



MOUNTAIN VIEW LOS ALTOS HIGH SCHOOL DISTRICT
1299 Bryant Avenue · Mountain View · CA 94040-4599

MASTER PLAN

for the

EDUCATION OF LIMITED-ENGLISH-PROFICIENT STUDENTS

2014-2018

Presented to the Board for Information

on

August 25, 2014

Mountain View-Los Altos Union High School District

Barry Groves, Superintendent

Board of Trustees

Judy Hannemann
Phil Faillace
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Joe Mitchner
Debbie Torok

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Brigitte Sarraf, Associate Superintendent,
Educational Services

Mike Mathiesen, Associate Superintendent,
Business Services & Technology

Laura Stefanski, Associate Superintendent,
Personnel

Mountain View High School

Dave Grissom, Principal
William Blair, Assistant Principal
Lynne Ewald, Assistant Principal
Carmen Gomez, Assistant Principal

Los Altos High School

Wynne Satterwhite, Principal
Galen Rosenberg, Assistant Principal
Suzanne Woolfolk, Assistant Principal
Perla Pasallo, Assistant Principal

Alta Vista

Bill Pierce, Principal

Acknowledgements & History of the Evolution of the Plan

The Master Plan for the Education of Limited-English Proficient students reflects the priorities of our Board of Trustees and the philosophy of our district. We believe that all students can learn, given the proper environment, and we strive to support each student's academic development to the highest level of his or her potential, regardless of race, economic background or language.

This plan was originally drafted in 1996 with the help of the following individuals under the direction of the Associate Superintendent of Educational Services:

(Positions reflect those held at the time)

Wynne Satterwhite, Assistant Principal, LAHS

Sylvia Talarico, Asst. Principal, MVHS

Emily Goodheart, ELD Coordinator, LAHS

Diane Meyers, ELD Coordinator, MVHS

Linda Thomason, Retired Counselor and Title I Coordinator, LAHS

Ana Reddi, Teacher, LAHS

Carmen Gomez, Teacher, LAHS

Brigitte Sarraf, Associate Superintendent

Drafts of the original plan were reviewed by the ELD departments of each high school, the School Site Councils, the School's and District's ELAC/DELAC Committees and the District's Continuous Improvement Council (CIC) prior to being submitted to the Board of Trustees for adoption.

The committee wishes to extend its appreciation to Lucia Vega-Garcia, former Bilingual Coordinator at the County Office of Education for her review of the first draft of this document in 1996, and to Yee Wan, the current county coordinator, for their support and assistance in creating subsequent revisions.

The following groups and individuals provided input to the 2014 revisions of this plan through Community Outreach meetings conducted for the purpose of developing the District's LCAP:

ELAC MVHS & LAHS and DELAC members

ELD Department at MVHS, represented by Lydia Zele, Department Coordinator

School Administrative Teams

School Site Councils

Latino Community Outreach Committees

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PHILOSOPHY

1. We believe that all students can learn given appropriate educational support.
2. We believe all students have the right to participate in a rigorous, relevant and challenging curriculum that allows students to reach their highest potential.
3. We believe that English Language Development is an integral, necessary part of the district's educational program.
4. We believe that English Language Development is an effective educational approach that meets the needs of our students.
5. We believe that our district is enriched by its many cultures and languages.
6. We believe that maintaining a student's primary language and cultural heritage should be encouraged and supported to facilitate the acquisition of English, to promote self-esteem, and to support and enhance academic and intellectual growth.

VISION

Limited English proficient students receive the necessary support to ensure acquisition of English in a timely and thorough manner so that they may benefit fully from the district's core curriculum, and achieve academic parity with their English-only peers. All language minority students develop a positive self-image, cross-cultural understanding and an appreciation of their own heritage.

We recognize that parents play an important role in the education of their children and their voices must be reflected in the evolution and the evaluation of the program so as to better meet the needs of their students.

MISSION

Our Mission is to create a community of learners with the knowledge, skills, and values necessary to combine personal success with meaningful contributions to our society."

We strive to attain these three desired outcomes.

1. English Learners (ELs) acquire full proficiency in English as rapidly and effectively as possible.
2. ELs meet Common Core and other state standards for academic achievement as well as district and state graduation requirements.
3. ELs have access to College Prep, Honors and AP classes and receive the necessary support to be successful in these classes.

PROGRAM GOALS

The primary goal of the District's program is to develop each student's English fluency in the most effective and efficient manner possible.

To that end, we wish to ensure that EL (English Learners) have equal opportunity for academic achievement and to reach language proficiency comparable to that of average native speakers within a reasonable time frame.

EL (English Learners) have access to, and participate in, the core curriculum as well as in extra-curricular services and activities in order to enhance their ability to succeed in higher education, to compete in the marketplace and to reach their highest personal potential.

Students enter the program at a level consistent with their individual language proficiency and progress through the program with the goal of being redesignated, successful in the mainstream, and prepared for college and career.

R-FEP students are able to perform academically at a level comparable to their English-only counterparts. Their performance will be monitored for two years from the date they are redesignated and appropriate support services are provided to students as needed.

PROGRAM DIMENSIONS

The Mountain View-Los Altos Union High School District provides adequate staffing, staff training, and funding to maintain program quality and to ensure the academic success of English Language Learners.

The district English Language Learner program is housed on the Mountain View High School campus.

The program is designed to include seven dimensions that address all legal requirements, both state and federal.

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

- VI. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.
- VII. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs; EL students are held to the same high academic standards as all other students; EL students receive support to master local, state and federal content and achievement standards and are prepared for college and career.

∞ INSTRUCTIONAL RATIONALE ∞

The Mountain View-Los Altos Union High School District recognizes its responsibility to help students overcome language and academic barriers that impede equal participation by ELLs in the district's core instructional programs.

Our educational theory is designed to promote rapid acquisition of the English language through a strong ELD and SDAIE program with primary language support for those students who require it. Beginning students receive their instruction through a Structured English Immersion Program with students enrolled in multiple periods of intensive English Language Development. Once a student has reached "reasonable fluency in English", he/she is moved to an English Language Mainstream Program. At the intermediate level and beyond, ELD instruction is supplemented with SDAIE to provide students access to mainstream content classes.

For students who cannot be effectively served in these configurations because of special needs, alternative options are available through Special Education and the District's alternative programs. Services will be clearly documented in students' IEPs with special attention given to supporting students' acquisition of English Language fluency.

When limited English proficient students enter our district, staff members assess their listening, speaking, reading and writing skills with the CELDT test. In addition, the student's academic skills are tested in their primary language. Based on the results of this assessment, and taking into consideration the student's academic background, a determination is made as to how the student can best access the core curriculum and develop English language fluency in the most effective and expedient manner.

While most ELLs require a customized, well coordinated program of instruction that may involve more than one instructional component, each limited English proficient student receives appropriate English language development (ELD) instruction tailored to the student's level of proficiency in English. The instructional program is linked to the Common Core and State standards and reflects the content of other subjects. ELD instruction is provided by qualified teachers who hold appropriate authorizations issued by the Commission for Teacher Credentialing.

To enable beginning language learners to have access to the core curriculum, students, may receive some instructional support from an instructional assistant in some subject areas through their primary language. Students at the intermediate and advanced levels of proficiency in English receive significant amounts of the core curriculum through mainstream classes with support through specially designed academic instruction in English (SDAIE). Advanced students

access the core curriculum predominantly through mainstream classes. At MVHS, advanced ELD students are co-enrolled in college-prep, a-g approved Survey Comp Literature or SDAIE Comp Lit. Students use technology daily to access text materials and resources. They develop computer skills to succeed in their core classes. Where appropriate, students are identified and placed in honors and AP courses.

The district engages all its teachers in comprehensive staff development which is focused on developing effective teaching strategies for delivery of the instructional program. Among the different methods teachers use to engage language minority students in the curriculum are questioning strategies based on the stages of language development, visual cues, controlled vocabulary, sentence frames, cooperative grouping, use of manipulatives, and others. The district places a high value on all teachers receiving training in SDAIE strategies, Differentiated Instruction and in understanding Diversity as a means to closing the achievement gap for language minority students. The curriculum of all ELD classes has been aligned to be consistent with prescribed Common Core and State Content Standards. ELD serves as a means to teach ELA Standards to language minority students while developing at the same time their proficiency in English. We place special emphasis on academic English as a means to provide students with access to the core curriculum.

☞ LEP PROGRAM DESIGN ☞

Each limited English proficient student receives English Language Development (ELD) instruction commensurate with the student's English proficiency level. ELD is delivered with sufficient and appropriate materials and is linked to other core curriculum classes through the use of content-based and standards-based materials and strategies. ELD Beginning and Early Intermediate students receive two periods of ELD instruction. Intermediate and Early Advanced students receive one period of ELD. Students receive academic support for their mainstream classes while further developing and refining their English language skills or they may continue intensive language development at an advanced level. ELD instruction is provided by authorized ELD teachers or teachers-in-training and is supplemented appropriate to a student's proficiency level with bilingual or SDAIE support for content or mainstream English courses.

Students at all levels receive instruction in the district's core curriculum in the areas of math, science and social studies from teachers qualified to teach English Language Learners. Instruction may occur in mainstream classes or SDAIE Classes.

A typical schedule of a Beginning or Early Intermediate student would look like this:

- ELD I or II Lit
- ELD I or II Oral
- Algebra I Enhanced or any other math class appropriate to the student's proficiency in Math
- Life Science class for ELD levels I & II
- PE
- Elective, e.g. Music, Computer Information, Art
- Foreign language appropriate to language proficiency and academic preparation
- Social Science may be delayed

Students at Beginning levels are provided sheltered instruction in the core content areas, from appropriately trained and certified staff with English being the language of instruction. In these

sheltered classes, primary language support materials and bilingual dictionaries may be available and teachers may be assisted where appropriate, by a bilingual instructional assistant. Materials and methods are selected to ensure that the limited English proficient student gains full access to, and learns the same rich, meaning-centered curriculum as all other students in the district. There is a campus-wide commitment among staff to teach students academic vocabulary in various content areas as a means for them to have equitable access to the core curriculum.

Through the use of Specially Designed Academic Instruction in English (SDAIE) the content of the core curriculum is made accessible to limited English proficient students. Sheltered instruction is provided by LDS/CLAD/SDAIE certified teachers and LDS/CLAD/SDAIE teachers-in-training. Sufficient and appropriate materials are available for all students and are paid for with general fund dollars.

Electives may be sheltered at the discretion of the school depending on the needs of the students and the availability of certified teaching staff.

After initial placement, limited English proficient students progress from level to level on the basis of criteria established by the department which include state designated performance levels on the CELDT. Primarily, student movement is dictated by teacher recommendation and proficiency test scores achieved on the CELDT test. Teacher recommendations are based upon comparison of student work to course exit criteria. Assessment of student work takes place informally through monitoring of classroom and homework performance, quizzes and tests as well as formal District, State and other summative assessments.

The staff of the ELD department meets regularly to discuss individual student progress and to review students for promotion to the next level. Students who are recommended for redesignation are reviewed by a team of teachers and staff. It is expected that students are redesignated and exited from ELD services after having successfully completed ELD IV. Students may however, be redesignated at any time when they can demonstrate that they have met the redesignation criteria established by the district.

ELD COURSE MATRIX 2014 – 2015

Content Area	ELD Level I	ELD Level II	ELD Level III	ELD level IV
English	ELD level I Lit AND ELD Level I Oral	ELD Level II Lit AND ELD Level II Oral	ELD Level III AND Survey SDAIE	ELD Level IV AND Survey/CompLit
Math (Determined by test recommendation)	<ul style="list-style-type: none"> • Math Mastery • Alg I Enh • Alg/Alg Skills • Algebra • Geometry Or as appropriate	<ul style="list-style-type: none"> • Math Mastery • Alg I Enh • Alg/Alg Skills • Algebra • Geometry Or as appropriate	<ul style="list-style-type: none"> • Math Mastery • Alg I Enh • Alg/Alg Skills • Algebra • Geometry Or as appropriate	<ul style="list-style-type: none"> • Math Mastery • Alg I Enh • Alg/Alg Skills • Algebra • Geometry Or as appropriate
Science	ELD Science (BI & BII)	ELD Science (BI & BII)	<ul style="list-style-type: none"> • Life Science • Earth Science • Biology • Chemistry 	<ul style="list-style-type: none"> • Life Science • Earth Science • Biology • Chemistry •
Social Studies	None	None	<ul style="list-style-type: none"> • World Studies SDAIE (Level III ONLY) • US History • CWI SDAIE • Civics-Econ 	<ul style="list-style-type: none"> • World Studies • US History • CWI SDAIE • CWI • Civics-Econ
Languages Spanish Mandarin Japanese	<ul style="list-style-type: none"> • Spanish for Spanish Speakers (BI & BII) • Spanish III H • AP Language • AP Lit Or as appropriate	<ul style="list-style-type: none"> • Spanish for Spanish Speakers (BI & BII) • Spanish III H • AP Language • AP Lit Or as appropriate	<ul style="list-style-type: none"> • Spanish III H • AP Language • AP Lit • Mandarin • Japanese Or as appropriate	<ul style="list-style-type: none"> • Spanish III H • AP Language • AP Lit • Mandarin • Japanese Or as appropriate
PE	PE – Jazz Dance	PE – Jazz Dance	PE – Jazz Dance Health	PE – Jazz Dance Health
Electives	<ul style="list-style-type: none"> • Art Survey • Intro to Music 	<ul style="list-style-type: none"> • Art Survey • Intro to Music 	Choose from Electives as appropriate	Choose from Electives as appropriate

INVOLVEMENT

The Board, Administration and Staff are committed to providing parents every opportunity to become more involved in their students' education and to enhance their understanding of the American School System. To that end, a number of activities, including workshops and parent education seminars, are sponsored and hosted by our school sites every year. Each school employs a Community Liaison and a counselor who works exclusively with students and families who require additional support to navigate the education system. These individuals, supported by an Assistant Principal and the Educational Services Department at the District Office, are chiefly responsible for organizing the school's outreach program.

Some of the more popular Outreach activities include the following:

- Latino Parent Groups Meetings: El Cafecito (MVHS) and LUCHA (LAHS)
- Asian Parent Group Meetings: Tea Time
- Latino Parent Summit, which sponsors Forums on Immigration, Health and Community Services, Legal Services, Workshops on Financial Aid, the use of Student Information System, Naviance, etc.
- Student Awards Ceremonies
- Fieldtrips to colleges and universities
- Back-to-School Orientation events for parents
- Home visits

In addition, the schools and the district have active ELAC and DELAC committees.

The quality and effectiveness of *Parent Involvement*, and compliance with state and federal law is measured on the basis of the following indicators:

1. Parents are invited and encouraged to attend regular meetings where they are given opportunities to provide input and recommendations on how to improve programs and services for English Learners and will receive evidence that the school/district is acting on the recommendations received from its stakeholders.
2. The LEA reaches out to parents and community by inviting parents to be involved in the education of their children and to actively participate with the school in:
 - Helping students attain English proficiency
 - Achieving at high levels in core academic subjects
 - Meeting challenging state academic content and achievement standards
3. The schools and the district have functioning English Learner Advisory Committees (ELAC and DELAC), each of which is constituted according to law, authorized to carry out required/prescribed duties and functions, and discharges its responsibilities as expected.

GOVERNANCE AND ADMINISTRATION

The district has policies, procedures and practices in place that ensure that all legal requirements are met.

The effectiveness of these procedures and practices, and the district's compliance with state and federal law is measured on the basis of the following indicators:

4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.
5. The LEA implements and monitors the Board-approved LEA Plan.
6. For all programs funded through the Consolidated Application and Reporting System, including programs for English Learners, EIA-LEP, and Title III and operated at the school, the SSC annually develops, reviews, updates, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs.
7. The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.
8. For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal funds, including EIA-LEP and Title III.

FUNDING

The district is well resourced and provides adequate funding to support the special needs of our English Learners. General fund dollars are used to reduce class size in all ELD classes; ELD students receive two periods of intensive language instruction; in some cases Instructional Aides are assigned to provide additional support to underperforming students. A plethora of instructional materials are available to support teaching and learning. This includes adoption and purchase of new, Common Core-aligned instructional materials for all English Learners; providing the department with classroom sets of Chromebooks; purchasing licenses from Rosetta Stone as a means to accelerate language acquisition for those students who can benefit from this intervention; offering intensive language development classes during the summer, to just give a few examples.

The adequacy of district funding and the results achieved from the effective use of this funding, as well as district compliance with state and federal law is measured on the basis of the following indicators:

9. 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.

10. Beginning with fiscal year 2009-10, in alignment with the federal supplement, not supplant requirement, Title III funds are not to be used to meet state requirements for translation.
11. The LEA disburses categorical funds, including EIA-LEP and Title III, in accordance with the approved Consolidated Application and Reporting System (CARS).
12. The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity and duties of the employee.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

The district's mission and goals include the expectation that all English Learners achieve English proficiency in the shortest possible time, to redesignate students who have achieved the standards for redesignation, to monitor their success in the mainstream, and to encourage as many students as possible to enroll in Honors and AP courses.

English Learners are held to the same high standards of performance as any other student in this district, and their achievement is monitored and tracked on a number of board-adopted indicators. These indicators include the following:

- Performance on Standardized Tests, including CELDT
- API
- SAT Test Results
- Advanced Placement/Honors Enrollment
- Advanced Placement Test Results
- "a-g" Course Completion
- CAHSEE-Annual 10th grade Passing Rates
- Graduating seniors who completed Algebra II with C or better
- Post High School Plans
- GPA/Grade Reports
- English Language Proficiency Rates
- Reclassification Rates
- College and Career Readiness as measured by EAP and other indicators listed above
- Suspension and Expulsion Rates
- Graduation Rates

District Redesignation Criteria are as follows:

- a. Overall CELDT score of Early Advanced and no subscore lower than Intermediate
- b. Teacher review and certification of curriculum mastery: No grade lower than "C" in core academic classes
- c. 80% or higher on the Edge Placement Test
- d. "Proficiency" or higher on District Writing Prompt. Proficiency is measured on the basis of the rubric that is used to assess the Inter-district Writing Sample, taken by all 8th and 9th grade students in the MVLA district and its feeder districts.
- e. Parent Input, opinion and consultation

The adequacy of the district’s efforts in the area of Standards, Assessment, and Accountability, as well as district compliance with state and federal law is measured on the basis of the following indicators:

13. The LEA develops and implements a process and criteria to determine the effectiveness of programs for English Learners.
14. The LEA reclassifies a pupil from EL to proficient in English by using a valid process and a set of appropriate criteria.

STAFFING AND PROFESSIONAL DEVELOPMENT

The district has put forth a considerable effort to compel all teachers to seek appropriate and required authorization to teach English Learners. Out of approximately 250 certificated teachers in the district, only 11 have an Emergency CLAD, and three are in the process of getting their Emergency CLAD. The remaining 95% of teachers are fully credentialed to teach ELLs.

Holding a proper credential or authorization is one thing, but receiving appropriate training, professional development and support is quite another. The district makes more than \$500,000 available to staff to participate in various Curriculum Institute activities over the course of the year. This could include on-site collaboration of teachers from a given course or grade level team, working on alignment of curriculum, instructional practices and grading systems, or attending conferences and workshops by groups of teachers or individuals. In addition, all teachers are required to partake of six scheduled professional development days designed by each school’s PD committee, which includes the schools’ WASC coordinators.

In addition, the district funds a team of four teachers on special assignment, to provide support to individual teachers and course teams to enhance teaching and learning.

The adequacy of the district’s efforts in the area of Staffing and Professional Development, as well as district compliance with state and federal law is measured on the basis of the following indicators:

15. Teachers assigned to provide English Language Development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an appropriate EL authorization.
16. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel.

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

The district has an open-access policy which allows every student who is interested in taking honors and AP classes to do so. There are NO entrance requirements or hurdles to jump through. The district is aggressively promoting enrollment not only in Honors and AP, but also in STEM related college prep classes among all of its students. This past year, the district joined forces

with EOS (Equal Opportunity Schools) to increase participation of underrepresented students in AP and Honors. Our goal was to reach parity by the end of the year. We reached our goal and are very pleased to report that we added 335 seats to our enrollment in AP at MVHS. Most of these students are first-time AP takers, students of poverty and students of ethnic or language minority status. LAHS will join EOS for the 2015-16 school year.

We are fully aware that reaching our parity goal was easy compared with the effort it will take to keep these students in those classes and to help them be successful. We are prepared to do the hard work!! The school is in the process of developing specific strategies aimed at raising student achievement in the high level content areas.

The adequacy of the district's efforts in the area of Opportunity and Equal Educational Access, as well as district compliance with state and federal law is measured on the basis of the following indicators:

17. All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.
18. Parents and guardians of ELs 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.
19. For participating private schools, the LEA provides equitable educational services and benefits to address the needs of eligible school students, their teachers, and their families.

TEACHING AND LEARNING

The district favors a comprehensive approach to ELD. ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD and SDAIE. A multilayered application of the CA ELD Standards requires deep collaboration between educators, support for teachers, and most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence. This belief permeates this district's culture and we have the resolve to do what is necessary to provide the best services we can to our English Learners.

The adequacy of the district's efforts in the area of Teaching and Learning, as well as district compliance with state and federal law is measured on the basis of the following indicators:

22. Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.
23. Academic instruction for ELs is designed and implemented to ensure that English Learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

PROGRAM EVALUATION

In order to evaluate the effectiveness of the ELD program and to monitor the achievement of EL and FEP students, the school sites and the district office collect data throughout the year. Some of this data becomes part of the district’s Annual Review prepared for the Board each November. All data is disaggregated and analyzed and used for the continual improvement of the program for ELLs.

The ELD departments, Parent Advisory Committees and the School Site Council together with the staff and administration of each school site review the data annually. If deficiencies are noted in student performance, these will be addressed and corrected through changes in the curriculum or instructional practices.

The performance of our English Learners is central to the District’s LCAP.

Data is gathered to provide answers to the following questions:

Requirements:	Evaluation Data:
1. Is the District program for EL students appropriately implemented?	<ul style="list-style-type: none"> • Annual reports from MVHS • Staffing reports • Comparison of courses offered to courses required based on student needs – Master Course Listings • Superintendent’s evaluation of principal’s implementation of the Master Plan
2. Are EL students acquiring English skills and language proficiency comparable to that of English-only students?	<ul style="list-style-type: none"> • Mark distribution documents for EL students – by district, site, department and selected courses • Redesignation rates • Course patterns and pathways for ELD students – transcripts • Length of time spent in program – transcripts • Graduation rates • Statewide assessment results for EL and R-FEP students Smarter Balance test and CELDT test • CAHSEE passing rates • Title III progress reports
3. What are the rates of redesignation?	<ul style="list-style-type: none"> • Redesignation rates
4. Are LEP and R-FEP students enrolled in upper level, advanced and honors classes in proportionate numbers?	<ul style="list-style-type: none"> • Enrollment of EL/R-FEP students in advanced classes as defined by UC/CSU, a-g, and H/AP • Mark distribution of EL/R-FEP students by grade level to determine performance
5. Are students learning the subject matter expected of them at their grade level?	<ul style="list-style-type: none"> • GPA of EL students in core curriculum areas • Comparison of GPA and mark distributions of EL and English only students in core curriculum areas • Course completion rates
6. Are redesignated students maintaining academic success in regular classes?	<ul style="list-style-type: none"> • Mark distributions for R-FEP students – by district and site • Results of statewide assessments for R-FEP students in reading, writing and math, i.e. CELDT

	<ul style="list-style-type: none"> • Enrollment of R-FEP students in advanced classes as defined by UC/CSU, H/AP at each site • GPA of R-FEP students in core curriculum areas • R-FEP monitoring reports
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ELL ACHIEVEMENT GOALS

The coordinator of the ELD program together with the Assistant Principal and Associate Superintendent of Educational Services annually review student performance data and set benchmarks for future growth to assure that EL/FEP/RFEP students are achieving academic parity with their English-only peers.

The following indicators of Academic Achievement are reviewed annually.

1) Academic Progress

- a) 50% of graduating EL/R-FEP students who completed Advanced ELD (Level IV) will have met UC/CSU a-g requirements
- b) 25% of ELD students who completed Advanced ELD (Level IV) or who are enrolled in Advanced ELD (Level IV) will be enrolled in at least 1 AP or H class
- c) 90% of all senior EL students and senior R-FEP students will have passed the CAHSEE by June of their year of graduation in ELA and Math

2) Performance of Redesignated students

- a) GPA comparable to English only
- b) a-g completion rates comparable to English only
- c) Credit Completed rates comparable to English only students

APPENDIX

- I. English Learner Advisory Committees – Regulations & Requirements
- II. English Learner Monitoring Instrument Item Report
- III. Board Policy & Administrative Regulation
- IV. Redesignation Worksheet and Follow Up

English Learner Advisory Committee

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

En español

Requirement

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Elections

1. Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
3. Districts with 31 or more ELACs may use a system of proportional or regional representation.

Training

The district shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

Legal References

- *California Education Code*, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)
 - *California Code of Regulations*, Title 5, Section 11308 (b), (c), and (d)
-

District-level English Learner Advisory Committee

An explanation of a district-level English Learner Advisory Committee role, purpose, and requirements.

En español

Requirement

Each California public school district, grades kindergarten through 12, with 51 or more English learners must form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee.

Responsibilities

1. The DELAC, or subcommittee on English learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English learners.
2. The DELAC shall be responsible for advising the district's local governing board on the following tasks:
 - a. Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.
 - b. Conducting a district-wide needs assessment on a school-by-school basis.
 - c. Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
 - d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
 - e. Administration of the annual language census (e.g., procedures and forms).
 - f. Review and comment on the district's reclassification procedures.
 - g. Review and comment on the written notifications required to be sent to parents and guardians.

Composition Requirements

Parents or guardians of English learners not employed by the district must constitute a majority membership (51 percent or more) of the committee.

Elections

1. Each school's English Learner Advisory Committee (ELAC) must have the opportunity to elect at least one of its members to be a site representative in the DELAC.
2. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Trainings

The district shall provide to all DELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with DELAC members. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of DELAC members. This includes costs for child care, translation services, meals, and other reasonable expenses.

Legal References

- *California Education Code*, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a)
- *California Code of Regulations*, Title 5, sections 11308 (b) and (d).

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I. INVOLVEMENT

I-EL 01: Parent Outreach and Involvement

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

- Compliance Indicators I-EL 1. The LEA shall implement outreach to parents of English learners that includes the following:
- (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 U.S.C. § 7012 (e)(2).)
 - (b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
 - 1. Attain English proficiency
 - 2. Achieve at high levels in core academic subjects
 - 3. Meet challenging state academic content and achievement standards expected of all students (20 U.S.C. § 7012 (e)(1).)
 - (c) A LEA or consortium that has failed to make progress on the annual measurable achievement objectives (AMAO) shall inform parents/guardians of English learners of such failure no later than 30 days after such failure occurs. (20 U.S.C. §§ 6312 (g)(1) (B)(1), 7012 (b).)

Associated Documents

Required and Suggested Documents EL Most current AMAO notification letter if LEA fails to meet objectives [r]

Legal References

I. INVOLVEMENT

I-EL 02: ELAC

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

- Compliance Indicators I-EL 2. A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:
- (a) Parent members are elected by parents or guardians of English learners. (5 CCR § 11308(b).)
 - (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC § 52176(b).)
 - (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC §§ 52176 (b)(c), 64001(a), 5 CCR § 11308(d).)
 - (d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (EC § 64001(a).)
 - (e) The ELAC advises the principal and staff on the school's program for English learners. (EC § 52176(c).)
 - (f) The ELAC assists in the development of the school's (EC § 53176(c).):
 - 1. Needs assessment.

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- 2. Language Census Report.
- 3. Efforts to make parents aware of the importance of regular school attendance.

- (g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308(d).)
- (h) Financial resources may be allocated for reasonable expenses (which may include transportation, child care, translation services, meals, and training) of parent advisory groups on bilingual-bicultural education, at the school and school district incurred in the course of their duties as members of the parent advisory groups. (EC § 52168(b)(4).)
- (i) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR § 11308(b).)
 (EC §§ 35147, 52176(a), 62002.5; 20 U.S.C. §§ 6312 (g)(4), 7012.)

Associated Documents

Required and Suggested Documents ELAC meeting calendar, notifications, agendas, minutes, and sign-in sheets for selected sites [r]
 ELAC member roster, with designation of EL parents for selected sites [r]
 ELAC training materials for selected sites [r]

Legal References

I. INVOLVEMENT
I-EL 03: DELAC

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators I-EL 3. A LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

- (a) The DELAC advises the school district governing board on all of the following tasks:
 1. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR § 11308(c)(1).)
 2. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR § 11308(c)(2).)
 3. Establishment of district program, goals, and objectives for programs and services for English learners. (5 CCR § 11308(c)(3).)
 4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR § 11308(c)(4).)
 5. Administration of the annual Language Census Report. (5 CCR § 11308(c)(5).)
 6. Review and comment on the school district's reclassification procedures. (5 CCR § 11308(c)(6).)
 7. Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR § 11308(c)(7).)
- (b) The LEA provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR § 11308(d).)

Associated Documents

Required and Suggested Documents DELAC meeting calendar, notifications, agendas, minutes, and sign-in sheets for last 12 months [r]
 DELAC training materials [r]
 Governing Board minutes where DELAC provided advice [r]
 Roster that identifies DELAC representatives by school for last 12 months [r]

Legal References

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II. GOVERNANCE AND ADMINISTRATION

II-EL 04: Identification, Assessment, and Notification

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators II-EL 4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.

4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC § 52164.1(a).)

4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (EC § 52164.1(b); 5 CCR §§ 11307(a), 11511.)

4.3 Parents/guardians of English learners are notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (EC § 52164.1(c); 5 CCR § 11511.5.)

4.4 For school districts receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of English learners are notified of:

- (a) Their child's initial English language proficiency level
- (b) How such level was assessed
- (c) Their child's language designation
- (d) Descriptions of program options, educational strategies, and educational materials to be used in different options
- (e) Program placement
- (f) Exit criteria
- (g) For English learners with a disability [with an Individualized Education Program (IEP)], how such program will meet the objectives of the IEP
- (h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 U.S.C. §§ 6312, 7012.)

4.5 For school districts receiving Title III funds, parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of:

- (a) Their child's English proficiency level
- (b) How such level was assessed
- (c) The status of the child's academic achievement
- (d) Their child's language designation
- (e) Descriptions of program options and educational materials to be used in different options
- (f) Program placement
- (g) Exit criteria
- (h) English learners with a disability (on IEPs), how such program will meet the objectives of the IEP
- (i) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 U.S.C. §§ 6312, 7012.)

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

4.7 All currently enrolled English learners are assessed for English language proficiency by administering the

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CELDT during the annual assessment window. (5 CCR § 11511.1(b).)

4.8 Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. (5 CCR § 11516.)

4.9 Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC § 52164.1(c); 5 CCR § 11511.5.)

(20 U.S.C. § 6312 (g); EC § 313 (a)-(c).)

Associated Documents

Required and Suggested Documents EL LEA policies and procedures: identification, parent notification [r]
 EL sample IEPs [r]
 EL sample notifications of completed Title III letters[r]
 EL sample of Home Language Surveys with students' names redacted [s]

Legal References

II. GOVERNANCE AND ADMINISTRATION

II-EL 05: Implementation and Monitoring of LEA Plan

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators II-EL 5. A LEA operating categorical programs, including Title III, implements and monitors the approved LEA plan.

5.1 To help English learners meet challenging achievement academic standards, each LEA plan shall include:

- (a) A description of high-quality student academic assessments that the LEA and schools use:
 - i. To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards
 - ii. To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learners meet the state student academic achievement standards

5.2 Minimum required components of the plan:

- (a) Description of programs and activities to be implemented
- (b) Description of how funds will be used to meet all annual measurable achievement objectives
- (c) Description of how school sites will be held accountable for:
 - i. Meeting the annual measurable achievement objectives
 - ii. Making adequate yearly progress for English learners
 - iii. Annually measuring the English proficiency of English learners
- (d) Description of how school sites will promote parental and community participation in programs
- (e) Description of how all English learners' programs will be carried out to ensure that English learners are served
- (f) Assurance that the EL program is based on scientifically based research enabling English learners to meet challenging state academic content and student academic achievement standards.
 (20 U.S.C. §§ 6312 (b)(1)(A)(i), (ii), (iii), 6826.)

Associated Documents LEA Plan [r]

Required and Suggested Documents EL Title III amendment and related documents [r]

Legal References

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II. GOVERNANCE AND ADMINISTRATION

II-EL 06: School Site Council Develops and Approves SPSA

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators II-EL 6. For all programs funded through the Consolidated Application and Reporting System including programs for English learners, EIA-LEP, and Title III and operated at the school, the SSC annually develops, reviews, updates, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs and contains:

- (a) Analysis of academic performance data to determine student needs
- (b) School goals to meet the identified academic needs of students
- (c) Activities to reach school goals that improve the academic performance of students
- (d) Expenditures of funds allocated to the school through the Consolidated Application and Reporting System
- (e) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of English learners, low-achieving students, and those at risk of not meeting state academic content standards (20 U.S.C. §§ 6314 (b)(1)(2), 6315 (c)(2), 6826; EC § 64001(f).)

6.1 The local governing board reviews and approves the SPSA annually and whenever there are material changes to the plan (e.g., the school is designated as Program Improvement). (EC § 64000(a)(3), 64001(g).)

6.2 The SPSA is consistent with the LEA Plan. (EC § 64001(h).)

6.3 The SSC annually considers whether or not it wishes the local school to participate in the School-based Coordination Program (SBCP) and that decision is indicated in the SPSA. (EC § 52852.5(b).)

6.4 If the school operates a SBCP program, the SPSA contains a description of instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs. (EC § 52853(a)(2).)

(EC § 64001(f),(g),(h).)

Associated Documents EL fiscal records: EIA-LEP and Title III funds; budget pages, invoices, and expenditure records [r]
Single Plan for Student Achievement (SPSA) [r]

Required and Suggested Documents SSC agendas and minutes [r]

Legal References

II. GOVERNANCE AND ADMINISTRATION

II-EL 07: Translation of Information for Parents

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators II-EL 7. The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

7.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than

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English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC § 48985; 5 CCR § 11316.)

(20 U.S.C. § 6318 (e)(5).)

Associated Documents	School language census data [r]
Required and Suggested Documents	EL phone logs [s] EL school-to-home communications in other languages (report cards, parent handbook, progress reports, newsletters [s])

Legal References

II. GOVERNANCE AND ADMINISTRATION

II-EL 08: Inventory

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators II-EL 8. For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit, that is purchased with state and/or federal funds including EIA-LEP and Title III. The record describes the acquisition by:

- (a) Type
- (b) Model
- (c) Serial number
- (d) Funding source
- (e) Acquisition date
- (f) Cost
- (g) Location
- (h) Current condition
- (i) Transfer, replacement, or disposition of obsolete or unusable equipment

(EC § 35168; 5 CCR § 3946; 34 CFR § 80.32 (d) (I).)

Associated Documents

Required and Suggested Documents	EL inventory records of items bought with EIA-LEP and Title III funds [r] EL invoices for budgeted items [r] EL physical check of inventory [r]
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Legal References

III. FUNDING

III-EL 09: Adequate General Funds; Supplement Not Supplant

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators III-EL 9. 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

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provision of such services is not contingent on the receipt of state or federal categorical aid funds.

9.1. For the following programs, EIA-LEP and Title III, the LEA uses categorical funds only to supplement the level of Federal, State and local public funds and in no case supplant such Federal, State, and local public funds. (20 U.S.C. §§ 1703(f), 6825(g), 54025(c); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

Associated Documents CARS (EIA-LEP and Title III pages) [r]
 EL fiscal records: EIA-LEP and Title III funds; budget pages, invoices, and expenditure records [r]
 EL job descriptions, duty statements, and activity logs for selected sites [r]
 LEA Plan Addendum (Year 2) [r]

Required and Suggested Documents EL list of personnel (name, position, title) funded with EIA-LEP/Title III (LEA and sites) [r]

Legal References

III. FUNDING

III-EL 10: Supplement Not Supplant With Title III

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators III-EL 10. Beginning with fiscal year 2009-10, in alignment with the federal supplement, not supplant requirement, Title III funds must not be used to meet state requirements for translations.

 (20 U.S.C. §§ 1703(f), 6825(g), 54025(c); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013; EC §§ 48985, 62002, 64000(b)(c), 64001(g); 5 CCR § 11316.)

Associated Documents CARS (EIA-LEP and Title III pages) [r]
 EL fiscal records: EIA-LEP and Title III funds; budget pages, invoices, and expenditure records [r]
 EL job descriptions, duty statements, and activity logs for selected sites [r]
 LEA Plan Addendum (Year 2) [r]

Required and Suggested Documents Budget ledger for translation expenditures [r]
 Budget summary sheets for selected sites and/or end of year report [r]
 EL LEA policies for the use of Title III funds [r]

Legal References

III. FUNDING

III-EL 11: EIA Funds Disbursed to School Sites

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators III-EL 11. The LEA disburses categorical funds, including EIA-LEP and Title III, in accordance with the approved Consolidated Application and Reporting System (CARS).

11.1 For programs funded by EIA, the LEA utilizes no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 63000, 63001.)

11.2 For programs funded by Title III, the LEA utilizes no less than 98 percent of those apportionments on direct services to English learners and may not use more than two percent of such funds for the cost of administering this program. (20 U.S.C. § 6825 (b).)

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(EC §§ 62002, 64000(b)(c), 64001(g).)

Associated Documents CARS (EIA-LEP and Title III pages) [r]
Required and Suggested Documents Disbursement of EIA/LEP and Title III funds [r]

Legal References

III. FUNDING

III-EL 12: Properly Assesses Costs for Salaries

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators III-EL 12. The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity and duties of the employee.

12.1 Each employee paid in part from a single cost objective and in part from other revenue, or an employee paid from multiple cost objectives, completes a Personnel Activity Report (PAR) each pay period, or an approved sampling method is used.

12.2 Employees funded under a single cost objective, and employees funded with state funds under the School-Based Coordinated Program, complete a semiannual certification of such employment.

(California School Accounting Manual [CSAM]; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2); (EC § 52853(a)(7).)

(CSAM; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2) (20 U.S.C. § 6825 (b).)

Associated Documents EL job descriptions for EIA-LEP, Title III funded positions [r]
EL job descriptions, duty statements, and activity logs for selected sites [r]

Required and Suggested Documents EL list of positions funded with EIA-LEP and Title III funds for selected sites [r]
EL Personnel Activity Reports (PARs) for selected sites [r]
EL semiannual certifications [r]
EL time accounting and payroll records [r]

Legal References

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EL 13: EL Program Evaluation

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators IV-EL 13. The LEA develops and implements a process and criteria to determine the effectiveness of programs for English learners, including:

- (a) A means to evaluate how programs for English learners produce within a reasonable period of time:
- i. English language proficiency comparable to that of average native speakers of English in the district
 - ii. Academic results indicating that English learners are achieving and sustaining parity of academic achievement

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with students who entered the district's school system already proficient in English

(b) An ongoing mechanism for using the procedures described above to improve district-wide and school site EL 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 as rapidly as possible.

(20 U.S.C. § 1703 (f), 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009–1011; EC § 64001(f).)

Associated Documents

Required and Suggested Documents

EL LEA and site evaluation reports [r]

Legal References

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EL 14: Reclassification

Updated 05/29/2013 by Administrator Administrator

SEA Status

In Progress

Comments by SEA

Compliance Indicators

IV-EL 14. The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

(a) Assessment of English language proficiency (CELDT) (EC § 313(d)(1); 5 CCR § 11303(a).)

(b) Comparison of pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (EC § 313(d)(4); 5 CCR § 11303(d).)

(c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (EC § 313(d)(2); 5 CCR § 11303(b).)

(d) Opportunities for parent opinion and consultation during the reclassification process.

(EC § 313(d)(3); 5 CCR § 11303(c).)

14.1 The LEA maintains in the pupil's permanent record (regardless of the physical form of such record) and to ensure transfer of documentation of the following:

(a) Language and academic performance assessments

(b) Participants in the reclassification process

(c) Decision regarding reclassification

(5 CCR §§ 432, 434, 438.)

14.2 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (20 U.S.C. § 6841; 5 CCR § 11304.)

Associated Documents

Required and Suggested Documents

EL LEA policies and procedures for reclassification [r]

Evidence from teacher that there was an evaluation that demonstrates student academic performance [r]

Evidence of two-year follow-up of all reclassified students [r]

LEA criteria/procedures for reclassification [r]

List of ELs by CELDT level, time spent in program, academic achievement (CST) [r]

List of students reclassified as IFEP (without last name) [r]

Records that verify student has met reclassification criteria [r]

Legal References

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V. STAFFING AND PROFESSIONAL DEVELOPMENT

V-EL 15: Teacher EL Authorization

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators V-EL 15. Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization.

15.1 A LEA with a documented shortage of teachers authorized to provide such instruction has written, adopted, and implemented policies and procedures to remedy the shortage.
 (20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC §§ 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Associated Documents

Required and Suggested Documents EL LEA policy or plan to ensure all teachers are appropriately authorized [s]
 EL teachers/interns in training [r]
 List of teachers [r]

Legal References

V. STAFFING AND PROFESSIONAL DEVELOPMENT

V-EL 16: Professional Development

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators V-EL 16. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- (a) Designed to improve the instruction and assessment of English learners (20 U.S.C. § 6825 (c)(2)(A).)
- (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners (20 U.S.C. § 6825 (c)(2)(B).)
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 U.S.C. § 6825 (c)(2)(C).)
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825 (c)(2)(D).)

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

Associated Documents

Required and Suggested Documents Core classroom observation (formal or informal) from each selected site [r]
 EL professional development calendar [r]
 EL professional development policies [r]
 EL professional development records (e.g., agendas, sign-in sheets, etc.) on EL strategies for classified staff, counselors, teachers, and administrators [r]
 ELD classroom observation (formal or informal) from each selected site [r]

Legal References

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VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EL 17: Appropriate Student Placement

Updated 05/29/2013 by Administrator Administrator

SEA Status **In Progress**

Comments by SEA

Compliance Indicators VI-EL 17. All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

17.1 Based on LEA criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program at any time during the school year, if the parent or guardian so requests. (5 CCR § 11301.)

17.2 The LEA has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC §§ 305, 306, 310, and 311.)

Associated Documents

Required and Suggested Documents EL description of Structured English Immersion (SEI) and English Mainstream (ELM) [r]
 EL placement criteria in ELD and core classes [r]

Legal References

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EL 18: Parental Exception Waiver

Updated 05/29/2013 by Administrator Administrator

SEA Status **In Progress**

Comments by SEA

Compliance Indicators VI-EL 18. Parents and guardians of ELs 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.

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

- (a) Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of the structured English immersion program, English language mainstream program, alternative programs, and all educational opportunities available to the pupil. The descriptions of the programs shall include the educational materials to be used in the different options. (5 CCR §11309(a)(b)(1), EC § 310.)
- (b) Parents and guardians are informed that a pupil must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR § 11309(b)(2), EC § 311.)
- (c) Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR § 11309(b)(3), EC § 311.)
- (d) Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC § 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of

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the waiver, whichever is later. (5 CCR § 11309(c).)

18.2 Parental exception waivers shall be granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5 CCR § 11309(b)(4).)

18.3 If a waiver is denied, parents and guardians are informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court. (5 CCR § 11309(d).)

18.4 Each school in which 20 or more pupils of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the pupils to transfer to a public school in which such a class is offered. (EC § 310.)

18.5 The IEP team determines placement of each special education student regardless of language proficiency. (34 CFR § 300.324 (2)(ii).)

(20 U.S.C. § 6312(g)(1)(A); EC § 48985.)

Associated Documents

Required and Suggested Documents

- Alternative bilingual program descriptions [r]
- EL LEA policies/procedural guidelines for the alternative bilingual program options [r]
- EL sample completed waiver forms approved/denied [r]

Legal References

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EL 19: Equitable Services to Private Schools

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators VI-EL 19. For participating private schools, the LEA provides equitable educational services and benefits to address the needs of eligible school students, their teachers, and their families.

- (a) Identification of students' needs. (20 U.S.C. §§ 6320 (b)(1)(A), 7881 (c)(1)(A).)
- (b) What services and/or products will be offered. (20 U.S.C. §§ 6320 (b)(1)(B), 7881 (c)(1)(B).)
- (c) Service delivery options, including services through a contract with a third-party provider. (20 U.S.C. §§ 6320 (b)(1)(C)(G), 7881(c)(1)(C).)
- (d) Assessment and improvement of services. (20 U.S.C. §§ 6320 (b)(1)(D), 7881 (c)(1)(D).)
- (e) The size and scope of services and the proportion of funds allocated. (20 U.S.C. §§ 6320 (b)(1)(E), 7881 (c)(1)(E).)
- (f) Program delivery options. (20 U.S.C. §§ 6320 (b)(3), 7881 (c)(4).)
- (g) Reasons for not using a contractor preferred by private school officials. (20 U.S.C. §§ 6320 (b)(1)(H), 7881 (c)(2).)
- (h) The right to complain to the state educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official. (20 U.S.C. §§ 6320 (b)(5)(A).)
- (i) On an annual basis, the LEA has consulted with all private schools within its boundaries, as to whether the private schools' students and teachers will participate in the Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Program as part of the ESEA programs available to them. (20 U.S.C. § 6320.)
- (j) Parents participate on an equitable basis in parental involvement services and activities. (20 U.S.C. § 6320 (a)(1).)
- (k) The LEA assesses identified students annually for English language proficiency using a valid and reliable instrument. (20 U.S.C. § 6320.)

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(20 U.S.C. §§ 6320 (a)(1), 7881 (a)(1).)

Associated Documents

Required and Suggested Documents EL LEA policies/procedural guidelines on private school participation [r]
 EL list of private schools within the LEA's attendance boundaries [r]
 EL private school parent involvement records [r]
 EL records of private school affirmation, consultation, and services provided to private schools [r]

Legal References

VII. TEACHING AND LEARNING

VII-EL 20: ELD

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators VII-EL 20. Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.

(20 U.S.C. §§ 1703 (f), 6825 (c)(1)(A); EC §§ 300, 305, 306, 310; 5 CCR § 11302(a); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Associated Documents

Required and Suggested Documents EL standards aligned ELD course/curriculum descriptions [r]
 ELD daily/master schedule [r]
 ELD placement criteria [r]

Legal References

VII. TEACHING AND LEARNING

VII-EL 21: Access to the Core

Updated 05/29/2013 by Administrator Administrator

SEA Status In Progress

Comments by SEA

Compliance Indicators VII-EL 21. Academic instruction for ELs is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

21.1 The LEA has implemented a plan to assist all English learners to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and achievement standards all children are expected to meet.

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

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

MONITORING INSTRUMENT ITEM REPORT

2013–14 Program Instruments

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(20 U.S.C. § 6812.)

Associated Documents

Required and Suggested Documents EL courses designated for ELs and/or master schedule showing courses designated for ELs [r]
EL intervention program for ELs [r]
EL LEA plan for monitoring ELs progress including benchmarks and catch-up plan [r]
EL procedural guidelines and criteria for placement [r]

Legal References

Mountain View-Los Altos Union HSD

Board Policy

Education For English Language Learners

BP 6174

Instruction

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

The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners achieve results at the same academic level as their English-proficient peers.

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

Instruction for English language learners shall be designed to promote positive self-concepts and cross-cultural understanding.

(cf. 6141.6 - Multicultural Education)

The Board shall maintain procedures that provide for the identification, assessment, and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.

To ensure that the district is using sound methods that effectively serve the needs of English language learners, the Superintendent shall annually examine program results, including reports of the students' academic achievement and their progress towards proficiency in English. Schools shall compile data on programs for English language learners to help determine program effectiveness.

(cf. 4112.22/4212.22 - Staff Teaching Students of Limited-English Proficiency)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 6191 - Criteria for Evaluation of Consolidated Programs)

An English language learner shall be transferred from a structured English immersion program to an English language mainstream program when the student has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments. (Education Code 305; 5 CCR 11301)

Parental Exception Waivers

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

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

The principal shall consider all waiver requests made pursuant to Education Code 311 (c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition. All such waiver requests shall be granted unless: (1) the principal and educational staff determine that the alternative program requested by the parent/guardian would not be better suited for the overall educational development of the student, or (2) the program requested parent/guardian is not offered at school.

When evaluating a waiver request pursuant to Education Code 311 (a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures shall be used.

These equivalent measures may include local assessments, local standards and teacher evaluations.

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

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

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5117.1 - Interdistrict Attendance Agreements)
(cf. 5117.2 - Alternative Interdistrict Attendance Program)

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act especially:
52164.6 Reclassification criteria
52169 Requirements for establishment of program
52171 Evaluations of student progress
52171.6 Annual report to legislature
52177 Administration of article
52180-52186 Bilingual teacher training assistance program
54000-54028 Programs for disadvantaged children
62000-62005.5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

4320 Determination of funding to support program to overcome the linguistic difficulties of English learners

11300-11316 English Language Learner Education

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

COURT DECISIONS

Valeria G. v. Wilson, C-98-2252-CAL (July, 1998)

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989

Management Resources:

CDE PROGRAM ADVISORIES

0408.98 Policy for English Language Learners

0125.90 Procedures for requesting guidance from the US Department of Education

0515.89 Limited English Proficient Programs

CSBA ADVISORIES

0812.98 Proposition 227 Advisory

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>.

Policy MOUNTAIN VIEW-LOS ALTOS UNION HIGH SCHOOL DISTRICT

adopted: November 25, 1996 Mountain View, California

revised: November 8, 1999

Mountain View-Los Altos Union HSD

Administrative Regulation

Education For English Language Learners

AR 6174

Instruction

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

Definitions

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

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

"English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

1. "English language mainstream classroom" means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

2. "Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

"Bilingual education/native language instruction" means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child's native language.

Identification and Assessment

Upon enrollment, each student's primary language shall be determined. Within 30 days of their initial enrollment, students who are identified as having a primary language other than English shall be assessed for English proficiency in comprehension, speaking, reading and writing.

Within 90 days of initial enrollment, students identified as having limited English proficiency

shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (Education Code 52164.1, 62002; 5 CCR 4304)

Students in grades K-2 may be assessed only in comprehension and speaking.

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

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

(cf. 5145.6 - Parental Notifications)

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

Parental Exception Waivers

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

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower.
2. It is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. Students with special needs: The student already has been placed for a period of not less than 30 calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development.

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

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

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

The intent and content of the structured English immersion program

Any alternative courses of study offered by the district and available to the student

All educational opportunities offered by the district and available to the student

4. The educational materials to be used in the different educational program choices

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

1. Alternative course descriptions and education options offered at each district school

2. Transfer criteria for students moving from a structured English immersion program to an English language mainstream classroom

Upon request of the parent/guardian, a spoken explanation of items #14 above shall also be provided. (5 CCR 11303)

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

Parental exception waivers pursuant to Education Code 311(b) (Students 10 Years or Older) shall be granted if it is the "informed belief" of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

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

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

The school shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311 (c) (Students with Special Needs) shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20

instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11303)

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

Redesignation

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

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

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

1. Teacher evaluation of the student's English language proficiency and curriculum mastery
2. Objective assessment of the student's English comprehension, speaking proficiency and writing skills

Parental opinion during a redesignation interview

4. Objective data on the student's academic performance in English

The Superintendent or designee shall provide subsequent monitoring and support of redesignated students.

Advisory Committees

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

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Regulation MOUNTAIN VIEW-LOS ALTOS UNION HIGH SCHOOL DISTRICT
approved: November 8, 1999 Mountain View, California

REDESIGNATION WORKSHEET

(To be filled out by ELD Coordinator and submitted to Review Committee)

To be eligible for consideration to be redesignated students must have:

- Overall CELDT Score of EA and no Subscore lower than Intermediate.
- 80% or higher on Edge Placement Test
- “Proficient” or higher on District Writing Prompt
- No Grade lower than “C” in core academic classes
- Parent Input, opinion, and consultation

Student Name: _____

Today’s Date: _____

Level: _____

Number of years in ELD Program (incl. elementary level, if known): _____

I. Academic Performance

A) GPA: _____

B) Credits completed: _____

C) Grades in mainstream core academic classes:

English: _____
 (class/grade)

Math: _____
 (class/grade)

Soc. Sci: _____
 (class/grade)

Science: _____
 (class/grade)

D) Current ELD level: _____ Last grade earned in ELD Lit: _____ ELD Oral: _____

E) CELDT: Date Taken: _____ Overall Scale Score: _____

Performance Level: Overall _____ Listening _____ Speaking _____ Reading _____ Writing _____

F) CAHSEE: (please ✓) English: Passed _____ Not Passed _____ Math: Passed _____ Not Passed _____

II. Performance on Edge Placement Test: (A score of 80% or higher is required)

Test date _____ / _____ / _____ Score: _____

III. District Writing Prompt (“Proficient” or higher is required)

Test date _____ / _____ / _____ Score: _____

* Please note for the purpose of populating the English Language Proficiency field on the home language page in Aeries you only need the Language Arts Score information for a total of 3 years, the current year and two prior years.

IV. Feedback from mainstream teachers

IV. Parent Input (Evidence that parents were noticed about their rights to participate in the reclassification process).

V. Comments and justification of recommendation

VI. The EL Department recommends that the above named student be redesignated to R-fluent status

EL Coordinator's Signature / Date

VII. Committee review and final determination

- Student qualifies for Redesignation
- Student not eligible for Redesignation

Signature / Date

Date letter sent home to inform parent of final decision: ____ / ____ / ____