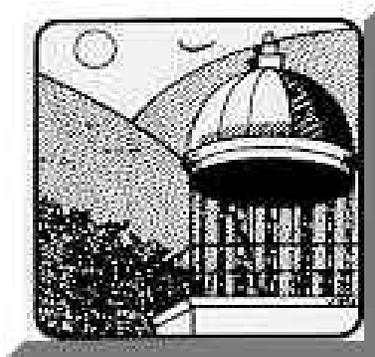


# Master Plan for the Education of English Learners



El Tejon Unified School District  
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DELAC APPROVED ON JAN. 20, 2006  
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# **EL TEJON UNIFIED SCHOOL DISTRICT MASTER PLAN FOR ENGLISH LEARNERS**

## **OVERVIEW**

### **Program Goals:**

The District major goals for English Learners (EL's) are to:

1. Develop their proficiency in English as rapidly and effectively as possible through structured English immersion, or through an alternate course of study and to,
2. Provide them access to the curriculum and,
3. Promote cross-cultural understanding.

EL students who acquire a good working knowledge of English and meet the District's reclassification criteria will be transferred into English language mainstream program. EL students are reclassified to fluent English proficient (FEP) only after having met district's reclassification criteria. These criteria ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's native-language speakers.

### **Key Dimensions:**

The District addresses the following seven (7) key dimensions and the district's key strategies in its Master Plan for English Learners. These dimensions include:

1. Standards, Assessment, and Accountability
2. Teaching and Learning
3. Opportunity
4. Staffing and Professional Growth
5. Parent and Community Involvement
6. Governance and Administration, and
7. Funding

These dimensions in the Master Plan ensure that all educational programs are based in high and challenging standards, accompanied by a process for monitoring and determining effectiveness. The district also ensures that all students are provided with integrated and coordinated programs based in their needs. These programs must be educationally sound and include legally acceptable education practices. The district also makes sure that all English learners have equitable access and opportunity to participate in and benefit from curricular and extracurricular activities. Strategies are being employed to ensure that students have access to qualified (ELD/SDAIE trained) teachers, assistant principals, principals, and other staff members. The District will make sure that parents and members of the community, including business, industry, and labor, have the opportunity to assist and support their students' educational process through participation in decision making, training, volunteer activities, and the creation of partnerships. Finally, the Master Plan will ensure that all schools conduct high-quality programs that are effectively managed, financial plans and practices meet legal requirements, and these

plans and programs operated within appropriate legal parameters to achieve District's priorities and goals for student success.

Key Strategies:

The following key strategies will be implemented:

1. The ETUSD will identify, assess, and report each eligible EL student and will reclassify EL to Fluent English Proficient on the basis of consistent and verifiable objective criteria.
2. The ETUSD will provide programs, which comply with state EC 300-340, and federal legal requirements. These programs are designed to use sound theory, and will receive adequate support, and will achieve results.
3. The ETUSD will allocate adequate resources from local, state, and other funds to serve EL students.
4. The ETUSD will involve parents of EL students in the programs designed for their children.

**EL TEJON UNIFIED SCHOOL DISTRICT**  
**MASTER PLAN FOR THE EDUCATION OF ENGLISH LEARNERS**

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**EL TEJON UNIFIED SCHOOL DISTRICT**  
**BOARD OF EDUCATION POLICIES**

The ETUSD Governing Board of Trustees intends to provide English learners with a challenging core curriculum and instruction that develops proficiency in English comprehension, speaking, reading and writing as effectively and efficiently as possible.

When needed to provide equal opportunity for academic achievement and prevent any substantive academic deficits, English learners may receive instruction in the core curriculum through any of the following:

1. Structured English Immersion process (SEI)
2. Specially Designed Academic Instruction in English (SDAIE)
3. The student's primary language (with parental exception waiver)

The ETUSD program shall be based on sound instruction theory and be adequately supported through funds so that English learners achieve results in the same academic level as their English-proficient peers.

In the Structured English Immersion (SEI) program, classroom instruction shall be in English. Students included in the SEI program: CELDT levels Beginning and Early Intermediate. However, clarification, explanation and support, as needed, may be in the student's primary language.

As students progress in English proficiency, the amount and level of difficulty of instruction in English shall increase proportionately.

An English learner shall be transferred from a SEI program to an English language mainstream (ELM) program when the student has acquired a reasonable level of English proficiency.

A student has acquired a reasonable level of English proficiency when he/she achieves a level of Intermediate (3) or above on the California English Language Development Test (CELDT), no sub test may be lower than an intermediate.

Instruction for EL students shall be designed to promote positive self-concepts and cross-cultural understanding.

The ETUSD Board encourages staff to exchange information with other districts and the county office of education about programs, options, and strategies for EL students that succeed under various demographic conditions.

The Superintendent or designee shall maintain procedures, which provide for the identification, assessment and placement of EL students and for the reclassification based on criteria adopted by the Board and specified in administrative regulations.

To ensure that the ETUSD is using sound methods that effectively serve the needs of the English learners, the Superintendent or designee shall annually examine program results, including reports of the students' academic achievement and their progress towards proficiency in English.

#### PARENTAL EXCEPTION WAIVERS

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream program. (5 CCR 11301)

Parent/Guardian requests for waivers from Education Code 305 shall be granted in accordance with law and administrative regulation.

The principal at each school site shall consider all waiver requests made pursuant to Education Code 311 (c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the instruction facts justifying the request attested by the parent/guardian are a true representation of the student's condition. All such waivers requests shall be granted unless:

1. The principal and educational staff determine that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the student.

When evaluating a waiver request pursuant to Education Code 311 (a) for students who already know English and other waiver requests for those students for whom standardized assessments data are not available, other equivalent assessments measures shall be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

If the waiver requested by the parent/guardian is granted, and less than 20 students at the same school receive a waiver, the students shall be allowed to transfer to another public school in which such a class is offered. (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the Board of Trustees. The Board may consider the matter in its next regular Board meeting.

The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board decision to the parent/guardian within seven working days.

Legal Reference:

Education Code:

300-340 English language education for immigrant children

33308.5 CDE guidelines

48985 Notices to parents in languages other than English

52160-52178 Bilingual-Bicultural Act of 1976

## EL TEJON UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATIONS

### Education for English Learners

Except as provided in Education Code 310 and 311, all students shall be taught in English. In particular, this shall require that all students be placed in English language classrooms. Students who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. (Education Code 305)

### DEFINITIONS:

The definitions of the terms used in Education Code 300-340 are as follows:  
(Education Code 306)

**“English learner”** means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP student.

**“English language classroom”** means a classroom in which the language of instruction used by the teaching staff is overwhelmingly the English language, and in which such teaching staff possess a good knowledge of the English language.

**“English Language Mainstream Classroom”** means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

**“Structured English Immersion,”** (SEI) means an English language acquisition process for students in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are acquiring the English language.

### IDENTIFICATION AND ASSESSMENT

Upon enrollment, each student’s primary language shall be identified on the Home Language Survey (HLS). Within 30 days of their initial enrollment, students who are identified as having a primary language other than English shall be assessed for English proficiency in comprehension, speaking, reading, and writing. The initial assessment in English of students in grades K-1 shall include only comprehension and oral fluency. Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (Education Code 52164.1 62002; 5 CCR 4304)

Each school site shall send a notification of the results of English proficiency assessment to all parents/guardians of students who are assessed, whether the student is designated fluent English proficient or limited English proficient. (Education Code 48985)

Parents/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

#### PARENT NOTIFICATIONS:

Before students are enrolled in a program for English learners, school sites shall inform parents/ guardians about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

At the beginning of each school year, school sites shall notify parents/guardians of the placement of their children in a structured English Immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5CCR 11303).

#### PARENTAL EXCEPTION WAIVERS

A parent/guardian may request that the district waive the requirements of Education Code 305 if one of the following circumstances exists: (Education Code 310, 311):

1. Students who already know English: The student already possesses good English language skills, as measured by CELDT.
2. Older students: the student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. Students with special needs: The student already has been placed for a period of not less than 30 calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development.

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for an application for a "Parental Exception Waiver", the principal shall provide to the parents/guardians a full written description of: (Education Code 310, 311; 5CCR 11303)

1. The intent and content of the structured English Immersion program

2. Any alternative courses offered by the district and available to the student
3. All educational opportunities offered by the district and available to the student
4. The educational materials to be used in the different educational program choices

In addition, upon a request for a waiver, the principal may provide to parents/guardians:

1. Alternative course descriptions and education options offered at each district school
2. Transfer criteria for students moving from a structured English Immersion program to an English language mainstream classroom.

Upon request of the parent/guardian, a spoken explanation of items # 1-4 above shall also be provided. (5 CCR 11303)

For a request for waiver pursuant to Education Code 311 (c) (Students with Special Needs), parents/guardians shall also be informed that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to these Board-established guidelines. (5 CCR 11303)

Parental exception waivers pursuant to Education Code 311 (b) (students 10 years or older shall be granted if it is the “informed belief” of the principal and educational staff that, an alternate course of educational study would be better suited to the student’s rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311 (c) (students with Special Needs) shall be granted if it is the informed belief of the principal and educational staff that, due to the student’s special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student’s overall educational development. (5 CCR 11303)

Parental exception waivers shall be granted unless the principal and educational staff has determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11303)

The school shall act upon all exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311 (c) (Students with Special Needs) shall not be acted upon during the 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11303)

In cases where a parental exception waiver is denied, the parent/guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision to the Board. (5 CCR 11303)

## RECLASSIFICATION

The ETUSD shall continue to provide additional and appropriate educational services to English learners for the purpose of overcoming language barriers until the English learners have:

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers.
2. Recouped any academic deficits, which may have been incurred in other areas of the core curriculum as a result of language barriers.

English learners shall be reclassified as Fluent English Proficient (FEP) when they are able to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of the students of the same age or grade whose primary language is English. This proficiency shall be assessed by means of the following criteria: (education Code 52164.6)

1. Teacher evaluation of the student's English language proficiency and curriculum mastery.
2. Objective assessment of the student's English comprehension, speaking proficiency and writing skills.
3. Objective data on the student's academic performance in English.

Site principals shall provide subsequent monitoring and support for two years for reclassified students.

## ADVISORY COMMITTEES

At the district level when there are 50 or more English learners and at each school with more than 20 English learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified by law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176, 62002.5)

## California State Coordinated Compliance Review: English Learners (EL)

### Desired Outcomes

1. English learners acquire full proficiency in English as rapidly and effectively as possible. (*20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a]*)
2. English learners meet state standards for academic achievement. (*20 USC 1703[f], 6892; 5 CCR 11302[b]*)

### Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

- I. Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
- II. Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- III. Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- IV. Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- V. Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

**VI. Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.

**VII. Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

*Note:* Because the methodology of the California Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

I	<p><b>Involvement</b></p> <p>Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.</p>
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**I-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 language(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.

Evidence Reviewed

**Document**

- District/LEA policies/procedures on parental involvement
- Samples of communications provided to parents in languages other than English
- Copy of letter sent to parents if the LEA fails to make progress on annual measurable achievement objectives
- Other: \_\_\_\_\_

**Interview**

- Parents
- Teachers
- Principals
- District administrators
- Others: \_\_\_\_\_

**Findings:**

**Conclusion**

- Meets requirements
- Does not meet requirements
- Not reviewed

**I-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])**

Evidence Reviewed

**Document**

- ELAC agendas, minutes, and sign-in sheets
- ELAC training materials
- ELAC meeting notifications
- Bylaws (if the committee has bylaws)
- ELAC membership list with parents of English learners indicated
- Samples of communications provided to parents in languages other than English
- Other: \_\_\_\_\_

**Interview**

- ELAC members
- Others: \_\_\_\_\_

**Observation**

- ELAC meeting (if scheduled)
- Other: \_\_\_\_\_

**Findings:**

**Conclusion**

- Meets requirements       Does not meet requirements       Not reviewed

**I-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 for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c][1])**
- **Conducting of a districtwide needs assessment on a school-by-school basis (5 CCR 11308[c][2])**
- **Establishment of 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 any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])**
- **Administration of the annual language census (5 CCR 11308[c][5])**
- **Review of and comment on the school district's reclassification 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])**

**(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])**

Evidence Reviewed

Document	Interview	Observation
<input type="checkbox"/> DELAC agendas, minutes, sign-in sheets  <input type="checkbox"/> DELAC training materials  <input type="checkbox"/> DELAC meeting notifications  <input type="checkbox"/> Governing board meeting(s) where DELAC provided advice (if applicable)  <input type="checkbox"/> Samples of communications provided to parents in languages other than English  <input type="checkbox"/> Other: _____	<input type="checkbox"/> DELAC members  <input type="checkbox"/> Others: _____	<input type="checkbox"/> DELAC meeting  <input type="checkbox"/> Other: _____
<b>Findings:</b>		
<b>Conclusion</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

<b>II</b>	<p><b>Governance and Administration</b></p> <p>Policies, plans, and administration of categorical programs meet statutory requirements.</p>
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**II-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)**

- 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])
- 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], 11511)
- 4.3 Each English learner is assessed in the primary language. (EC 52164.1[c])
- 4.4 Each English learner is annually assessed for English proficiency (i.e., through *CELDT*) and academic progress. (5 CCR 11306, 11511)
- 4.5 Parents/guardians of English learners and fluent English-proficient students have been notified of their child's initial English-language and primary-language proficiency results and program placement. (EC 52164.1[c], 5 CCR 11511.5)
- 4.6 Parents/guardians of English learners have been notified annually of their child's English-language proficiency assessment results and program placement. (EC 52164.1[c] ; 5 CCR 11511.5)

Evidence Reviewed

<p><b>Document</b></p> <p><input type="checkbox"/> District policies/procedures that describe identification of English learners and notifications to parents</p> <p><input type="checkbox"/> Student records</p> <p><input type="checkbox"/> Notifications sent to parents or guardians, including notifications in languages other than English</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>Interview</b></p> <p><input type="checkbox"/> District administrators</p> <p><input type="checkbox"/> Site administrators</p> <p><input type="checkbox"/> Teachers</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Others: _____</p>
<p><b>Findings:</b></p>	
<p><b>Conclusion</b>    <input type="checkbox"/> Meets requirements    <input type="checkbox"/> Does not meet requirements    <input type="checkbox"/> Not reviewed</p>	

<p>    </p>	<p><b>Funding</b></p> <p>Allocation and use of funds meet statutory requirements for allowable expenditures.</p>
<p><b>III-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]; <i>Castañeda v. Pickard</i> [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1010, 1012–1013)</b></p>	
<p>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])</p>	
<p>Evidence Reviewed</p>	

Document	Interview	Observation
<input type="checkbox"/> Single School Plan  <input type="checkbox"/> Expenditure reports for EIA-LEP funds  <input type="checkbox"/> Expenditure reports for Title III funds  <input type="checkbox"/> Time-accounting records of multifunded staff  <input type="checkbox"/> Other: _____	<input type="checkbox"/> District administrators  <input type="checkbox"/> Site administrators  <input type="checkbox"/> Teachers  <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classroom  <input type="checkbox"/> Other: _____
<b>Findings:</b>		
<b>Conclusion:</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

<b>IV</b>	<p><b>Standards, Assessment, and Accountability</b></p> <p>Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p>
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**IV-EL 6. The LEA has implemented a process and criteria to determine the effectiveness of programs for English learners, including:**

**(a) A way to demonstrate that the programs 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) 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* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)**

Evidence Reviewed

**Document**

- LEA plan and/or other district documents that describe criteria and process for determining the effectiveness of the district's programs for English learners
- If applicable, Title III Improvement Plan addendum
- Single School Plan for Student Achievement
- English learner program evaluation report
- Longitudinal data on academic achievement of current and former English learner students
- Description of how the LEA's evaluation procedure involves district and site staff in determining possible program improvements
- Other: \_\_\_\_\_

**Interview**

- District administrators
- Site administrators
- Teachers
- Others: \_\_\_\_\_

**Findings:**

**Conclusion**

Meets requirements

Does not meet requirements

Not reviewed

**IV-EL 7. 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*) (5 CCR 11303[a])**
- (b) Assessment of performance in basic skills; for example, *California Standards Test for English-Language Arts (CST-ELA)* (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])**

7.1 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (*20 USC 6841*, 5 CCR 11304)

7.2 The LEA maintains in the pupil's permanent record documentation of the following:

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

(5 CCR 11305)

Evidence Reviewed

**Document**

- District-established criteria/procedures for reclassification
  
- List of students reclassified to fluent-English proficient
  
- List of English learners who have been enrolled in the district for five years or more
  
- Documentation that verifies that reclassified students have met the LEA reclassification criteria
  
- Documentation that verifies that students who meet LEA reclassification criteria have been reclassified
  
- Student records (selected)
  
- Records of reclassification follow-up monitoring for two years
  
- Other: \_\_\_\_\_

**Interview**

- District administrators
  
- Site administrators
  
- Teachers
  
- Parents
  
- Students
  
- Others:  
\_\_\_\_\_

**Observation**

- Classrooms
  
- Other: \_\_\_\_\_

**Findings:**

**Conclusion**

Meets requirements

Does not meet requirements

Not reviewed

V

**Staffing and Professional Development**

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

**V-EL 8. 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.**

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* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009-1011)

Evidence Reviewed

<b>Document</b>	<b>Interview</b>	<b>Observation</b>
<input type="checkbox"/> List of teachers assigned to teach English learners (EL) and their EL authorization or training status  <input type="checkbox"/> Plan to remedy the shortage of qualified teachers for English learners (if applicable)  <input type="checkbox"/> Other: _____	<input type="checkbox"/> Teachers  <input type="checkbox"/> Paraprofessionals  <input type="checkbox"/> Counselors  <input type="checkbox"/> Administrators  <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms  <input type="checkbox"/> Other: _____
<b>Findings:</b>		
<b>Conclusion</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

**V-EL 9. 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* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)**

Evidence Reviewed

Document	Interview	Observation
<input type="checkbox"/> Professional development policies	<input type="checkbox"/> Teachers	<input type="checkbox"/> Classrooms
<input type="checkbox"/> Professional development records for teachers, paraprofessionals, counselors, administrators	<input type="checkbox"/> Paraprofessionals	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Counselors	
	<input type="checkbox"/> Administrators	
	<input type="checkbox"/> Others: _____	

**Findings:**

**Conclusion**

Meets requirements

Does not meet requirements

Not reviewed

**VI**

**Opportunity and Equal Educational Access**

Participants have equitable access to all programs provided by the local educational agency, as required by law.

**VI-EL 10. All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (EC 305, 306, 310, 311)**

10.1 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)

10.2 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.

Evidence Reviewed

Document	Interview	Observation
<input type="checkbox"/> District policies/procedures  <input type="checkbox"/> Student records  <input type="checkbox"/> Written notifications sent to parents  <input type="checkbox"/> Descriptions of SEI and ELM program designs  <input type="checkbox"/> Other: _____	<input type="checkbox"/> Staff  <input type="checkbox"/> Parents  <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms  <input type="checkbox"/> Other: _____
<b>Findings:</b>		
<b>Conclusion</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

**VI-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])**

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; 5 CCR 11309[c])

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])

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])

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)

**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.**

Evidence Reviewed

Document	Interview	Observe
<input type="checkbox"/> District policies/procedures	<input type="checkbox"/> Administrators	<input type="checkbox"/> Classrooms
<input type="checkbox"/> Alternative program(s) description(s)	<input type="checkbox"/> Teachers	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Written notifications to parents	<input type="checkbox"/> ELAC/DELAC members and other parents	
<input type="checkbox"/> Records of waivers (list of students whose waivers were approved/denied)	<input type="checkbox"/> Others: _____	
<input type="checkbox"/> Copies of waivers approved/denied		
<input type="checkbox"/> List of students in alternative program (if applicable)		
<input type="checkbox"/> Other: _____		

**Findings:**

**Conclusion**

Meets requirements

Does not meet requirements

Not reviewed

# VII

## Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs.

**VII-EL 12. Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6825[c][1][A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)**

### Evidence Reviewed

Document	Interview	Observation
<input type="checkbox"/> ELD curriculum/course descriptions	<input type="checkbox"/> Students	<input type="checkbox"/> Classrooms
<input type="checkbox"/> List of English learners (ELs) and fluent English-proficient students	<input type="checkbox"/> Teachers	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Class lists, daily schedules, or master schedule	<input type="checkbox"/> Counselors	
<input type="checkbox"/> Student records (including assessment data) for selected students	<input type="checkbox"/> Administrators	
<input type="checkbox"/> IEPs for selected special education ELs	<input type="checkbox"/> Others: _____	
<input type="checkbox"/> Other: _____		

### Findings:

**Conclusion**

Meets requirements

Does not meet requirements

Not reviewed

**VII-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.**

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 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* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011))

Evidence Reviewed

<b>Document</b>	<b>Interview</b>	<b>Observation</b>
<input type="checkbox"/> Grade-level course descriptions  <input type="checkbox"/> Class lists or master schedule  <input type="checkbox"/> List of current and former ELs  <input type="checkbox"/> Student records (including assessment data) for selected students  <input type="checkbox"/> IEPs for selected special education ELs  <input type="checkbox"/> List of students who have been retained, with English-language proficiency status (EL, redesignated fluent English-proficient, initially fluent English-proficient, English only) indicated  <input type="checkbox"/> Other: _____	<input type="checkbox"/> Students  <input type="checkbox"/> Teachers  <input type="checkbox"/> Counselors  <input type="checkbox"/> Administrators  <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms  <input type="checkbox"/> Other: _____
<b>Findings:</b>		
<b>Conclusion</b> <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

**ETUSD KEY STRATEGIES TO ENSURE FULL COMPLIANT AND HIGH QUALITY PROGRAMS AND SERVICES FOR EL STUDENTS**

## **KEY STRATEGY 1**

The District will identify, assess, and report each eligible EL student and will reclassify EL to Fluent English Proficiency on the basis of consistent and verifiable objective criteria by implementing the following procedures:

1. The ETUSD will use a Home Language Survey (HLS) to determine the primary language of each student at the time of enrollment. The HLS will be dated, have signature of parent/guardian, have each state-authorized questions answered, and be kept on file at the school. If a signature cannot be obtained after reasonable efforts by the District, alternative documentation will be on file. The District has determined that testing is optional for a student who's HLS indicates a language other than English in response to the fourth question. For initial and annual testing the District will use the California English Language Development Test (CELDT).
2. The school sites will administer the annual CELDT between July 1 and Oct. 30 each school year.
3. The school sites will administer the initial CELDT within 30 days of the student's initial enrollment.
4. The school site staff will administer the CELDT to each English learner. These staff members are proficient in English and shall be trained on how to administer the CELDT annually.
5. Each EL student primary language proficiency will be formally assessed using the Language Assessment Scales (LAS). The school sites will administer these assessments within 90 calendar days of the student's initial enrollment.
6. The District will use established criteria to determine which EL students are receiving academic instruction through the primary language, based on the parental exception waivers that are granted.
7. The school sites will reclassify EL students who have met the eligibility criteria for redesignation to FEP status. The Superintendent/designee will review verifiable documentation and have final approval for reclassifications.

8. The District's reclassification policy includes standard procedures for assessing comprehension, speaking proficiency, and academic achievement and includes multiple criteria:
  - Teacher evaluation and written recommendation of the student's English language proficiency and curriculum mastery
  - Objective data on the student's academic performance using standardized assessments
  - Grades "C" or better in report cards for at least one semester in the core academic classes
  - Parental opinion or consultation during the reclassification LAT meeting
  
9. The school sites maintain evidence of how former EL students as a group are performing in comparison with their native English-speaking peers in the core curriculum (e.g. percentage of students meeting District standards in Reading/Language Arts and Mathematics) this evidence demonstrates that the former EL students have not been left with any substantive academic deficits. The District and site also maintain evidence of the rate of EL student's reclassification to FEP (e.g., percentage/year, mean months in the program before reclassification, comparison with previous year's rates by language group, by grade level, and by program type).
  
10. The schools have documentation and evidence that there is a follow-up procedure for two years for each former EL student, and that a designated person at each school reviews the academic performance of such students each trimester/report cards grading period.
  
11. The District's notification to parents of EL students contains their child's English and primary-language proficiency assessment results. These written notifications are available in English and in Spanish, and will contain an indication that the

results were communicated orally to parents/guardians who are unable to understand written communication.

12. An annual language census report (R-30-LC) will be prepared and submitted to CDE prior to the deadline as set by CDE. The principal at each site is responsible for maintaining records of students reclassified.

## KEY STRATEGY 2

The ETUSD will provide all EL students with instructional programs which comply with state EC 300-340 and federal legal requirements. These programs are designed based on sound theory, and will receive adequate support to achieve results by implementing the following procedures:

### **Part 1: STUDENT PLACEMENT AND PARENTAL EXCEPTION WAIVER PROCEDURE:**

1. The ETUSD will place all English learners in Structured English Immersion or in English language programs unless a parental exception waiver has been granted for an alternative program. However, in situations where the placement of Special Education students, regardless of language proficiency, has been determined by the Individualized Education Program (IEP) team, such placements do not require a parental exception waiver.

2. EL students with less than reasonable fluency in English (CELDT level Beginning and Early Intermediate) will be placed in Structured English Immersion (SEI) for a period not intended to exceed one year. If the student has not achieved Intermediate CELDT level at the end of the transitional period the District will re-enroll the student, unless the parents /guardians object. The District's program description for SEI includes criteria for determining when EL have acquired "reasonable fluency" in English or a "good working knowledge" of English. Students with less than "reasonable fluency" in English or a "good working knowledge" of English are placed in a structured English Immersion program unless they have granted a parental exception waiver for an alternative program or have a parent/guardian request to be laced in an English language mainstream classroom.

**NOTE:** For instructional purposes only, the ETUSD definition of "**....nearly all classroom instruction is in English...**" is that the teacher is required to instruct EL students using all reasonable and appropriate instructional strategies in English first, and follow-up with support using the student's primary language to ensure comprehension. This definition shall apply only to certificated staff. Primary language instructional paraprofessionals, under the classroom teacher's direct supervision, are to use their primary language without restriction to assist EL students in previewing and reviewing key concepts.

3. EL students with reasonable fluency in English (CELDT levels: Intermediate, Early Advanced and Advanced) will be placed in an English language mainstream

program/classroom based on the District's established criteria determining when English learners have acquired reasonable proficiency in English.

4. At any time, including during the school year, the ETUSD will respect parents/guardian request to have his/her child moved into an English language mainstream program/classroom. The District will ensure that every EL student will be placed in an English language mainstream program/classroom whose parent/guardian has requested it. The school will document all such requests. English Language Development is a required class and EL students may not opt out of this class.

5. Whenever 20 or more students of a given grade level in a school receive parental exception waivers, the school will offer the alternative program/class. Schools with fewer than 20 students at a given grade level will either offer the alternative program/class or will offer the parents of the students opportunities for their child to transfer to a public school in which such a program is offered.

6. The ETUSD has developed a policy and procedures, which clarify what steps parents, can take to ensure placement of their children in an alternative program, including the steps for an inter/intra district transfer to an alternative program. All the schools will document and maintain files on all parental exception waiver requests.

## **PART II: INSTRUCTIONAL PROGRAM OFFERINGS:**

1. The ETUSD provides services to English learners to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have incurred in other areas of the core curriculum. Each EL student receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and effectively as possible, and an opportunity to learn, including access to a challenging core curriculum and instruction that promotes each student's self-image and cross-cultural understanding.
2. The ETUSD ensures that each EL student participates in English Language Development (ELD) which are appropriate for his/her identified level of language proficiency and such programs reflect State ELD-Standards-based curriculum, materials, and approaches which are designed to promote the EL student's second language acquisition of listening, speaking, reading, and writing skills. The ELD classes for EL students will have comparable daily instructional minutes as their English-speaking peers.

3. The ETUSD ensures that individual EL students are making progress in acquiring English-language proficiency, and school sites will maintain individual and group data, analyzed at least by age, CELDT level, time in the program, which indicate that EL students are acquiring English-language proficiency.
4. The school sites will maintain documentation on individual and group data analysis to ensure that all EL students are meeting District content and performance standards for their respective grade levels in core curricular areas.
5. The ETUSD programs are designed to ensure that EL students acquire English and learn grade level academic content **simultaneously** to keep them at grade level in all areas of the curriculum. The school sites will monitor EL student progress to prevent any academic deficits from developing, and if such deficits are discovered, appropriate actions to overcome them will be taken before such deficits become irreparable.
6. The ETUSD will also ensure that Special Education EL students make substantial progress toward achievement of their IEP academic goals. The instructional program for these students must include appropriate ELD component, access to a modified core curriculum and primary language instruction support, if required, and instruction that promotes each student's positive self-image and cross-cultural understanding.

**Part III: ADDITIONAL AND APPROPRIATE EDUCATIONAL SERVICES:**

1. The ETUSD will continue to provide additional and appropriate educational services to EL students in Kindergarten through grade 12 in any and all classroom situations to ensure that they have access to the District's core curriculum consistent with the District's plan. These services are for the purpose of overcoming language barriers until they have demonstrated English-language proficiency comparable to that of the school district's average native English-language speakers, and recouped any academic deficits, which may have been incurred in other areas of the core curriculum as a result of language barriers.

2. These services include but are not limited to having access to primary language instructional materials, receiving instructional support from a primary language instructional paraprofessional or a qualified primary language teacher (parental exception waiver may be required), receiving additional instruction via before/after school tutoring services, having access to computer and other technologies resources, and participating in summer school and other extended day/year programs.

#### **Part 1V: EVALUATION AND ACCOUNTABILITY OF PROGRAMS**

1. The ETUSD establishes a process and criteria to determine the effectiveness of the program provided to EL students. The evaluation process includes the following:
  - School Site Annual Accountability Review to demonstrate that the practices, resources, and personnel actually used at each school in the District's program for EL students are effective and achieving results. Site principal and staff will discuss and analyze data showing whether EL students, within a reasonable period of time, achieve English language proficiency comparable to that of average native speakers of English in the District, as well as produce academic results comparable with students who entered the District's school system already proficient English. Part of the Annual Accountability Review includes the discussion on whether the school has successfully met its criteria for EL to FEP reclassification rate, EL students are progressing from one CELDT level to the next within a reasonable amount of time, and percentage of EL students meeting District grade level standard in core content areas principal and teacher ELD/SDAIE Training certification rate are critically analyzed and discussed.
  - Annual Reports to the Board of Education (R-30 Language Census Report, Principal/Teacher Certification Report, CCR Progress Report, Progress of English learners, Accountability and Reviews) to inform Board members that the program for EL students produce, within a reasonable period of time: a) English language proficiency comparable to that of average native speakers of English in the District as well as, b) academic results indicating that EL students have achieved and sustained parity of academic achievement with students who entered the District 's school system already proficient in English.

- The District ensures that the percentage of EL students and R-FEP student participation in the GATE program and in advanced and college preparatory courses is comparable to that of native English speaking students.
  
- Site administrators and teachers will collaborate in compiling and disaggregating data to document EL student achievement in ELD and content areas that have resulted in program improvement. Data will include: 1) Results of initial/annual CELDT assessments; 2) Classroom placement of EL student, 3) Reclassification analysis, 4) site specific program offerings and services to EL students, such as ELD, SDAIE, L1 support, Cross-cultural Education, 5) number of authorized staff, 6) assignment of paraprofessionals, and 7) other information as appropriate.
  
- Site principals are responsible for providing high quality services and compliant programs for all EL students.
  
- Sites will hold staff meetings where EL concerns are regularly discussed and appropriately and timely resolved.
  
- In situations where there are substantial academic deficits, site principals and teachers will conference with parents to discuss the options listed below to reduce these deficits.
  
- Site Administrators and teachers will collaborate in compiling and analyzing data to monitor for academic deficits and to facilitate program improvement. Based on the results of data evaluation modifications and refinement of students' program(s) will be implemented. These modifications/refinements include but are not limited to the following options:
  - Implementation and participation of Language Assessment Teams (LAT's).
  
  - Attendance in Extended Day
  
  - Participation in Pre or after School Tutoring Program in ELD

- Other options as appropriate.

### **KEY STRATEGY 3**

The ETUSD will serve EL students with teachers, assistant principals, and principals who are sufficiently trained to meet their instructional needs.

#### **Part 1: PERSONNEL**

1. All District teaching, assistant principals and principals must be appropriately certified by the California Commission on Teacher Credentialing to provide the needed instructional services to English learners. Personnel who do not currently possess the appropriate ELD/SDAIE authorization are designated as provisionally assigned staff.
2. The ETUSD ensures that an adequate number of qualified teachers have been assigned to implement the required English language development instruction for each EL student.
3. The ETUSD also ensures that an adequate number of qualified teachers have been assigned to provide access to the core curriculum instruction to provide an equal education opportunity for each EL student.

#### **Part II: FUNDING**

1. The general fund resources provide an appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students.
2. The district ensures that EIA-LEP funds are used only to supplement, and not to supplant.

## **KEY STRATEGY 4**

The ETUSD will involve parents of EL students in the programs designed for their children by implementing the following procedures:

### **Part 1: PARENTAL EXCEPTION WAIVER PROCEDURES:**

1. The district has established procedures for parental exception waivers, which include prior written informed consent, annual request, and a personal visit to the school to apply for the waiver. The District provides full descriptions of the different educational programs choices and of all the educational opportunities available to the students, as well as descriptions of the educational materials to be used.
2. Parents of EL students are notified of the placement of their children in an English language classroom and are provided the description of all educational opportunities available to them.
3. Parents/guardians are notified of the opportunity to apply for a parental exception waiver.
4. Individual schools will act upon all parental exception waivers following the District's established procedures, which include timelines, availability of alternative programs, reason for denials/ appeals for denials. Within the parental exception waiver procedures there is an opportunity for parents to receive an intra/inter district transfer to the alternative program, if the school grants the waiver and does not offer the alternative program, or no additional students can be accommodated at the school.
5. The notification to parents of EL students contains their child's placement in an English language classroom and the educational opportunities available to them within the district and contains also an indication that the placement of their child has been communicated orally to parents/guardians who have requested or are unable to understand written communication.

6. Written notification is available in English and in the primary language of the students when 15 percent or more speak a single primary language other than English.
7. Prior to placement in an alternative program, EL students who are granted a parental exception waiver for EC section 311 (c) are placed 30 days in an English language classroom.

**Part II: ENGLISH LEARNERS ADVISORY COMMITTEE (ELAC):**

1. Whenever there are 21 or more EL students at a school site, there is a functioning ELAC that has met all of the following requirements:
  - 1) Has advised the principal and staff of:
    - ✓ The development of the school plan for EL students submitted to the Board of Trustees
    - ✓ School needs assessment
    - ✓ The administration of the school's language census

- ✓ The efforts to make parents aware of the importance of regular school attendance
  - 2) Has membership of EL parents in at least the same percentage, as there are EL students at the school.
  - 3) Has had an election of members in which all parents of EL students have had an opportunity to vote.
  - 4) Has had the opportunity to elect at least one member of the district EL advisory committee.
  - 5) Has received training materials and training appropriate to assist parent members in carrying out their responsibilities.
2. Whenever there are 51 or more EL students in a district, there is a functioning District EL advisory Committee (DELAC) that has met all of the following requirements:
- 1) Has had the opportunity to advise the Board of Trustees regarding:
    - ✓ A timetable for and development of a master plan for EL education.
    - ✓ A district wide needs assessment on a school-by-school basis
    - ✓ The District EL education goals and objectives
    - ✓ The administration of the language census
    - ✓ A review of and comments on the written notification of initial enrollment
    - ✓ A review and comments on any related waiver request.

- 2) Has a majority membership of parents of EL students not employed by the District.
  
- 3) Has received training materials and training, developed in consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

# EL TEJON UNIFIED SCHOOL DISTRICT

## Reclassification Criteria

1. English language proficiency at grade level:
  - CELDT Reading of 4 or 5
  - CELDT Writing of 4 or 5
  - CELDT overall 4 or 5 with no score lower than 3
  
2. Standardized achievement test scores
  - California Standards Test Results in English Language Arts at the Basic, Proficient or Advanced level.
  
3. Academic achievement at grade level
  - Academic GPA  $\geq 2.0$ , (High School) or
  - Grades for at least one semester of A, B, C in all content area classes.
  
4. ELD Teacher written recommendation

## 5. Parent/Guardian Notification

# EL TEJON UNIFIED SCHOOL DISTRICT

## Reclassification Form

School:

Student Name:

Grade:

Age:

DOB:

Date of entry to California schools:

Date of Reclassification:

### 1. English Language Proficiency

CELDT Reading Score

CELDT Writing Score

Overall Writing Score

(Student must score Advanced-5 or Early Advanced-4 to be eligible for reclassification in both Reading and Writing.) Overall must be 4 or 5 with no score lower than 3.

### 2. Standardized Achievement Test Performance

California English-Language Arts Standards Test (CST) at the Basic, Proficient or Advanced level.

### 3. Academic Achievement at Grade Level

Overall Academic GPA (Must be 2.0 or greater) or,

