

Manhattan Beach Unified School District

MASTER PLAN FOR ENGLISH LANGUAGE LEARNERS



April 2008

**Manhattan Beach School District
Master Plan for English Language Learners**

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Master Plan for English Language Learners

Program Description:

The major goals of the program for English language learners in the Manhattan Beach Unified 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 by placing them with CLAD/SDAIE certified teachers while also receiving additional English Language Development support.

All English learners are enrolled in English Language Mainstream or Structured English Immersion classrooms with CLAD / SDAIE certified teachers. Students in all grades receive additional assistance on a regular schedule with an English Language Development specialist, while instructional aides also provide assistance within the ELD classrooms. Students receive designated English instruction as well as support with content classroom work as needed.

English language learners are redesignated as fluent English proficient (R-FEP) after meeting the district's 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.

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) 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])

Policy / Procedures	Personnel	Resources	Timeline	Accountability
1. Parents invited to annual meeting to introduce/discuss the EL program and to provide any recommendations they have in regards to the EL program and EL students. (K-5)	Site EL Coordinator	Parent Invitation via mail	Annually, fall	Principal, Executive Director of Educational Services
2. Parents provided information and opportunity to discuss the program specifically for EL students at Back-to-School Night. (6-12)	Site EL Coordinator, EL Classroom Teachers	Parent Invitation via mail or flyer	Within first month of school	Principal, Executive Director of Educational Services
3. District provides translators when needed to ensure parental understanding of handbooks, notification letters, meeting minutes, etc.	EL Coordinator, instructional aides, bilingual parent volunteers, county translators	Translated documents	As needed	Principal, Executive Director of Educational Services

4.	Students tested and results of tests used by Site Coordinator for appropriate placement of students.	Site EL Coordinator, Instructional aides	Results of state testing	Upon completion of testing	Principal, Executive Director of Educational Services
5.	Parents provided with information regarding how to access the content standards via the district website. Hard copies provided for parents that request the standards in that format.	Site EL Coordinator, Instructional aides	State content standards	Fall DELAC meeting	Principal, Executive Director of Educational Services
6.	PTA representative speaks at DELAC to invite parents to get involved in the schools.	PTA representative	PTA contact information and websites	Fall DELAC meeting	Principal, Executive Director of Educational Services
7.	Parents provided with strategies to support their children in attaining English proficiency.	EL Teachers, Current EL parents	Parent Survey, Informational Flyer of EL strategies	Included in Parent Notification Letter, Fall DELAC meeting	Principal, Executive Director of Educational Services
8.	Review Annual Measurable Objective Data to ensure targets have been met. Inform parents within 30 days if targets are not met.	EL Coordinator	AMO data, Parent Notification (if needed)	Thirty days after receiving AMO data	Principal, Executive Director of Educational Services

Compliance documents needed for this section:

- _____ Notices and agendas of parent meetings
- _____ Sample copy of parent invitation or flyer
- _____ Copy of translated documents
- _____ List of students tested and results
- _____ Copy of website page displaying state content standards
- _____ Notices and agendas of Fall DELAC meetings
- _____ Information about EL strategies
- _____ Parent survey
- _____ AMO data and parent notification (if needed)

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 or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (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 advised the school district 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 (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 annual language census (5 CCR 11308[c][5])
- Review and comment on the school district’s reclassification procedures (5 CCR 11308[c][6])
- Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])

(b) The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])

(EC 62002.5, 52176[a], 35147; 5 CCR 11308[d]; 20 USC 6312[g][4])

Policy / Procedures	Personnel	Resources	Timeline	Accountability
1. The ELAC/DELAC will meet each fall and invite all English learner parents to attend.	EL Coordinators, EL teachers, EL parents, Administrators	Parent packet	Annually	Principals, Executive Director of Educational Services
2. An election will be held, each fall, to determine new parent representatives for the ELAC/DELAC. EL parents constitute the same percentage of the ELAC/DELAC as their children represent of the student body.	EL Coordinators, EL teachers, EL parents, Administrators	ELAC/DELAC ballot	Annually	Principals, Executive Director of Educational Services
3. The ELAC/DELAC will meet to determine if any responsibilities will be delegated to the School Site Council.	EL Coordinators, EL teachers, EL parents, Administrators	List of recommendations	Annually	Principals, Executive Director of Educational Services
4. The members of each ELAC and the DELAC shall meet at least twice annually.	EL Coordinators, EL teachers, EL parents, Administrators	ELAC/DELAC Bylaws	Fall, Spring	Principals, Executive Director of Educational Services
5. School sites with 21 or more English learners will have a functioning ELAC.	EL Coordinators, EL teachers, EL parents, Administrators	ELAC/DELAC Bylaws	Fall	Principals, Executive Director of Educational Services

6.	The ELAC/DELAC shall advise the SSC on the development of the Single Plan for Student Achievement.	SSC members, EL Coordinators, EL teachers, EL parents, Administrators	Single Plan for Student Achievement	September- November of each school year	ELAC/DELAC and SSC membership, Principals, Executive Director of Educational Services
7.	The ELAC/DELAC shall advise the principal and staff on the school's program for English Learners.	EL Coordinators, EL teachers, EL parents, Administrators	EL Master Plan	Fall ELAC/DELAC meetings	ELAC/DELAC members, Principals, Executive Director of Educational Services
8.	Share information about the school's needs assessments, language census, and attendance policies at ELAC/DELAC. Ask for input regarding potential changes.	EL Coordinators, EL teachers, EL parents, Administrators	School needs assessments, language census, attendance policies	Fall ELAC/DELAC meetings	ELAC/DELAC members, Principals, Executive Director of Educational Services
9.	Members of the ELAC/DELAC shall be provided training regarding their legal responsibilities.	EL Coordinators, EL teachers, EL parents, Administrators	Training Materials	Fall ELAC/DELAC meetings	ELAC/DELAC members, Principals, Executive Director of Educational Services
10.	The DELAC shall serve as an advisory body to the Board of Trustees.	EL Coordinators, DELAC members, Board of Trustees	EL Master Plan, Needs assessments, Teacher credentialing requirements, Language Census, Reclassification, Parent Notifications	Fall ELAC/DELAC meetings	ELAC/DELAC members, Board of Trustees, Principals, Executive Director of Educational Services

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 bylaws
- _____ ELAC and DELAC ballots
- _____ ELAC and DELAC parent packets
- _____ Single Plan for Student Achievement
- _____ English Learner Master Plan
- _____ School's needs assessment, copy of the language census, and attendance policies
- _____ Sample of communications provided to parents in languages other than English (if applicable)
- _____ Minutes of Governing board meeting(s) where DELAC provided advice (if applicable)

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 calendar 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 for primary language proficiency within 90 days of the date of the pupil's initial enrollment. (EC 52164.1[c])
- EL 4.4:** Parents/guardians of English learners and fluent English-proficient students have been notified of their child's initial English-language and primary-language proficiency assessment results. (EC 52164.1 (c), 5 CCR 11511.5)
- EL 4.5:** (For school districts receiving Title III funds) Parents/guardians of English learners have been notified not later than 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program) of their child's initial English-language and primary-language proficiency assessment results, their child's language designation, English proficiency level, program placement, program options, exit criteria, and for English learners on IEPs, how current program will meet objectives of IEP. (20 USC 7012)
- EL 4.6** (For school districts receiving Title III funds) Parents/guardians of English learners have been informed annually, not later than 30 days after the beginning of the school year, of their students' language designation, English proficiency level, program placement, program options, exit criteria, and for English learners on IEPs, how the current program will meet the objectives of the IEP. (20 USC 7012)

EL 4.7 Each English learner is annually assessed for English language development and for academic progress. (5 CCR 11306)

EL 4.8 The English language proficiency of all currently enrolled English learners shall be assessed by administering the California English Language Development Test (CELDT) during the annual assessment window. (5 CCR 11511.1[b])

EL 4.9 Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil’s individualized education program (IEP) or 504 Plan. (5 CCR 11516)

EL 4.9a Parents/guardians of English learners have been notified annually of their child’s English-language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC 52164.1[c]; 5 CCR 11511.5)

Policy / Procedures	Personnel	Resources	Timeline	Accountability
1. Home Language Survey (HLS) given to parent /guardian upon enrollment.	School office manager	HLS in several languages	Upon enrollment	Principal, Executive Director of Educational Services
2. HLS reviewed at site to initiate testing.	EL Coordinator	HLS	Upon enrollment	Principal, Executive Director of Educational Services
3. If language other than English is recorded on HLS (Lines 1-3), student is assessed for English proficiency.	EL Coordinator, Instructional Assistants	California English Language Development Test (CELDT)	Within 30 school days of enrollment or within annual assessment window	Principal, Executive Director of Educational Services
4. English learners are assessed for primary language proficiency. (Languages other than Spanish)	School office manager	Informal Primary Language Assessment if home language is other than Spanish	Upon enrollment	Principal, Executive Director of Educational Services
5. English learners are assessed for primary language proficiency. (Spanish only)	EL Specialists, Instructional Assistants	Spanish LAS test	Within 90 calendar days of initial enrollment	Principal, Executive Director of Educational Services

6.	Each English learner is assessed for English Language Development and for academic progress annually.	EL Coordinator, Instructional Assistants	CELDT, STAR results, Report cards, CAHSEE	Annually	Principal, Executive Director of Educational Services
7.	Accommodations, modifications, or alternate assessments for the CELDT can be provided if specified in the pupil's IEP or 504 Plan	EL Coordinator, Special Education case carrier, 504 administrator	IEP, 504 Plan, CELDT Guidelines	Annually	Principals, Executive Director of Educational Services, Executive Director, Student Services
8.	Parents are notified of English and primary language assessment results, language designation, English proficiency level, program placement, program options, exit criteria, and how current program will meet objectives of IEP, if applicable.	EL Coordinator, State testing agency for CELDT exam	Parent notification letter, CELDT parent brochure	Within 30 days of initial enrollment, within 2 weeks if enrolling occurs during the school year, or annually	Principal, Executive Director of Educational Services
9.	Results of tests are given to principals for appropriate placement of students.	EL Coordinator, Educational Advisors, Counselors, Principals	Results of CELDT state testing	Upon completion of testing	Principal, Executive Director of Educational Services
10.	Copy of student's results is placed in classroom teacher's mailbox.	EL Coordinator, Instructional assistants	Copy of CELDT Student Score Sheet and explanation of proficiency descriptors	Upon completion of testing	Principal, Executive Director of Educational Services
11.	Copy of CELDT Student Score Sheet along with copy of Parent Notification is placed in student's cumulative file folder.	EL Coordinator, Instructional assistants	Copy of Student Score Sheet and parent notification letter	Upon completion of mailings	Principal, Executive Director of Educational Services
12.	Upon receipt of official state results, copy mailed to parents and other placed in student's cumulative file folder.	EL Coordinator, Instructional assistants	Copy of official CELDT results, Parent letter	Upon receipt of official results from testing publisher	Principal, Executive Director of Educational Services

Compliance documents needed for this section:

- _____ Copy of HLS in each student's cumulative record file
- _____ List of teachers and instructional assistants who have received CELDT training
- _____ Working list for testing new EL students
- _____ Copy of student score information on CELDT, including date tested
- _____ Copy of LAS test in student's cumulative file for students with the primary language of Spanish
- _____ Copy of informal primary language survey for speakers of other languages
- _____ Copy of written parent notification of proficiency results in English, primary language results, and program placement
- _____ Copy of CELDT parent brochure
- _____ Copies of EL student reports such as report cards, STAR results, CAHSEE results
- _____ IEPs and 504 plans of EL students

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	Personnel	Resources	Timeline	Accountability
1. The School Site Council approves Single Plan for Student Achievement, including use of EIA/LEP and Title III funds.	SSC Members	Single Plan Budget	Annually	Principal
2. The Board of Trustees will adopt a budget which includes allocation of funds to the English Learner program.	Board of Trustees, Superintendent	General Fund, Categorical funds	At least three times per year	Superintendent, Board President
3. Funds provided by EIA and Title III supplement, but do not supplant general funds or other categorical resources	Assistant Superintendent of Administrative Services, EL Coordinators	District Budget	Ongoing	Superintendent, Assistant Superintendent of Administrative Services, Assistant Superintendent of Human Resources, Executive Director of Educational Services

Compliance documents needed for this section:

- _____ Consolidated Application, site allocation pages
- _____ Copy of LEA Plan and Single Plans 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 funding sources for adopted core curriculum and supplemental materials for English Learners
- _____ MOU of Title III consortium

Reclassification of English Learners (EL 6)

Legal requirements:

- EL 6:** 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) (EC 313[d][1]; 5 CCR 11303[a])
 - (b) Comparison of student performance in basic skills, such as California Standards Test for English-Language Arts (CST-ELA) (EC313[d][4]; 5 CCR 11303[d])
 - (c) Teacher evaluation that includes, but is not limited to, the pupil’s academic performance. “Teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (EC 313 [d][2]; 5 CCR 11303[c])
 - (d) Opportunity for parent opinion and consultation during the reclassification process (EC 313[d][3]; 5 CCR 11303[c])

EL 6.1 The LEA monitors for a minimum of two years the progress of pupil reclassified to ensure correct placement and additional academic support, if needed.

(20 USC 6841, 5 CCR 11304)

EL 6.2 The LEA maintains in the pupil’s permanent record documentation of the following:

- Language and academic performance assessment
- Participants in the reclassification process
- Decision regarding reclassification

(5 CCR 11305)

Policy / Procedures

1. Each fall, students scoring at the “Early Advanced” level or higher on the CELDT will be identified for possible reclassification. Each skill area proficiency level should also be “Intermediate” or higher.

Personnel

EL Coordinator

Resources

CELDT results

Timeline

Within 30 days of receiving scores

Accountability

EL Coordinator,
Principal, Executive
Director of
Educational
Services

2.	Invite parents of identified students to a parent conference to discuss reclassification (RFEP).	EL Coordinator, Classroom teacher(s), Principal or designee	EL Team	Annually, as needed	EL Coordinator, Principal, Executive Director of Educational Services
3.	Review input provided by the student's current English teacher.	EL Coordinator, Classroom teacher(s)	Teacher Input Form	Annually, as needed	EL Coordinator, Principal, Executive Director of Educational Services
4.	Prepare reclassification paperwork.	EL Coordinator	Reclassification forms	Annually, as needed	EL Coordinator, Principal, Executive Director of Educational Services
5.	RFEP students will be monitored for a minimum of two years to ensure continued achievement at a comparable level to average native English-speaking students.	EL Coordinator	AERIES, Teacher Input Forms	At 30 days, 6 months, 1 year, and 2 years	EL Coordinator, Principal, Executive Director of Educational Services
6.	RFEP students who do not maintain grade level comparable work will qualify for/receive specific intervention.	EL Coordinator, CLAD teachers	Student Study Team	Throughout the year	EL Coordinator, Principal, Executive Director of Educational Services
7.	A RFEP student who consistently fails to reach grade level work will re-qualify for EL services if determined to be a language concern. Parents will be notified.	EL Coordinator, Classroom teachers	AERIES, Reclassification monitoring, Teacher input	Each monitoring period	EL Coordinator, Principal, Executive Director of Educational Services
8.	EL students who receive Special Education services will be reclassified based on alternative criteria. Reclassification goals will be noted in the student's IEP.	RSP teacher, EL Coordinator, Special Education case carrier, 504 administrator	IEP, 504 plan	Following the annual review	EL Coordinator, Principal, Executive Director of Student Services

Compliance documents needed for this section:

- _____ Copy of redesignation forms for each EL student who has been redesignated
- _____ Copy of letter sent to parent inviting him/her to attend redesignation review meeting
- _____ Copy of redesignation review notes and decision
- _____ Copy of teacher input forms for reclassified students
- _____ List of former EL students reclassified within last 24 months
- _____ List of students eligible for reclassification
- _____ Documentation of results indicating performance in core curriculum of former EL students redesignated RFEP
- _____ List of English learners who have been enrolled in the district for 5 or more years.
- _____ Student Study Team notes (when applicable)

Qualified Teachers for English Learners and Professional Development (EL 7 and EL 8)

Legal requirements:

EL 7: Teachers assigned to provide English-language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization.

EL 7.1: 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 8: The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- (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	Personnel	Resources	Timeline	Accountability
1. A sufficient number of CLAD teachers are assigned to each grade level.	CLAD teachers, Deputy Superintendent of Human Resources	List of CLAD credentialed teachers throughout the district by site, School Master Schedule	Annually	Principal, Deputy Superintendent of Human Resources
2. Students are grouped for ELD instruction by proficiency level (whenever possible) and receive supplementary ELD instruction.	EL Coordinator, CLAD classroom teachers	List of groups for ELD instruction	Annually	EL Coordinator, Principal, Executive Director of Educational Services
3. Teachers who work with EL students, and who do not hold appropriate certification, will be encouraged to enroll in District, university, or County training programs designed to achieve authorization within 5 years.	Teachers, Deputy Superintendent of Human Resources, Superintendent	District training, LACOE training, Alternative programs	Annually	Deputy Superintendent of Human Resources, Superintendent
4. Notify teachers of District and County Office of Education training opportunities to acquire CLAD, SDAIE, or primary language certification.	Principal, Deputy Superintendent of Human Resources	District training, LACOE training, Alternative programs	Ongoing	Deputy Superintendent of Human Resources, Superintendent
5. The District will support teachers in their effort to obtain appropriate authorization to work with English learners.	Teachers, Principals, Superintendent	Title II Funds	Ongoing	Deputy Superintendent of Human Resources, Superintendent
6. The District provides professional development to classroom teachers and administrators that is designed to improve the instruction, implementation of curricula, and assessment of English learners.	Classroom teachers, EL Coordinators, Administrators, Executive Director of Educational Services	Staff Development, Evaluation forms	Ongoing	Evaluation forms, Principals, Executive Director of Educational Services, Superintendent

7. Staff development shall be researched based and shall demonstrate effectiveness in increasing pupils' English proficiency, the teacher's subject matter knowledge, and or teaching skills. Staff development shall be of sufficient intensity and duration to have a positive and lasting impact on teachers' and students' performance.	Classroom teachers, EL Coordinators, Administrators, Executive Director of Educational Services	Staff Development, Evaluation forms	Ongoing	Evaluation forms, Principals, Executive Director of Educational Services, Superintendent
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Compliance documents needed for this section:

- _____ Sample of district notification(s) to teachers regarding training/authorizations required for 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, counselors, administrators

Program Placement (EL9)

Legal requirements:

- EL 9:** All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (*EC 305, 306, 301, 311*)
- EL 9.1:** 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 9.2:** 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*)
- Note:** The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency.

Policy / Procedures	Personnel	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".	EL Coordinator	CELDT results, List of district designated students	Upon initial enrollment, Annually each fall	EL Coordinator, Principal, Executive Director of Educational Services
2. Students who score at Levels 4-5 with any skill area at "Intermediate" or below will be reviewed for possible entrance to the EL program.	EL Coordinator	CELDT results, List of district designated students	Upon initial enrollment, Annually each fall	EL Coordinator, Principal, Executive Director of Educational Services
3. Students of "less than reasonable fluency" are grouped together in Structured English Immersion (SEI) classrooms with CLAD/SDAIE teachers and receive ELD instruction.	EL Coordinator, Principals	Designated CLAD / SDAIE teachers	Upon initial enrollment, Annually each fall	EL Coordinator, Principal, Executive Director of Educational Services
4. Students of "reasonable fluency" in English are grouped in classrooms of English Language Mainstream (ELM) programs.	EL Coordinator, Principals	Mainstream Classroom teachers	Upon initial enrollment, Annually each fall	EL Coordinator, Principal, Executive Director of Educational Services
5. Parents notified of placement recommendation.	EL Coordinator	Parent notification of English language assessment results, proficiency level, program descriptions, and waiver process	Within 2 weeks of placement	EL Coordinator, Principal, Executive Director of Educational Services
6. The District has designed and implemented an SEI language acquisition process whereby the curriculum and instruction are designed for English language learners.	Classroom teachers, EL Coordinators	Lesson plans, instructional materials, student work samples, EL portfolios	Ongoing	Classroom teachers, EL Coordinator, Principal, Executive Director of Educational Services

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 and waiver process (See parent notification letter)
- _____ List of instructional materials
- _____ Student work samples
- _____ EL portfolios

Parental Exception Waivers (EL10)

Legal requirements:

EL 10: 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])

EL 10.1: 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 ten 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 10.2: 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 10.3: 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 10.4: 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)

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.

Policy / Procedures	Personnel	Resources	Timeline	Accountability
1. Parents receive a written explanation of EL program options including exception waiver upon initial identification, and annually thereafter.	EL Coordinator	Parent notification letter	Upon receipt of CELDT scores	EL Coordinator, Principal, Executive Director of Educational Services
2. Pupils under age 10 placed for no less than 30 days in an EL classroom for first year of enrollment in California school.	EL Coordinator, Principal	Enrollment Paperwork, Waiver application	Upon enrollment, Upon parental waiver request	EL Coordinator, Principal, Executive Director of Educational Services
3. Parents informed of any recommendations for an alternative program and right to refuse the recommendation.	EL Coordinator, Principal, Educational staff	Waiver application, Written recommendations	Upon parental waiver request	EL Coordinator, Principal, Executive Director of Educational Services
4. Parental exception waivers acted upon submission to principal.	Principal	Waiver application	Within 20 instructional days, Under Ed code 311(c) within 10 days of 30 day English language classroom placement if later	Principal, Executive Director of Educational Services
5. Waivers granted unless determined that alternative program offered at school is not suited for overall educational development of pupil.	Principal, Educational staff	Waiver application	Within waiver timeline	Principal, Executive Director of Educational Services

6. If waiver denied, parents informed of denial and advised of rights to appeal.	Principal, Educational staff	Written letter stating denial with recommendations for appeal	Within waiver timeline	Principal, Executive Director of Educational Services
7. School provides a class when 20 or more pupils of a given grade are granted a waiver. If fewer than 20 exist, school grants transfers or offers a class.	Principal, Educational staff	20 or more waiver applications	Upon approval of 20 or more waiver applications	Principal, Executive Director of Educational Services
8. Translators available to parents with questions about written program information.	EL Coordinator, Instructional aides, Bilingual parent volunteers, County translators	Translated letters	Upon parent request	EL Coordinator, Principal, Executive Director of Educational Services
9. EL parents of continuing students notified of recommendations for student program placement.	EL Coordinator	Parent letter	Within annual testing window	EL Coordinator, Principal, Executive Director of Educational Services
10. Parents who apply for a parental exemption waiver complete a form annually	EL Coordinator, Principal, Executive Director of Educational Services, Superintendent	Waiver forms	1 st four weeks of school	EL Coordinator, Principal, Executive Director of Educational Services, Superintendent

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, and any alternative programs
- _____ Parental exception waiver forms, procedures and completed requests
- _____ Documented LEA action on waiver requests
- _____ Translated letters (if applicable)

English Language Development (EL11)

Legal requirements:

EL11: 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[a]; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011)

Policy / Procedures	Personnel	Resources	Timeline	Accountability
1. Each English Learner receives designated ELD/SDAIE instruction 4-5 days a week that is appropriate to his/her level of proficiency until redesignated FEP.	CLAD teachers, EL Coordinator	ELD materials, EL Master Schedule	Daily	CLAD Teachers, EL Coordinator, Principal, Executive Director of Educational Services
2. Students grouped by English proficiency level for ELD. Whenever possible, no more than 2 ELD levels or grade levels grouped together.	EL Coordinator	Designated ELD time during each school day	Annually each fall, Ongoing	EL Coordinator, Principal, Executive Director of Educational Services
3. Students receive regular ELD instruction based on ELD Standards.	EL Coordinator, EL Teachers	ELD materials, ELD standards	Daily	Principal, Executive Director of Educational Services

4.	Progress in acquiring English skills monitored through locally developed assessments 3-4 times during the school year.	EL Coordinator, CLAD classroom teachers	District Assessments	Fall, winter, spring (coinciding with report cards / parent conferences)	Principal, Executive Director of Educational Services
5.	Annual, formal assessment administered to each EL student.	EL Coordinator, Instructional assistants	CELDT exam	Fall, annually	EL Coordinator, Principal, Executive Director of Educational Services
6.	All assessment data kept at the school site and monitored to ensure adequate student progress.	EL Coordinator	AERIES	Fall, winter, spring	EL Coordinator, Principal, Executive Director of Educational Services
7.	Students who do not make adequate progress in acquiring English language proficiency targeted for intervention.	EL Coordinator, CLAD classroom teachers, RSP	ELD assessments, Grade level assessments and benchmarks	Throughout the year, Summer school, Student academic support	EL Coordinator, Principal, Executive Director of Educational Services

Compliance documents needed for this section:

- _____ LEA Master Plan for EL students
- _____ ELD Standards
- _____ 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 (EL12)

Legal Requirements:

EL 12: 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 12.1 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 the deficits become irreparable.

(20 USC 1703[f], 6312[c][1][M], 6825[c][1][B]; EC 306, 310; 5 CCR 11302[b]; Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009-1011)

Policy / Procedures	Personnel	Resources	Timeline	Accountability
1. Each EL student receives access to core curriculum content with CLAD / SDAIE trained teachers. Additional support provided by the ELD teacher and EL instructional aides.	EL Coordinator, EL specialists, EL instructional assistants, CLAD/SDAIE teachers	ELD materials, List of CLAD/SDAIE teachers	Annually	EL Coordinator, Principal, Executive Director of Educational Services
2. EL progress in the content areas will be monitored by site assessments at least 2 times during the school year.	CLAD teachers, EL Coordinator	Standards-based assessments in content areas	Fall, winter, spring	EL Coordinator, Principal, Executive Director of Educational Services
3. Formal assessment of EL academic progress will take place each spring using district and state exams and assessment tools.	CLAD teachers, EL Coordinator	District assessments CAT/6, STAR, CAHSEE	Spring (annually)	Principal, Executive Director of Educational Services
4. Assessment data will be kept at the school site and will be monitored to ensure adequate EL progress in acquiring content knowledge	EL Coordinator	AERIES	Ongoing	EL Coordinator, Principal, Executive Director of Educational Services

5. Students who do not make adequate progress in acquiring grade level content knowledge will be targeted for intervention	EL Coordinator, CLAD teachers, Student Study Team	SST paperwork	Throughout the year, Summer School	Principal, Executive Director of Educational Services
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Compliance documents needed for this section:

- _____ Grade level course descriptions
- _____ List of current and former EL students
- _____ 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 EL students
- _____ SST paperwork
- _____ List of CLAD/SDAIE teachers