

The Board of Trustees recognizes that within the District there are significant numbers of student who have a home language other than English. The Board expects English learners to be provided with a challenging core curriculum and rigorous instruction that develop proficiency in English as rapidly and effectively as possible in order to assist the students in becoming productive and responsible members of our society. It is expected that:

1. Students will increase interpersonal and academic fluency in English.
2. Students will continue to improve their academic skills in core academic subjects.
3. Students will develop and maintain positive self-esteem, awareness of, and respect for different cultural perspectives.

The District's program shall be founded on scientifically-based research and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers. To ensure that the District is using research-based methodology that effectively serve the needs of English learners, the Superintendent or designee shall annually examine program results, including reports of the students' academic achievement and their progress toward proficiency in English. The Superintendent shall ensure that schools compile data on programs for English learners in order to help determine program effectiveness.

The program shall maintain procedures which provide for the identification, assessment and placement of English learners and for their reclassification based on approved criteria.

Students who are English learners shall be educated through Structured English Immersion until they have acquired a reasonable level of English proficiency. Nearly all of the classroom instruction in the District's Structured English Immersion program shall be in English. However, clarification, explanation and support, as needed, may be in a student's primary language. The English learner shall be transferred from a Structured English Immersion classroom to an English language mainstream classroom when the student has acquired a reasonable level of English proficiency as measured by multiple indicators including English Language Development standards.

Students with a home language other than English will be classified in one of the following ways:

1. English Learner (EL): for the student who has not yet developed English language skills in comprehension, speaking, reading, and writing necessary to perform ordinary classroom work in an English only instructional setting. Also known as Limited English Proficient student (LEP).

2. Fluent English Proficient (FEP/RFEP): for the student whose English proficiency is comparable to that of the majority of pupils, of the same age or grade, whose primary language is English. RFEP notes students who have become fluent since registering in a California school.

Legal Reference:

California Education Code Sections 300-340; 48985, 52104, 52164, 52164.1, and 5 CCR4304 cf 4112.22/4212.22 cf 6190

Board of Trustees

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The program for English learners shall consist of the following components:

- 1.0 Instructional: In accordance with the standards as prescribed by Education Code 300-340, each English learner shall be offered an appropriate educational program. Except as provided in Education code 310 and 311, all students shall be taught in English in English language classrooms.
 - 1.1 English learners with less than reasonable fluency in English will be placed in the Structured English Immersion Program for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English proficiency at the end of the transitional period, they may be re-enrolled unless the parents or guardians object. The Immersion Program consists of English Language Development classes, academic classes taught with SDAIE strategies in English with minimal primary language support, and electives taught in English.
 - 1.2 English learners with reasonable fluency in English will be placed in English-language mainstream classrooms. The District has established criteria to determine when English learners have acquired reasonable fluency in English. At any time, including during the school year, a parent or guardian of an English learner may have his or her child moved into an English-language mainstream classroom.
 - 1.3 English learners whose parents request a parental exception waiver will be offered an alternative program of bilingual/primary language instruction. Individual schools in which 20 or more students of a given grade level receive a waiver shall be required to offer such a class; otherwise, the students must be allowed to transfer to a public school in which such a class is offered.
- 2.0 Staff Development: Professional development activities will be provided to administrators, counselors, teachers, and classified staff regarding:
 - 2.1 all aspects of program implementation including: identification, placement, reclassification, language census, data evaluation, parent committees, etc. for English learners in the mainstream English program, the Structured English Immersion Program, alternative programs special education, and GATE.
 - 2.2 improvement of the knowledge levels of teachers, administrators, counselors, and paraprofessionals in academic content, methodology, culture, and philosophy related to the education of English learners.
 - 2.3 implementation of standards for English Language Development in all content areas.

3.0 Notification of Rights to Parents/Guardians

- 3.1 At the beginning of each school year or at the time of enrollment, parents/guardians shall be informed of the placement of their children in the Structured English Immersion program or Mainstream English and shall be notified of the opportunity to apply for a parental exception waiver. (Ed Code 310)

Upon request for an application for a "Parental Exception Waiver", the principal or designee shall provide to the parents/guardians a full written description of:

- 3.1.1 the intent and content of the Structured English Immersion and Mainstream English program.
 - 3.1.2 any alternative courses of study offered by the District and available to the student.
 - 3.1.3 all educational opportunities offered by the District and available to the student.
 - 3.1.4 the educational materials to be used in the different educational program choices.
- 3.2 Parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. The school shall act upon all parental exception waivers within 20 instructional days of submission to the principal, with the exception of those pursuant to Ed Code 311 (c). In cases where a parental exception waiver is denied, the parent/guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision.
- 3.3 Parents/guardian of the student must be notified by mail, or in person, of the results of any assessment, and such notice shall:
- 3.3.1 contain a simple non-technical description of the purpose, method, and content of the program in which their son/daughter will be enrolled.
 - 3.3.2 inform the parents/guardians of their right to visit classes and encourage them to do so, as well as to conference with school personnel regarding the nature and objective of the program.

3.3.3 inform the parents/guardians of their right to remove their son/daughter from such a program if so desired.

3.3.4 inform the parents/guardians of their right to volunteer to participate in the school and/or District parent English Learner Parent Advisory Committee. (ELAC/DELAC)

3.3.5 inform parents/guardians they may initiate the reclassification request for their son/daughter at any time and shall be consulted in the final decision regarding reclassification.

3.4 Such notifications will be in English and to the extent possible, the language understandable to the parents/guardians.

4.0 Reclassification

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 to make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English.

4.1 Each site shall form a Student Appraisal Team that will evaluate individual student achievement according to District established criteria and processes.

4.2 The team may be called together at any time to consider an individual request, but must convene at least once a year to consider the reclassification of all eligible students.

4.3 The redesignation process may be initiated by the parents/guardians, a teacher, or an administrator at any time.

4.4 The parents/guardians shall be notified of the reclassification procedures to ensure they understand the importance of the meeting.

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

5.0 Parent Advisory Committees (ELAC/DELAC)

District level and school level advisory committees shall be established in accordance with the guidelines determined by the California Department of Education. Their purpose is to engage the parents in the education of their children and advise them of components of the English learners' program.

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- 5.1 The majority of the membership shall consist of parents/guardians of English learner students not employed in the District.
 - 5.2 The parent/guardian committees shall adhere to the requirements and responsibilities of the committee as legislated.
 - 5.3 School Advisory Committee: Each school with 21 or more English learners regardless of language, must form a functioning English Learner Advisory Committee (ELAC) or subcommittee of an existing advisory committee such as the School Site Council (SSC).
 - 5.4 District Advisory Council: Each District with 51 or more English learners regardless of language, must form a functioning District English Learner Advisory Council (DELAC) composed of parents/guardians from each site committee. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent the total number of students in the District.
- 6.0 The District English Learner Master Plan shall outline procedures for each of the above components, shall be revised in a timely manner, and shall be approved by the Board of Trustees and the District English Learner Advisory Committee.