancement Via Individual Determination (AVID)**

A four-year elective college preparatory class designed to motivate students to attend college.

**Alternative assessments**

Ways other than standardized tests to get information about what students know and where they need help, such as oral reports, projects, performances, experiments, and class participation. (Ed Source)

**Alternative Schools Accountability Model (ASAM)**

An alternative way of measuring student performance in schools with mostly high-risk students—such as continuation schools or some county office of education schools—and schools with fewer than 11 valid test scores. (Ed Source)

**Annual Measurable Objective (AMO)**

The annual target for the percentage of students whose test scores must be proficient or above in English/language arts and mathematics. Meeting the AMO is the first step toward demonstrating adequate yearly progress under the federal law No Child Left Behind (NCLB). (Ed-data)

**Assessment**

Teacher-made tests, standardized tests, or tests from textbook companies that are used to evaluate student performance.

**At-risk student**

Students may be labeled at risk if they are not succeeding in school based on information gathered from test scores, attendance, or discipline problems.

**Average class size**

The number of students in classes divided by the number of classes. Because some teachers, such as reading specialists, have assignments outside the regular classroom, the average class size is usually larger than the pupil-teacher ratio. (Ed Source)

**Average daily attendance (ADA)**

The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every school day would equal one ADA. Generally, ADA is lower than enrollment due to such factors as transiency, dropouts, and illness. A school district's revenue limit income is based on its ADA. (Ed-data)

**Benchmarks**

A detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade level. (Ed Source)

**Berkeley Schools Excellence Program (BSEP)**

This 10-year local special tax measure was approved by the voters in Berkeley in November 2006 with Yes votes from 79.68% of the voters. The purpose of these funds is to support student achievement while also providing a broad range of learning experiences. Each school's use of these funds is unique. Among the cities that have created local tax initiatives to supplement their schools' budgets, Berkeley's BSEP measure is unusual in that it earmarks the purposes for fund

expenditures, and requires extensive parent involvement in planning and overseeing those expenditures.

### **Bilingual education**

An in-school program for students whose first language is not English or who have limited English skills. Bilingual education provides English language development plus subject area instruction in the student's native language. The goal is for the child to gain knowledge and be literate in two languages. (Ed Source)

### **Bond measure**

A method of borrowing used by school districts to pay for construction or renovation projects. A bond measure requires a 55 percent majority to pass. The principal and interest are repaid by local property owners through an increase in property taxes. (See also **parcel tax**.) (Ed Source)

### **California Achievement Test (CAT/6)**

A standardized, nationally normed test of basic skills that replaced the SAT-9 in 2003 as a state-required test for grades two through 11. Results are used to compare the scores of individual students and schools with others in the area, across the state, and throughout the United States. The API is calculated using this exam instead of the SAT-9. (See **nationally normed assessment**.) (Ed-data)

### **California Alternate Performance Assessment (CAPA)**

This is an alternative assessment for children with disabilities who cannot take part in general statewide assessment programs; it is part of California's Standardized Testing and Reporting (STAR) Program.

### **California Basic Educational Data System (CBEDS)**

Statistical information about schools, teachers, and students that is collected from each public school in the fall. (Ed-data)

### **California Basic Education Skills Test (CBEST)**

This test measures basic educational skills and must be passed before a person can become a teacher or administrator in California. (Ed Source)

### **California Content Standards**

The official definitions from the state Board of Education of what children need to know and learn at a particular grade level.

### **California Education Code (Ed Code)**

A collection of all the laws directly related to California K-12 public schools. Ed Code sections are created or changed by the governor and legislature when they make laws. (Ed Source)

### **California English Language Development Test (CELDT)**

A test for students whose primary language is not English (as reported by their parents). The test is administered 30 days after initial enrollment and then annually until it is determined that the student has mastered English. At that point the student is classified as Fluent English Proficient (FEP).



**California High School Exit Exam (CAHSEE)**

A state exam that California public high school students, beginning with the class of 2006, must pass in order to graduate. Its purpose is to test whether students have mastered the academic skills necessary to succeed in the adult world. It is a pass-fail exam divided into two sections: English/language arts (reading and writing) and mathematics. Sophomores, juniors, and seniors can take the test. Once students pass a section of the test, they do not have to take that section again. (Ed Source)

**California State University (CSU) system**

A four-year state university system. California operates three separate public systems for postsecondary education: two-year community colleges, the four-year CSU system, and the more selective University of California (UC) system. (Ed Source)

**Class size reduction**

A state-funded program for kindergarten through third grade classes to ensure that there are no more than 20 students per teacher. A separate program supports some smaller classes for core subjects in ninth grade. (Ed-data)

**Community-based learning**

Students, faculty, administrators, and community members working together to create new learning opportunities within local communities but generally outside traditional learning institutions.

**Comparable growth**

Subgroups of students in a school must improve their scores on standardized tests. They are expected to achieve 80 percent of the predominant student group's target, which is known as comparable growth.

**Conflict management**

A strategy that schools use to prevent and address behavior problems by using peer counselors, mediators, or a school curriculum or program. It usually includes a set of expectations for behavior.

**Core academics**

The required subjects in middle and high schools—usually English (literature), history (social studies), math, and science.

**Cross-cultural Language and Development (CLAD)**

A test that teachers must pass to gain credentials that qualify them to teach English to English learners. The BCLAD is a CLAD for bilingual teachers.

**Curriculum**

The courses of study offered by a school or district. California has developed a set of standards that are intended to guide curriculum and instruction. The final decisions about school curriculum are the responsibility of the local school board. (Ed Source)

**Differentiated instruction**

This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles. For example, different teaching methods for students with learning disabilities.

**Disaggregated data**

The presentation of data broken into segments of the student population instead of the entire enrollment. Typical segments include students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English fluency. Disaggregated data allows parents and teachers to see how each student group is performing in a school. (Ed Source)

**English as a Second Language**

Classes or support programs for students whose native language is not English.

**English Language Advisory Committee (ELAC)**

Variations include "English Language Advisory Council," and "English Language Learner Advisory Committee/Council." The group consists of parents and school staff who work together to address the academic needs of students still learning English.

**English learner**

A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help. (Formerly referred to as Limited English Proficient/LEP.) (Ed Source/Ed-data)

**Fluent English Proficient (FEP)**

A designation that means that a student is no longer considered as part of the school's English learner population. It refers to students who have learned English. (Ed Source)

**General fund**

Accounting term used by the state and school districts to differentiate general revenues and expenditures from funds for specific uses, such as a Cafeteria Fund. (Ed-data)

**Gifted and Talented Education (GATE)**

A program that offers supplemental, differentiated, challenging curriculum and instruction for students identified as being intellectually gifted or talented. (Ed Source)

**Highly qualified teacher**

According to NCLB, a teacher who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches. (Ed Source)

**Immersion education**

A program that teaches children to speak, read, and write in a second language by surrounding them with conversation and instruction in that language. Note that English immersion may differ from other immersion programs.

**Inclusion**

The practice of placing students with disabilities in regular classrooms. Also known as **mainstreaming**. (Ed Source)

**Independent study**

Specially designed instruction in courses taught through a variety of delivery methods that complement traditional high school curricula and provide an accredited diploma.

**Individual Education Program (IEP)**

A written plan created for a student with learning disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities, and outlines goals for the student to reach. The IEP should be reviewed at least once a year.

**Instructional minutes**

Refers to the amount of time the state requires teachers to spend providing instruction in each subject area.

**Integrated curriculum**

Refers to the practice of using a single theme to teach a variety of subjects. It also refers to a interdisciplinary curriculum, which combines several school subjects into one project.

**Intervention**

The term refers to funds that schools get for students who are not learning at grade level. They can be used to fund before-school or afterschool programs or to pay for materials and instructors.

**Language Arts**

Another term for English curriculum. The focus is on reading, speaking, listening, and writing skills.

**NCLB (No Child Left Behind)**

Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified".

**Norm-referenced assessment**

An assessment in which an individual or group's performance is compared with a

larger group. Usually the larger group is representative of a cross-section of all US students. (Ed Source)

### **Parcel Tax**

In California, an assessment on each parcel of property that must be approved by two-thirds of the votes in a school district. The proceeds are generally used for educational programs, not for construction or renovation, which is normally financed through a general obligation **bond measure**. (Ed Source)

### **Parent Teacher Association (PTA)**

A national organization of parents, teachers, and other interested persons that has chapters in schools. They rely entirely on voluntary participation and offer assistance to schools in many different areas.

### **Peer Assistance and Review Program (PAR)**

A program that encourages designated consulting teachers to assist other teachers who need help in developing their subject matter knowledge, teaching strategies, or both. They also help teachers to meet the standards for proficient teaching.

### **Phonics**

An instructional strategy used to teach reading. It helps beginning readers by teaching them letter-sound relationships and having them sound out words.

### **Primary language**

A student's first language or the language spoken at home.

### **Proficiency**

Mastery or ability to do something at grade level. California students receive scores on the California Standards Tests (CST) that range from "far below basic" to "advanced." The state goal is for all students to score at "proficient" or "advanced." (Ed Source)

### **Program Improvement (PI)**

A multistep plan to improve the performance of students in schools that did not make adequate yearly progress under No Child Left Behind for two years in a row. Only schools that receive federal Title I funds may be entered in Program Improvement. The steps in PI can include a revised school plan, professional development, tutoring for some students, transfer to another school with free transportation, and, at the end of five years, significant restructuring. (Ed-data)

### **Pull-out programs**

Students receive instruction in small groups outside of the classroom.

### **Resource specialists**

Specially credentialed teachers who work with special education students by assisting them in regular classes or pulling them out of class for extra help.

### **Resource teacher**

A teacher who instructs children with various learning differences. Most often

these teachers use small group and individual instruction. Children are assigned to resource teachers after undergoing testing and receiving an IEP.

### **SAT (Standardized Achievement Test)**

Also known as the SAT Reasoning Test (formerly called Scholastic Aptitude Test), this test is widely used as a college entrance examination. Scores can be compared to state and national averages of seniors graduating from any public or private school. (Ed-data)

### **SAT II**

This was formerly known as the Achievement Tests and was renamed the SAT II: Subject Tests. They are administered by the College Board and widely used as a college entrance exam. Students may take the test more than once, but only the highest score is reported at the year of graduation.

### **School Accountability Report Card (SARC)**

An annual disclosure report for parents and the public produced by a school that presents student achievement, test scores, teacher credentials, dropout rates, class sizes, resources, and more. The SARC is required by state and federal law.

### **School Improvement Program (SIP)**

A state-funded program for elementary, intermediate, and secondary schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils (see **School Site Council**).

### **School Site Council (SSC)**

A group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds (see **School Improvement Plan**).

### **Scientifically Based Research**

Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. (Ed Source)

### **Sheltered English**

An instructional approach in which classes are composed entirely of students learning English. Students are taught using methods that make academic instruction in English understandable. In some schools, students may be clustered in a mainstream classroom.

### **Socioeconomically disadvantaged**

Students whose parents do not have a high school diploma or who participate in the federally funded free/reduced price meal program because of low family income. (Ed Source)

### **Spanish Assessment of Basic Education, Second Ed. (SABE/2)**

A norm-referenced assessment required for all Spanish-speaking students in

grades two through eleven who have been enrolled in California schools for less than one year. SABE/2 is part of the STAR program and the results are part of the school's API. It covers Spanish/language arts and mathematics. (Ed Source)

**Special Education**

Special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style.

**Standardized test**

A test that is in the same format for all who take it. It often relies on multiple-choice questions and the testing conditions—including instructions, time limits, and scoring rubrics—are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students. (Ed Source)

**Student Study Team** (also referred to as **Student Success Team**)

A team of educators that comes together at the request of a classroom teacher, parent, or counselor to design in-class intervention techniques to meet the needs of a particular student.

**Title 1**

A federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests, including the children of migrant workers. (Ed Source)