

# English Learner Master Plan

## Santee School District



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# **SANTEE SCHOOL DISTRICT**

9625 Cuyamaca Street

Santee, CA 92071

(619) 258-2300



*"Where Young Minds Meet Open Doors"*

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## **Mission Statement**

Providing an extraordinary education in an inspiring environment  
with caring people.

## **Vision Statement**

Unlocking the potential of tomorrow by building confident,  
innovative learners today.

## **Belief Statements**

Children are our first priority. Therefore, we believe....

1. All students can learn.
2. Student growth, academic performance, and positive personal development are the highest measures of student and district success.
3. Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.
4. Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.
5. Parent and community involvement in our schools is crucial to the academic success of our students.
6. Knowledgeable, motivated, and inspired employees assure the success of our students.
7. Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.
8. The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

## **School Board Goals**

### **Educational Achievement**

Assure the highest level of educational achievement for all students.

### **Learning Environment**

Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning.

### **Fiscal Accountability**

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

### **Staff Development**

Implement a staff development plan as the cornerstone of employee performance and growth.

### **Student Well-Being**

Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

# Board Members

Dustin Burns  
Dianne El-Hajj  
Ken Fox  
Elana Levens-Craig  
Barbara Ryan

Dr. Kristin Baranski, Superintendent  
Dr. Stephanie Pierce, Asst. Superintendent of Educational Services

## **Santee School District English Learner Master Plan Committee**

Kristin Baranski	Director, Curriculum and Assessment	Educational Services
Staci Block	Principal	Educational Services
Lupe Brambila	Instructional Assistant LEP	PRIDE Academy
Isabel Cuevas	Co-President	Santee School District DELAC
Veronica Estrada	Co-President	Santee School District DELAC
Larissa Evans	Instructional Resource Teacher	Carlton Oaks School
Luz Gonzales	Instructional Assistant LEP	Pepper Drive School
Michael Huang	Instructional Assistant LEP	Carlton Hills and Cajon Park
Bonnie Jackson	Language Arts Specialist	PRIDE Academy
Terry Johnson	Language Arts Specialist	Rio Seco School
Mary Kelly	Language Arts Specialist	Hill Creek School
Lily Kumke	Instructional Assistant LEP	Rio Seco School
Jamie LaFuze	Language Arts Specialist	Cajon Park School
Jennifer Mahoney	Instructional Resource Teacher	Pepper Drive School
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Excel Matias	Instructional Assistant LEP	Carlton Oaks and Carlton Hills
Bonner Montler	Director, Assessment and Learning Support	Educational Services
Karla Ortiz	Language Arts Specialist	Sycamore Canyon School
Elizabeth Perez	Instructional Assistant LEP	Cajon Park School
Dr. Stephanie Pierce	Assistant Superintendent	Educational Services
Nada Sawaya	Instructional Assistant LEP	Pepper Drive School
Kelly Snyder	Instructional Resource Teacher	Chet F. Harritt STEAM School
Laura Stablein	Instructional Assistant LEP	Hill Creek School
Beth Treglio	Language Arts Specialist	Chet F. Harritt STEAM School
Marisela Villalva	Instructional Assistant LEP	Chet F. Harritt STEAM School

The Santee School District is committed to providing effective educational programs for English Learners to meet district and state standards for English competence and academic achievement.

# Assistant Superintendent's Message

## A Master Plan for English Learners

Santee School District's vision is to provide the highest quality education for every child. Our mission is to develop students with the knowledge, skills, and attitudes necessary to achieve educational, civic, and personal goals that will enrich our global society. In alignment with the District's goals, we believe it is critical to transition all English Learner's into fluent English proficient students.

Santee School District extends this vision and mission to our students through continued review and implementation of the District's Local Control Accountability Plan. The District goals encompass our commitment to every student.

We recognize and value the most important resource of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he/she cannot understand, and that is why transitioning identified students to English fluency is a critical component to individual student success. The English Learner Master Plan is a guide to assist all schools in providing every identified student an instructional program that includes daily Designated and Integrated English Language Development, access to core curriculum, and promotion of self-esteem. The Master Plan demonstrates a collaborative effort among all departments to serve English Learners effectively. It also demonstrated our commitment to collaborate with all members of our learning community: employees, parents, students and community partners. Together we can devise compelling and powerful programs for our English Learners.

Many thanks to the teachers, administrators, support staff, and parents for their dedication and collaboration on the Master Plan.

Sincerely,

Stephanie Pierce, Ed.D.  
Assistant Superintendent of Educational Services

# Message from Educational Services

This document had been developed in order to assist and guide educators in the implementation of a rigorous educational program for English Learners in the Santee School District.

Although many people have contributed to the development of this Master Plan, there is a belief that permeates throughout: all English Learners should have equal access to the core curriculum, and the curriculum should be as rigorous as the one for native English speakers.

This guide is intended to create the most positive learning environment for English learners in the Santee School District. Together we can provide the opportunity for these students to increase proficiency in English, thereby achieving high academic standards, self-esteem and a cross-cultural understanding that will enable them to be productive contributors to our multilingual/multicultural society.

We need to find the strength in our diversity and make that a living presence in the lives of our students today by articulating clearly what our children must know.

# Purpose of the Master Plan

## **To ensure that English Learners succeed academically.**

- Develop students' English fluency in speaking, listening, reading and writing.
- Provide continuous and summative evaluation of the English Learner program and make revisions as necessary, including established guidelines for report card evaluation, English Learner Standards Addendum, grade level promotion, and retention for English Learners.
- Develop a "Catch-Up" plan to ensure that students are working within their expected performance range.
- Ensure that English Learners K-8 are provided instruction following District and State adopted English Language Arts, English Language Development, Math, Social Studies, and Science standards.

## **To provide a quality bilingual education program for English Learners**

- Ensure equal access to the core curriculum to encourage academic success through Structured English Immersion (SEI) and English Language Mainstream (ELM) using Specially Designed Academic Instruction in English (SDAIE) strategies.
- Provide access to special programs and services for culturally/linguistically diverse students.

## **To provide those students acquiring English equal access to the core curriculum**

- Cluster students as needed to provide appropriate instruction.
- Provide primary language instruction or support whenever possible or when required by state guidelines.
- Provide students with an effective program as they transition into English academic instruction.
- Provide instruction based on District and State adopted standards.
- Provide instructional materials that meet students' needs (including primary language materials for the classroom and school library).

## **To provide students daily English Language Development so they can acquire English fluency and literacy for academic success**

- Provide staff development on effective ELD strategies and techniques.
- Provide continuous assessment of students' second language acquisition progress.
- Provide district-adopted ELD materials for teachers and students.

### **To promote students' positive self-image and multi-cultural understanding**

- Incorporate ongoing multi-cultural activities at each school through ELAC.
- Develop cultural pride to help students become contributing members of a global society.
- Provide staff development about cultures and diversity.

### **To ensure that each English Learner receives educational services from properly qualified and credentialed staff**

- Identify certificated and classified district-wide staffing needs annually.
- Employ qualified certificated (BCLAD, CLAD) candidates via university and college recruitment, as available.
- Employ qualified bilingual classified support staff.
- Provide ongoing staff development for certificated and classified staff to ensure a quality program using District, County Office of Education, and University trainers, along with consultants and registration at in-services and conferences.

### **To encourage parents' participation and involvement in the education of their children**

- Establish clear communication channels among District, school, home and community.
- Orient and educate parents to school procedures.
- Provide parents with oral interpretation and written translation to ensure equal access of information according to state guidelines.
- Provide opportunities for bilingual parents to become involved in school committees, such as the English Learner Advisory Committee (ELAC, District English Learner Advisory Committee (DELAC), School Site Council (SSC), and Parent/Teacher Association (PTA).
- Encourage bilingual parents to attend adult education (Adult ESL Classes) through the Community Based English Tutoring Program (CBET), and the Parent Institute for Quality Education (PIQUE).



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## **Education for English Language Learners**

Santee School District provides English language learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible to assist students in accessing the full educational program and achieving the District's academic standards. The District's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

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

The Superintendent or designee shall maintain procedures, which provide for the identification, assessment, and placement of English language learners and for their reclassification based on criteria established and described in the English Learner Master Plan.

To evaluate program effectiveness, the Superintendent, or designee shall regularly examine program and individual English learner results, including reports of the English language learners' academic achievement, progress towards proficiency in English, and the progress of students who have been reclassified as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board.

### **INSTRUCTION**

#### **Definitions**

English learner means a student 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 a limited English proficient. (Education Code 306)

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 English language. (Education Code 306)

English Language Mainstream, ELM, means English language speakers have acquired reasonable fluency in English and/or ELPAC level 3. (Education Code 306)

Structured English Immersion, ELPAC levels 1 and 2, SEI, means an English language acquisition process in which English Language Development, ELD, instruction is in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Dual language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

## **IDENTIFICATION AND ASSESSMENT**

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from a English Language Performance Assessment for California, ELPAC, shall be assessed. (5CCR 11511)

All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

The district shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days of receiving the results. (5 CCR 11511.5)

Within 90 days of initial enrollment, student 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. (Former Education Code 52164.1, 62002)

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)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by Federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the student's classification as English language learner.
2. The level of English proficiency

3. A description of the program for English language development instruction, including a description of all of the following:
  - a. The manner in which the program will meet the educational strengths and needs of the student.
  - b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards.
  - c. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP.

The specific exit requirements for the program, the expected rate of transition from the program to Reclassification as Fluent English Speaking or RFEP.

1. Information regarding a parent/guardian's options to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
2. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.

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

### **Parental Exception Waivers**

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 11309)

A parent/guardian may request that the district waive the requirement of Education Code 305, pertaining to the placement of a student in Structured English Immersion program if one of the following circumstances exists:

1. Student who already knows English: The student already possesses good English language skills, as measured by the California Assessment of Student Performance and Progress (CAASPP) in which the student scores at or above the Near Standard level for his/her grade level.
2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))

When evaluating waiver requests pursuant to the Education Code 311 (a) for students who already know English and other waiver requests for those students for whom the California Assessment of Student Performance and Progress assessment is not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

Parental exception waivers pursuant to Education Code 311© for 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 English Learner Master Plan

physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

The principal shall consider all waiver request made pursuant to Education Code 311© for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. 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.

Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.

The principal shall act upon all parental exception waivers within 20 instructional days of the submission to the principal. However, parental waiver requests pursuant to Education Code 311© for 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 11309)

Individual schools in which 20 students or more of a given grade level that receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a 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 receiving district's interdistrict attendance policies and administrative regulations.

In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board of Education. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

### **Identification of Long-Term English Learners**

In September of 2012, California passed the bill AB-2193 "Long-term English Learners" to add sections to the Education Code relating to English Learners. A key function of this new code is the definition of the new sub-group of Long-Term English Learner (LTEL). Annually, the California Department of Education supplies school districts with the number of students identified as LTEL or at risk of becoming an LTEL. Below are the measures for determining LTELS and students at-risk pursuant Education Cole 313.1.

- Long-term English learner (LTEL) refers to an English learner who is enrolled in any of grades from six to 12, has been enrolled in schools in the United States for more than six years, and has remained at the same or regressed in English language proficiency for two or more years.

- English learner at risk of becoming a long-term English learner (at-risk) means an English learner who is enrolled in any of grades three to 12, has been in schools in the United States for four to five years, and has scored at level 1 on the California Assessment of Student Progress Program.

Data regarding these subgroups of students, referred to as LTELs and At-Risk, will provide Santee School District and school staff with data in order to plan instruction that is more responsive to students' needs.

### **Reclassification**

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 reclassified 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 and who are in the regular course of study. (Education Code 52164.6)

Under current state law (*EC* Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are reclassified to RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

1. Assessment of English language learner using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to *EC* Section 60810 (i.e., the CELDT);
2. Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
3. Parental opinion and consultation; and
  - a. Parents/guardians shall receive notice and a description of the reclassification process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.
4. Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

The Assistant Superintendent of Educational Services or designee shall provide subsequent monitoring and support for reclassified students, including but not limited to monitoring the performance of reclassified students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassified, and ensuring correct classification and placement.

The Assistant Superintendent of Educational Services or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

### **Advisory Committees**

At the district level when there are more than 50 English language learners in the district 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. The District committee will be called the Santee School District English Language Advisory Committee or DELAC (5 CCR 11308). This committee will meet monthly during the school year.

When there are 20 or more English learners at a school site the school will form an English Language Advisory Committee or ELAC and meet during the school year. Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represented of the total number of students in the school. (Education Code 52176)

The District English Language Advisory Committee, DELAC, shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners.
2. Establishment of a district program, goals and objectives for programs and services for English learners.
3. Development of a plan to ensure compliance for the instruction of English language learners.
4. Administration of the annual language census.
5. Review of the district's reclassification procedures.
6. Review of the written notification required to be sent to parents/guardians pursuant of 5 CCR 11300-11316.

In order to assist advisory members in carrying out their responsibilities, the Assistant Superintendent of Educational Services or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Legal Reference:

#### **EDUCATION CODE**

300-340 English language education for immigrant children

430-446 English Learner and Immigrant Pupil Federal Conformity Act  
33308.5 CDE guidelines not binding  
44253-44253.10 Certification for bilingual –cross-cultural competence  
48985 Notices to parents in language other than English  
51101 Rights of parents to information  
51101.0 Rights of parents of English learners  
52015 Components of school improvement plan  
52130-52135 Impacted languages act of 1984  
52160-52178 Bilingual Bicultural Act  
52180-52186 Bilingual teacher training assistance program  
54000-54041 Programs for disadvantaged children  
60810-60812 Assessment of language development  
62001-62005.5 Evaluations 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  
11510-11516 California English Language Development Test

#### **UNITED STATES CODE, TITLE 20**

1701-1705 Equal Education Opportunities Act  
6312 Local Education Agency Plans  
6801-6871 Title III, Language instruction for limited English proficient and immigrant students

#### **COURT DECISIONS**

Valeria G. v. Wilson. (9<sup>th</sup> Circuit) 2002 U.S. App. Lexis 20956  
California Teachers Association et al. v. State Board of Education et al. (9<sup>th</sup> Circuit 2001) 271F.3d 1141

# Legal Basis of the Master Plan

## **Federal Law**

### ***U.S. Constitution: Fourteenth Amendment – Due Process and Equal Protection Clauses***

No state shall “deprive any person of life, liberty, or property without due process of law; not deny to any person within its jurisdiction the equal protection of the laws.”

### ***Office of Civil Rights May 25<sup>th</sup> Memorandum 1970***

Where the inability to speak and understand English excludes students for “effective participation” in the education program, the District must take “affirmative steps to rectify the language deficiency in order to open its instructional program to those students.”

### ***Lau v. Nichols***

The United States Supreme Court held in Lau v. Nichols (1974) that San Francisco’s failure to provide supplemental English Language instruction to 1800 students of Chinese ancestry violated Title VI of the Civil Rights Act, 42 U.S.C. section 2000d. The court stated that those students were thus denied a meaningful opportunity to participate in the public educational program.

### ***Equal Education Opportunities Act: 20 U.S.C. 1803 (f)***

This statute recognizes the state’s role in assuring equal opportunity for national origin minority students. “No state shall deny equal opportunity to an individual on account of his or her race, color, sex, or national origin by... (f) The failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

### ***Major Federal Cases Interpreting Section 1703 (f)***

#### Castaneda v. Pickard-1981

Districts have the dual obligation to:

- Teach English
- Provide access to academic content instruction

Castaneda v. Pickard also mandated the development of a three-prong test to evaluate the effectiveness of a district program. The three prongs are:

- Is the program informed by an education theory recognized as sound by at least some experts in the field?
- Are the district’s programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the district evaluate its program and make judgments where needed to ensure language barriers are actually being overcome?

### ***California State Law***

California Legislation Code, General Provisions, Article 3, Section 30, Language of Instruction: English shall be the basic language of instruction in all schools. The governing board of any school district, or community college district, and any private school may determine when and under what circumstances instruction may be given bilingually.

It is the policy of the state to ensure mastery of English by all pupils in the schools provided that bilingual instruction may be offered in those situations when such instruction is educationally advantageous to the pupils. Bilingual instruction is authorized to the extent that it does not interfere with the systematic, sequential and regular instruction of all pupils in the English Language.

**California Code of Regulations Title 5, sub-chapter 4 Section 11302, Duration of Services**

School District shall continue to provide additional and appropriate educational services to English Learners in Kindergarten through grade twelve for the purposes of overcoming language barriers until the English Learners have:

- Demonstrated English Language proficiency comparable to that of the school district’s average native English Language speaker; and
- Recouped any academic deficits, which may have been incurred in other areas of the core curriculum as a result of language barriers.

**State Program for English Learners Summary**

- I. **Parent Community Involvement** – To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships.
  - EL 1 Outreach to Parents
  - EL 2 English Learner Advisory Committee (ELAC)
  - EL 3 District English Learner Advisory Committee (DELAC)
- II. **Governance and Administration** – To ensure that all schools conduct high quality programs that are effectively managed and operated within appropriate legal parameters.
  - EL 4 Identification of English Learners
- III. **Funding**- To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency’s priorities and goals for student success.
  - EL 5 Funding-General, EIA-LEP, and Title III Funds
- IV. **Standards, Assessment and Accountability** – To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness.
  - EL 6 Program Evaluation
  - EL 7 Reclassification of English Learners
- V. **Staffing and Professional Growth** – To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high quality professional growth opportunities.
  - EL 8 Qualified Teachers for English Learners
  - EL 9 Professional Development
- VI. **Opportunity (Equal Educational Access)** – To ensure that all students have equitable access and opportunity to participate in and benefit from high quality curricular and extracurricular activities.
  - EL 10 Program Placement
  - EL 11 Parent Exception Waivers
- VII. **Teaching and Learning** – To ensure participants receive core and categorical program services that meet their assessed needs.
  - EL 12 English Language Development (ELD)
  - EL 13 Academic Instruction

# Involvement

Parents, staff, students and community members participate in developing, implementing and evaluating core and categorical programs.

The district provides parents of English learners with opportunities to be active participants in assisting their children to achieve academically.

## **Outreach to Parents**

The district informs English learner parents how they can be involved in the education of their children and be active participants in assisting their children to:

- Attain English proficiency (20 USC 1703 [f], 6892; EC 300 [f], 5 CCR 11302 [a]).
- Achieve at high levels in core academic subjects.
- Meet challenging state academic standards expected of all students (20 USC 7012 [e][1]).

Our schools and district develop English learner parent committees to encourage active parent involvement and a strong home-school connection. The goal of the English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) is to promote positive collaboration between parents and the district (20 USC 7012 [e] [2]). Through such committees, Santee School District can:

- Include parents and community members in the decision-making, planning and evaluation of programs for English learners.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents, community members and the district.

## **English Learner Advisory Committee (ELAC)**

Each school with 21 or more English learners must establish a school-level English Learner Advisory Committee. Parents or guardians of English learners elect parent members of the school committee (5 CCR 11308 [b]; EC 62002.5). All parents of English learners will be provided the opportunity to vote. Parents of English learners not employed by the district must constitute a majority of the committee, and at least the same percentage of the committee membership as the percentage of English learners represented at the site (EC 62002.5, 52176 [b]). Each ELAC shall elect at least one representative to the DELAC (5 CCR 11308 [b]; EC 62002.5, 5217 [b]; 35147; 20 USC 6312 [g] [4]).

Through reviews and comments, the committee advises the principal and School Site Council (SSC) on the development of the components of the school's Single Plan for Student Achievement which impacts education services for English learners (EC 64001 [a], 52176 [c], 62002.5). The ELAC must certify that it has provided advice to the SSC regarding the Single Plan Student Achievement prior to its formal approval. In addition, the ELAC assists the principal on at least the following:

- Participate in the development and analysis of results of the school's needs assessment (EC 62002.5, 52176 [c]).
- Participate in the development and analysis of the school's annual language census (R-30 LC).

- Ways to make other parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c]).

Additional responsibilities of the ELAC include:

- Participate in and assist the DELAC in the dissemination of information and materials related to all aspects of the Master Plan for English Learners.
- Advise in the development of the school's Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) budgets.
- The ELAC receives materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (EC 35174 [c]; 5 CCR 11308 [d]). Training is ongoing and shall be the responsibility of the principal, with the support of the superintendent or designee. It is strongly recommended that training be conducted within a month of the election.

### **Delegation of Authority**

The ELAC may designate the SSC (EC 52852) to function as the school advisory council for English learners (EC 54425). The ELAC may delegate authority to an established SSC (EC 52870, 54425), provided that the ELAC has first been duly constituted, duly informed of the option, and have voted to waive its rights to delegate its authority to the SSC (not to exceed two years). This action shall be reflected in the minutes of the ELAC. However, an ELAC subcommittee must be formed and the subcommittee must make program recommendations for all students enrolled in an English learner instructional program with input from the SSC.

### **District English Learner Advisory Committee (DELAC)**

Santee School District, having more than 51 English learners, has established a DELAC. Parents and/or guardians of English learners who are not employed by the district shall constitute a majority of the committee. The percentage of parents of English learners must be at least the same as that of English learners in the district (EC 62002.5, 52176 [b]). Each ELAC shall have the opportunity to elect at least one parent member to the DELAC. The superintendent's designee shall have the responsibility for the proper function and implementation of the DELAC (5 CCR 11308 [b]).

Parent committees (as a whole) do not have the authority or legal entitlement to demand any of the following:

- Being included in the selection process of new school staff
- Being included in the evaluation of existing school staff
- Reviewing school staff credentials
- Changing the administration of programs, school calendar, or assignment of staff
- Changing the content of an SSC-approved Single Plan for Student Achievement

### **Responsibilities of DELAC**

The DELAC shall receive and disseminate information pertaining to all components of the Master Plan for English Learners. Additionally, the DELAC shall be responsible for the following tasks (EC 62002.5):

Advise the local board, at a minimum, of the following:

- Review the Master Plan for English Learners on an ongoing basis and advise the district's governing board on the effectiveness of the Master Plan, including program goals and objectives (5 CCR 11308 [c] [1] [3]).
- Assist in developing a district-wide needs assessment on a school-by-school basis (5 CCR 11308 [c] [2]).
- Develop a plan to ensure compliance with any applicable teacher and instructional aide requirements (5

CCR 11308 [c] [4]).

- Assist in the development of the language census (R-30 LC) (5 CCR 11308 [c] [5]).
- Review and comment on the district's reclassification procedures (5 CCR 11308 [c] [6]).
- Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308 [c] [7]).

In order for the DELAC to comply with the committee's responsibilities, this advisory committee is also responsible for the following:

- Making budgetary recommendations for all services provided to EL students
- Reviewing and advising on the District's Consolidated Application
- Conducting monthly meetings in accordance with an agenda posted at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting
- Publicizing time and location of district meetings
- Assisting in planning the parent education and training program in accordance with parental needs and the Master Plan for English Learners (5 CCR 11308 [d])
- Assisting and developing a budget with sufficient funds for the implementation of the parent component of the Master Plan for English Learners (5 CCR 11308 [d])
- Participating in training sessions that assist members in carrying out their legal responsibilities, as specified in this section (5 CCR 11308 [d])
- Reviewing ongoing evaluation and progress reports from the district
- Monitoring the implementation of the Master Plan for English Learners

### **Parent Notifications**

The law requires that when 15% or more of the student population at a given school site speak a common language, all relevant parent notification must be made available in that language (EC 48985).

If a Title III district does not meet any of the three Annual Measurable Achievement Objectives (AMAOs) in any year, it must inform the parents of all English learners that the district as a whole, has not met one or more of the AMAOs. This notification should be provided within 30 days of the public release of the Title III Accountability reports (20 USC 6312 [g][1][B][2], 7012 [b]).

Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Its overarching purpose is to ensure that limited-English-proficient (LEP) students (called English learners under California law), including immigrant children and youths, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. Districts must use Title III funds to implement language instruction educational programs designed to help English learners achieve standards. The State Board of Education, districts, and schools are accountable for increasing the English proficiency and core academic content knowledge of English learners. For more information on Title III, please refer to the California Department of Education's website.

### **Parental Involvement**

For Governing Board Policy on parental involvement please refer to the district's website.

# Governance and Administration

**Policies, plans, and administration of categorical programs meet statutory requirements.**

**The district identifies, assesses and reports all students who have a primary language other than English.**

## **Home Language Survey**

At the time of enrollment, all parents fill out a Home Language Survey (HLS) which is used to determine the primary language of the student (EC 52164.1 [a], 5 CCR 11307). This document is on file for each student in the cumulative folder and in the student's English Learner Folder. The *Home Language Survey* is available in English, Spanish and Arabic. All students, including English-only students, must have a completed HLS on file. Each completed HLS must include a parent's signature and date.

If the first three responses on the HLS indicate a language other than English, the student is assessed in English within 30 days at the beginning of the school year or within two weeks if enrolled after school has started. The results of these assessments enable site personnel to determine the English language performance level of the student. If the person administering the HLS has a reasonable suspicion that the form is completed incorrectly or that there may actually be a home language other than English present, the school must continue with the identification process regardless of parent opinion.

## **English Language Assessment**

The state-approved instrument used for language assessment is the *English Language Performance Assessment for California* (ELPAC). The ELPAC determines the student's English language performance level (Level 1, Level 2, Level 3, and Level 4) in the areas of listening, speaking, reading, and writing. This test is given once for initial identification, and each year thereafter for annual progress monitoring (EC 52164.1 [b]; 5 CCR 11306, 11307 [a], 11511.1 [b]). English learners with disabilities are assessed for English language development using accommodations, modifications, or alternate assessments for the ELPAC as specified in the pupil's Individualized Education Program (IEP) or 504 Plan (5 CCR 11516.5).

## **Primary Language Assessment**

State law requires that English learners be assessed for primary language performance within 90 calendar days of enrollment in a US school. However, the Santee School District shall make an effort to assess the primary language performance of English learners for initial identification purposes within 30 days of enrollment. Procedures for the evaluation of primary language differ, depending on the primary language of the student (EC 52164.1 [c]). Please see the district website for additional information and resources.

## **Reassessment**

Santee School District will reassess students whose primary language is other than English, whether they are designated as limited English proficient, or fluent English proficient, when a parent or guardian, teacher, or school site administrator claims that there is a reasonable doubt about the accuracy of the student's designation. In all

cases of reassessment, the parent or guardian of the student shall be notified of the result. This notice shall be given orally when school personnel have reason to think that written notice will not be understood (EC 52164.3).

***Parent Notification of Assessment Results***

Parents are notified in writing in a language they can understand (and orally, if they are unable to understand written communication), of the results of the initial language assessment within 30 days of initial enrollment. The parent notification includes test results of English language performance (and primary language performance as testing resources allow), the programs offered in the district, and the student's initial placement (20 USC 7012; EC 52164.1 [c]; 5 CCR 11511.5). In addition parents 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). Parents of English learners with an IEP receive information regarding how their child's current instructional program will meet his/her IEP objectives.

Parent notifications are provided in English, Spanish or Arabic. The law requires that when 15% or more of the student population at a given school site speak a common language, all relevant parent notification be available in that language (EC 48985).

# Funding

Allocation and use of funds meet statutory requirements for allowable expenditures.

The district uses general funds for core instruction of English learners and EIA-LEP, Title III and ELAP funds for services that supplement the core.

## Sufficient General Funds

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, which includes ELD and the rest of the core curriculum. To this end, all required texts, including primary language texts for the Alternative Program, and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the district (20 USC 1703[f]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013).

General fund resources are used to provide services and programs for ELs, including English language development and access to the core curriculum. The district allocates EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds. (20 U.S.C. § 6825[g]; EC § 54025[c]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.) For all EIA-LEP carryover, the district utilizes no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 63000, 63001.) The district uses Title III funds only to supplement, not supplant, other federal, state, and local public funds (20 U.S.C. § 6825[g]; EC § 54025[c]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.) Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, which includes ELD and the rest of the core curriculum. Primary language texts for the Alternative Program and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the district (20 USC 1703[f]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013).

Santee School District follows funding mandates as prescribed by the Educational Code, state regulation, and district policies/practices. EIA-LEP and Title III Funds are used to supplement the core educational program and may not supplant use of General Fund monies. (20 USC 6825(g); 5 CCR 4320(a)) General fund monies fund the core educational program for EL students in the Santee School District. The Business Office and both internal and external auditors audit expenditures annually.

1. The School Board approves the district Goals that ensures the needs of all students are met in a strategic way.
2. The Superintendent's Cabinet prioritizes according to District Goals support needs based on data and allocated adequate resources for programs based on student population.
3. The Assistant Superintendent of Educational Services allocates funds based on the Local Control Accountability Plan, meets individually with schools to ensure compliance, presents plans for board approval, and monitors expenditures throughout the year.
4. The Principal coordinates the development of school level plans, prioritizes needs based on data

collection, and convenes necessary approval groups.

5. SSC/ELAC/DELAC

- SSC writes and approves school level plans.
- ELAC members advise and give input on school level plans.
- DELAC gives input on district wide level plans.

**Appropriate use of Funding**

The Economic Impact Aid-Limited English Proficient (EIA-LEP) funds are used to meet the academic needs of English learners, but do not supplant the district's general funds, as well as any other categorical funds the district receives (20 USC 6825 [g]; 5 CCR 4320 [a]; EC 52168 [b] 1-6, [c]). Each school site receives EIA funds in amounts that correspond to the total amounts described in the district's Consolidated Application to the California Department of Education. EIA-LEP funds are spent for supplemental services and materials including, but not limited to, the following:

- Staff development for instructing English learners
- Supplementary materials for English learners
- ELAC/DELAC meetings
- Bilingual Assistants LEP
- Parent education, training, and involvement

Activities identified in the approved district and school site plans, funded through categorical monies, are closely monitored to determine effectiveness.

**Other Categorical Funding:**

- Title I
- Title III

**ELAC and DELAC Advising Responsibilities**

- Make budgetary recommendations for all services provided to EL students
- Advise on the district's Consolidated Application
- Assist and develop a budget with sufficient funds for the implementation of the parent component of the *Master Plan for English Learners*

Assist in the monitoring of activities identified in the approved district and school site plans, funded through categorical monies, to determine their effectiveness

# Standards, Assessment and Accountability

**English Learner Program meets state standards, is based on the assessed needs of English learner, and achieves its intended outcomes.**

**The district determines the effectiveness of its program for English learners and modifies the program as needed.**

**The district reclassifies English learners by following policies and procedures that are consistent with current legal requirements.**

## **Program Implementation and Monitoring**

In order to ensure that English learners are receiving a program of instruction in accordance with parent choice and district design, Santee School District conducts regular monitoring of classroom instruction. This monitoring is intended to result in consistent program implementation across individual school sites and across the district. The English Learner Program Office trains all district level staff, school principals and support staff in the following areas:

- ELD curriculum and instruction
- SDAIE strategies to provide access to the core
- Differentiated instruction
- District design for the Structured English Immersion, English Language Mainstream, and Alternative Program

Consistent implementation of the district program design is monitored by site and district administrators. School principals and/or designees perform on-going observations and walkthroughs of all classes which include English learners. Observations and walkthroughs are conducted to ensure that teachers:

- 1) daily provide ELD standards-based instruction,
- 2) follow the district's ELD curriculum and assessments,
- 3) make use of appropriate SDAIE strategies to provide access to the core, and
- 4) provide differentiated instruction targeted to specific linguistic needs.

In addition, the English Learner Program Office staff supports school sites by assisting with the review of documentation for each EL program compliance area during semi-annual visits to schools. These semi-annual visits include a review of the procedures and expectations delineated in this document.

## **Program Evaluation**

In response to statewide accountability reform, Santee School District provides clearly-defined standards and benchmark expectations for student learning. Santee School District has established as a primary goal that all students will meet these academic content and performance standards.

Through the district's assessment program, district staff carefully considers what students are asked to perform, how student performance is evaluated and how evaluation results are used. This information is disseminated to principals and teachers through staff development. The assessment program is responsive to the developmental differences and linguistic differences, as well as, special needs of English learners. Through multiple forms of assessment, the district is able to determine to what degree English learners are achieving English proficiency and meeting district academic achievement goals.

## DISTRICT-WIDE ASSESSMENT

Assessment Instrument	Target Population	Purpose
CAASPP ELA  Local Multiple Measures	Grades K-8  All students	Inform Instruction  District Accountability  Reclassification
CAASPP Mathematics  Local Multiple Measures	Grades K-8  All students	Inform Instruction  District Accountability
English Learner Performance Assessment for California (ELPAC)  Local ELD Multiple measures	All English learners, grades K-8	Inform Instruction  District Accountability  Reclassification

Using the CDE’s English Learner Subgroup Self-Assessment (ELSSA), sites review program effectiveness through the analyses of the following:

- Effects of the instructional program on language development by the length of time in the program
- Strengths and need to improve areas for each EL program option by disaggregating linguistic and academic data results for each program
- Reclassified student progress in meeting content standards as measured by CAASPP
- Make recommendations for those elements of the instructional program that are ineffective, with parent input, based on the conclusions found

In addition, the *CDE Monitoring Tool (CMT)* is used to evaluate procedures for each Federal Program Monitoring (FPM) item. Data gathered through this annual analyses is utilized to modify the district’s *Master Plan for English Learners* (20 USC 1703 [f], 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011; EC 64001[f]).

### **Master Plan Modification**

The English Learner Program Office staff produce a set of suggested program modifications, which are then shared with the principals and district administrators, DELAC members and the district’s Governing Board (20 USC 1703 [f], 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011; EC 64001[f]).

### **Reclassification of English Learners**

The district annually determines the number and percentage of English learners reclassified to fluent English proficient (FEP) when completing the annual language census, (R-30 LC). The R-30 LC reports the actual count of EL, FEP/R-FEP students during the calendar year as well as the number of teachers providing, and authorized to provide, appropriate instruction for English learners.

California Education Code (EC) Section 313 and the California Code of Regulations (5 CCR) Section 11308 require that each English learner who 1) has demonstrated English language performance comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English, be reclassified as Fluent English Proficient (R-FEP).

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including:

- 1) objective assessment of the student's English language performance (ELPAC),
- 2) core content achievement as measured by the California Assessment of Student Performance and Progress (CAASPP), and
- 3) teacher evaluation of the student's classroom performance.

English learners who have reached English proficiency status on ELPAC, but whose academic skills are far below the criteria needed for reclassification, shall be offered additional support and targeted interventions.

Santee School District recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation:

### **Reclassification Criteria**

#### ELPAC Reclassification Guidelines

Under current state law (*EC* Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are reclassified to RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

- Assessment of ELP using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to *EC* Section 60810 (i.e., the ELPAC);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

The Santee School District has adopted a reclassification process to enable students initially identified as English Learners to exit specialized program services and participate without further language assistance as Reclassified Fluent English Proficient students (RFEP). English Learners shall be reclassified as RFEP when they have acquired the English language skills necessary to receive instruction and to achieve academic progress in English only in a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the the school district's general instructional program. The reclassification criteria validate each student's readiness to exit from specialized English Learner programs by demonstrating achievement and mastery of appropriate standards in the following areas:

- English language proficiency, including reading, writing, speaking and listening
- Academic achievement in reading, writing and mathematics

Santee School District Multiple Criteria includes:

- Overall ELPAC score of Level 4
- Trimester District Assessments are in the meeting standard range on the "Catch Up" plan
- Teacher evaluation/Grade Point average to be greater than 2.0
- Parent Consultation and Recommendation

When an English Learner (EL), in the third grade or above, demonstrates an overall Level 4, a recommendation for reclassification is made. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The writing reclassification criteria include meeting specific standards to demonstrate proficiency in the areas of English reading, oral language, writing, mathematics, and passing grades in core subject areas. In addition to test scores and multiple criteria, the English Learner Department will make recommendations to each school site in writing. School Site Teams will meet and make the decisions for review and approval. Teams may consist of the classroom teacher, site administrator, language arts specialist, instructional resource teacher, bilingual assistant and parents. The English Learner Department will be notified in writing of the school Site Team decisions. Parents will be notified and a copy of the recommendation will be placed in the student's EL folder. Program placement data will be entered into SchoolNet by the English Learner Department.

## **Steps to Reclassification**

District and school personnel will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for English Learners.

1. ELPAC scores will be reviewed by site Instructional Resource Teachers, Language Arts Specialists, and Bilingual Assistants. The names of all Level 4 students will be placed on reclassification forms and "Catch-Up" plans for initial preview.
2. The bilingual assistants in the English Language Learner Department will insert student data on district assessments or CAASPP into the reclassification form. The ELL department will provide all of this student data to the Bilingual Assistants. Multiple criteria will be reviewed. Trimester scores will be added to the reclassification form.
3. Forms will be sent to each School Site Administrator. Grade point averages will be entered on the form.
4. Teachers and Principals will review candidates for reclassification. Participants in the reclassification process include the site administrator, teacher, LAS/IRT, and Bilingual Assistant. Parents will be informed by the English Learner Department that their child is eligible for reclassification and invited to discuss the reclassification of their child. Translation services are available upon request, and the forms are available in Spanish and Arabic. During the meeting, the student's progress to Fluent English Proficient (RFEP) will be discussed. In the event that the student is not reclassified a copy of the form will be maintained in the student cum. Parent input may result in an appropriate modified program. The two-year monitoring plan for reclassified students will also be explained to the parent. If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the telephone and document this conversation on the reclassification form.
5. After the reclassification process is complete, a copy of the reclassification form will be sent to the English Learner Department, placed in the student's cumulative folder at the school site and sent home to the parents. Program status and exit dates will be entered into PowerSchool by the English Learner Department.
6. The English Language Department, that classroom teacher and the school site principal monitor reclassified Fluent English Proficient (RFEP) students for two years after the date of reclassification. Students are monitored each trimester.
7. Evidence is gathered to demonstrate that former EL students have not been left with any substantive academic deficits. This includes yearly-standardized CAASPP testing data, trimester district assessments and grade. Students who do not continue to meet the standards for reclassification are to be referred to

the school site Student Success Team (SST) for further evaluation and academic support.

District documentation will include list of students reclassified, lists of students enrolled in the English Learner program, documentation that verifies students have met the LEA reclassification criteria, and records of reclassification monitoring.

### **Alternate Reclassification**

Upon occasion, an English Learner may have been in a specialized language assistance program and may have been unable to meet reclassification criteria in one or more areas. After documenting multiple interventions, it is acceptable for the site's Student Assistance Team or IEP Team to meet and discuss the student's unique learning. If the team, after careful consideration, determines that factors other than language are intruding on the student's ability to reach selected reclassification standards, the Student Assistance Team or IEP Team, along with the Instructional Resource Teacher or Language Arts Specialist, may complete the reclassification form using the alternative process.

The Alternate Reclassification process is to be used only for exceptions and takes place only within certain limits. In the case of a special education student with an Individual Education Plan, an IEP team member needs to be present at the Alternative Reclassification conference.

### **Assessment of English Language Proficiency**

#### **Teacher Evaluation**

1. Use student's academic performance.
2. Note that incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.

#### **Parent Opinion and Consultation**

Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.

Provide an opportunity for a face-to-face meeting with parents or guardians.

The State Board of Education's reclassification guidelines (5 CCR 11305) serve as the foundation for Santee School District's reclassification criteria. The district reclassifies a pupil from English learner to proficient in English by using the following criteria:

#### **1. Assessment of English Language Proficiency (EC 313 [d] [1]; 5 CCR 11303 [a])**

School sites use the ELPAC as the primary criterion. District and site leaders consider for reclassification those students whose Overall performance level is 4.

English.

**2. Academic Achievement** (EC 313 [d] [2]; 5 CCR 11303 [b])

- Meeting or exceeding grade level standards in English language arts

**3. Other Criteria**

- Teacher evaluation regarding student's performance according to grade level standards (EC 313 [d] [2]; 5 CCR 11303 [b])
- Parent opinion and consultation (EC 313 [d] [3]; 5 CCR 11303 [c])

**Reclassification Process**

Reclassification is the culmination of the student's participation in the program for English learners and is regularly conducted in the fall and spring; however, the process may be initiated by the classroom teacher, administrators or parents at any time.

**Monitoring of Reclassified Students**

State law (EC 305, 306, 310, 313, 51101, 60810-60811, 62002; 20 USC 6841; 5 CCR 11304) and federal law (Title III of the No Child Left Behind Act of 2001) require districts to monitor reclassified students for a period of at least 24 months following reclassification by:

- 1) Regularly gathering and reviewing data to monitor reclassified students' progress,
- 2) Notifying parents of their child's ongoing progress after reclassifying, and
- 3) Providing appropriate and additional educational services as needed.

The English Learner Program Office supervises the process of monitoring reclassified students. Schools will annually monitor the individual RFEP students' progress in the core curriculum in a trimester basis to ensure that they continue to perform on grade-level. Reclassified students are expected to meet or exceed state grade-level content standards, thereby demonstrating they have not been left with any substantive academic deficits in their second language.

**Reclassified Students Not Making Adequate Progress**

Reclassified students who are not making adequate academic progress are offered additional support and targeted intervention opportunities, as per Rtl. Data for these additional services is monitored closely to determine the effectiveness of the intervention.

The following are the procedures for providing RFEP students with additional learning opportunities to address diagnosed academic needs:

**Step 1**

When an RFEP student falls behind in his/her grade level performance, instruction should be modified to meet the student's diagnosed academic needs. Teachers should change grouping patterns during content area instruction to provide differentiation using specialized methods and strategies, or they may provide the student with individualized assistance through the use of teacher assistants, tutors or volunteers. For example, teachers group

students by skill need based on the six to eight-week assessment data to differentiate instruction. Parents are informed and offered an opportunity to provide feedback.

#### Step 2

When the necessary in-class modifications have been provided and the student's academic performance does not improve, the teacher should refer the student to the principal for placement in appropriately designed interventions. The school must group students by grade and skill need using the assessment data and provide intervention based on the identified needs. The intervention teacher must use the available content area resources to provide differentiated instruction as needed. Parents are informed and offered an opportunity to provide feedback.

#### Step 3

When a student fails to demonstrate sufficient progress following participation in the school's intervention, the student should be referred to the school Student Success Team (SST) for additional recommendations, in consultation with the parents.

#### **Procedures for Improvement of RFEP Instructional Services**

Schools must assess the quality of their grade-level core instructional program. If 25 % of their RFEP students are not meeting state grade-level standards, the school will have a discussion of program improvement and design a comprehensive professional development plan in conjunction with the English Learner Program Office.



**Santee School District**  
**Year One**  
**English Language Arts Reclassification Monitoring Form**

<b>Student:</b> [REDACTED]	<b>ID:</b> [REDACTED]	<b>School:</b> [REDACTED]
<b>Date Reclassified:</b> 02/26/2015		
<b>Year 1 Monitoring Start Date:</b> 09/02/2015		<b>Current Grade:</b> [REDACTED]

**District Assessments:**

1 <sup>st</sup> Trimester		2 <sup>nd</sup> Trimester		3 <sup>rd</sup> Trimester	
Subject	Proficiency	Subject	Proficiency	Subject	Proficiency
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
District ELA Performance Task		District ELA Performance Task		District ELA Performance Task	
Other:		Other:		Other:	
<b>Teacher: Noujaim</b>		<b>Teacher:</b>		<b>Teacher:</b>	
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	

**California Assessment of Student Performance and Progress (CAASPP):**

2015 CAASPP		
Test Subject	Scale Score	Achievement Level
English Language Arts/Literacy	2585	Standard Exceeded
Mathematics	2579	Standard Exceeded

**Interventions** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Follow-up comments** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Principal Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Year Two**  
**English Language Arts Reclassification Monitoring Form**

<b>Student:</b> [REDACTED]	<b>ID:</b> [REDACTED]	<b>School:</b>
<b>Date Reclassified:</b> 02/26/2015		
<b>Year 1 Monitoring Start Date:</b> 09/02/2015		<b>Current Grade:</b>

**District Assessments:**

1 <sup>st</sup> Trimester		2 <sup>nd</sup> Trimester		3 <sup>rd</sup> Trimester	
Subject	Proficiency	Subject	Proficiency	Subject	Proficiency
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
District ELA Performance Task		District ELA Performance Task		District ELA Performance Task	
Other:		Other:		Other:	
<b>Teacher: Noujaim</b>		<b>Teacher:</b>		<b>Teacher:</b>	
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	

**California Assessment of Student Performance and Progress (CAASPP):**

2016 CAASPP		
Test Subject	Scale Score	Achievement Level
English Language Arts/Literacy		
Mathematics		

**Interventions** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Follow-up comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Principal Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Catch-Up Plan

All students are monitored yearly with a grade level appropriate “Catch-Up” plan, which includes the following elements.

1. Correlation with ELPAC scores and number of years in program.
2. Clearly defined interim benchmarks to measure expected growth on CAASPP performance levels and ELPAC levels. These multiple measures are aligned with district trimester assessments.
3. A clearly defined process to monitor all RFEP students over a two-year period. Trimester scores and necessary interventions in Reading, Writing, Math and English Language Development are recorded on this form. Classroom teachers, under the supervision of site principals, are responsible for filling out the monitoring form. This, along with yearly report cards, is included in the cumulative/yellow folder at the end of each year. A copy of this monitoring form is sent to the parents yearly.
4. The use of the English Language Development Curriculum and Into English programs assist in planning pertinent lessons with appropriate outcomes.
5. Further evaluation and intervention by the classroom teacher, support staff, and the School Assistance Team for students who are not meeting interim benchmarks. Interventions are documented in the yellow English Learner folder found in the cumulative folder.

## Staffing and Professional Development

Teachers assigned to instruct English learners are appropriately authorized or are actively participating in training. When the district has identified a shortage of such teachers, it has adopted and implemented measures to remedy such a shortage. The district also provides appropriate professional development for staff responsible for the education of English learners.

### Qualified Teachers

Under the management of the Assistant Superintendent of Human Resources, the Santee School District actively recruits authorized personnel for all English learner programs and makes it a priority to hire CLAD and BCLAD teachers. The district recruits CLAD and BCLAD teachers by working closely with the San Diego County Office of Education, local universities, by attending job fairs, and through a variety of job announcements. The district prides itself on having all staff fully certified.

- Teachers providing instruction in Structured English Immersion and English Language Mainstream Programs are authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.
- Teachers providing instruction in the Bilingual Transitional Alternative Program are appropriately authorized to provide such instruction via a BCLAD or equivalent authorization.

(20 USC 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)

### Professional Development

The English Learner Program Office provides research-based on-going professional development opportunities to all teachers and support staff working with English learners. Staff development opportunities, which are of sufficient intensity and duration, occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach to have a positive and lasting impact on the teacher's performance in the classroom. These opportunities are provided through on-site trainings, district in-services, education conferences, and site staff meetings (20 USC 6825 [c] [2] [A] [B] [C] [D]).

Participant attendance is monitored through sign-in forms. Training attendance is then reported to school principals to ensure that all teachers assigned to provide specialized services to English learners are appropriately trained. Sign-in forms are collected and filed at the district office.

The professional development plan will provide extensive, ongoing training for administrators, teachers, and paraprofessional to ensure that current research and the most effective instructional strategies for accelerating the achievement of English Learners are available. The content of the staff development will include the following basic components:

- Designing and implementing differentiated, standards-based instruction

- Balanced literacy
- Strategic reading strategies
- Utilizing, designing and implementing formal and information assessments
- Expanding access of English Language Arts, Math and Science through the “use of technology”

The district’s focus has been to increase staff professional learning for proper certification to work with EL students. A team of teachers, administrators, and parents has attended the California Association of Bilingual Education (CABE) Conference. In addition, a group of district personnel has participated in professional development institutes for helping EL students become successful in school. Attendees of various conferences and workshops return with information to share with other staff members.

### Administrators and Teachers

The district provides staff development to ensure understanding of the district’s Master Plan for English Learners program:

- ELPAC training for administrators and teachers
- One-on-one instructions with new and experienced teachers (BTSA/PAR)
- Staff development presentations and Grade-level workshops on:
  - Understanding the “Catch Up” Plan
  - ELA/ELD Adoption Material Pilot
  - DELAC and ELAC trainings via Principals’ Meetings
  - Rosetta Stone
  - High Point Training
  - Into English Training
- San Diego County Office of Education Professional Learning
  - ELA/ELD Institutes
  - Informational Meetings
  - Visible Learning Institutes
  - ELD Standards Institutes
  - Instructional Conference
  - Write Institute
  - Equity and Access Institute

### Paraprofessionals

The district will continue to provide professional development to paraprofessional through the facilitation of the LAS/IRT Bilingual Team Meetings. These workshops include strategies for oral language development, effective small group instruction on literacy, and activities to increase math skills.

# Opportunity and Equal Educational Access

English learners have equitable access to all programs provided by the district, as required by law.

The district notifies parents of English learners about program choices and placement, including the opportunity to apply for a waiver.

The State of California has adopted English Language Development (ELD) standards that provide a description of student expectations for each grade level and performance level.

Grade	ELPAC Overall Score	English Language Performance
K-8	4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills.
	3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills.
	2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills.
	1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills.

California law governing programs for English learners requires that all English learners be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program (an exception is Special Education where an IEP team determines placement).

### **Placement in Structured English Immersion (SEI)**

Per 5 CCR 11301, placement for students in the Santee School District with less than reasonable fluency in English is:

Grade	Performance Level	Recommended Placement
K-8	Level 1 or Level 2	SEI

### **Placement in English Language Mainstream (ELM)**

Per 5 CCR 11301, placement for students in the Santee School District with reasonable English language fluency (good working knowledge) is:

Grade	Performance Level	Recommended Placement
K-8	Level 3	ELM

### **Alternative Program**

English learner students with an approved Waiver to Request an Alternative Program are placed in the Alternative Program, as space allows and per district established guidelines. Santee School District offers a Bilingual Transitional Alternative Program.

### **Notification of Programs and Waiver Option**

All parents of English learners must be notified upon initial enrollment and annually, in writing, of program placement of their children. In addition, parents must also be provided with a full written description of programs, including educational materials used in these programs, and their entitlement to request an alternative program. Per EC 48985, when 15% or more of the student population at a given school site speak a common language, this information must be provided in a language the parents understand. An attempt shall be made to communicate to parents of other languages in a way that allows them to make an informed decision. Parents are notified of assessment results within 30 days of the beginning of the school year (5 CCR 11309 [b] [1]).

The district's program options for English learners include: Structured English Immersion (SEI), English Language Mainstream (ELM), and the Alternative Program. Santee School District's Alternative Program has not been established to insufficient number of waivers.

### **Bilingual Transitional Alternative Program (BTAP)**

This instructional model is designed for students whose parents have submitted a Waiver to Request an Alternative Program. The district's philosophy for this alternative program is based on the premise that knowledge and skills in the primary language transfer to the second language when explicit instruction takes place. In this program, the use of the home language decreases over time while the use of English increases. The goals of this program are:

- performance in English
- high level of academic achievement
- positive self-image
- reclassification to FEP
- high status assigned to home language and culture Core instruction in language arts, math, science, and social science i
- An integration component that includes structured activities in art, music and physical education must be part of the student's schedule.

### **Materials:**

- District-adopted materials are used for the instruction in the core subjects
- ELD standards-based district-adopted materials are used for English language instruction

### **Waiver Process to Request an Alternative Program**

The district documents describing the parental program selection process shall be provided annually to parents of all English learners (5 CCR 11309 [b] [1]). Parents unable to visit the school site may submit, along with their waiver, an affidavit of inability to fulfill the requirement to visit the school site. Otherwise, in order to submit a waiver, parents must personally visit the school. At that time, the school must provide:

- A written (oral, if requested) description of the educational opportunities available to their children
- A description of the educational materials used in the program
- An explanation of the program selection process
- An explanation of the process for parents to appeal if a waiver is denied

To participate in an alternative program, the student must meet one of the following eligibility requirements:

- The student already speaks English
- The student must be 10 years or older
- The student has special needs for which the Alternative Program would be beneficial

In addition, pursuant to Education Code 311 (b) and 311 (c), the principal and educational staff may recommend a waiver to a parent. Parents shall be informed in writing of any recommendation for an alternative program and are given notice of their right to refuse the recommendation (5 CCR 11309 [b] [3]). The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310 (5 CCR 11309).

Sites must act upon all requests within 20 instructional days of the date filed, or within 10 calendar days of the expiration of the 30-day placement in Structured English Immersion (for students new to the program), whichever is later (5 CCR 11309 [c] [4]). Sites may not act upon any request before the 30-day placement has expired (EC 310, 311; 5 CCR 11309 [c]). Waivers to Request an Alternative Program shall be forwarded to the English Learner Program Office to be reviewed.

Waivers to Request an Alternative Program are granted unless the principal, educational staff and the English Learner Program Office determine that an Alternative Program would not be better suited for each student for whom the waiver is denied and evidence is provided to support such a claim (5 CCR 11309 [c] [4]; EC 310,311). Students with approved waivers shall be placed in an Alternative Program. Per Proposition 227, schools are required to offer the Alternative Program if there are 20 or more approved requests at a particular grade level, at a given site, with the same language, or allow the pupils to transfer to a public school in which such a class is offered (20 USC 6312 [g] [1] [A]; EC 48985; EC 310, 311; 5 CCR 11309 [a]). If no space is available at sites in which the alternative program currently exists, the child's name is added to the site's Alternative Program Waiting List and other instructional options are discussed with the parents or guardians. The English Learner Program Office is informed any time a new student is added to the site's waiting list. Significant numbers of English learners on such a waiting list will be appropriately placed by adding another Alternative Program class, as space allows. At any time during the school year, parents may request that their child be placed in an SEI or ELM classroom (EC 305, 306, 310, 311; 5 CCR 11301).

### **Waiver Appeal Process**

If parents wish to appeal a waiver denial, they may submit a request for a review of the denial to the Assistant Superintendent of Educational Services following the district's Uniform Complaint Procedure. If after following the Uniform Complaint Procedure, the waiver is still not granted and the parents are not satisfied with the district's response, parents are advised of their right to present their case to the State Board of Education or to the court (EC 310, 311; 5 CCR 11309 [d]).

### **Instructional Programs for Special Education English Learners**

The Individualized Education Program (IEP) team determines placement of each special education student

regardless of language performance level. Special education students who are designated English learners need to have linguistically appropriate goals and objectives. These are monitored by the special education providers in consultation with the English Learner Program Office. The IEP team should indicate linguistically appropriate goals by checking that box on the goals and objectives page of the IEP. Any goal that will lead to the development of English can be linguistically appropriate. Language arts goals in comprehension or written expression and speech/language goals often meet this requirement. Note the following Education Code definition:

“Linguistically appropriate goals, objectives, and programs” means:

(1)(A) those activities which lead to the development of English language proficiency; and

(B) those instructional systems either at the elementary or secondary level which meet the language development needs of the English language learner.

(2) For individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the IEP team, is severely limited, nothing in this section shall preclude the IEP team from determining that instruction may be provided through an alternative program pursuant to a waiver under Education Code section 311 provided that the IEP team periodically, but not less than annually, reconsiders the individual’s ability to receive instruction in the English language.

Special education staff provides the principal or principal designee with information regarding the linguistically appropriate goals and objectives developed for students on an IEP.

English learners with special needs who are placed in an English learner instructional program are initially placed based on ELPAC data. Students with less than reasonable fluency in English are placed in SEI, students with reasonable fluency in English are placed in ELM. If indicated on the IEP or if parent requests, special education English learners may be placed in the alternative program. No provision of an IEP requires a parental exception waiver.

## SANTEE SCHOOL DISTRICT

### *Waiver to Request Alternative Program Guidelines (EC310 and 311)*

- Parent must visit the school to apply for a Waiver to Request an Alternative Program.
- Parents will receive a written (and oral if necessary) description of the instructional programs offered by the district:
  - a) Structured English Immersion
  - b) English Language Mainstream
  - c) Alternative Program, currently Bilingual Transitional Alternative Program
  - d) Instructional materials to be used in the different program options
  
- The district superintendent or designee must approve the waiver pursuant to guidelines established by the school board.
- Waivers to Request an Alternative Program shall be granted under one of the following circumstances:
  - a) Child already knows English and possesses good English language skills (EC 311 [a]).
  - b) Child is 10 years or older and it is the informed belief of the school principal and the educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills (EC 311 [b]).
  - c) Child with special needs (EC 311 [c]).
  - d) It is the informed belief of the school principal and educational staff that the child has such a special physical, emotional, psychological or educational need that an alternative course of educational study would be better suited to the child's overall educational development.
  
- Placement in a Structured English Immersion class for 30 calendar days is required for new students in the program.
- Waiver to Request an Alternative Program shall be granted unless the school principal, educational staff and the English Learner Program Office have and provide substantial evidence that the Alternative Program requested by the parent would not be better suited for the pupil.
- Parents shall be fully informed of their right to agree to or refuse a waiver.
- Parents will be informed in writing of the reasons for denial of a waiver and will be advised of any procedure available to appeal.
- All waivers shall be acted upon within 20 instructional days of submission to the school principal.
- If no space is available (or if the site does not currently offer the program), the parents are informed of their option to transfer to a site that has space available.
- If the parents decide to keep the child at their home school, the child's name is added to a waiting list and other instructional options are discussed with the parents or guardians. The English Learner Program Office is informed.
- Once the district's English Learner Program Office has record of 20 students on the waiting list, at a particular grade level, at a given site, who speak the same language, a Bilingual Transitional Alternative class may be added, as space allows.
- If the Waiver to Request an Alternative Program is denied, the Waiver Denial Process (CSL-22) is followed.

## English Learner Parental Exception Waiver

School \_\_\_\_\_ Date of Waiver Request \_\_\_\_\_  
Grade \_\_\_\_\_ Waiver request for school year \_\_\_\_\_  
Student's Full Name \_\_\_\_\_ Birthdate \_\_\_\_\_

I am the parent/guardian of the child named above. I have visited my child's school and have been provided with a full description of the programs and educational opportunities available to my child.

I request a waiver of the requirement that my child be placed in a Structured English Immersion (SEI) or an English Language Mainstream (ELM) program. I request, instead, that my child be placed in an alternative primary language program in which some of the instruction, textbooks and materials are provided in my child's native language.

Reason for waiver request (to be confirmed by the school district)

- My child already knows English (to be confirmed by standardized tests of English vocabulary comprehension, reading and writing at or above state average for my child's grade level.
- My child is at least 10 years old.
- My child has special needs.

I understand that the district must determine that my child's needs are suited for the alternative program. I further understand that I must request a waiver each year for my child to continue to participate in an alternative program.

\_\_\_\_\_  
Signature of parent/guardian                      Date                      Received by/date

- Waiver approved
- Waiver denied

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal signature \_\_\_\_\_ Date \_\_\_\_\_

White- School Site Cum/EL folder  
Yellow- EL Department  
Pink- Parent

parental exception waiver.doc

# Teaching and Learning

**English learners receive core and categorical program services that meet their assessed needs.**

**Each English learner receives instruction in English Language Development (ELD) and the core curriculum.**

All students must have access to grade-level core curriculum. Instructional programs for English learners are designed to promote the acquisition of high levels of English language performance, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- Daily English Language Development
- Appropriately modified English language instruction
- Primary language support or instruction, as needed
- Academic instruction through English modified to meet the student's level of language performance. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum.

## **English Language Development (ELD)**

English Language Development is a part of each English learner's instructional program (20 USC 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, 1009-101). Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language performance level. In grades K-5, in order to teach at the performance level of each student, teachers combine or divide their students into groups within their classrooms or deploy students with other grade-alike teachers. In grades 6-8, students are placed in level- specific ELD sections.

This focused ELD time occurs as a daily segment of the student's schedule. ELD is taught daily for 30 minutes in grades K-5, and as a 30-55 minute course in grades 6-8 (ELPAC 1-2 receive a minimum of 55 minutes, ELPAC 3 receive a minimum of 30 minutes). The curriculum is based on the California English Language Development standards and it is supplemented with additional English Language Development materials.

Special Education English learners receive ELD through inclusion in ELD groups in general education classes or in small groups with the regular special education teacher, unless otherwise specified in their IEP. In both cases, these teachers are required to follow the district's approved curriculum or one of the ELA/ELD state-approved core replacements.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English performance. Each ELD standard is tied to one or more of the grade level English language arts standards and serves as a measure for determining a student's progress towards such standards. By the end of the Early Advanced performance level, students are expected to meet the same rigorous grade- level standards as native English speakers are expected to master.

In order to determine the student's annual progress in English, each English learner is assessed annually through the ELPAC. Additional data obtained from state and local assessments and teacher observation are considered to determine progress. The district's Catch-up Plan establishes benchmarks for the development of English language performance, and academic achievement as measured by state and local assessments.

### **Access to Core Content Instruction**

The district's program for English learners is designed to enable students to acquire English and learn grade-level academic content. Students enrolled in all of the program models are expected to master the ELD standards and meet grade-level standards in the core academic subject areas.

English learners' progress toward meeting ELD standards and grade-level standards in the core subject areas is assessed using multiple measures as aligned to the district's Catch-up Plan.

### **Catch-Up Plan**

Students not meeting Catch-Up Plan benchmarks, which are established based on student's length of time in the EL program, should be carefully monitored. As needs are identified through this analysis, academic interventions and additional instructional support during the school day shall be provided. These services shall enable the students to overcome any academic deficits before they become irreparable. The intervention and/or additional support will directly target the identified academic need; student performance will be monitored and documented. The effectiveness of the intervention and/or additional support will then be determined based on student performance on subsequent administrations of the on-going assessments. The academic interventions available at each site will vary based on available resources in personnel, funding, space, materials, and identified needs.

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

### **English Learners in Special Education**

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English performance and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.



# Additional Parent Communications

# Annual-Initial Parent Letter

California Department of Education

## Santee School District INITIAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements



To the parent(s)/guardian(s) of: [REDACTED]

School: Carlton Oaks Elementary

Date: September 2021

Student SSID #: [REDACTED]  
Primary language: Albanian

Date of Birth: [REDACTED]

Grade: Kindergarten

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

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

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
<b>Overall</b>	Initial Fluent English Proficient Score:507
Oral (Listening and Speaking)	Well developed
Written (Reading and Writing)	Well developed

Based on results of the English language proficiency assessment, your child has been identified as an **Initial Fluent English Proficient** student.

**Individualized Education Program (IEP) on file :** [REDACTED]

### Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. Santee School District's reclassification criteria are listed below:  
(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California Education Code Section 313[d])	LEA Criteria
<b>English Language Proficiency Assessment for California (ELPAC)</b> <ul style="list-style-type: none"> <li>• Overall Level 4 – Well Developed</li> <li>• Oral Language – Level 3 or Level 4</li> <li>• Writing Language – Level 3 or Level 4</li> <li>• Domains – Above Beginning</li> </ul>	<b>CAASPP Smarter Balanced English Language Arts</b> - Scale score above midpoint of Approaching Standard* <b>District Reading Assessments</b> iReady Reading = Lexile score of midpoint of Approaching Standard* - English Language Arts Performance Task - Approaching Standard on most recent trimester assessment <b>- Report Card Grades</b> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> – 5<sup>th</sup> Grade – All English Language Arts grade above 2 on standards based report card and English Language development grade of Standard Met or above</li> <li>• 6<sup>th</sup> – 8<sup>th</sup> Grade – Language Arts grade of C or higher and English Language Development grade of C or higher</li> </ul>
<b>Comparison of Performance in Basic Skills</b>	
<b>Parental Opinion and Consultation</b>	
<b>Teacher Evaluation</b>	

\*Please contact Santee School District's English Learner Department at 619-258-2343 for specific score criteria by grade level.

**INITIAL PARENT NOTIFICATION LETTER**  
**Federal Title I or Title III and State Requirements**  
Page 2

FOR THE PARENT/GUARDIAN OF:



**Language Acquisition Programs**

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

**Requesting a Language Acquisition Program**

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

**Description of Program Options and Goals for English Learners**

A description of the language acquisition programs provided in the Santee School District are listed below. Based on the English proficiency exam, your child has been assigned to the following program. If you wish for your child to be placed in a difference language acquisition program that best suits your child, please contact the English Learner Department at 619-258-2343. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
  
- English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

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

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact the Education Resource Center (ERC) at 619-258-2350 to ask about the process.

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