

Las Lomas Elementary School District

Master Plan for English Language Learners

Program Description:

The major goals of the program for English language learners in the Las Lomas Elementary School District are:

- to develop proficiency in English;
- to give English language learners access to the District's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

All English learners are enrolled in English Language Mainstream or Structured English Immersion classrooms with CLAD / SDAIE certified teachers. Students with limited-English proficiency in grades K-5 may receive additional assistance on a regular schedule with a designated teacher, and instructional paraeducators provide assistance in both the regular and ELD classrooms. Students in grades 6-8 receive designated ELD instruction and assistance with mainstream classroom work on a regular schedule from a certified CLAD teacher.

English language learners are redesignated as fluent English proficient (R-FEP) after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate proficiency in English comparable to that of the District's average native English-language speakers.

March 2007

Revised March 2011

Revised January 2015

Adopted by the Governing Board May 16, 2007

Outreach to Parents of English Learners (EL 1)

Legal Requirements:

EL 1: The LEA outreach to parents of English learners includes the following actions:

- a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])
- b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
 - Attain English proficiency.
 - Achieve at high levels in core academic subjects.
 - Meet challenging state academic standards expected of all students.
 - (20 USC 7012[e][1])
- c) When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary languages(s). (EC 48985)
- d) An LEA that has not made progress on annual measurable achievement objectives informs parents/guardians of English learners of such failure not later than 30 days after such failure occurs. (20 USC 6312[g][1][B][2], 7012[b])

Note: The establishment and operation of an English Learner Advisory Committee/District English Learner Advisory Committee (ELAC/DELAC) pursuant to EC 62002.5 and 5 CCR 11308 evidence compliance with (a) and (b) of this item.

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. Parents invited to annual meetings to provide input regarding school programs; for example, SBAC testing, Title I, ELAC/DELAC, PTA.	Site ELD Teachers PTA Site Administrators Director of Curriculum & Instruction		Annually – fall Throughout year as appropriate	Principal
2. Parents provided information and opportunity to discuss program specifically for ELs at Parent Information Night.	Site ELD Teachers Teachers		Within first 3 weeks of school	Principal
3. School handbooks, notification letters, and news articles, etc. are provided in Spanish.	Bilingual Paraeducators Bilingual ELD Teachers	Translated documents	As needed	Principal
4. Bilingual Buddy program provided to assist parents of English learners.	Site ELD Teachers PTA Volunteers DELAC Parent	Parent requests	Within 2 weeks of arrival Throughout the year as requested	ELD Teachers Bilingual Buddy Coordinator
5. Frequently Asked Question brochure provided to all newcomer families.	Office staff Site ELD Teachers ELAC/DELAC	FAQs brochure	Within 30 calendar days of initial enrollment	Principal
6. Results of tests are given to Site ELD Teachers for appropriate placement of students.	Site ELD Teachers	Results of State testing	Upon completion of testing As soon as received from scoring service	Principal

Compliance documents needed for this section:

- _____ Notices and agendas of parent meetings
- _____ Copy of translated documents
- _____ List of parents and Bilingual Buddies
- _____ FAQs for Newcomers brochure
- _____ District Website with links to agendas, resources, etc.
- _____ Summer Mailing to EL families
- _____ Announcements & Fliers for EL Parent Education Events

Identification of English Learners (EL 4)

Legal Requirements:

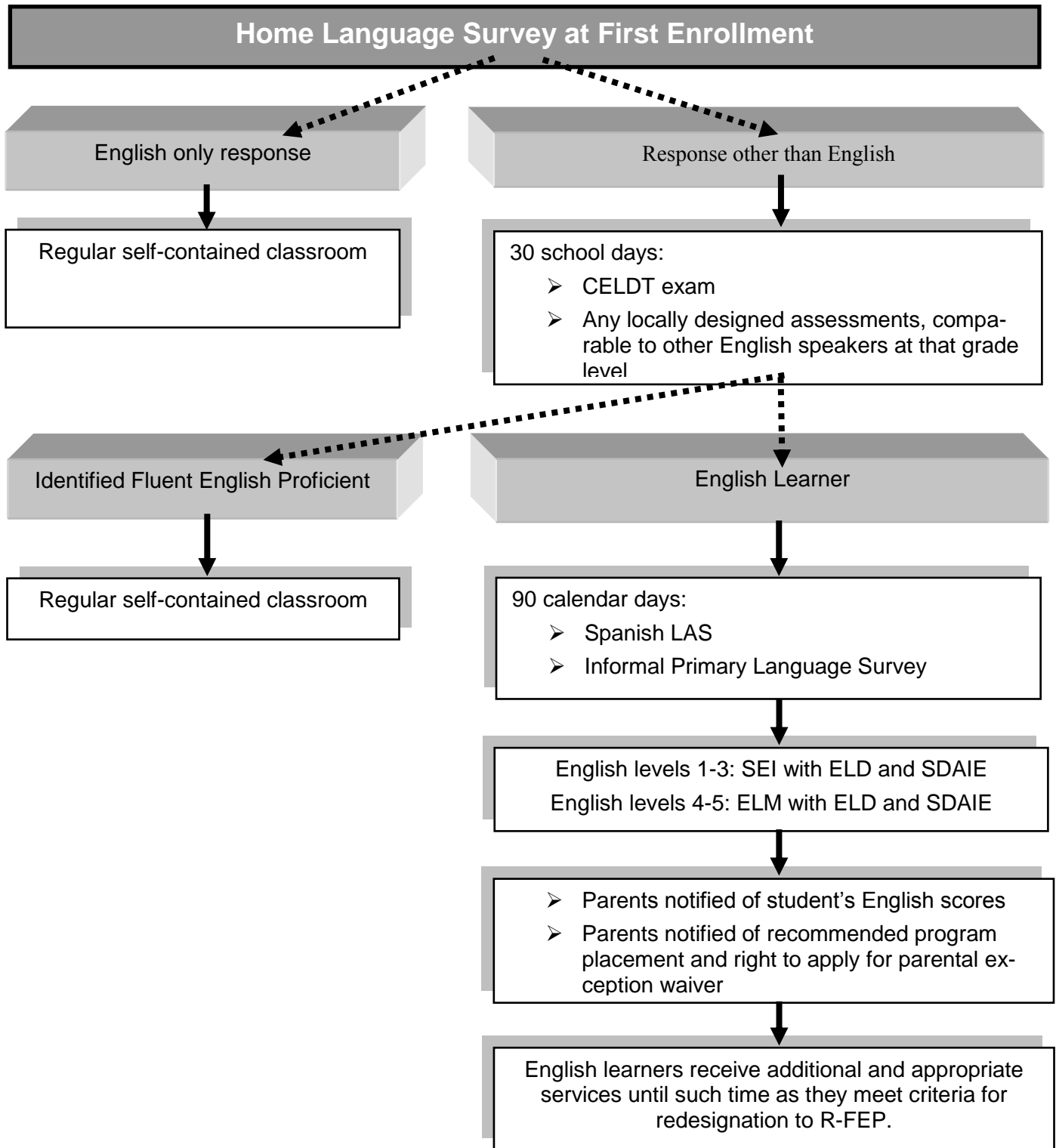
- EL 4: The district has properly identified, assessed, and reported all students who have a primary language other than English (*20 USC 6312[g]; EC 62002, 52164; 5 CCR 11307, 11511, 11511.5*).
- EL 4.1: A home language survey (HLS) is used at the time of initial enrollment to determine the student’s primary language (*EC 52164.1[a]*)
- EL 4.2: Within 30 school days of initial enrollment each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency by means of the state-designated instrument *California English –Language Development Test* (CELDT). The assessment has been conducted following all of the publisher’s instructions. (*EC 52164.1[b]; 5 CCR 11307[a], 1151*)
- EL 4.3: Each English learner is assessed in the primary-language (*EC 52164.1[c]*_
- EL 4.4: Each English learner is annually assessed for English proficiency (i.e., through *CELDT*) and academic progress. (*5 CCR 11306, 11511*)
- EL 4.5: All parents/guardians of English Learners and fluent English-proficient students have been notified in writing of their child’s initial English-language and primary-language proficiency results and program placement. (*EC 52164.1 (c), 5 CCR 11511.5*)
- EL 4.6: Parents/guardians of English learners have been notified annually of their child’s English-language proficiency assessment results and program placement. (*EC52164.1[c]; 5 CCR 11511.5*)

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. Home Language Survey (HLS) given to parent / guardian upon enrollment.	School secretary	HLS in several languages	Upon enrollment	Principal
2. HLS reviewed at site to initiate testing.	Site ELD teachers	HLS	Upon enrollment	Principal
3. If language other than English is recorded on HLS, student is assessed for English proficiency	Trained staff	CELDT	Within 30 school days of enrollment	Principal
4. English learners are assessed for primary language proficiency	Bilingual paraeducators	Spanish LAS Informal survey	Within 90 school days of enrollment	Principal
5. Parents are notified of results of English and primary language assessment results, program placement and receive copy of program descriptions	Site ELD Teachers State testing agency for CELDT exam	Site notification letter CELDT notification letter	Within 30 calendar days of initial enrollment As soon as received from scoring service	Principal
6. Results of tests are given to Site Coordinator for appropriate placement of students.	Site ELD Teachers	Results of State testing	Upon completion of testing	Principal

Compliance documents needed for this section:

- _____ Copy of HLS in each student’s cumulative record file
- _____ List of teachers who have received CELDT training
- _____ Working list for testing new EL students
- _____ Copy of student score information on CELDT, including date tested
- _____ Copy of informal primary language survey for speakers of other languages
- _____ Copy of written parent notification of proficiency results in English and primary language and program placement

Identification of English Learners and Program Placement (EL4 & EL10)



Funding (EL5)

Legal Requirements:

- EL 5: Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. (20 USC 1703[f]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013)
- EL 5.1: Funds provided by Economic Impact Aid (EIA) and Title III for limited-English proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. (20 USC 6825[g]; 5 CCR 4320[a])

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. The School Site Council approves proposed expenditures for EIA/LEP and Title III funds	SSC Members	Single Plan Budget	Annually	Principal
2. The Governing Board will adopt a budget which includes allocation of funds to the ELD program	Governing Board and Superintendent	General Fund and Categorical funds	Annually	Superintendent

Compliance documents needed for this section:

- _____ Consolidated Application, site allocation pages
- _____ Copy of LEA Plan and Site Single Plan for Student Achievement
- _____ Minutes of approval of SPSA and proposed EIA/LEP and Title III expenditures
- _____ District expenditure reports for EIA-LEP and Title III
- _____ List of adopted core curriculum and supplemental materials for English Learners

Program Placement (EL10)

Legal Requirements:

EL 10: All English learners shall be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (EC 305, 306, 301, 311)

Note: The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency. No provision of an IEP requires a parental exception waiver under this section.

EL 10a: Based on LEA criteria of reasonable fluency, English learners are placed in Structured English Immersion (SEI) or in English-language Mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests. (EC 305, 306, 310, 311; 5 CCR 11301)

EL 10b: The LEA has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC 306)

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. Students who receive a composite score on the CELDT of Levels 1-3 are designated as having "less than reasonable fluency in English." Students who score at Levels 4-5 are designated as having "reasonable fluency in English."	Site ELD Teachers	CELDT results District designated	Upon initial enrollment Annually each fall	Principal
2. Students of "less than reasonable fluency" are grouped together in classrooms with Structured English Immersion (SEI) programs.	Site ELD Teachers	Designated CLAD / SDAIE teachers	Upon initial enrollment Annually each fall	Principal ELD Coordinator
3. Students of "reasonable fluency" in English are grouped in classrooms with English Language Mainstream (ELM) programs.	Site ELD Teachers	Designated CLAD / SDAIE teachers	Upon initial enrollment Annually each fall	Principal ELD Coordinator
4. Parents notified of placement recommendation.	Site ELD Teachers	Description of program and waiver process	Within 2 weeks of placement	

Compliance documents needed for this section:

- _____ List of class assignments, program designation, teacher certification
- _____ Dated copy of parent notification letter regarding EL student placement and parent choice of options
- _____ Copy of written program descriptions of SEI, ELM (see parent notification letter)

Parental Exception Waivers (EL11)

Legal Requirements:

- EL 11: Parents and guardians of English learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program. (20 USC 6312[g][1][A]; EC 48985; 5 CCR 11309[a])
Note: The Individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver.
- EL 11.1: LEA procedures for granting parental exception waivers include the following components:
- Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 CCR 11309[b][1])
 - Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR 11309[b][2])
 - Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation (5 CCR 11309[b][3])
 - Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under *Education Code* Section 311(c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (EC 310, 311; CCR 11309[c])
- EL 11.2: Parental exception waivers are granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (EC 310, 311; 5 CCR 11309[b][4])
- EL 11.3: If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. (EC 310 311; 5 CCR 11309[d])
- EL 11.4: Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. (EC 310)

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. Parents will receive a written explanation of ELD program options upon initial identification, and annually thereafter.	ELD teachers Teachers	Parent letter	Upon receipt of CELDT scores	ELD teachers Principal
2. Translators will be available to parents with questions about the written program information	District translators Bilingual Buddies	Translated letters	Upon receipt of the Parent Notification Letter and thereafter	ELD teachers Principal
3. EL parents of continuing students will be notified of recommendations for student program placement.	ELD teachers Teachers	Parent letter	Within 30 days of start of school	ELD teachers Principal
4. Parents who apply for a parental exemption waiver must complete a form annually	ELD teachers Teachers	Waiver forms	Within 20 days of start of school	ELD teachers Principal

Compliance documents needed for this section:

- _____ LEA criteria for reasonable fluency
- _____ District policies for ELM and SEI placement
- _____ Parent notification of program placement and waiver opportunity
- _____ LEA descriptions of structured English immersion, English language mainstream class, and alternative program
- _____ Parental exception waiver forms, procedures and completed requests
- _____ Documented LEA action on waiver requests

English Language Development (EL12)

Legal Requirements:

EL12: Each English learner receives a program of instruction in English-Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. (20 USC 1703[f], 6825[c][1][A]; EC 300, 305, 306, 310,; 5 CCR 11302; 20 USC 1703 (f); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011)

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. Each EL will receive designated ELD instruction that is appropriate to his/her level of proficiency until redesignated FEP	Teachers ELD teachers	ELD materials	Daily	Principal Teachers
2. Students will be grouped by English proficiency level for ELD. Whenever possible, no more than 2 ELD levels or grade levels will be grouped together.	ELD Site Coordinator ELD Teachers	Designated ELD time during each school day	Annually each fall	Principal
3. Students will receive regular ELD instruction based on ELD Standards	ELD teachers Teachers	ELD materials	Daily	Principal Teachers
4. Progress in acquiring English skills will be monitored on locally developed assessments 3 times during the school year	ELD teachers Teachers	ELA assessment tools ELD checklist	Fall, winter, spring (coinciding with report cards / parent conf.	ELD teachers Principal
5. EL groupings are revised, based on assessment results	ELD Site Coordinator	Assessment tools ELD checklist	Fall, winter, spring (coinciding with report cards / parent conf.	ELD teachers Principal
6. Annual, formal assessment of each EL	ELD teachers Teachers	CELDT exam	Fall, annually	ELD teachers Principal
7. All assessment data is kept at the school site and is monitored to ensure adequate student progress	ELD Teachers	EL Database	Fall, winter, spring	ELD teachers Principal
8. Students who do not make adequate progress in acquiring English language proficiency are targeted for intervention	ELD teachers Teachers RSP	ELD materials	Throughout the year Summer school	ELD teachers Principal

Compliance documents needed for this section:

_____ LEA Plan

_____ ELD Standards and Criteria

_____ ELD curriculum/course descriptions

_____ District ELD / English Language Arts materials

_____ List of English learners and fluent English-proficient students

_____ Classroom ELD schedule or master schedule indicating ELD classes and ELA classes with integrated ELD

_____ List of students who have been retained, with English-language proficiency status (EL, redesignated fluent English-proficient, initially fluent English-proficient, English only) indicated

Academic Instruction (EL13)

Legal Requirements:

EL 13: Academic instruction for English learners is designed and implemented to ensure that they meet the district’s content and performance standards for their respective grade levels in a reasonable amount of time.

EL 13.1 The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before deficits become irreparable. (20 USC 1703[f], 6312[c][1][M], 6825[c][1][B]; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-101)

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. Each EL will receive access to core curriculum content through specially designed instruction in English (SDAIE). Students at all academic levels will be grouped in content area classes with certificated teachers. Additional support will be provided by paraeducators and the ELD teacher as necessary.	ELD teachers Teachers	ELD materials Training programs	Fall, annually	ELD teachers Principal
2. Parents of students “less than reasonably fluent in English” may waive participation in a pullout program. The student will continue to receive ELD instruction in the classroom.	ELD teachers EL Parents Teachers	Parent requests	Throughout school year	Principal
3. EL progress in the content areas (in grades 2-8) will be monitored by site assessments at least 2 times during the school year.	Teachers	Standards-based assessments in content areas	Fall, winter, spring	ELD teachers Principal
4. Formal assessment of EL academic progress will take place each spring using district and state exams and assessment tools.	Teachers	District assessments Writing prompts STAR	Spring (annually)	ELD teachers Principal Testing Coordinator
5. Assessment data will be kept at the school site and will be monitored to ensure adequate EL progress in acquiring content knowledge	ELD teachers	EL database	Throughout the year	ELD teachers Principal
6. Students who do not make adequate progress in acquiring grade level content knowledge will be targeted for intervention	ELD teachers Teachers Student Success Team Tutors	Homework Center ELD tutoring	Throughout the year Summer School	ELD teachers Principal

Compliance documents needed for this section:

- _____ List of current and former ELs
- _____ Class lists or master schedule
- _____ LEA “catch-up” plan for monitoring and overcoming any academic deficits
- _____ Student records (including assessment data, grades) for selected students
- _____ IEPs for selected special education ELs

Qualified Teachers for English Learners and Professional Development (EL 8 and EL 9)

Legal Requirements:

- EL 8: Teachers assigned to provide English-language development or access to core curriculum instruction for English learners are appropriately authorized or actively in training for an English learner authorization.
 - EL 8.1: On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage. (20 USC 6319[a][1]; EC 44253.1, 44253.2, 44253.3, 44253.10; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011)
 - EL 9: The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that are:
 - a) Designed to improve the instruction and assessment of English learners (20 USC 6825[c][2][A])
 - b) Designed to enhance the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for English learners (20 USC 6825[c][2][B])
 - c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil’s English proficiency or the teacher’s subject matter knowledge, teaching knowledge, and teaching skills (20 USC 6825[c][2][C])
 - d) Of sufficient intensity and duration to have a positive and lasting impact on the teacher’s performance in the classroom (20 USC 6825[c][2][D])
- (20 USC 6825[c][2]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011)

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. A sufficient number of CLAD teachers are assigned to each grade level	Principal		Annually	Principal
2. Students are grouped for ELD instruction by proficiency level (whenever possible) and receive supplementary ELD instruction.	ELD teachers Teachers	ELD teachers CLAD teachers	Annually	ELD teachers Principal
4. Teachers who work with EL students, and who do not hold appropriate certification, will be enrolled in training programs designed to achieve authorization within one year.	Teachers Director of Curriculum & Instruction	District training	Annually	Superintendent
5. Notify teachers of District and COE training opportunities to acquire CLAD, SDAIE, or primary language certification	Principal Superintendent Director of Curriculum & Instruction	District training COE training	Throughout the year	Superintendent
6. The District will support teachers in their efforts to obtain appropriate authorization by paying for classes or offering stipends to attend trainings.	Superintendent	General Fund	Throughout the year	Superintendent

Compliance documents needed for this section:

- _____ Copy of the CDE approved English Learner staffing plan
- _____ Sample of district notification(s) to teachers regarding training and authorizations required for their teaching assignments with EL students
- _____ List of English learners and their assigned teachers (indicating EL authorization status)
- _____ Copy of each teacher’s authorization or training agreement for those teachers newly hired to provide instruction to EL students
- _____ LEA measures to remedy the shortage of authorized teachers (if applicable)
- _____ LEA and site professional development records for teachers, paraprofessionals and counselors

District English Learner Advisory Committees (ELAC and DELAC) (EL 2 and EL 3)

Legal Requirements:

- EL 2: A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:
- (a) Parent members are elected by parents or guardians of English learners (5 CCR 11308[b]; EC 62002.5)
 - (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 62002.5, 52176[b])
 - (c) The ELAC has advised the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a])
 - (d) The ELAC has advised the principal and staff on the school's program for English learners. (EC 52176[c], 62002.5)
 - (e) The ELAC has assisted in the development of the school's:
 - Needs assessment
 - Language census (R-30LC)Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176[c])
 - (f) The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (EC 35147[c]; 5 CCR 11308[d])
 - (g) The ELAC has the opportunity to elect at least one member to the DELAC. (5 CCR 11308[b]; EC 62002.5, 52176[b], 35147; 20 USC 6312[g][4])
- EL 3: An LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.
- (a) The DELAC has had the opportunity to advise the governing board on all of the following tasks:
 - Development of a district master plan of educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement for English learners (5 CCR 11308[c][1])
 - Conducting a district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
 - Establishment of a district program, goals, and objectives for programs and services for English learners (5 CCR 11308[c][3])
 - Development of a plan to ensure compliance with applicable teacher and instructional aide requirements (5 CCR 11308[c][4])
 - Administration of the language census (5 CCR 11308[c][5])
 - Review of and comment on the district redesignation procedures (5 CCR 11308[c][6])
 - Review of and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist parent members in carrying out their responsibilities. (EC 11308[d]) (EC 62002.5, 52176[a], 35147; 5 CCR 11308[d]; 20 USC 6312[g][4])

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. An election will be held at each site, each fall, to determine new members of the ELAC / DELAC	Principal		Annually	Principal
2. The ELAC / DELAC will meet to determine if any responsibilities will be delegated to the School Site Council	Principal		Annually	Principal
3. The members of each ELAC and the DELAC shall meet at least twice annually	Principal Superintendent		Fall, spring	Principal Superintendent

Compliance documents needed for this section:

- _____ ELAC and DELAC minutes and agendas
- _____ ELAC and DELAC training materials
- _____ ELAC and DELAC membership list with parents of English Learners indicated
- _____ ELAC and DELAC meeting notifications
- _____ ELAC and DELAC operating procedures
- _____ Sample of communications provided to parents in languages other than English
- _____ Minutes of Governing board meeting(s) where DELAC provided advice (if applicable)

Program Evaluation (EL 6)

Legal Requirements:

EL 6: The LEA has implemented a process and criteria to determine the effectiveness of the program(s) provided to English learners including:

- a) A way to demonstrate that the program(s) for English learners produce, within a reasonable period of time:
 - English-language proficiency comparable to that of average native speakers of English in the district
 - Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district’s school system already proficient in English.
- b) (b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level.
(20 USC 1703 (f), 6841; Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009-1011)

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. Site personnel shall be accountable for implementing the District’s program for English Language Learners	Principal ELD teachers Teachers	ELD course outlines Board Policy	Ongoing	Principal Superintendent
2. The ELD teacher will collect and monitor EL student records, coordinate EL testing, advise classroom teachers, and monitor EL student progress.	ELD teachers	EL folders	Ongoing	ELD teachers Principal
3. The Single Plan for Student Achievement will address language and academic needs of EL students.	Principal ELD teachers Site Council Members	Internal assessments	Annually	Principal Superintendent
4. The Principal will monitor EL student placement, ensure appropriate teacher authorizations, visit classrooms regularly, attend ELAC meetings, and ensure implementation of school / district plans to meet the needs of EL students.	Principal or administrative designee			Principal Superintendent
6. An annual report regarding the language and academic progress of EL students will be prepared	Principal ELD teachers ELAC / DELAC		Annually	Superintendent

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. EL students will make one level growth in English each year, as measured by the CELDT and internal assessments.	Principal ELD teachers Teachers	ELD class time ELD materials SDAIE instruction CELDT	Ongoing	Principal ELD teacher Teachers
2. EL students who enroll in the district at kindergarten / 1 st grade will reach academic grade level expectations.	ELD teachers Teachers	ELD class time ELD materials SDAIE instruction	Ongoing	ELD teacher Teachers
3. EL students will meet redesignation criteria within 6 years of enrollment in the district.	ELD teachers	ELD class time ELD materials SDAIE instruction	Ongoing	ELD teacher Principal

Compliance documents needed for this section:

- _____ LEA Plan or other documents that describe criteria and process for determining the effectiveness of the district’s programs for ELs
- _____ Single School Plan for Student Achievement
- _____ Annual Report on English Learners / ELD Program
- _____ Longitudinal data on academic achievement of current and former ELs
- _____ Description of how the evaluation procedure involves district and site staff in determining possible program improvements
- _____ Copy of language development folder for each EL student
- _____ Copy of individual EL student database record form
- _____ CAASPP results and CELDT score results for EL students
- _____ District report cards

Redesignation of English Learners (EL 7)

Legal Requirements:

- EL7: The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:
- a) Assessment of English-language proficiency (CELDT) (5CCR 11303[a])
 - b) Assessment of performance in basic skills; for example, SBAC, local assessments (5 CCR 11303[d])
 - c) Participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5 CCR 11303[b])
 - d) Parent opinion and consultation during the reclassification process (EC 313; 5 CCR 11303[c])
- EL7.1 The LEA monitors for a minimum of two years the progress of pupil reclassified to ensure correct classification, placement, and additional academic support, if needed. (20 USC 6841, 5 CCR 11304)
- EL7.2 The LEA maintains in the pupil’s permanent record documentation of the following:
- a) Language and academic performance assessment
 - b) Participants in the reclassification process
 - c) Decision regarding reclassification (5 CCR 11305)

Policy / Procedures	Persons Responsible	Resources	Timeline	Accountability
1. Each fall, students scoring at the “early advanced level” or higher on the CELDT will be identified for possible redesignation	ELD teachers	CELDT results	Within 30 days of receiving scores	ELD teachers Principal
2. Conference with parents of identified students to discuss redesignation as RFEP	ELD teachers Principal	R-FEP form	Jan/Feb	ELD teachers Principal
3. RFEP students will be monitored for a minimum of three years to ensure continued achievement at a comparable level to average native English-speaking students. Initially fluent English Proficient (IFEP) students will be monitored for a minimum of two years.	ELD teachers	ELD database	Annually	Principal
4. RFEP students who do not maintain grade level comparable work will qualify for / receive specific intervention	ELD teachers Teachers Specialists, e.g. Reading Support Teachers	SST	Throughout the year	ELD teachers Principal
5. A RFEP student who consistently fails to reach grade level work will qualify for ELD services. Parents will be notified	ELD teachers Teachers	ELD database	Each grading period	ELD teachers Principal
6. EL students who receive Special Education services will be reclassified based on alternative criteria. Redesignation goals will be noted in the student’s IEP	RSP teacher ELD teachers	IEP	Following the annual review	Principal Sp. Ed. Director

Compliance documents needed for this section:

- _____ Copy of redesignation form for each EL student
- _____ Copy of letter sent to parent inviting him/her to attend redesignation review conference
- _____ Copy of redesignation review notes and decision
- _____ List of former EL students redesignated within last 24 months
- _____ List of students eligible for redesignation
- _____ Documentation of results indicating performance in core curriculum of former EL students redesignated RFEP
- _____ List of ELs who have been enrolled in the district for 5 or more years.

