

**MASTER PLAN FOR  
ENGLISH LEARNERS**

POTTER VALLEY COMMUNITY  
UNIFIED SCHOOL DISTRICT

NOVEMBER 11, 2012

# Elements

The Potter Valley Community Unified School District English Learner Plan is organized into seven elements that comprise a balanced English language acquisition program. These elements are:

- Outreach to Parents of English Learners
- Identification of English Learners and Program Placement
- Effective English Language Development and Academic Instruction
- Professional Development
- School – Community Involvement/ District English Learner Advisory Committees
- Program Evaluation and Assessment
- Reclassification

## **Program Description:**

The major goals of the program for English language learners in the Potter Valley Community Unified School District are:

- To develop proficiency in English;
- To give English language learners access to the District's core curriculum as rapidly and as effectively as possible in an established English-language classroom.

In defined English Learner Program, each English learner (EL) student will achieve oral English language skills appropriate to his/her age and level of ability; each EL will achieve English reading, comprehension, and writing skills commensurate to those other students of similar age and ability. The defined program will be based on the California ELD Standards for English acquisition in the area of Language Arts; for other core curricular areas Specially Designed Academic Instruction in English (SDAIE) teaching methodology. The EL program will be followed until students are redesignated. Once redesignate, students progress will be monitored for assurance of continued progress.

The EL program will be structured to provide for the development of positive self-esteem for EL students during the process of language acquisition.

## Outreach to Parents of English Learners

### Legal Requirements:

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

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

<b>Policy/Procedures</b>	<b>Personnel</b>	<b>Resources</b>	<b>Timeline</b>	<b>Accountability</b>
1. Parents invited to annual meetings to provide input regarding school programs; for example, STAR testing, Title 1, ELAC, PTA.	Site ELD Coordinator PTA Curriculum/Instruction		Annually – fall	Principal/ Vice Principal
2. Parents provided information and opportunity to discuss program specifically for ELs at Parent Information Night.	Site ELD Coordinator ELD Teacher		Within first 3 weeks of school	Principal/ Vice Principal Site ELD Coordinator
3. School handbooks, notification letters, and news articles are provided in Spanish	Vice Principal Bilingual Assistant	Translated documents	As needed	Principal/ Vice Principal
4. Bilingual Buddy program to assist parents of English learners.	Site ELD Coordinators ELAC ELD Teacher Bilingual Assistant	Parent requests	Within 2 weeks of arrival	Site ELD Coordinator ELD Teachers
5. Results of tests are given to Site Coordinator for appropriate placement of students.	Site ELD Coordinator ELD Teacher	Results of State testing	Upon completion of testing	Principal/ Vice Principal

**Compliance documents needed for this section:**

\_\_\_\_\_ Notices and agendas of parent meetings

\_\_\_\_\_ Copy of translated documents

\_\_\_\_\_ List of parents and Bilingual Buddies

**Identification of English Learners**

**Legal Requirements:**

The district has properly identified, assessed, and reported all students who have a primary language other than English.

A home language survey (HLS) is used at the time of initial enrollment to determine the student’s primary language.

Within 30 school days of initial enrollment each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency by means of state-designated instrument *California English-Language Development Test (CELDT)*. The assessment has been conducted following all of the publisher’s instructions.

Each English learner is annually assessed for English proficiency through CELDT and academic progress. All parents/guardians of English Learners and fluent English-Proficient students have been notified in writing of their child’s initial English-language and primary-language proficiency results and program placement. Parents/guardians of English learners have been notified annually of their child’s English-language proficiency assessment results and program placement.

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

**Compliance documents needed for this section:**

- \_\_\_\_\_ Copy of HLS in each student's cumulative record file
- \_\_\_\_\_ List of teachers who have received CELDT training
- \_\_\_\_\_ Working list for testing new EL students
- \_\_\_\_\_ Copy of student score information on CELDT, including date tested
- \_\_\_\_\_ Copy of written parent notification of proficiency results in English and program placement

## Funding

### Legal Requirements:

Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

Funds provided by Economic Impact Aid (EIA) and Title III for limited-English proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school.

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

### Compliance documents needed for this section:

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



## Program Placement

### Requirements Legal:

All English learners shall be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program.

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

English learners are placed in English-language Mainstream (ELM) program settings.

<b>Policy/Procedures</b>	<b>Personnel</b>	<b>Resources</b>	<b>Timeline</b>	<b>Accountability</b>
1. All students who receive a composite score of Levels 1 – 5 are assigned to an English-language Mainstream (ELM) program setting.	Site ELD Coordinator ELD Teacher	CELDT results District designated CLAD/SDAIE teachers	Upon initial enrollment  Annually each fall	Principal/ Vice Principal
2. Parents notified of placement	Site ELD Coordinator	Description of program and waiver process	Within 2 weeks of placement	Principal/ Vice Principal ELD Coordinator

### Compliance documents needed for this section:

\_\_\_\_\_ List of class assignments, program designation, teacher certification

\_\_\_\_\_ Dated copy of parent notification letter regarding EL student placement and parent choice of options

\_\_\_\_\_ Copy of written program description of ELM (see parent notification letter)

## Parent Exception Waivers

### Legal Requirements:

Parents and guardians of English learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

*Note:* The Individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

LEA procedures for granting parental exception waivers include the following components:

- Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the English-mainstream program, all educational opportunities available to the pupil, and the educational materials to be used in the different options.
- Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school.
- Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation.
- Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under Educational Code Section 311© must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later.

Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would be better suited for the overall educational development of the pupil.

If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court.

Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered.

<b>Policy/Procedures</b>	<b>Personnel</b>	<b>Resources</b>	<b>Timeline</b>	<b>Accountability</b>
1. Parents will receive a written explanation of ELD program options upon initial identification, and annually thereafter.	ELD teacher	Parent letter	Upon receipt of CELDT scores	ELD teacher Principal/Vice Principal
2. Translators will be available to parents with questions about the written program information.	District translators	Translated letters	Upon receipt of the Parent Notification Letter and thereafter	ELD teacher Principal/Vice Principal
3. EL parents of continuing students will be notified of recommendations for student program placement.	ELD teacher	Parent letter	1 <sup>st</sup> four weeks of school	ELD teacher Principal/Vice Principal
4. Parents who apply for a parental exemptions waiver must complete a form annually	ELD teacher	Waiver forms	1 <sup>st</sup> four weeks of school	ELD teacher Principal/Vice Principal

**Compliance documents needed for this section:**

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

## English Language Development

### Legal Requirements:

Each English learner receives a program of instruction in English-Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible.

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

**Compliance documents needed for this section:**

- \_\_\_\_\_ LED Plan
- \_\_\_\_\_ ELD Standards and Criteria
- \_\_\_\_\_ ELD curriculum/course description
- \_\_\_\_\_ District ELD/English Language Arts materials
- \_\_\_\_\_ List of English learners and fluent English-proficient students
- \_\_\_\_\_ ELD schedule
- \_\_\_\_\_ List of students who have been retained, with English-language proficiency status (EL, redesignated Fluent English-proficient, initially fluent English-proficient, English only) indicated

## Academic Instruction

### Legal Requirements:

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

The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before deficits become irreparable.

<b>Policy/Procedures</b>	<b>Personnel</b>	<b>Resources</b>	<b>Timeline</b>	<b>Accountability</b>
1. Each EL will receive access to core curriculum content through specially designed instruction in English (SDAIE). Students at all academic levels will be grouped in content area classes with CLAD/SDAIE trained teachers. Additional support will be provided by aides and the ELD teacher as necessary.	ELD teacher CLAD/SDAIE teachers	ELD materials Training programs	Fall, annually	ELD teacher CLAD/SDAIE Principal/Vice Principal
2. EL progress in the content areas (in grades 2-8) will be monitored by site assessments at least 2 times during the school year.	CLAD/SDAIE teachers	Standards-based assessments in content areas	Fall, Winter, Spring	ELD teacher Principal/Vice Principal
3. Formal assessment of EL academic progress will take place each spring using district and state exams and assessment tools.	CLAD/SDAIE teachers	District assessments CST	Spring (annually)	ELD teacher Principal/Vice Principal Testing Coordinator
4. Assessment data will be kept at the school site and will be monitored to ensure adequate EL progress in acquiring content knowledge.	ELD teacher	EL database	Throughout the year	ELD teacher Principal/Vice Principal
5. Students who do not make adequate progress in acquiring grade level content knowledge will be targeted for intervention.	ELD teacher CLAD/SDAIE teachers Student Study Team		Throughout the year Summer School	ELD teacher Principal/Vice Principal

**Compliance documents needed for this section:**

\_\_\_\_\_ Grade level course descriptions

\_\_\_\_\_ List of current and former ELs

\_\_\_\_\_ Class lists or master schedule

\_\_\_\_\_ LEA “catch-up” plan for monitoring and overcoming any academic deficits

\_\_\_\_\_ Student records (including assessment data, grades) for selected students

\_\_\_\_\_ IEPs for selected special education ELs

## Qualified Teachers for English Learners and Professional Development

### Legal Requirement:

Teachers assigned to provide English-language development or access to core curriculum instruction for English learners are appropriately authorized or actively in training for an English learner authorization. On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

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

- Designed to improve the instruction and assessment of English learners
- Designed to enhance the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for English learners
- Based on research demonstrating the effectiveness of the professional development in increasing the pupil’s English proficiency or the teacher’s subject matter knowledge, teaching knowledge, and teaching skills
- Of sufficient intensity and duration to have a positive and lasting impact on the teacher’s performance in the classroom

<b>Policy/Procedures</b>	<b>Personnel</b>	<b>Resources</b>	<b>Timeline</b>	<b>Accountability</b>
1. A sufficient number of CLAD teachers are assigned to grade levels	CLAD teachers		Annually	Principal
2. Students are grouped for ELD instruction by proficiency level (whenever possible)	ELD teacher	ELD teacher	Annually	ELD teacher Principal/Vice Principal
3. Teachers who work with EL students, and who do not hold appropriate certification, will be enrolled in District or County training programs designed to achieve authorization within 5 years.	Teachers	District training COE training	Annually	Superintendent
4. Notify teachers of District and COE training opportunities to acquire CLAD, SDAIE, or primary language certification	Principal/Vice Principal Superintendent	District training COE training	Throughout the year	Superintendent
5. The District will support teachers financially in their efforts to obtain appropriate authorization	Superintendent	General Fund	Throughout the year	Superintendent



**Compliance documents needed for this section:**

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

## District English Learner Advisory Committees (ELAC and DELAC)

### Legal Requirements:

A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- a. Parent members are elected by parents or guardians of English learners.
- b. Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body.
- c. The ELAC has advised the school site council (SSC) on the development of the Single School Plan for Student Achievement.
- d. The ELAC has advised the principal and staff on the school's program for English learners.
- e. The ELAC has assisted in the development of the school's:
  - Needs assessment
  - Language census

Efforts to make parents aware of the importance of regular school attendance.

- f. The ELAC has received training materials and training, planned in full consultation with committee members to assist members in carrying out their legal responsibilities.
- g. The ELAC has the opportunity to elect at least one member to the DELAC.

An LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

- Development of a district master plan of educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement for English learners.
- Conducting a district-wide needs assessment on a school-by-school basis
- Establishment of a district program, goals, and objectives for programs and services for English learners
- Development of a plan to ensure compliance with applicable teacher and instructional aide requirements
- Administration of the language census
- Review of and comment on the district reclassification procedures
- Review of and comment on the written notifications required to be sent to parents and guardians

The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist parent members in carrying out their responsibilities.

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

**Compliance documents needed for this section:**

\_\_\_\_\_ ELAC and DELAC minutes and agendas

\_\_\_\_\_ ELAC and DELAC training materials

\_\_\_\_\_ ELAC and DELAC membership list with parents of English Learners indicated

\_\_\_\_\_ ELAC and DELAC meeting notifications

\_\_\_\_\_ ELAC and DELAC bylaws

\_\_\_\_\_ Sample of communications provided to parents in languages other than English

\_\_\_\_\_ Minutes of Governing board meeting(s) where DELAC provided advice (if applicable)

## Program Evaluation

### Legal Requirements:

The LEA has implemented a process and criteria to determine the effectiveness of the program provided to English learners including:

- a. A way to demonstrate that the program for English learners produce, within a reasonable period of time:
  - English-language proficiency comparable to that of average native speakers of English in the district
  - Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district’s school systems already proficient in English.
- b. An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level.

### Program Implementation

Policy/Procedures	Personnel	Resources	Timeline	Accountability
1. Site personnel shall be accountable for implementing the District’s program for English Language Learners	Principal ELD teacher Classroom teacher	ELD course Board Policy	Ongoing	Principal Superintendent
2. The ELD teacher will collect and monitor EL student records, coordinate EL testing, advise classroom teachers, and monitor EL student progress.	ELD teacher	EL folders	Ongoing	ELD teacher Principal
3. The School Improvement Plan will address language and academic needs of EL students.	Principal ELD teacher Site Council	Internal assessments	Annually	Principal Superintendent
4. The Principal will monitor EL student placement, ensure appropriate teacher authorizations, visit classrooms regularly, attend ELAC meetings, and ensure implementation of school/district plans to meet the needs of EL students.	Principal			Principal Superintendent
5. Reports will be submitted annually to	Principal ELD teacher		Annually	Principal Superintendent

the Superintendent to document language and academic progress of EL students.	ELAC/DELAC			
6. The Governing Board will receive an annual report regarding the language and academic progress of EL students.	Principal ELD teacher ELAC/DELAC		Annually	Superintendent

**Program Effectiveness:**

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

**Compliance documents needed for this section:**

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

## Reclassification of English Learners

### Legal Requirements:

The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:

- a. Assessment of English-language proficiency (CELDT)
- b. Assessment of performance in basic skills: for example, California Standards Test for English-Language Arts (CST-ELA) 330 or higher or CHASEE with a score of Proficient/Passing
- c. Participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil
- d. Parent option and consultation during the reclassification process

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

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

- a. Language and academic performance assessment
- b. Participants in the reclassification process
- c. Decision regarding reclassification

<b>Policy/Procedures</b>	<b>Personnel</b>	<b>Resources</b>	<b>Timeline</b>	<b>Accountability</b>
1. Each fall, students at the “early advanced level” or higher on the CELDT will be identified for possible reclassification	ELD teacher	CELDT results	Within 30 days of receiving scores	ELD teacher Principal
2. Invite parents of identified students to a parent conference to discuss reclassification as RFEP	ELD teacher Principal		Fall and Spring	ELD teacher Principal
3. RFEP students will be monitored for a minimum of two years to ensure continued achievement at a comparable level to average native English-speaking students.  Initially fluent English Proficient (IFEP) students entering Kindergarten and First Grade will be monitored for a minimum of two years	ELD teacher	ELD database	Annually	ELD teacher Principal
4. RFEP students who do not maintain grade level comparable work will qualify for/receive	ELD teacher Classroom teachers	SST	Throughout the year	ELD teacher Principal

specific intervention				
5. A RFEP student who consistently fails to reach grade level work will qualify for ELD services. Parents will be notified	ELD teacher Classroom teachers	ELD database	Each grading period	ELD teacher Principal
6. EL students who receive Special Education services will be reclassified based on alternative criteria. Reclassification goals will be noted in the student's IEP	RSP teacher ELD teacher	IEP	Following the annual review	Principal Special Ed. Director

**Compliance documents needed for this section:**

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