

Green Dot
Public



EL Master Plan
2019-2020

Table of Contents

1. Green Dot EL Vision	2
2. Identification, Assessment and Placement.....	3
3. Instructional Programs	17
4. Staffing and Professional Growth	33
5. Monitoring of Student Progress and Reclassification.....	37
6. Parent Community Involvement	48

Green Dot ELD Vision

Green Dot EL Program Vision

All Green Dot educators will foster the development of ELs' identity as Emerging Bilingual students by valuing home language and life experiences. We will create equitable and rigorous instructional and school experiences for all ELs in order to prepare them for college, career, and the 21st century.

We will achieve this by:

- Enhancing instructional programs and professional development to ensure ELs are engaged in rigorous, intellectually rich, and challenging content.
- Valuing family and community members as partners, capitalizing on the language, skills, culture and experiences they bring to the table.
- Ensuring all stakeholders feel a sense of ownership and urgency to serve the needs of ELs.
- Empowering all teachers as Integrated ELD teachers in coordination with other curriculum teams and through professional development that focuses on our Integrated Instructional Principles.
- Supporting a successful transition to the CA ELD Standards, ELA/ELD Framework, and new ELPAC
- Assessment using data and providing schools with resources to analyze data in order to accurately monitor, place and support ELs throughout their schooling.
- Providing schools with curriculum and PD that help English Learners build confidence and communication skills in order to advocate for themselves and take ownership of their learning. Ensuring that cultural and linguistic identities of English learners are affirmed in the curriculum.
- Encouraging and modeling the use of utilizing curriculum and texts that celebrate English Learner identities
- Developing an EL Master Plan that is a supportive guide for ensuring effective supports and services for ELs as well as compliance to Title III requirements.
- Collaborating with the Sped department to support teachers to write and implement IEP ELD goals that prioritize ELs' language needs
- Supporting cross-departmental and school-wide conversations about the social-emotional needs of English Learners and ways to address them.



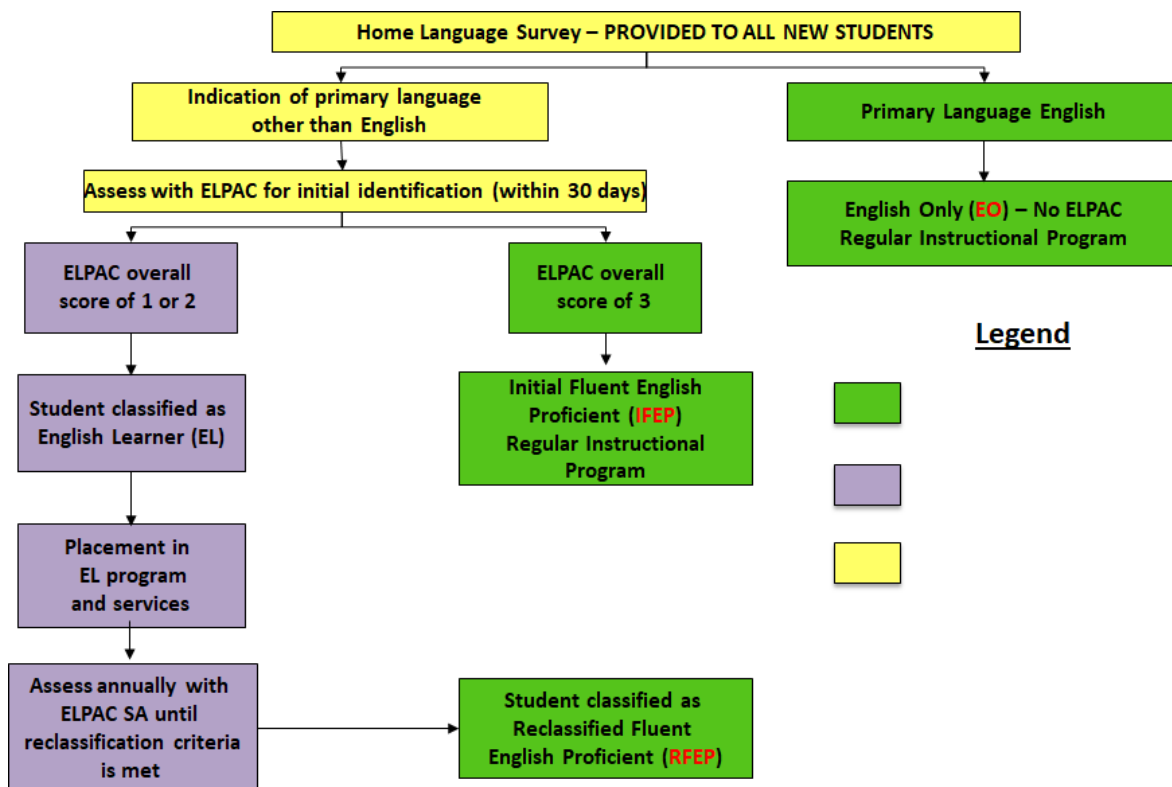
Chapter 1: Identification, Assessment and Placement

Green Dot Public School’s process for initial identification and placement of students into an appropriate instructional program is shown in Table 1 and is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment and assessment takes place at the school sites by trained staff members.

Step 1 - Procedures for Initial Identification

- Parents complete a Home Language Survey at time of first enrollment at a GD school. This survey consists of four questions pertaining to the home language of the family. As standard procedure, this form is to be included in the enrollment packet at all 22 schools, and all four questions must be answered.
- All students (including migrant, special education, and continuation school students) with a language other than English on the Home Language Survey must be assessed for English language proficiency at the school site. If the Home Language Survey indicates another language other than English, the school site will administer the English Learner Proficiency Assessment for California Initial Assessment (ELPAC IA), a language proficiency assessment. The completed Home Language Survey in the parent’s primary language must be kept on file in the student’s permanent cumulative folder.
- Results of the Home Language Survey are coded on PowerSchool on the student language census page under “custom screens.”

Table 1



Step 2 - English Language Proficiency Assessment

- Within 30 calendar days of initial enrollment, the school site administers the ELPAC IA to all students based on the Home Language Survey: Listening, Speaking, Reading, and Writing for grades 6-12. Based on results of the ELPAC, parents will be notified that their child has been identified as:
 - English Learner (EL) - less than reasonable fluency in English, recommended for Structured English Immersion (SEI) program placement
 - English Learner (EL) – reasonable fluency in English and recommended for English Language Mainstream (ELM) program placement
 - Initial Fluent English Proficient (IFEP) recommended for the district’s regular instructional program
 - Learning Disabled English Learner - will be registered according to their Individualized Education Program (IEP)

Step 3 - Primary Language Assessments:

When requested by the school, the district also assesses each English learner for primary language reading proficiency. The primary language assessment can be used to determine a student’s language skills in their home language.

To assess primary language proficiency in Spanish, the district uses a primary language reading assessment called Las Links. Students are placed into the following proficiency levels: beginner, early intermediate, intermediate, early advanced and advanced.

For students with a home language other than Spanish, informal language assessment in the primary language is given using the Student Oral Language Observation Matrix (SOLOM) by a qualified native speaker (if available).

Step 4 - Parent Notification:

Families of students whose primary language is not English will receive the following notifications:

- Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code [440](#); 20 USC [6312](#))
 - The reason for the student's classification as English language learner
 - The level of English proficiency
 - Reclassification criteria
 - Graduation rate (high school only)
 - A description of the program for English language development instruction, including a description of all of the following:
 - The manner in which the program will meet the educational strengths and needs of the student
 - The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title II funds are used for students in secondary schools
 - Where the student has been identified for special education, the manner in which the program meets the requirements of the

student's IEP

- Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
 - Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.
 - Parent/guardians also shall be notified of the results of any reassessments. (Education Code [52164.3](#))
- Within 30 days of initial enrollment, parents of English Learners with an Individualized Education Program (IEP), will be informed by the school how the current program will meet the objectives of the IEP.

Step 5 – Program Placement:

- There are a number of program models. Placement is based on district criteria of reasonable fluency. ELs who score at the Early Advanced and Advanced levels on the ELPAC are considered reasonably fluent. The full placement matrix is shown in Table 2.
- If the child is reasonably fluent in English as determined by the district criteria, he or she is placed in the English Language Mainstream (ELM) program. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include Specially Designed Academic Instruction in English (SDAIE). Teachers or administrators may recommend additional support services.
- If a child is not reasonably fluent in English, then he or she is placed in the Structured English Immersion (SEI) program and will receive both Designated and Integrated ELD instruction. Designated ELD will use the CA ELD Standards as the main focus to give EL students strategic language practice, which builds into and from content instruction. Integrated ELD will happen throughout the school day in all other courses and CA ELD Standards will be used in tandem with CCSS or other content standards.
- Different program placement may exist within one classroom. When this occurs, it is extremely important that students be clearly identified by program placement and receive the services appropriate to their program. For example, an EL student receiving services through Integrated ELD could be in a class with non-EL students. Therefore, it is important that the student is identified so that he or she can receive those services.
- Teachers must differentiate instruction and activities using the Key Features of Designated or Integrated ELD, and monitor students carefully to ensure that the requirements for each program are followed.
- If the parent selects an English language mainstream or an alternative program, then the parent must submit an appropriate waiver.

Table 2

EL Placement Chart

	<p>Emerging</p> <ul style="list-style-type: none"> • ELPAC Overall= 1 • Lexile Score 0-400 • Language Gains= Level 1/2 	<p>Expanding</p> <ul style="list-style-type: none"> • ELPAC Overall= 2/3 • Lexile Score 400-650 • Language Gains= Level 3 	<p>Bridging</p> <ul style="list-style-type: none"> • ELPAC Overall= 3 • Lexile Score 650-900 • Language Gains= Level 4 	<p>Reclassified</p> <ul style="list-style-type: none"> • ELPAC Overall= 4 • Lexile Score= 900+ • Language Gains= Level 4
<p>Structured English Immersion (SEI) ELs with <u>5 years or less</u> in the country and are less than reasonably fluent</p>	<p>1. Newcomer ELD 1 (double block) 2. Integrated ELD (in all other content classes)</p>	<p>1. Newcomer ELD 2 (double block) 2. Integrated ELD (in all other content classes)</p>	<p>1. Newcomer ELD 3 (double block) 2. Integrated ELD (in all other content classes)</p>	N/A
<p>English Language Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are reasonably fluent</p>	<p>1. Designated ELD (one of the following options)</p> <ul style="list-style-type: none"> • ELD Literacy Enrichment or Intervention (R180 or S44 6, 7 or 9th grade) • ELD Academic English Essentials (8th or 10th grade) • ELD Advisory • Sheltered ELA (6th-12th grades) • ELD College Readiness • ELD Curriculum Skills • ELD Academic Success <p>2. Integrated ELD (in all other content classes)</p>	<p>1. Designated ELD (one of the following options)</p> <ul style="list-style-type: none"> • ELD Literacy Enrichment or Intervention (R180 or S44 6, 7 or 9th grade) • ELD Academic English Essentials (8th or 10th grade) • ELD Advisory • Sheltered ELA (6th-12th grades) • ELD College Readiness • ELD Curriculum Skills • ELD Academic Success <p>2. Integrated ELD (in all other content classes)</p>	<p>1. Designated ELD (one of the following options)</p> <ul style="list-style-type: none"> • ELD Literacy Enrichment or Intervention (R180 or S44 6, 7 or 9th grade) • ELD Academic English Essentials (8th or 10th grade) • ELD Advisory • Sheltered ELA (6th-12th grades) • ELD College Readiness • ELD Curriculum Skills • ELD Academic Success <p>2. Integrated ELD (in all other content classes)</p>	<p>1. Mainstream ELA</p> <p>2. Literacy Intervention (if needed)</p>

*Ideally, all students with fewer than 6 years in the country and less than reasonable fluency should be placed in Structured English Immersion (Designated ELD course + Integrated ELD in all other content courses). However, for schools with too few students to create an ELD section, students can be **clustered** into English Language Mainstream courses and receive both Designated and Integrated ELD through a variety of options.

Professional Development for Staff and Administrators on Initial Identification, Placement, Parental Rights and Informed Consent

The school site will provide ongoing professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of this English Learner Master Plan including:

- Initial identification
- Placement options and procedures
- CA ELD Standards and Designated and Integrated ELD Instruction
- Parental rights and informed consent, including the parental exception waiver process

Those who participate in the training include but are not limited to: district and site administrators, teaching staff, district staff, office staff members responsible for registration, English Learner program facilitators, special education teachers, and other support staff as necessary.

GREEN DOT HOME LANGUAGE SURVEY

HOME LANGUAGE SURVEY/ENCUESTA DEL IDIOMA NATAL EN CASA:		
<p><i>Public schools are required to determine the language(s) spoken in the home of all students. This information is very important for providing adequate instructional programs and services. Please answer the following questions with only one language per line/Las escuelas publica para determinar el idioma(s) hablado en el hogar de todos los estudiantes. Esta información es muy importante para poder proporcionar los programas y servicios adecuados a nuestros estudiantes. Por favor conteste las siguientes preguntas con solo un idioma por línea.</i></p>		
77. What language did your child learn when he/she first began to talk (check one only)?/ ¿Qué idioma aprendió su hijo/a cuando él/ella comenzó a hablar (marque uno sólo)?	<input type="checkbox"/> English	<input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____
78. What language does your child use most frequently at home (check one only)?/ ¿Qué idioma utiliza su hijo/a más frecuentemente en casa (marque uno sólo)?	<input type="checkbox"/> English	<input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____
79. What language do you use most frequently to speak to your child (check one only)?/ ¿Qué idioma utiliza usted más frecuentemente para hablar con su hijo/a (marque uno sólo)?	<input type="checkbox"/> English	<input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____
80. What language is most often spoken by the adults in your home? (check one only)?/ ¿Qué idioma utilizan los adultos más frecuentemente en su casa (marque uno sólo)?	<input type="checkbox"/> English	<input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____
Please write the year and grade the student first enrolled in a U.S. school./ Por favor escriba el grado y el año en que el estudiante fue matriculado por primera vez en la escuela en EEUU.	81. Year/Año:	82: Grade/Grado:
83. Has the student ever received any formal English language instruction in an “English as a second language (ESL)” or “English language development” (“ELD”) program?/¿Ha recibido el estudiante cualquier instrucción formal del idioma ingles en el programa de “ingles como segundo idioma” (“ESL”) o “desarrollo del idioma ingles” (“ELD”)?	<input type="checkbox"/> Yes/Sí <input type="checkbox"/> No	

Initial Parent Notification Letter

Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:

School:

Date:

Student ID #:

Date of Birth:

Grade:

Primary Language:

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results

(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial Assessment Performance Level
Overall	<i>[Note to district: Table will be populated with the student’s results.]</i> Status: <Overall_Performance_Level> Score: <Overall_Score>
Oral (Speaking and Listening)	<Oral_Level>
Written (Reading and Writing)	<Written_Level>

Based on results of the English language proficiency assessment, your child has been identified as an **English learner (EL)**.

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][vii])

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California Education Code [EC] Section 313[f])	LEA Criteria <i>[District inserts local board-approved reclassification criteria]</i>
English Language Proficiency Assessment	<i>ELPAC Scores: Overall =4, Speaking, Listening, Reading and Writing 2 or above</i>
Teacher Evaluation	<i>Grade of C or higher in English and Teacher Approval</i>
Parental Opinion and Consultation	<i>Parent Approval</i>
Comparison of Performance in Basic Skills	<i>[Insert comparison of performance in basic skills criteria]</i>

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected Graduation rate for English Learners in Green Dot Public Schools is: _____.

District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Green Dot utilizes a Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered designated ELD based on their language proficiency and access to grade level academic subject matter content.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in Green Dot is listed below (see checked box).

Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Dual-Language Immersion (DLI) Program: Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

Transitional Bilingual Program: A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction all in English.

Developmental Bilingual Program: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling an English learner to achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.

Heritage Language Program: Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact *[insert district contact name and information]* to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction

until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

SAMPLE ANNUAL PARENT NOTIFICATION

**Green Dot Public Schools
ANNUAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements**

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A] [i],[vi])

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	
Overall	
A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child’s official results within 30 days after the district has received individual student reports from the contractor.	

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vii])

Reclassification (Exit) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s reclassification criteria are listed below.

Required Criteria (EC Section 313[f])	LEA Criteria
English Language Proficiency Assessment	ELPAC Score of 4 or above with no domain lower than 2
Teacher Evaluation	Grade of C or higher in English and Teacher Approval
Parental Opinion and Consultation	Parent Approval
Comparison of Performance in Basic Skills	Lexile score based on grade level proficiency

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	Smarter Balanced Assessment (SBAC) or Local Measures
English Language Arts	
Mathematics	

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected Graduation rate for English Learners in Green Dot Public Schools is:_____.

District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][vi])

Description of Program Options and Goals for English Learners

A description of the language acquisition program provided at Green Dot is listed below (20 U.S.C. Section 6312[e][3][A][iii],[v]):

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered designated ELD based on their language proficiency and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **Jennifer Freeman, EL Coordinator, at 323-804-8090** or **Laura Michael, EL Coordinator, at 213-434-4473** to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 CCR Section 11302)

Sample Parent Reclassification Letter- English

Date:

Name:

Grade:

School:

Teacher:

Dear Parent/Guardian:

This letter is to notify you that your child has met the criteria for reclassification. In order to be reclassified, a student must receive qualifying scores on the English Language Proficiency Assessments for California Test (ELPAC). In addition to these test results, criteria used to make this decision include an evaluation of your child's academic performance by their English teacher, their results on the Lexile test which measures reading ability, and your opinion as the parents or guardians about his/her proficiency in English. It is therefore the recommendation of your child's English teacher and the school site administrator that your child's language designation be changed from Limited English Proficient to Fluent English Proficient. This would mean that your child be given a program consisting entirely of courses in the mainstream curriculum.

If you would like to meet in person to discuss any questions or concerns that you may have please contact the school office to arrange a date and time. Questions about the ELPAC or your child's results also should be directed to the same number. If you are unable to meet in person and you agree that your child should be reclassified as fluent in English, please sign below and return this form to your child's English teacher. This form will serve as a waiver to meeting in person and allow us to proceed with the reclassification process.

Administrator

Date

I agree that my child's language designation should be changed from Limited English Proficient to Fluent English Proficient. I waive my right to a meeting and I consent to the use of this form as indication of my approval.

Parent/Guardian

Date

Sample Parent Reclassification Letter- Spanish

Fecha:
Nombre:
Grado:
School:
Maestro/a:

Estimado Padre/Tutor:

Esta carta es para informarle que su hijo ha cumplido con los criterios para la reclasificación. Para ser reclasificado, el estudiante debe recibir puntajes calificativos en el Examen de California de Desarrollo del Idioma Inglés (ELPAC). Además de estos resultados, los criterios utilizados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo por su profesor de inglés, sus resultados en la prueba Lexile que mide la capacidad de lectura, y su opinión como padres o tutores acerca de la competencia de su hijo/a en inglés. Por lo tanto, es la recomendación del profesor de inglés de su hijo y el administrador del plantel escolar que la designación de su hijo sea cambiada de Dominio Limitado del inglés a Fluidez en el inglés. Esto significaría que su hijo sería dado un programa compuesto enteramente de cursos en el currículo ordinario.

Si le gustaría reunirse en persona para discutir cualquier pregunta o preocupación que usted pueda tener, por favor póngase en contacto con la oficina de la escuela para concertar una fecha y hora. Preguntas sobre el ELPAC o los resultados de su hijo también deben dirigirse al mismo número. Si usted no puede reunirse en persona y usted está de acuerdo con que su hijo sea reclasificado como fluido en inglés, por favor firme abajo y devuelva este formulario al maestro de Inglés de su hijo. Este formulario servirá como una renuncia a la reunión en persona y nos permitirá continuar con el proceso de reclasificación.

Administrador

Fecha

Estoy de acuerdo en que la designación de idioma de mi hijo sea cambiada de Dominio Limitado del Inglés a Fluidez en el Inglés. Renuncio mi derecho a una reunión y doy mi consentimiento para el uso de esta forma como una indicación de mi aprobación.

Padre/Tutor

Fecha

**Parent Notification Letter
Alternative Program Options
(Grades 9-12)**

The law requires that English learner (EL) students with less than reasonable fluency in English be placed in Structured English Immersion, and students with reasonably fluency in English be placed in English Language Mainstream. However, parents have the right to request a parental exception waiver for an alternative program if they believe it would be better for their child. As a parent you may select an alternative program designed to meet the linguistic and academic needs of English learner students.

Program availability will depend upon the number of students receiving waivers. If fewer than twenty students receive a waiver in one grade level, your child may be allowed to transfer to a neighboring school to receive the requested program. Your school principal/designee will advise you of program availability.

All alternative programs include English language development (ELD) and specially designed academic instruction in English (SDAIE). The different alternative programs include varying amounts of instruction in the primary language. Students will be assessed yearly with the California English Language Development Test (CELDT) and academic assessments. All programs will use district-adopted materials for reading, language arts and mathematics. The District has adopted materials in both primary language and English for core curriculum areas. In all programs, student progress will be measured in reading, language arts, and mathematics against content standards and benchmarks. As students gain proficiency in English, the amount of instruction in English increases, while the amount of instruction in the native language decreases. As students gain literacy in the native language and some proficiency in English, they participate in the Structured English Immersion or English Mainstream Program.

Parental exception waivers shall be granted unless the school principal and educational staff have substantial evidence that the program requested by the parent would not be better suited for the student. The following timeline will be observed as described in the District's Master Plan for English Language Learners.

- Schools shall act upon all parental exceptions waivers requests within 20 instructional days of submission to the school principal/designee.
- For students who already know English, schools shall act upon parental exception requests within 20 days of submission to the school principal/designee.

At any time, including during the school year, a parent or guardian may have his/her child moved into an English Language Mainstream Program.

If you have any questions, I shall be happy to meet with you. Please call my office for an appointment at (323) 779-0544.

Sincerely, _____
Principal

Director

PARENTAL EXCEPTION WAIVER
EDUCATION CODE [311\(c\)](#): Children with Special Needs

Student Name:	Grade:
School Name:	Date of Birth
Language Designation:	

I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Check all that apply and provide a brief statement)

___ Educational Needs ___ Physical Needs ___ Emotional/Psychological Needs

Therefore, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have personally visited the school to apply for this waiver.

I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the Superintendent pursuant to Board-established guidelines.

I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature:		Date:
Address:		
City:	State:	Zip:

For School Use Only:

Child's English standardized test scores (Scores must be at or above the state average for the child's grade level or above the 5th grade average):

Waiver (circle one): Granted Denied

Date:

Signature:

PARENTAL EXCEPTION WAIVER
EDUCATION CODE [311\(b\)](#): Children age 10 or older

Student Name:	Grade:
School Name:	Date of Birth
Language Designation:	

My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. For that reason, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.

I have personally visited the school to apply for this waiver.

I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature:		Date:
Address:		
City:	State:	Zip:

<p>For School Use Only: Child's English standardized test scores (Scores must be at or above the state average for the child's grade level or above the 5th grade average):</p> <p>Waiver (circle one): <input type="checkbox"/> Granted <input type="checkbox"/> Denied</p> <p>Date:</p> <p>Signature:</p>

Chapter Two: Instructional Programs


Instructional Program Descriptions for English Learners (6-12)

The California Department of Education (CDE) defines English Language Development (ELD) as a specialized program of English language instruction appropriate for the English Learners' (ELs) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. All English Learners in GD will be placed in ELD based upon the provisions cited in California Education code section 300. All English Learners will receive Designated ELD and Integrated ELD.

Designated English Language Development (ELD):

- is a planned, deliberate, and specific component of the total education of an English Learner
- utilizes a specific curriculum that addresses the teaching of the English language based upon the level of English proficiency of each student
- instruction is based upon the 2012 ELD Common Core aligned standards appropriate to student's language proficiency level as well as the Green Dot Designated ELD Principles

Green Dot Designated ELD Instructional Principles

 <p>1. Intellectually challenging texts and tasks equip ALL students with the language they need to become empowered, independent learners.</p>	 <p>3. A clear language focus amplifies content learning.</p>	 <p>5. Students need to engage in academic discourse for a variety of purposes in every lesson.</p>	 <p>7. Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students based on their individual proficiency levels.</p>	 <p>9. Teachers not only acknowledge but leverage students' assets in instruction.</p>
 <p>2. Scaffolding should be strategically structured to support access to content and build independence.</p>	 <p>4. Language must be explicitly taught, not simply caught.</p>	 <p>6. Academic discourse should facilitate interactive and engaging learning.</p>	 <p>8. Students have extended opportunities to practice in all four language domains with a focus on English works, based on purpose, audience, context, topic, and text type.</p>	 <p>10. Students identities and home cultures are valued and used to make connections to content and celebrate class community.</p>

Designated English Language Development (ELD) instruction must include these core components:

- Separate and distinct class time each day
- 2012 ELD standards are utilized as the primary instructional guide
- Explicit instruction in the comprehension and production of academic language as described in the ELA/ELD Framework which includes:
 1. Intellectually challenging material

2. Academic English Focus
3. Extended Language Interaction
4. Focus on Meaning
5. Focus on Forms
6. Planned and sequenced events
7. Scaffolding
8. Clear lesson objectives
9. Corrective Feedback
10. Formative assessment practices

Program Requirements

All English Learners must receive:

- Daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites)
- Instruction delivered by an ELA Credentialed and CLAD authorized teacher
- ELs should not be removed from other core content instruction in order to receive designated ELD instruction.
- Designated ELD must be provided in addition to all core content instruction during the school day.
- ELs need full access to grade-level content in all disciplines, as well as specialized instruction in academic English.

Designated ELD:

Instruction in Designated ELD is driven by the CA ELD grade and proficiency level standards and is provided by teachers utilizing appropriate strategies to ensure targeted language instruction during the school day.

Courses Offered	Professional Development & Instructional Coaching	Requirements	Curriculum & Assessment
Newcomer ELD	<ul style="list-style-type: none"> • 3 full days of Designated ELD PD with Newcomer ELD breakout sessions • Teacher coaching by EL Coordinator 	<ul style="list-style-type: none"> • Class made up of 100% Newcomer ELs ≤ 6 years in the country • Separate sections for ELD1, 2 and 3 based on the following ELPAC scores and Lexile levels: ELD1: ELPAC Level 1 ELD2: ELPAC Level 2+ Lexile <400 ELD3: ELPAC Level 2+Lexile ≥400 • Teacher must hold ELA credential + CLAD • Students are enrolled in 2 sections of newcomer ELD* per day in lieu of core ELA and literacy intervention *HS ELD3 2 sections = 1 year ELA A-G *MS ELD3 students enrolled in 1 section of ELD3 and 1 section of literacy intervention 	<ul style="list-style-type: none"> • High School: <i>Edge</i> Middle School: <i>Inside ELD</i> • All grade and proficiency levels also use <i>Imagine Learning</i> software to increase English language acquisition • Teachers use rotation model to ensure students get software time, small group direct instruction and independent work or reading time each day • <i>ELPAC, Green Dot's EL Diagnostic, Edge, Inside and Imagine Learning</i> assessments utilized
Sheltered ELA	<ul style="list-style-type: none"> • 3 full days of Designated ELD PD with Sheltered ELA breakout sessions 	<ul style="list-style-type: none"> • Class made up of 100% ELs and open to all ELs 	<ul style="list-style-type: none"> • Pearson's <i>myPerspectives</i> core ELA curriculum with







	<ul style="list-style-type: none"> Teacher coaching by literacy curriculum specialist 	<ul style="list-style-type: none"> May include both LTELs and newcomer ELs if the school does not offer newcomer ELs Teacher must hold ELA credential + CLAD 	<p>additional language support and EL lessons</p> <ul style="list-style-type: none"> <i>ELPAC, Green Dot's EL Diagnostic,, myPerspectives</i> assessments and RI assessments utilized
ELD Read180	<ul style="list-style-type: none"> 3 full days of R180 PD with ELD R180 breakout sessions Teacher coaching by literacy curriculum specialist 	<ul style="list-style-type: none"> Class can be made up of 100% ELs or a mix of ELs and non-ELs due to the small group rotation model May include both LTELs and newcomer ELs if the school does not offer newcomer ELs Teacher must hold ELA credential + CLAD 	<ul style="list-style-type: none"> Houghton Mifflin Harcourt's Read180 Universal curriculum with ELs receiving targeted language support in small group <i>ELPAC, Green Dot's EL Diagnostic, R180</i> and RI assessments utilized
ELD Academic English Essentials	<ul style="list-style-type: none"> 3 full days of Designated ELD PD with ELD AEE breakout sessions Teacher coaching by literacy curriculum specialist 	<ul style="list-style-type: none"> Class made up of 100% ELs and open to all ELs May include both LTELs and newcomer ELs if the school does not offer newcomer ELs Teacher must hold ELA credential + CLAD 	<ul style="list-style-type: none"> Houghton Mifflin Harcourt's English 3D curriculum <i>ELPAC, Green Dot's EL Diagnostic, English 3D</i> and RI assessments utilized
ELD College Readiness	<ul style="list-style-type: none"> 3 full days of Designated ELD PD with ELD College Readiness breakout sessions 	<ul style="list-style-type: none"> Class made up of 100% ELs and open to all ELs May include both LTELs and newcomer ELs if the school does not offer newcomer ELs Teacher must hold ELA credential + CLAD Offered in High School only 	<ul style="list-style-type: none"> <i>AVID</i> or similar program <i>ELPAC</i> assessment & <i>Green Dot's EL Diagnostic</i> utilized
ELD Curriculum Skills	<ul style="list-style-type: none"> 3 full days of Designated ELD PD with ELD Curriculum Skills breakout sessions 	<ul style="list-style-type: none"> Class made up of 100% ELs and open to all ELs May include both LTELs and newcomer ELs if the school does not offer newcomer ELs Teacher must hold ELA credential + CLAD Offered in High School only 	<ul style="list-style-type: none"> Course uses grade level content curriculum to provide support to ELs with content courses <i>ELPAC</i> assessment & <i>Green Dot's EL Diagnostic</i> utilized
ELD Advisory	<ul style="list-style-type: none"> 3 full days of Designated ELD PD with ELD Advisory breakout sessions 	<ul style="list-style-type: none"> Class made up of 100% ELs and open to all ELs May include both LTELs and newcomer ELs if the school does not offer newcomer ELs 	<ul style="list-style-type: none"> <i>Second Step</i> or Similar curriculum <i>ELPAC</i> assessment & <i>Green Dot's EL</i>

		<ul style="list-style-type: none"> Teacher must hold ELA credential + CLAD Only utilized as a supplemental designated ELD course in addition to one of the options above 	<i>Diagnostic</i> utilized
SIFE ELD	<ul style="list-style-type: none"> 3 full days of Designated ELD PD with newcomer ELD breakout sessions 	<ul style="list-style-type: none"> Class made up of 100% SIFE ELs Teacher must hold ELA credential + CLAD 	<ul style="list-style-type: none"> <i>Imagine Learning</i> English and Espanol software utilized ELPAC assessment & <i>Green Dot's EL Diagnostic</i> utilized

Integrated ELD

Instruction in Integrated ELD is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction based on content Common Core, NGSS History and other content standards in conjunction with the CA ELD Standards and Green Dot's Integrated ELD Principles:

Green Dot Integrated ELD Instructional Principles

 <p>1. Intellectually challenging texts and tasks equip ALL students with the language they need to become empowered, independent learners.</p>	 <p>3. A clear language focus amplifies content learning.</p>	 <p>5. Students need to engage in academic discourse for a variety of purposes in every lesson.</p>
 <p>2. Scaffolding should be strategically structured to support access to content and build independence.</p>	 <p>4. Language must be explicitly taught, not simply caught.</p>	 <p>6. Academic discourse should facilitate interactive and engaging learning.</p>

- All English learners will receive Integrated ELD in all content classes throughout their school day
- Integrated ELD teachers will receive professional development that focuses on the ELD Standards, Integrated ELD Principles, the CA ELA/ELD Framework and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area, developing language criteria for success and explicit language instruction.
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations.

Access to Grade Level Core Curriculum

English Learners are provided with access to well-articulated, standards-based core curriculum. In order to ensure that core content instruction is presented in a manner that is comprehensible to English Learners, a variety of strategies are incorporated into classroom instruction.

Integrated and Designated ELD makes use of the following features to help make instruction comprehensible and meaningful to students:

- Use of content objectives with appropriate and specific language criteria aligned to the objective and ELD Standards – Content objectives identify what students will know and be able to do at the end of a lesson. Teachers must also incorporate language criteria in their lesson planning activities with direct language instruction, modeling, student practice and assessment that support students’ academic language development for the content objective. Based upon the proficiency of students, language criteria may be written from any one of the four domains: listening, speaking, reading or writing. As with content objectives, language criteria should be stated clearly at the beginning, middle and end of a lesson, and students should be informed of them both orally and in writing as well as be able to articulate them.
- Contextualized instruction—liberal use of non-verbal language, visual support materials, realia, Thinking Maps, graphic organizers, and verbal amplification in order to provide students with a variety of resources they can use to construct meaning
- Explicit instruction and use of language structures and vocabulary that are comprehensible to students
- Use of accommodations in the learning environment (such as appropriate wait time, pacing, or repetition) in order to maximize the number of students able to access the content
- Providing multiple opportunities in every class period for academic discourse using sentence frames or group structures such as precision partnering
- Frequent checks for understanding
- Integrating ongoing assessment of student progress through observations, portfolios, journals and analysis of student work
- Literature within the student’s appropriate Lexile level range, available in classroom and school libraries
- Using ELPAC data, Lexile scores, SBAC results, among other data sources to inform instruction, group structures, and progress monitoring

Placing Students in Program Options and Parent Request Options

Based on language proficiency, students are placed in one of two program types.

Structured English Immersion (Designated ELD + Integrated ELD)	English Language Mainstream (ELM) Program
<p>Students at ELPAC levels 1-3 are placed in a Structured English Immersion (SEI) Program. SEI is the English language acquisition program focused on students acquiring English as rapidly and effectively as possible in order to meet grade level standards in core content area classes while they are learning English. The SEI program is designed to develop the student’s abilities in English as quickly as possible and may include primary language support in the content areas as part of the “plan to overcome</p>	<p>Students at the ELPAC level 4 are placed in an English Language Mainstream program along with English only and fluent English proficient students. Students at the intermediate level with upper-range scale scores in reading and writing domains should be placed in a mainstream program. Students receive SDAIE instruction from the classroom teacher until they acquire proficiency in English and are reclassified. Students will continue to receive support and progress monitoring for four years after students are reclassified.</p>

Request for English Language Mainstream (ELM) Program

English Learners may be placed in an English Language Mainstream program at the request of the student’s parent or guardian by completing the appropriate waiver. (See chapter two for waivers)

The process to request for ELM is as follows:

- Request for English Language Mainstream Program form must be requested by parents in person from school site, signed and returned to the principal
- May be requested at any time
- Student will continue to receive sheltered instruction in English through the mainstream classroom.
- Student will continue to be identified as an English Learner until they meet district reclassification criteria.

Understanding Secondary English Learners

Adolescent English Learners enrolled in secondary schools bring a variety of educational and cultural experiences to their classes. In order to develop and implement an effective program it is critical to identify each student’s level of language proficiency, both in English and in their native language. There are three types of ELs enrolled in Green Dot Schools at the secondary level. These include:

- Newcomers with formal schooling
- Newcomers with limited formal schooling
- Long Term English Learners (LTELs) with 6 or more years in any U.S. English Learner program

Newcomers with Formal Schooling

Characteristics of these students may include:

- Recent arrival in the U. S. (1 year or less)
- Little or no English fluency
- Adequate formal schooling in native country, at grade level or beyond in primary language
- Bilingual
- Often highly motivated, may seek additional support and resources
- Easily transfers academic concepts with language support
- Low performance on standardized tests when administered in English

These students face the challenge of mastering English quickly in order to meet district and state content and performance standards and completing all district high school graduation requirements. Time is the critical factor for these students. They need an accelerated ELD program that is rigorous yet flexible and allows students to progress at their own rate. Opportunities to move between levels must be frequent (at semester if appropriate).

Attention to content instruction is also important so that students successfully complete the high school course of study. In some cases, they require an additional year of high school or the opportunity to transition to other programs such as Adult School.

In all cases, it is important that these students are counseled correctly, made aware of the challenges ahead of them, and given a defined learning plan that enables them to successfully complete high school and post graduate studies.

Instructional Requirement

- Minimum 2 periods of ELD (if school has an Edge/Inside program) **OR** a designated ELD support class with targeted instruction in literacy development in addition to core ELA
- ELD standards and features of Integrated ELD in content classes with adequate primary language support

when available

- Enrollment in electives required for graduation

Newcomers with Limited Formal Schooling

Characteristics of these students may include:

- Recent arrivals to U. S. (1 year or less)
- Schooling in native country inadequate or interrupted
- Minimal literacy skills in primary language
- Require additional time to become accustomed to school routines and educational expectations in United States
- Strong survival and life skills, intuitive learners, cooperative workers
- Low performance on proficiency exams and standardized tests

Adolescent ELs who enter at the secondary level with limited formal schooling face a daunting challenge and require additional support to complete all high school graduation requirements. These students frequently have such gaps in their schooling that their literacy levels are nearly nonexistent. An English learner with limited formal schooling who enrolls for the first time at the high school level needs additional time in order to develop English proficiency and complete all requirements for

high school graduation. Careful counseling, development of a long range learning plan, and articulation between school levels, including Adult School, are essential.

Instructional Requirements

- Minimum 2 periods of ELD (if school has an Edge/Inside program) **AND/OR** a designated ELD support class with targeted instruction in literacy development in addition to core ELA
- Native language reading support when available
- ELD standards and features of Integrated ELD in content classes with adequate primary language support when available
- Enrollment in non-English language dependent electives (when applicable) required for graduation

Long Term English Learners (LTELs)

Characteristics of these students include:

- 6 or more years in the U.S.
- Language proficiency remains stagnant for two or more years
- High functioning social language (strong oral English skills)
- Limited academic language; vocabulary general and imprecise
- Significant deficits in reading and writing skills
- Struggles academically (low grade point average and score Below and Far Below Basic in ELA and Math on state assessments)
- Difficulty with content classes and academically challenging text
- Mixture of primary language and English spoken in the home

LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, they need explicit instruction in academic uses of English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.




Instructional Requirements




- Explicit direct instruction in language development in all four domains (listening, speaking, reading, and writing) for multiple functions and contexts
- Explicit direct language instruction including academic vocabulary in all core courses

- Explicit instruction in study skills, meta-cognitive and cognitive learning strategies
- ELD standards and Integrated ELD Principles in content classes

Because adolescent EL students are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies.

ELD Instructional Principles with Rationale and Look Fors

Integrated ELD Principles	Rationale/Explanation	Look Fors
<p>1. Intellectually challenging texts and tasks equip ALL students with the language they need to become empowered, independent learners.</p> <p>EQUITY</p> 	<ul style="list-style-type: none"> • English learners may have limited language skills, but have unlimited cognitive ability and skills. • Students need to be provided with intellectually challenging and purposeful tasks, along with the support to learn those tasks. • Complex texts and tasks motivates students to use language in increasingly sophisticated ways • Highly challenging and interactive tasks supports all learners in seeing productive struggle as a part of the learning process. 	<ul style="list-style-type: none"> • The level of cognition articulated in the objective pushes students toward mastery of the content standard. • Classroom tasks match the level of rigor in the content standard so that students build and practice the language they will need to produce independently. • Complex texts build on background knowledge and provide a model for the academic language students need to master the content.
<p>2. Scaffolding should be differentiated by proficiency levels and intentionally structured to enable individual students to access and interact with content.</p> <p>ACCESS</p> 	<ul style="list-style-type: none"> • Appropriate scaffolding requires knowledge of students' individual differences and needs. • Scaffolding is planned in advance and provided just in time. • Scaffolds do not reduce the rigor or type of thinking students are asked to do. • Scaffold students toward independence with complex tasks; do not scaffold by simplifying text language and task complexity. • Amplify, do not simplify language. 	<ul style="list-style-type: none"> • Language scaffolds are intentionally planned to support students based on individual language proficiency. • Scaffolds address specific challenges in textual features or content in order to provide access to materials. • Sentence frames/starters are provided to build independence and removed for less complex tasks. A variety of complex sentences are modeled before student discourse.
<p>3. A clear language focus amplifies content learning.</p> 	<ul style="list-style-type: none"> • Acquiring the skills to build the language of the discipline as well develop academic English in writing and speaking benefits <i>all</i> students. • Content standards and objectives helps identify the function, or purpose, for using language; ELD standards make clear what language needs to be explicitly taught in order to successfully meet a content standard. 	<ul style="list-style-type: none"> • Lessons are designed using the content standards to create a lesson objective. • The level of cognition of the objective helps articulate the level of rigor and the purpose (function) for language to master the standard. • The criteria for success in a lesson articulates the specific language skill or format of language (form) students must process, practice, and produce, to meet the content objective.

<p>4. Language must be explicitly taught, not simply caught.</p> 	<ul style="list-style-type: none"> • Content and language develop inseparably and in integrated ways. • Explicit language instruction requires the same elements as all content instruction: direct instruction, modeling, student practice, assessment and feedback • Lessons and units are carefully planned and sequenced in order to strategically build content knowledge and explicitly teach language development. 	<ul style="list-style-type: none"> • Lesson experiences explicitly support students in processing, practicing, or producing the language they need to meet the content objective. • Direct instruction supports students in meeting the language criteria for success.
<p>5. Students need to engage in academic discourse for a variety of purposes in every lesson.</p> 	<ul style="list-style-type: none"> • All students need academic discourse opportunities to process complex texts, make meaning of complex concepts, and prepare for writing. • English learners need ample, meaningful opportunities to practice newly taught language with high accountability for application. 	<ul style="list-style-type: none"> • Every student is given an opportunity to speak an average of every 10-15 minutes (partner discourse, choral reading, and whole group). • Students are able to carry on natural conversations for a variety of purposes with little or no prompting.
<p>6. Academic discourse should facilitate interactive and engaging learning.</p> 	<ul style="list-style-type: none"> • Students thrive in a classroom where meaning is constructed collaboratively and student contributions are valued. • Students need appropriately structured opportunities to practice language to become independent active participants in learning. • Listening and receptive language skills, not just productive language skills, should be explicitly taught and assessed. 	<ul style="list-style-type: none"> • Students make meaning of content by building on and/or challenging one another's ideas, engaging in arguments that are supported with evidence. • Students interact with text in speaking and in writing using the language of the discipline (Tier III) and academic vocabulary (Tier II). • Students use language independently to clarify meaning. • Students are given a purpose for listening and a variety of tasks that build listening skills and allows the teacher to assess listening ability.

* Synthesized from English language development principles from Unbound Ed, E.L. Achieve, Stanford's Understanding Language, and the ELA/ ELD

English Learners with an IEP

The requirements in a student’s IEP take precedence over EL programming. If the plan calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP continue to receive the programs and services that address the students’ special needs, including linguistically appropriate goals and objectives. An IEP must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive EL instruction.

If a student with an IEP is placed in an ELD course, it is recommended that the ELD teacher collaborate with the students’ IEP case manager to ensure that instruction effectively meets the student’s IEP goals.

Comparison of Language Acquisition Needs Versus Learning Disabilities

Students who are still acquiring English Language skills can have needs that can be misidentified as a possible learning disability. Use the charts below to help determine if a student’s need is due to language needs or a possible learning disability.

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Oral Comprehension/Listening		
1. Student does not respond to verbal directions	1. Student lacks understanding of vocabulary in English but is demonstrates understanding in L1 (Primary Language)	1. Student consistently demonstrates confusion when given verbal directions in L1 and L2(second language); may be due to processing deficit or low cognition
2. Student needs frequent repetition of oral directions and input	2. Student is able to understand verbal directions in L1 but not L2	2. Student often forgets directions or needs further explanation in L1 and L2 (home & School); may be due to an auditory memory difficulty or low cognition
3. Student delays responses to questions	3. Student may be translating question in mind before responding in L2; gradual improvement seen over time	3. Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit
Speaking / Oral Fluency		

1. Student lacks verbal fluency (pauses, hesitates, omits words)	1. Student lacks vocabulary, sentence structure, and/or self- confidence	1. Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
2. Student is unable to orally retell a story	2. Student does not comprehend story due to a lack of understanding and background knowledge in English	2. Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
3. Does not orally respond to questions or does not speak much	3. Lacks expressive language skills in English; it may the silent period in 2nd language acquisition	3. Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit

Phonemic Awareness/Reading

1. Student does not remember letters sounds from one day to the next	1. Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	1. Student doesn't remember letters sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to due a visual/auditory memory or low cognition
2. Student is unable to blend letter sounds in order to decode words in reading	2. The letter sound errors may related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	3. Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit

3. Student is unable to decode words correctly	3. Sound not in L1, so unable to pronounce word once decoded	3. Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit
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Reading Comprehension & Vocabulary

1. Student does not understand passage read, although may be able to read w/ fluency and accuracy	1 Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	1. Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
2. Does not understand key words/phrases; poor comprehension	2. Lacks understanding of vocabulary and meaning in English	2. The student's difficulty with comprehension and vocabulary is seen in L1 and L2
Writing		
1. Errors made with punctuation/capitalization	1. The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	1. Student consistently makes capitalization and punctuation errors even after instruction or is inconsistent; this may be due to deficits in organization, memory or processing
Handwriting		
1. Student is unable to copy words correctly	1. Lack of experience with writing the English alphabet	1. Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit
2. Student has difficulty writing grammatically correct sentences	2. Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2nd language learners (verb tense, use of adverbs or adjectives); improves over time	2. The student makes more random errors such as words omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit

3. Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	3. Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	3. The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits
Spelling		
1. Student misspells words	1. Student will “borrows” sounds from L1; progress seen over time as L2 proficiency increases	1. Student makes errors such as writing the correct beginning sound of words and then random

		letters or correct beginning or ending sounds; may be due to a visual memory or processing deficit
2. Student spells words incorrectly; letters are sequenced incorrectly	2. Writing of words if reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	2. The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit

Mathematics		
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1. Student manifests difficulty learning math facts and/or math operations	1. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	1. Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems; may have visual memory or processing deficits
2. Student has difficulty completing multiple-step math computations	2. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	2. Student forgets the steps required to complete problems from one day to the next even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit

3. Student is unable to complete word problems	3. Student does not understand mathematical terms in L2 due to English reading proficiency; student shows marked improvement in L1 or with visuals	3. Student does not understand how to process the problem or identify key terms in L1 or L2; may be a processing deficit/reading disability
Behavior		
1. Student appears inattentive and/or easily distracted	1. Student does not understand instructions in English due to level of proficiency	1. Student is inattentive across environments even when language is comprehensible; may have attention deficits
2. Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	2. Student does not understand instruction due to limited English and does not feel successful; student has anger or low self-esteem related to 2nd language acquisition	2. Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
3. Student does not turn in homework	3. Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	3. Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit

Adapted from Jarice Butterfield's ELLs with Disabilities Training Materials
Revised 1-2-14 © Jarice Butterfield Ph. D.

Sample ELD PLP and ELD Goal for ELs with IEPs

Below is an example of a process for planning to write an ELD goal in a student's IEP. The present level of performance (PLP) is used to write the ELD Goal. ELD goals can be viewed in PowerSchool under the IEP Logo.

Performance Area	English Language Development
Assessment/Monitoring Process Used	Review of records, work samples, classroom observation, general education teacher reports,
State/District assessment results	ELPAC- Level 3, RI 713, SBAC English- Nearly Met Standard

Strengths:

James scored Level 2 in the areas of reading and writing on the ELPAC (English Learner Proficiency Assessment of California). He was able to comprehend detailed information using fewer contextual clues and wrote fully developed paragraphs. James scored a 3 on the speaking component of the ELPAC assessment which means he can communicate effectively on a wide range of topics and speaks with near native fluency. His general education teacher reports that James comprehends simple multi-step instructions with the aid of visual supports. According to work samples, he writes complete paragraphs, but makes multiple grammatical errors in most sentences. These errors do not interfere with meaning. James nearly met standard on the SBAC (Smarter Balance Assessment Consortium) in the areas of listening, writing, and research and inquiry.

Areas of Need:

James scored 713 on the Reading Inventory assessment he took at the beginning of the school year, which places him at approximately a third grade level. On the ELPAC, he scored a 1 in the area of listening. He was unable to comprehend directions due to difficulty with complex vocabulary. Special education teacher observed James in his general education classroom and noted that he required step-by-step directions in order to complete an independent task. General education teacher reports having to repeat instructions and provide visual supports in order for James to follow directions.

Impact of Disability: James' Specific Learning Disability impacts his ability to access the general education curriculum in the area of English Language Development.

ELD Goal

In the general education setting, James will demonstrate understanding of 3-step oral instructions containing Tier 2 vocabulary by following the instructions in the correct sequence in 4 out of 5 trials.

Chapter 3: Staffing and Professional Growth Appropriate

Teacher Authorization

Teachers assigned to instruct English learners are appropriately authorized and ELA credentialed or are actively given professional development and coaching supports. Green Dot also provides appropriate professional development for staff responsible for the education of English learners.

Recruitment of Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural, Language and Academic Development (CLAD) Teachers:

1. Dissemination of Job Announcements: When Green Dot determines the number of new teaching positions estimated to be available during the next school year job announcements are sent to:
 - EDJOIN web site
 - Educational placement centers at private, UC and CSU campuses with teacher training programs
 - The listed school site (on Greendot.org) until the vacancy is filled (when appropriate)
2. Advertisements: Announcements of openings are placed in organizational newsletters and the Internet.
3. Career Day: Green Dot sends representatives to colleges and universities to participate in “Career Day” activities.
4. Adelante Accelerated Teacher Credential Program: Through this Green Dot partnership with LMU, Adelante fellows work as full-time teachers while taking required university coursework to earn a credential. Fellows receive courses designed to support literacy and language instruction across content areas.

Interviews and Hiring:

NONDISCRIMINATION IN EMPLOYMENT (BP 4030) The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation at any district site and/or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district’s complaint procedures instituted pursuant to this policy.

Job applications, eligibility interviews, and processing procedures are handled at the Green Dot home office. Job interviews are held at the local school site.

Staffing

In an effort to provide our students with teaching personnel who hold appropriate credentials necessary to instruct English Learners, Green Dot Public Schools actively recruits and hires teachers who are fully EL Authorized with a BCLAD, CLAD or equivalent certification. If candidates who hold an EL -Authorization are not available, the Human Resources Department obtains the necessary documents from qualified candidates to apply for an Emergency Permit. The employee is given a maximum of two school years to obtain a full EL authorization. Teachers who are new to Green Dot and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intentions to complete the CLAD requirement. Annual progress towards becoming EL Authorized is monitored by the Credential Specialist. Teachers who provide instruction to English Learners must have one of the following documents with the appropriate EL Authorization:

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING <i>CTC Authorizations</i>			
Document	Designated ELD	Integrated ELD	Primary Language Instruction
Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis	X	X	
Multiple or Single Subject Teaching Credential with English Learner Authorization or BCLAD Emphasis	X	X	X
Education Specialist Instruction Credential with English Learner Authorization	X	X	
Bilingual Cross-cultural Specialist Credential	X	X	X
CLAD Certificate	X	X	
Bilingual Authorization	X	X	X
Language Development Specialist (LDS) Certificate	X	X	
BCLAD Certificate	X	X	X
Bilingual Certificate of Competence (BCC)	X	X	X
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL	X		

Teachers who provide instruction in English Language Development (ELD), or to EL students in Mainstream English, must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified. If in a self-contained setting, SB 1969/395 is also appropriate.

Teachers who provide SDAIE instruction in content areas must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified, SB 1969/395 or in training. Content teachers must also be credentialed by the California Commission on Teacher Credentialing (CCTC) in their subject area.

Teachers who do not have English Learner Authorization must complete one of the following options to earn a California English learner authorization or CLAD Certificate: 1) Commission-approved CTCL program (requires recommendation from the program sponsor) 2) Pass the CTCL examinations (applicants applying by this option may apply directly to the Commission) 3) A combination of a Commission-approved CTCL program and CTCL examination(s) (requires recommendation from the program sponsor) 4) Provide a photocopy of a professional-level out-of-state teaching credential with a comparable English learner

Overall Procedures for Assuring Sufficient Qualified Staff

In the spring of each year, the following steps must take place:

School Sites

- Project need for Designated ELD sections
- Project need for English Language Arts classrooms or Integrated sections
- Tentatively staffs classrooms/sections with certified staff or anticipates vacancies

Human Capital

- Reviews projections of certificated and classified staff for compliance with timelines in negotiated contracts
- Reviews anticipated vacancies
- Requests appropriate authorizations
- Monitors completion of required university courses towards initial certification

Professional Development for All Educators Who Work with English Learners

The Green Dot ELD Department provides English Learner leads and instructional leadership teams the training and presentation materials required to deliver a professional development series focused on supporting English Learners. This ensures that all Green Dot teachers understand how to identify and support English Learners and learn about the most current resources and requirements for supporting English learners.

This PD series meets the following goals-

1. Invest in a shared responsibility to meet the needs of English Learners.
2. Learn how to access and use EL Passports, ELD standards, and instructional resources to support ELs.
3. Understand EL Proficiency levels and how to differentiate supports based on data.
4. Evaluate and apply ELD strategies to support English learners
5. Utilize Green Dot's Integrated ELD Instructional Principles
6. Plan and execute Integrated ELD lessons with language objectives (criteria for success) and explicit language instruction.

In addition, all schools are provided with the following support:

- ELPAC training and certification of examiners
- Curriculum and program implementation guidelines
- Instructional coaching support
- School site trainings or PDs as requested
- DELAC meeting PPT and progress monitoring data tools and resources
- Support for Categorical Program Compliance
- ELD Integrated Handbook with orgwide EL strategies and instructional planning resources
- Resources available on the Green Dot EL CONNECT page, our org-wide intranet and file-sharing services.

- Reclassification training and review of all reclassification paperwork submitted
- Oversight on Title III budgets
- Translations, both written and oral, as requested by sites, other departments and district office personnel

Each school has an **English Learner lead**, a teacher who receives a stipend, and focuses on the following areas:

- School Site Professional Development
- Progress Monitoring of English Learners and RFEPs
- DELAC and EL Parent Engagement

EL Leads receive professional development in the form of a summer PD pullout days for professional development during the school year, and regular individual meetings with the district EL Coordinator.

All **Designated ELD teachers** receive professional development in the following ways

- how to plan daily lessons with the CA ELD standards, write language objectives and teach language explicitly
- Strategies to teach academic vocabulary, academic discourse, grammar, language functions, and corrective feedback.
- Individual coaching with the ELA Curriculum Specialist or EL Coordinator

Chapter 4: Monitoring of Student Progress and Reclassification

Monitoring of Student Progress

Student progress is monitored and based on a set of CMO-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate students' academic performance.

Assessment results are maintained in electronic form in Tableau. Tableau allows for rapid access to results in a variety of formats. This information is issued for a variety of purposes, including (but not limited to) information that relates to transition from one program to another and reclassification.

The following assessments are utilized as part of a comprehensive testing plan to determine the progress of English Learners:

1. **ELPAC Initial Assessment (IA):** State assessment given to determine if the ELA status of an incoming student is that of English Learner (EL) or Initially Fluent English Proficient (IFEP)
2. **ELPAC Summative Assessment (SA):** State assessment which is given yearly to determine ELs growth in reading, writing, listening and Speaking and is one criteria utilized to determine reclassification status.
3. **Smarter Balanced Assessment Consortium (SBAC):** State mandated assessments are taken by all students regardless of their language classification. English Learners are given designated support based on need. Students with Individualized Education Programs (IEPs) are given accommodations and modifications based on the criteria set in their IEP. Newcomer ELs who have been in the country for less than one year are excused from taking the ELA portion of the exam as outlined in guidance from the CDE.
4. **EL Language Diagnostic:** District created assessment given to mirror the skills assessed in the ELPAC. Supports teachers with an explicit focus on skills in each language domain and to support student goal setting.
5. **Reading Inventory (RI):** Assessment to determine a student's reading level
6. **Phonics Inventory (PI):** Assessment to determine if a student needs additional support with phonics and to measure progress through System 44 curriculum.
7. **Sheltered ELA Benchmark Assessments:** Quarterly assessments given as part of the MyPerspectives ELA Curriculum.
8. **Imagine Learning:** Newcomers who utilize this curriculum are assessed for placement and then 2x throughout the year as part of the software program to determine growth in reading comprehension, vocabulary and grammar skills.

Comprehensive Assessment Program Details

Assessment Instruction	Description	When Administered	Who Administers
English Language Proficiency Assessment of California (ELPAC) Initial Assessment (IA)	<ul style="list-style-type: none"> • Assessment given to any student who is new to the country, state or coming from Private schools and answers yes to any question on the home language survey. • Determines the ELA Status to be either EL or IFEP 	Within 30 days of enrollment for students who have never been ELPAC tested before	Trained Staff person
ELPAC Summative Assessment (SA)	<ul style="list-style-type: none"> • Assesses listening, speaking, reading and writing in English • State mandated • Used to measure adequate yearly progress 	Feb- March	Trained Staff Person

SBAC	<ul style="list-style-type: none"> Common core aligned Assessment in ELA and Math. Contains a performance task and is computer-based. Given to 6th-8th and 11th graders 	April/May	Trained Staff Person
EL language Diagnostic	<ul style="list-style-type: none"> District designed assessment that mirrors the skills and format of the ELPAC Exam Given to ELs in their Designated ELD Classes 	Fall	Designated ELD Teacher
Reading Inventory	<ul style="list-style-type: none"> Computer assessment to determine a student's Lexile (reading level) 	3 times per year (5x per year for students in ELD Read180)	Read180 Teacher
Phonics Inventory	<ul style="list-style-type: none"> Computer assessment to determine student's need for additional phonics support 	3 times per year in System 44	Read180 Teacher
Sheltered ELA Benchmark Assessments	<ul style="list-style-type: none"> Benchmark exams which are embedded in MyPerspectives ELA curriculum Given to all students as part of their ELA course 	Quarterly	Sheltered ELA Teacher
Imagine Learning	<ul style="list-style-type: none"> Differentiated on-line program which is designed to support newcomer ELs Assessment is given to determine placement in the software and students' progress over time 	3 times per year	Newcomer ELD teacher

Use of Assessment Data for Student Placement and Instructional Planning

Teachers use the above assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. ELPAC data and RI are used for instructional grouping and student placement in appropriate ELD courses in the middle and high schools.

Teachers use formative assessments in Designated ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of this data. SBAC test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of student progress takes place at two levels:

- School, grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions.
- Green Dot EL Leads meet to examine school site data including but not limited to SBAC, ELPAC, RI, reclassification rates, graduation rates, and academic performance. EL Leads are tasked with developing a progress monitoring plan with their Admin and other instructional leaders in order to ensure that all ELs have the supports they need to be successful academically and socioemotionally.

EL Progress Monitoring Plan:

It is a state requirement that progress monitoring of ELs takes place to ensure ELs are progressing and to provide additional supports for students who are not adequately progressing. The below plan is coordinated by the Administrator for English Learners and the EL Lead and is customized by school sites based on need.

EL Progress Monitoring Steps

It is a state requirement that progress monitoring of ELs takes place to ensure ELs are progressing and to provide additional supports for students who are not adequately progressing.

Step 1: Universal Support: ALL ELs

Advisory Teacher: Conference weekly with ELs during Academic Consultancy time in Advisory.

- Probe student on successes/challenges understanding content, participating in reading, writing, speaking and listening activities.
- Track academic progress and ability to meet goals over the course of a month

Student does not meet goals for one month and/OR continues to have multiple D's/ F's after one month.

Student meets goals for one month and does not have multiple D's/ F's

Step 2: Targeted Support: Some ELs

Advisory Teacher and Grade Level Team:

Identify and discuss this student during a grade level meeting. Determine additional instructional supports the student needs and add the student to grade level EL Tracker. Select data to monitor progress with new supports.

Possible supports to implement:

- Increase language scaffolds for this student in the classes he/she is struggling in (see EL Handbook or EL passport for ideas)
- Coordinate with designated teacher to add opportunities for the student to practice the language skill(s) he/she needs more support with during designated time
- Ensure student attends office hours (contact parent if necessary).

Continue weekly academic consultancy and tracking to ensure student stays on track.

Data shows student is improving with new instructional supports.

Data does not show student is improving after one month with new instructional supports.

Continue implementing new instructional supports and tracking during academic consultancy.

Step 3: Intensive Support: A few ELs

Advisory Teacher, EL Lead, Admin over ELs, Counselor (other staff dependent on student's needs)

Discuss student during an EL Instructional Plan meeting. Evaluate student's data and tap into additional data resources (ELPAC, RI, Previous CELDT scores, anecdotal teacher data). Determine additional instructional and/or other supports that might be helpful.

Possible Supports to Implement:

- Parent meeting to determine other needs this student may have
- Evaluate student's program to determine if there are additional Designated ELD classes to place the student into
- Align all teachers' scaffolds to target student's specific needs.
- Consider an additional software program such as Imagine learning, additional time on Read180 software or a take home kindle to read high interest novels at home
- A push in aide during Designated time to give the student more on-one-one support

minimum of four years after reclassification. Schools utilized the Quarterly Progress Monitoring Report found on Tableau to analyze data (grade, RI, absences, discipline incidents) to determine students who may need additional interventions in or out of the classroom.

Administrators for ELs and EL Leads track RFEP progress monitoring quarterly and input interventions based on need. During Grade Level meetings, interventions are discussed and parent meetings are held when necessary after teams determine the student may need additional support.

Reclassification Process and Criteria

An English Learner (EL) is eligible for reclassification when he/she has met the district and state established criteria (EC 313[d] [1]). The reclassification criteria include the use of multiple measures to ensure both proficiency in the English language and success in content area courses. Site administrator, ELA teacher, and a parent/guardian must participate in the reclassification process.

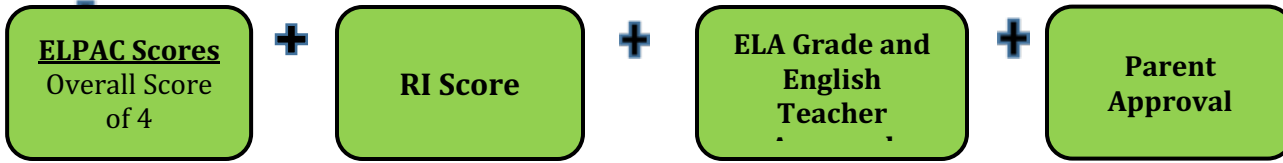
District and School Site Responsibilities or Reclassification

- The Green Dot Home office provides each school with a list of students who are eligible for reclassification. This happens twice per year (September and May)
- School site does the following:
 - Invite ELA teachers to provide a recommendation for reclassification
 - Sends notification letters to parents
 - Follow reclassification procedure
 - Schedule parent conferences
 - Monitor the academic progress of students who were reclassified

These criteria include:

1. **Assessment of English language proficiency (ELP), using the ELPAC:** student must score a 4 overall on ELPAC Assessment
2. **Teacher evaluation:** Student must have a C or higher in their ELA Class and give approval of reclassification
3. **Comparison of student performance in basic skills:** Student must achieve an RI in a range similar to their peers who are not ELs
4. **Parent Approval:** The site administrator notifies parents and guardians if a student is eligible for reclassification and provides an opportunity for the parent or guardian to attend a reclassification meeting. The parent may communicate his/her opinion in writing, via phone call or in person.

Reclassification Criteria



ELs **must meet the following criteria** for reclassification:

1. Earn an **overall score of 4** on the ELPAC
2. **Grade appropriate RI** score (see chart)
3. Teacher approval and/or earn a score of **C or above** in most recent core English course
4. **Parents or guardians must approve** in writing or in a face-to-face meeting.

ELPAC Proficiency	RI	Teacher Evaluation	Parent Approval
Overall ELPAC score of 4	<p>Language proficient RI range: <i>Automatically qualifies for reclass</i></p> <p>6th ≥800 7th ≥ 850 8th ≥900 9th ≥ 925 10th-12th 950</p>	<ul style="list-style-type: none"> • Grade of C or better in ELA and Teacher Approval <p>OR</p> <ul style="list-style-type: none"> • Teacher may complete a teacher evaluation form to explain why student’s grade is not due to language acquisition 	Yes
	<p>Low RI range: <i>Requires teacher override to reclass</i></p> <p>6th: 650-799 7th: 650-849 8th: 650-899 9th: 750-924 10th-12th: 800-949</p>	<ul style="list-style-type: none"> • Grade of C or better in ELA OR Teacher may complete a teacher evaluation form to explain why student’s grade is not due to language acquisition <p>AND</p> <ul style="list-style-type: none"> • Provide evidence for why the RI does not reflect language proficiency. 	Yes

Students who have an RI score **below the Low RI range are not eligible for reclassification.

Provision for Students with Disabilities

If a student has an Individualized Education Program (IEP), and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or addendum meeting following the district procedures for reclassifying students with disabilities.

English Learners who have IEPs may be eligible for Reclassification based on progress towards their ELD goals or though comparisons on assessments (RI, SBAC, Classroom) compared to their peers who have similar disabilities but are not designated as English Learners. The Special ED provider along with the IEP team will review all data relevant

to this decision and will make a recommendation during the annual IEP meeting.

Special ED providers will utilize the process below to determine if a Long-Term English Learner with an IEP is eligible for reclassification:

LTEL Reclassification Procedures for Students with IEPs

- Conduct review of student progress and complete Attachment A, *Records Review*. Data should be student-specific and current.
- Convene IEP team meeting and ensure EL representative participates.
- Complete Attachment B, “*IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12*” at the IEP team meeting. **Attachment B may be drafted prior to the IEP meeting but must be reviewed in its completion at the meeting with the parent/guardian.**
 - Fill out student demographic information
 - Complete Criteria 1, 2, and 3
 - Note: If utilizing Part B of any criterion, consult with EL lead and SEPA before the meeting**
 - Complete Criterion 4 - Parent/Guardian Opinion and Consultation
 - Note: Parent/Guardian **must** participate in the IEP meeting. If parent/guardian participates via phone, form can be sent home for signature.*
 - Complete IEP Team Determination and obtain signatures
 - Note: All individuals must participate in the IEP meeting (Parent/Guardian/18+, Student, EL Representative, IEP Case Manager, Administrator). Note: Each participant may only serve in one role.*
- Required IEP Components
 - ELD Present Level of Performance (PLP) addresses all four language domains (listening, speaking, reading, and writing.)
 - ELD Goal page should include a statement regarding reclassification rather than a goal.
 - Page 10 Parent Participation must be indicated
 - Note: Parent/Guardian participation via phone is acceptable but should be marked as “parent/student has participated in the IEP meeting” in the upper left box on Page 10 of the IEP.*
 - FAPE 2, Section 4 (Additional Discussion) must include a statement regarding reclassification and the IEP team’s determination.
 - Ex. “A discussion was held regarding reclassification and the IEP determined that student no longer needs ELD services and can reclassify. See Attachment B in IEP Management section.”*
 - Page 11 (Meeting Sign-In) must reflect EL Representative’s participation in IEP meeting.
 - Upload scanned copy of signed Attachment B to IEP Management System.
- Submit copy of Attachment B, *IEP Team Worksheet to Determine Reclassification of English Learners with IEPs in Grades 6-12* along with Attachment A, *Records Review* to SEPA and EL Programs Coordinator.
- File original copies of Attachment A and Attachment B in student’s blue Master Plan folder in their cumulative record.
- Upon receipt of reclassification letters and labels, follow the procedures below:

- Have the principal sign the *Notification of Reclassification* letter.
- Copy the letter and send it to the parent/guardian for signature to acknowledge the change in the child's language classification to Reclassified Fluent English Proficient (RFEP)
- File the letter permanently in the blue Master Plan folder located in the student's cumulative record and file additional copy in separate file at school site

LTEL STUDENT RECORDS REVIEW

Student Name _____ DOB _____

School Site _____ Completed by _____

PRIMARY ELIGIBILITY:	IMPACT OF ELIGIBILITY ON LANGUAGE ACQUISITION:
MOST RECENT ELD GOAL:	NOTES/COMMENTS:
ELD CURRICULUM USED:	HOW OFTEN USED/IN WHICH SETTING(S):
INSTRUCTIONAL ACCOMMODATIONS USED:	NOTES/COMMENTS:
INSTRUCTIONAL MODIFICATIONS USED:	NOTES/COMMENTS:
INSTRUCTIONAL STRATEGIES USED:	NOTES/COMMENTS:
ASSESSMENT MEASURES USED (FORMAL/INFORMAL):	ASSESSMENT RESULTS:

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ENGLISH LEARNERS WITH IEPs IN GRADES 6-12

Student Name: _____

Student ID: _____

Student Name: _____ D.O.B.: _____ Student ID: _____
 School: _____ Location Code: _____ Grade: _____ Date of IEP Meeting: _____
 IEP Case Manager: _____ Years in EL Program: _____ Current Master Plan Program: LTEL

Consideration of the four criteria for reclassification (EC 313(F)):

Criterion 1: Assessment of English Language Proficiency

A. Current School Year Data:

Assessment Date: _____ Assessment Name: ELPAC VCCALPS (*Alternate curriculum only, check "No" below and continue to Part B.*)

Overall ELPAC Score: _____ ELPAC Oral Language Score: _____ ELPAC Written Language Score: _____

Student met language proficiency level criteria as assessed by ELPAC Yes* No

**Note: If you check yes, all ELPAC scores must be 3 Max. or above. If yes, proceed to Criterion 2. If no, continue to Part B:*

B. Determination:

- The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities when compared to English-only peers with similar disabilities; therefore, proficiency was determined using other indicators as follows (check one or more):
 - Analysis of growth in English Language Development areas (listening, speaking, reading, and/or writing) from one year to the next per student's IEP. (Present Level of Performance and Goal/Objectives Achievement)
 - Comparison of student's formative assessment data with that of native English-speaking peers with similar disabilities in the same grade level.

Criterion 2: Teacher Evaluation of Student Academic Performance

A. Grades:

Most Recent Reporting Period: _____ English/ELA Course grade*: _____ LTEL Course grade*: _____ Alt. Curr. ELD A/B Course grade**: _____

**Note: Students must earn a C or better in grade-level English or LTEL course. **Note: Alternate Curriculum passing grade will not meet Criterion 2; check "No" below and continue to Part B.*

Student met academic performance indicators set by District. Yes No (*If yes, proceed to Criterion 3. If no, continue to Part B*)

ATTACHMENT A

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ENGLISH LEARNERS WITH IEPs IN GRADES 6-12

Student Name: _____

Student ID: _____

B. Determination:

- The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with his/her abilities when compared to native English speaking peers with similar disabilities in the same grade level; therefore, proficiency was determined using other indicators as follows (check one or more):
 - Progress towards meeting ELA/ELD goals as determined in the student's IEP.
 - Progress on curriculum-based measures or formative assessments.
 - Student artifacts/work samples.

Criterion 3: Comparison of Performance in Basic Skills (Data must be within a 12-month period of submission of this form.)

A. Assessment: (Check all that apply.)

- RI Date: _____ RI Score/Level: _____ Smarter Balanced ELA School Year: _____ SBAC Score/Level: _____
- CAA Date: _____ (Alternate curriculum only, check "No" below and continue to Part B.)

Student met academic performance indicators set by District Yes No

(refer to xxxxxxxxxxxx and add as appendix)

If yes, proceed to Criterion 4. If no, continue to Part B.

B. Determination:

- The IEP team has determined the student has received ELD services for more than six years and has demonstrated an appropriate level of performance in ELA basic skills commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.

Criterion 4: Parent/Guardian Opinion and Consultation (Check one box)

- The parent/guardian participated in this
- Student is 18+ years old, has educational rights and participated in this

Parent/Student comments (if applicable): _____

IEP TEAM WORKSHEET TO DETERMINE RECLASSIFICATION OF ENGLISH LEARNERS
WITH IEPS IN GRADES 6-12

Student Name: _____ Student ID: _____

IEP Team Determination (This section can only be completed *at the IEP meeting.*)

- The members of the IEP team have determined that the student is proficient in English based upon review of reclassification criteria and other data sources. The student demonstrates skills commensurate with his/her abilities when compared to native English-speaking peers with similar disabilities in the same grade level.**

Parent/Guardian/18+ Student Name: _____ Parent/Guardian/18+ Student Signature: _____

_____ Date: _____

_____ IEP Case Manager Name: _____ IEP

Case Manager Signature: _____ Email: _____

EL Representative Name*: _____ EL Rep. Signature: _____

Email: _____

Administrator Name: _____ Administrator Signature: _____

*Must have provided input for this discussion at the IEP meeting.

Upload signed Attachment B into IEP Management Screen. Submit completed Attachment A and Attachment B.

Definition of terms:

ELPAC: English Language Proficiency Assessments for California

VCCALPS: Ventura County Comprehensive Alternate Language Proficiency Survey

SBA: Smarter Balanced Assessment

CAA: California Alternate Assessments

Chapter 5: Parent and Community Involvement

Green Dot Public School's outreach to parents of English Learners includes the following actions:

- Sends notices and holds regular meetings of each school site's School Advisory Council (SAC) and District English Learners Advisory Committee (DELAC). These meetings allow parents the opportunity to provide input and make recommendations to the school site.
- Parent workshops are held at school sites to assist parents in learning ways to help their children attain English proficiency, achieve academically, and meet state standards.
- When 15 percent of students enrolled in a public school speak a single primary language other than English, as determined by the previous year's language census data, all notices, reports, statements, and records sent to parents of such students are written in the primary language and in English.

District English Learners Advisory Committee

Whenever there are 50 or more English Language Learners at the school site, there will be an active District English Learners Advisory Committee (DELAC) (Administrative Code Title 5 Section 4312). The DELAC will establish and adhere to the bylaws as approved by the Board of Education. The majority of members should be parents of EL students.

Responsibilities

The DELAC advises the school site governing board on all of the following tasks:

1. Development of a school site master plan for educational programs and services for ELs.
2. Conduct a school-wide needs assessment
3. Establishment of school site program, goals, and objectives for programs and services for ELs.
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Review and comment on the school site's reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. Review school site data and advise School Advisory Council on budget items related to ELs, including Title III and LCAP Goal 2 plans.

Training

The DELAC provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. The training and materials will be available in the primary languages of the members, or translation provided as needed.

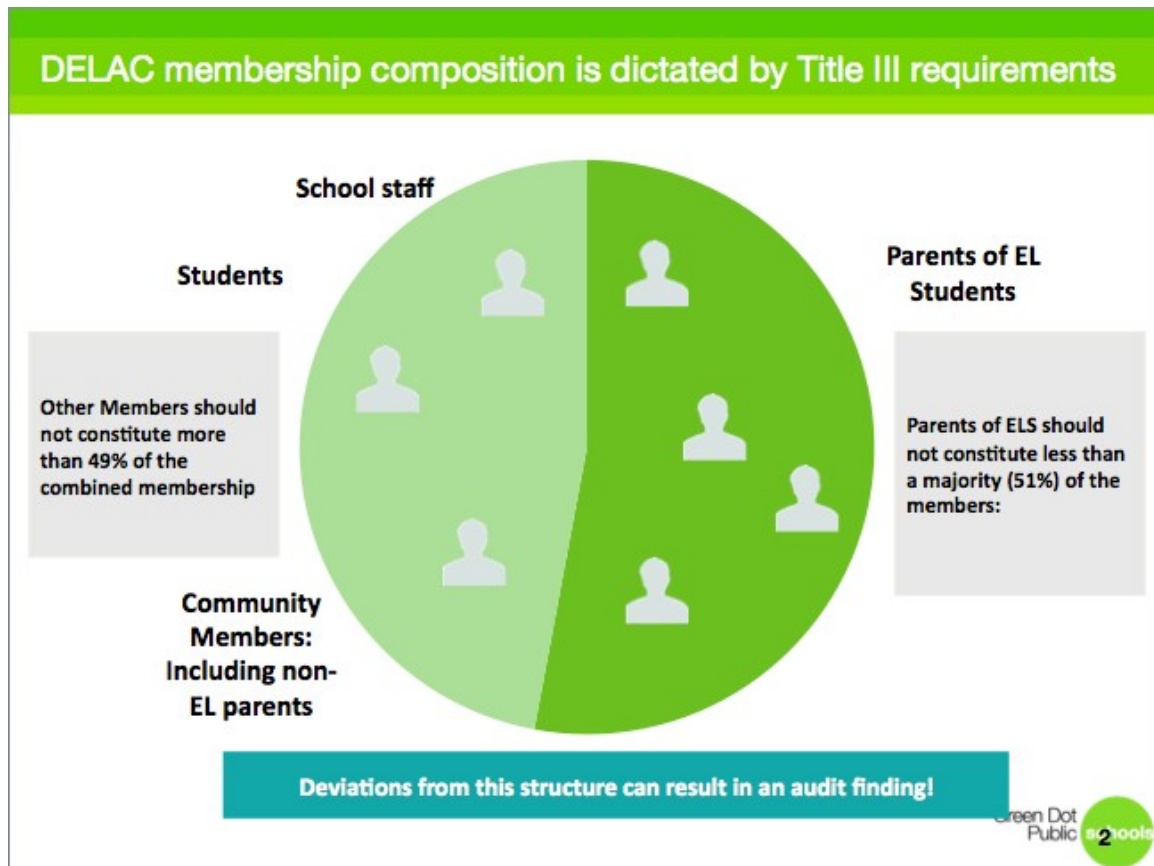
Parent Request for Alternative Program

Parents and guardians of English Learners are informed of the placement of their children in a Structured English Immersion classroom and are notified of Parental Exception Waivers for their children to opt out of the recommended program placement.

Once a year, parents receive written description of the Structured English Immersion Program, English language Mainstream Program and all educational opportunities available to the pupil, and the educational materials to be used in the different options (20 U.S.C. Section 6312[e][3][A][iii],[v]).

The district has established procedures for parental exception waivers which include prior written informed consent, annual requests, and a visit to the school to apply for the waiver (Table 5.1). Procedures include the following:

- Upon enrollment, annually, or by request, parents and guardians are provided descriptions of the structured English immersion program, English language mainstream program, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 CCR 11309[b][1])
- Parental Waivers submitted under EC Section 311(c) must be acted on within 20 instructional days of submission of the waiver (5 CCR 11309[c][4]).



English Learner Advisory Committee (ELAC)
 District English Learner Advisory Committee (DELAC)
 Bylaws

Each school with more than 20 English Learners shall establish an elected English Learner Advisory Committee. Each school with more than 50 English Learners will establish and elected District English Learner Advisory Committee.

Functions: The major function of the DELAC/ELAC is to advise and make recommendations in writing to the principal and School Advisory Council (SAC) on the implementation and evaluation of the school’s services for English Learners (ELs). Committee members will participate in training that will provide the necessary skills and practices for carrying out their responsibilities.

Additional responsibilities shall include:

- Advise and assist the principal and staff on the development, implementation and evaluation of programs for English Learners
- Recommend a budget with sufficient funds for the implementation of programs for English Learners and for DELAC/ELAC
- Participate in any school needs assessments that bear on programs for English Learners
- Assist with efforts to make parents aware of the importance of regular school attendance and maintenance of home language literacy
- Review the school's annual ELPAC results, language census (R30), and reclassification data

Composition of DELAC/ELAC

- Parent members: Parents and legal guardians of English Learner (EL) students not employed by Green Dot Public Schools constitute membership on DELAC/ELAC in at least the same proportion as the EL student population. They shall not constitute less than a majority (51%) of the membership in this committee. Committees are composed of no fewer than five members.
- Parents representing all identified EL language groups in the school are encouraged to participate.
- Other members: A good faith effort must be made to recruit membership from the following groups. They are elected from their respective groups and constitute no more than 49% of the combined membership.
 - School staff
 - Students
 - Community members (including parents of non-EL students)
 - Community representatives (not necessarily parents or members of school staff)
- Parents of EL students participating in the local school program for EL students elect parent members of the school DELAC/ELAC and approve non-parent community members.

Election of DELAC/ELAC Members

- Each DELAC/ELAC should have at least three (3) parent members. Parents need not be elected to the team. If the number of parents exceeds 25, schools can follow the procedure below to elect members.
- To elect parent members of DELAC/ELAC: Public notice stating the purpose and time of the meeting at which nominations will be received are given at least ten working days prior to such meeting, using all reasonable means of communication, including but not limited to: mailed, written notices in the language(s) of the homes to parents or community newspaper notices.
 - Each school should have at least 12 parents present in order to conduct the DELAC/ELAC parent election.
 - Election of members and officers are concluded by the last Wednesday of October (first year only), and by June of each succeeding school year.
- Officers
 - The officers of a DELAC/ELAC consist of a Chair, (or Co-Chairs), and a Secretary.
 - If DELAC membership exceeds 25 parents, group may elect a Vice Chair, Assistant Secretary, and Parliamentarian.
 - Any member of a DELAC/ELAC is eligible to be an officer of the Committee. However, the Chair (or Co-Chairs) must be parents or guardians of an English Learner and not employees of Green Dot Public Schools.

- All officers shall be elected democratically through written ballot. A Quorum must be established prior to the election. In order to be elected as an officer, all candidates must receive a least 51% of the votes of the members present.

Termination of Membership for Officers

- Any officer may resign by submitting written notice to the committee chairperson or school administration.
- If an officer resigns, the Chair (or Co-Chairs) can appoint another member to fill the position until the end of the school year. If the Chair resigns, the Co-Chair fills the empty position.

Bylaws

- Each school DELAC/ELAC shall adopt bylaws to identify functions and to govern meetings. Bylaws are to be written and approved by the Committee, signed and dated by all of the officers, and sent to the school principal.

Administrative Responsibility

- The school principal will take responsibility for the proper functioning and implementation of the DELAC/ELAC. A minimum of three (3) meetings must be held each school year. The orientation and election meetings must be held in addition to the regularly scheduled meetings.
- The school principal shall have the responsibility for providing appropriate training and materials to assist parent members in carrying out their responsibilities.
- The principal will also make arrangements for notices to be translated and for interpreting at each DELAC/ELAC meeting.

Delegation of Authority

- The DELAC/ELAC may designate a School Advisory Council (SAC) to function as site’s advisory council for English Learners (Education Code 54425). The DELAC/ELAC may delegate authority to an established SAC. Education Codes 52870, 54425, and 54733 provide that the DELAC/ELAC has first been duly constituted, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC (not to exceed three years).

This action shall be reflected in the minutes of the DELAC/ELAC. However, a DELAC/ELAC subcommittee of the SAC must be formed, and the subcommittee must make recommendations to the SAC on programs for English Learners.

- Process for delegating authority to a SAC must include the following:
 - Elect a DELAC/ELAC with identifiable members.
 - DELAC/ELAC members are informed and knowledgeable of their legal responsibilities before they vote to delegate.
 - At a scheduled DELAC/ELAC meeting, discuss and vote by ballot to delegate the DELAC/ELAC legal responsibilities to the SAC.
 - This decision is recorded in the DELAC/ELAC minutes.
 - At its next regularly scheduled meeting, the SAC must vote to accept the responsibilities, record this decision in the minutes, maintain agenda and handouts, minutes and ballots, and a record of attendance in a secure location. These documents must be kept on file for three (3) years.

- Clarify all DELAC/ELAC legal responsibilities to the SAC. SAC members must be trained and must address all DELAC/ELAC responsibilities.

Terms of Membership

- Every officer will be elected for a term of one year.
- All other members are encouraged to participate for the length of their students' stay at the school.

Quorum and Voting

- A majority of the members of the committee shall constitute a quorum (51%), unless otherwise determined by the council. A quorum must be established in order to vote. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.

Duties of the Chair

- Preside and maintain order at all regular meetings
- Be fair and impartial.
- Check to see that translation is available at each meeting.
- Attend agenda planning meetings with the assistance of other officers, the coordinator, and the principal or designee.
- Involve and inform the committee concerning all school English Learner Program transactions and activities.
- Sign all documents related to the English Learner Program with (approval of the committee).

Duties of the Secretary

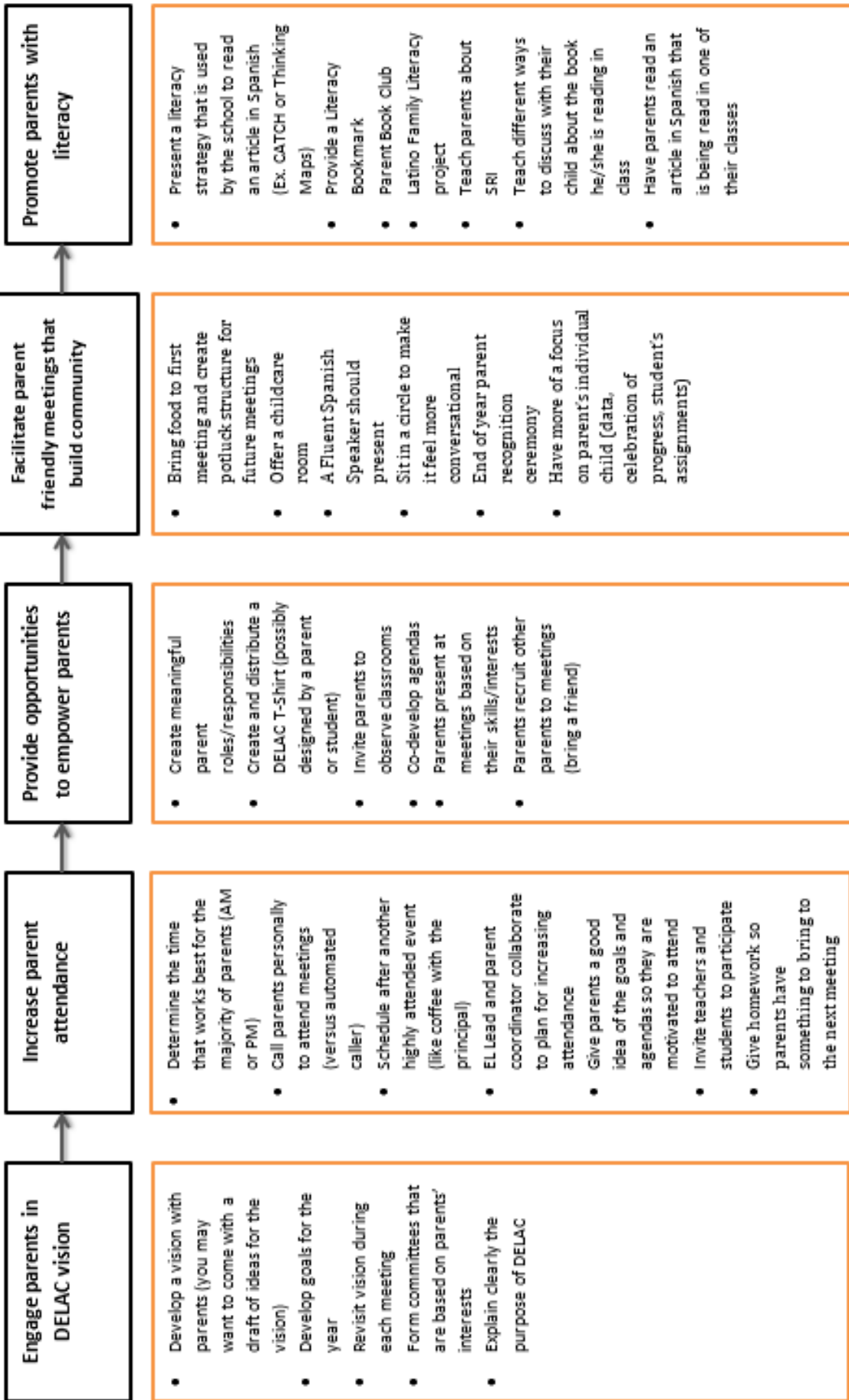
- Maintain a roster of membership
- Take, read, and file accurate minutes of all meetings
- Maintain a roster of attendance
- Keep a notebook file of all meeting notices, agendas, minutes and handouts
- Call members as needed
- Perform other duties as delegated

Meetings

- A minimum of four regular meetings shall be held during the school year.
- The committee shall decide the date, time, and place of the meeting.
- Special meetings may be called by the chair or by a simple majority vote of the membership.
- Chair will post an agenda along with the reminder of each meeting
- All regular and special meetings shall be open to the public.
- Changes in the established date, time or location shall be given special notice.
- All meetings shall be publicized on the school's website, notice board, and automatic telephone service (if available).
- All notices will be published in both English and Spanish.
- The meetings shall be conducted in the home language of the majority of the members.
Translation into the other language will be provided.
- The meetings shall be governed by these Bylaws and any dispute will be settled by parliamentary procedure as described in *Robert's Rules of Order*.

Best Practices for DELAC Implementation

DELAC is a required school site advisory council that is comprised of English learner parents as majority members. Through the work of the EL Leads this document was created to give schools ideas for how to increase and sustain meaningful participation from parents.



Amendments

- These bylaws may be amended at any regular DELAC/ELAC meeting by a majority vote of the total membership.

Ratification

- The bylaws will be valid when adopted by a simple majority vote of the entire membership.

Date of Draft By-Laws Presented

Date of Adoption

DELAC/ELAC Chairperson

DELAC/ELAC Co-Chair

School Principal