**MASTER PLAN FOR**

**ENGLISH LEARNERS**

POTTER VALLEY COMMUNITY

UNIFIED SCHOOL DISTRICT

**JANUARY 9, 2019**

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**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

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**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 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 redesignated, student 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.

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**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 LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:

* Attain English proficiency.
* Achieve at high levels in core academic subjects.
* Meet challenging state academic standards expected of all students.

1. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, report statements, or records sent to the parent or guardian of any such pupil by the school or school district are to being written in English and written in the primary languages.
2. 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.

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Parents invited to annual meetings to provide input regarding school programs; for example, SBAC testing, Title I, ELAC, D.A.C | Site ELD Coordinator |  | Annually – Fall | Principal |
| 2. Parents provided information and opportunity to discuss program specifically for ELs at Parent Information Night. | Site ELD Coordinator  Classroom Teacher |  | Within first 3 weeks of school | Principal  Site ELD Coordinator |
| 3. School handbooks, notification letters, and news articles are provided in Spanish | Bilingual Assistant | Translated documents | As needed | Principal |
| 4. Bilingual Buddy program to assist parents of English learners. | Site ELD Coordinator  ELAC  Classroom Teacher  Bilingual Assistant | Parent requests | Within 2 weeks of arrival | Site ELD Coordinator  Classroom Teachers |
| 5. Results of tests are given to Site Coordinator for appropriate placement of students. | Site ELD Coordinator  Classroom Teacher | Results of State testing | Upon completion of testing and reporting | Principal |

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**Compliance documents needed for this section:**

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

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

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

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**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 Initial *English Language Proficiency Assessment for California* (ELPAC). The assessment has been conducted following all of the publisher’s instructions.

Each English learner is annually assessed for English proficiency through the Summative ELPAC 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 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.

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Home Language Survey (HLS) given to parent/guardian upon enrollment. | School Secretary | HLS in English and Spanish | Upon enrollment | Principal |
| 2. HLS reviewed at site to initiate testing. | Site ELD Coordinator | HLS | Upon enrollment | Principal  Site ELD Coordinator |
| 3. If language other than English is recorded on HLS, student is assessed for English proficiency. | ELD Coordinator  Bilingual Assistant | Initial ELPAC | Within 30 days of enrollment | Principal |
| 4. Parents are notified of results of English assessment, program placement, and receive a copy of the program | Site ELD Coordinator  State testing agency for the ELPAC | Site notification letter  ELPAC notification letter | Within 30 days of initial enrollment  As soon as received from scoring service | ELD Coordinator  Principal |
| 5. Results of tests are given to Site Coordinator for appropriate placement of students. | Site ELD Coordinator | Results of State testing | Upon completion of testing and reporting | Principal |

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**Compliance documents needed for this section:**

\_\_\_\_\_ Copy of HLS in each student’s cumulative record file

\_\_\_\_\_ List of staff who have received Initial and Summative ELPAC training

\_\_\_\_\_ Working list for testing new EL students

\_\_\_\_\_ Copy of student score information on Initial and Summative ELPAC, including date tested

\_\_\_\_\_ Copy of written parent notification of proficiency results in English and program placement

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**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 Title I for limited-English proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school.

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. The D.A.C. approves proposed expenditures for Title I funds. | D.A.C. Members | LCAP | Annually | Superintendent |
| 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:**

\_\_\_\_\_ Site allocation pages

\_\_\_\_\_ Copy of LCAP

\_\_\_\_\_ District expenditure reports for Title I

\_\_\_\_\_ List of adopted core curriculum and supplemental materials for English Learners

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**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.

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. All students who receive a composite score of Levels 1 – 4 are assigned to an English-language Mainstream (ELM) program setting. | Site ELD Coordinator  Classroom Teacher | ELPAC results  District designated CLAD/SDAIE teachers | Upon initial enrollment  Annually each Spring | Principal |
| 2. Parents notified of placement | Site ELD Coordinator | Description of program and waiver process | Within 2 weeks of placement | 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)

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**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.

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**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Parents will receive a written explanation of ELD program options upon initial identification, and annually thereafter. | ELD Coordinator | Parent Letter | Upon receipt of Initial and Summative ELPAC scores | ELD Coordinator  Principal |
| 2. Translators will be available to parents with questions about the written program information. | District/Site translators | Translated letters  Translators | Upon receipt of the Parent Notification Letter and thereafter | Site ELD Coordinator  Principal |
| 3. EL parents of continuing students will be notified of recommendations for student program placement. | ELD Coordinator | Parent Letter | Within 30 days of school | ELD Coordinator  Principal |
| 4. Parents who apply for a parental exemption waiver must complete a form annually. | Site ELD Coordinator | Waiver forms | Within 30 days of school | ELD Coordinator  Principal |

**Compliance documents needed for this section:**

\_\_\_\_\_ LEA criteria for reasonable fluency

\_\_\_\_\_ District policies for ELD placement

\_\_\_\_\_ Parent notification of program placement and wavier opportunity

\_\_\_\_\_ LEA descriptions of English language mainstream class and alternative program

\_\_\_\_\_ Parental exception waiver forms, procedures, and completed requests

\_\_\_\_\_ Documented LEA action on waiver request

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**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.

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. | Classroom Teacher  ELD Teacher/Bilingual Aide | ELA/ELD materials | Daily | Classroom Teacher  ELD Coordinator  Principal |
| 2. Students will be grouped by English proficiency level for ELD. Whenever possible, no more than 2 ELD levels will be grouped together. | Classroom Teacher  ELD Teacher/Bilingual Aide  ELD Coordinator | Designated ELD time each day | Annually beginning of each school year | Site ELD Coordinator  Principal |
| 3. Students will receive regular ELD instruction based on ELA/ELD Common Core Standards | Classroom Teacher  ELD Teacher/Bilingual Aide  ELD Coordinator | ELD materials | Daily | ELD Coordinator  Principal |
| 4. Progress in acquiring English skills will be monitored on program assessments at least 3 times yearly. | Classroom Teacher  ELD Teacher/Bilingual Aide | ELA assessment tools  ELD Profile Card | Every trimester | Classroom Teacher  ELD Coordinator  Principal |
| 5. ELD groupings are revised, based on assessment results. | Classroom Teacher  ELD Teacher/Bilingual Aide | ELA assessment tools  ELD Profile Card | Every trimester | Classroom Teacher  ELD Coordinator  Principal |
| 6. Annual, formal assessment of each EL | ELD Teacher/Bilingual Aide  ELD Coordinator | ELPAC | Spring – annually | ELD Teacher/Bilingual Aide  Principal |
| 7. All assessment data is kept at the school site and is monitored to ensure adequate student progress. | Classroom Teacher  ELD Teacher/Bilingual Aide | EL Cum Folder | Tri-annually | ELD Coordinator  Principal |
| 8. Students who do not make adequate progress in acquiring English language proficiency are targeted for intervention. | Classroom Teacher  ELD Teacher/Bilingual Aide  RSP | ELD materials | Throughout the school year | ELD Coordinator  Principal |

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**Compliance documents needed for this section:**

\_\_\_\_\_ ELD Master Plan

\_\_\_\_\_ ELD Standards and Criteria

\_\_\_\_\_ ELD Curriculum/Course Description

\_\_\_\_\_ District ELD/ELA 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

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**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.

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Each EL will receive access to core curriculum content through specially designed instruction in English (SDAIE). Students at all academic levels will be grouped in content area classes with CLAD/SDAIE trained teachers. Additional support will be provided by aides and the ELD teacher as necessary. | Classroom CLAD/SDAIE Teacher  ELD Teacher  Bilingual Aide | ELD materials  Training programs | Continually | Classroom CLAD/SDAIE Teacher  ELD Coordinator  Principal |
| 2. EL progress in the content areas will be monitored by site assessments at least 2 times during the school year. | Classroom CLAD/SDAIE Teacher | Standards-based assessments in content areas | Tri-annually throughout the school year | Classroom CLAD/SDAIE Teacher  Site ELD Coordinator  Principal |
| 3. Formal assessment of EL academic progress will take place each spring using district and state exams and assessment tools. | Classroom Teacher  ELD Teacher/Bilingual LEA Test Coordinator | District Assessments  SBAC | Spring (annually) | ELD Coordinator  Test Coordinator  Principal |
| 4. Assessment data will be kept at the school site and will be monitored to ensure adequate EL progress in acquiring content knowledge. | Classroom Teacher  ELD Teacher/Bilingual Aide | EL Database | Throughout the year | Classroom Teacher  ELD Teacher/Bilingual Aide  ELD Coordinator  Principal |
| 5. Students who do not make adequate progress in acquiring grade level content knowledge will be targeted for intervention. | Classroom Teacher  Student Study Team | Core content assessments | Throughout the year | Classroom Teacher  ELD Coordinator  Principal |

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**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

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**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.

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. CLAD teachers are assigned to each grade level. | CLAD/SDAIE Teacher | Certification | Annually | Principal  Superintendent |
| 2. Students are grouped for ELD instruction by proficiency level (whenever possible) | Classroom CLAD/SDAIE Teacher  ELD Teacher/Bilingual Aide | Classroom CLAD/SDAIE Teacher  ELD Teacher/Bilingual Aide | Annually | Classroom CLAD/SDAIE Teacher  Site ELD Coordinator  Principal |
| 3. Teachers who work with EL students, and who do not hold appropriate certification, will be enrolled in a certificated program designed to achieve authorization within 5 years. | Classroom Teacher | Accredited Credential Program | Annually | Superintendent |

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**Compliance documents needed for this section:**

\_\_\_\_\_ Copy of the CDE approved English Learner staffing plan

\_\_\_\_\_ Sample of district notification to teachers regarding 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 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

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**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 District Advisory Committee (DAC) on the development of the LCAP.

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 a plan for EL student achievement.
* 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.

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**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. An election will be held at each site, each fall, to determine new members of the ELAC/DELAC | ELD Coordinator  Principal | Ballots | Annually | ELD Coordinator  Principal |
| 2. The ELAC/DELAC will meet to determine if any responsibilities will be delegated to District Advisory Committee | ELD Coordinator  Principals |  | Annually | ELD Coordinator  Principals |
| 3. The members of each ELAC and the DELAC shall meet at least biannually | ELD Coordinator  Principals |  | Biannually | ELD Coordinator  Principals |

**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)

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**Program Evaluation**

**Legal Requirements:**

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

1. 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 system already proficient in English.

1. 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.

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Site personnel shall be accountable for implementing the District’s program for English Language Learners. | Classroom CLAD/SDAIE Teacher  ELD Teacher  Bilingual Aide  Principal | ELD materials  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  Bilingual Aide | EL folders | Ongoing | Site ELD Coordinator  Principal |
| 3. The LCAP will address language and academic needs of EL students. | Principal  ELD Coordinator  District Advisory Committee | 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 presented annually to the Superintendent to document language and academic progress of EL students. | ELD Coordinator  Principal |  | Annually | ELD Coordinator  Principal  Superintendent |
| 6. The Governing Board will receive an annual report regarding the language and academic progress of EL students. | ELD Coordinator  Principal |  | Annually | ELD Coordinator  Superintendent |

**Program Effectiveness:**

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. EL students will make one level of growth in English each year, as measured by the ELPAC and internal assessments. | Classroom CLAD/SDAIE Teacher  ELD Teacher  Principal | ELD instruction  ELD materials  SDAIE instruction  ELPAC | Ongoing | Classroom CLAD/SDAIE Teacher  ELD Coordinator  Principal |
| 2. EL students will meet redesignation criteria within 6 years of enrollment in the district. | Classroom CLAD/SDAIE Teacher | ELD time  ELD materials  SDAIE instruction | Ongoing | Site ELD Coordinator  Principal |

**Compliance documents needed for this section:**

\_\_\_\_\_ LCAP or other documents that describe criteria and process for determining the effectiveness of the

District’s programs for ELs

\_\_\_\_\_ 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

\_\_\_\_\_ SBAC and ELPAC score results for EL students

\_\_\_\_\_ District report cards

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**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 (Initial and Summative ELPAC)

b. Assessment of performance in basic skills: for example, local assessments, SBAC for ELA

c. Participation of the classroom teachers 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

**Policy/Procedures Personnel Resources Timeline Accountability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Each fall, students at a level 4 “Well Developed”/ “Bridging” on ELD Standards Proficiency Level will be identified for possible reclassification | ELD Coordinator | ELPAC results | Within 30 days of receiving scores | Principal  ELD Coordinator |
| 2. Invite parents of identified students to a parent conference to discuss reclassification as RFEP | ELD Teacher  Principal |  | Fall | Site ELD Coordinator  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 students entering Kindergarten and First Grade will be monitored for a minimum of two years | Classroom teacher  ELD Coordinator | ELD database | Annually | Site ELD Coordinator  Principal |
| 4. RFEP students who do not maintain grade level comparable work will qualify for/receive specific intervention | Principal | SST | Throughout the year | ELD Coordinator  Principal |
| 5. A RFEP student who consistently fails to reach grade level work will qualify for ELD services. Parents will be notified | Classroom teachers  ELD Coordinator | ELD database | Each grading period | ELD Coordinator  Principal |
| 6. EL students who receive Special Education services will be reclassified based on based on alternative criteria. Reclassification goals will be noted in the student’s IEP | RSP teacher  ELD Coordinator | 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 the 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

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