

HUNTINGTON BEACH CITY SCHOOL DISTRICT

Educational Services

English Learners Master Plan



**HUNTINGTON BEACH
CITY SCHOOL DISTRICT**

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District Mission Statement

Our Mission is to support the academic and personal development of every student so that each student becomes a responsible, well-rounded individual who achieves success and fulfillment in a global environment.

District Shared Values

- High academic standards;
- Belief that each child will learn to his or her highest potential;
- Collaboration among staff, students, parents, and community for the benefit of all students;
- Supportive educational and professional environment;
- Data and research-based instruction.

District English Learners Philosophy

The Huntington Beach City School District recognizes the divergent needs of the ethnically, linguistically, and culturally different students. It is the intent of the district to comply with all legislative and judicial requirements established for teaching English Learner students. The district will continue to provide instructional experiences, which will enable all students to participate successfully in all educational programs.

The information contained within clarifies procedures for the second language learner, parents, teachers and other personnel in the use of the required forms. It also reflects the sincere interests and goals for all English Learners to attain English competency and academic success.

A glossary of terms and an appendix containing physical copies of forms used in the English Learners Program is also included.



Purpose of English Learners Master Plan

The primary purpose of the English Learner Master Plan is:

- To provide the district and the schools with a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services.
- To provide specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee and site English Learner Advisory Committees; the annual evaluation of English learner programs; and the use of state and federal funds for English Learners programs and services.
- To align policies and procedures with current state and federal mandates.

CHAPTER 1: STUDENT IDENTIFICATION and ASSESSMENT

Registration and Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/guardians are required to complete, sign and date a Home Language Survey (HLS) for each of their school children. If the student is transferring from another CA school district, HBCSD will recognize the initial HLS. The initial HLS remains on file in the permanent cumulative record (CUM) folder. This information will assist schools in providing appropriate instruction for all students.

Please note: Pre-school HLS does not apply to the initial identification of a student and will not be recognized as the initial HLS.

When a new student arrives to register for school, the following procedure is followed:

- Parent/guardian completes a Home Language Survey (HLS). The HLS is available in English and in Spanish.
- If the response to questions 1, 2, or 3 is any language other than only English, and if the student has not been previously tested for English language development while in a California public school setting, the student is administered a State approved assessment instrument, the English Language Proficiency Assessments for California (ELPAC) to determine English language proficiency skills.
- Transferring students: the office manager contacts the previous school to determine EL status. If the student is EL, he/she will be integrated into the EL program. A parent letter is sent stating the services the student will receive in the HBCSD EL program. If the student has been identified as re-designated (RFEP) within the past four years, the student will be included in the tracking procedures for RFEP students.

Initial Assessment Process

The process of assessment is dedicated to the appropriate identification of EL students. Following initial assessment, recommendations for student services are made. Students whose ELPAC performance score is Intermediate or Novice are recommended for the Structured English Immersion Setting as they are determined to have less than reasonable fluency. If a parent wants a student moved from the Structured English Immersion Setting to the English Mainstream Setting, the parent must visit the school site and meet with the principal (or

designee) to sign a waiver request to waive out of SEI. The principal then signs the waiver and forwards the waiver to Educational Services for approval by



the Assistant Superintendent of Educational Services.

- The student is tested for English proficiency with ELPAC for listening, speaking, reading, and writing in grades K-8 within thirty (30) days of school enrollment.
- Following the initial assessment on the ELPAC and within 30 days of enrollment, parents are notified in writing of the preliminary results of their student's ELPAC results and the available services.
- When the official scores are available from the testing service, the test reports are sent to parents. Accompanying the official score report is a parent letter which states the student's placement and an explanation of the services received in the assigned class. Parents sign the form in consultation with district staff, which is then placed in the student's cumulative folder. Parents may request a conference to discuss an individual student's assessment results and services.
- Each school site maintains a pink file for each English learner student where all testing information and assessment is kept. The file is placed in the student's cum.

Identification of Initial Fluent English Proficient (I-FEP)

If the student's ELPAC scores demonstrate the child is Initial Fluent English Proficient (I-FEP), the student will be placed in the regular mainstream program.

Annual Assessment Procedures

All English learners must be assessed annually using state authorized tests (ELPAC), standardized test (SBAC), and district assessment (AWP).

English learners with IEPs are assessed for English proficiency using accommodations, modifications, or alternate assessments for the ELPAC if specified in the pupil's IEP or 504 Plan.

For the administration of the ELPAC, the District uses a testing team composed of two trained bilingual instructional assistants and a team teachers. The testers participate in ELPAC training program prior to ELPAC administration.

If the student maintains EL status, do the following:

- Notify student's parent of test results using electronic Student Score Reports (SSR) in Aeries Parent Portal.
- Place all assessment information in student pink EL folder in CUM file.
- Continue servicing student.

If the student was assessed and meets the R-FEP criteria, do the following:

- Language appraisal team members must agree that reclassification is appropriate.
The team consists of:
 - Site administrator

- Classroom or CORE teacher
- District EL Coordinator or District Designee
- Parent
- If the Language Appraisal Team members agree on the reclassification of the student, the EL Coordinator/designee will complete the district reclassification form.
- EL Coordinator/designee will obtain signatures from all team members on the district reclassification form.
- EL technician/designee makes status change in Aeries for student's file from EL to Fluent (LEP to FEP). Delete "services received," and enter reclassification date.
- Place reclassification form in student pink EL folder in the CUM.
- Indicate Fluent (FEP) status and date at the bottom of the HLS.
- Using data in Aeries program, site administrators inform staff of all LEP, I-FEP, R-FEP students in attendance.
- Student will continue to receive appropriate instructional services.
- Monitor student annually for four (4) years. If student does not continue to perform commensurate with peers, provide a remediation plan.

Special Education English Learner Students

Special education students are assessed using ELPAC in the same environment and manner as the general education students. The Individual Education Plan Team may include in the Individual Education Plan (IEP) that accommodations be used during assessment. These accommodations can be an alternative assessment, change in the environment, additional time for completion of the test, larger print, Braille, etc. Refer to the section of this plan for West Orange County Consortium for Special Education guidelines for identification and servicing of special education students who are also English language learners.



Alternative Classroom Assessments

Teachers are encouraged to use alternate assessment techniques with English learners, as needed. Performance based assessments, collaborative projects, and portfolios are recommended for English learners, as well as alignment of Common Core curriculum with the ELD/ELA strategies.

CHAPTER 2: INSTRUCTIONAL PROGRAMS

Instructional Program Placement

The Huntington Beach City School District follows the guidelines as prescribed in California Education Code. All students who are identified as English learners are provided instructional services determined by their scores on the English Language Proficiency Assessments for California (ELPAC). Students scoring at Novice or Intermediate levels are considered less than reasonably fluent and placed in a Structured English Immersion Setting. A parent of a student in a Structured English Immersion Setting may request a waiver to the English Mainstream Setting. The waiver will be acted upon within (20) instructional days, as per Education Code 305.

English learners are placed with CLAD or equivalent certified teachers. The Huntington Beach City School District recognizes the LDS, BCC, BCLAD, AB2913 certificate, SB 395, Emergency Clad, and SB 1969 certificates as equivalent to the CLAD. Currently all HBCSD teachers are appropriately certified to service EL students.

Structured English Immersion: This model provides instruction for all subjects in English for students with less than reasonable fluency in English. Students with overall ELPAC scores at Emerging or Low Expanding will participate in this setting. Common Core instruction in all subjects is taught primarily in English with limited primary language support offered with SDAIE. Teachers will combine SDAIE with a strong structured, sequential English Language Development (ELD) program that entails both integrated and designated ELD instruction. All EL students receive at least 30 consecutive minutes daily ELD instruction from the classroom or CORE teacher based on the district-adopted program state standards. Instruction must include listening, speaking, reading, and writing. Teachers are provided with variety of ELD instructional materials and are responsible for using Specially Designed Academic Instruction in English (SDAIE) strategies in all core content subject areas to offer equal access to the second language learner. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum. Students receive differentiated instruction according to their language levels. Additional support is provided to English learners from instructional assistants, who work primarily in the area of providing equal access to the core curriculum. Instructional assistants receive training in SDAIE strategies. They work with the classroom teachers to assist in preview-review, tapping prior knowledge, building background knowledge, and more. The focus of the program is on content ELD that prepares the student for the English Mainstream Setting. All students receive access to Common Core content, either at the content ELD level or at the SDAIE level. All students participate in activities that promote multicultural competency and positive self-esteem.

Mainstream English with Appropriate Support: This model, designed for students with reasonable fluency, provides all instruction in English with additional and appropriate services,

as needed. Students with an overall ELPAC score of Upper Bridging or Bridging will participate in this setting. Parents of English Learners can request that their students be placed in a mainstream program at any time. The term “mainstreaming” refers to the fact that these students have an instructional program that is taught in English with ELD instruction and an emphasis on reading and writing. The English learner will receive ELD from the classroom/CORE teacher until the student has acquired proficiency in English. Mainstream Program teachers of ELs are responsible for providing ELD instruction that continues the students’ English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. In addition, students will access core subjects from teachers using SDAIE strategies so that the content knowledge is comprehensible to the student. SDAIE is a major component of this program along with integrated and designated ELD instructional supports.

The District Assistant Superintendent of Education Services and/or English Learner Coordinator/designee provide guidance and direct support to schools to maintain assessment, record keeping, and compliance demands associated with ELD and Title I programs. The District personnel coordinate services to students through initial and ongoing assessments, maintaining of student records, supporting teachers in implementing appropriate and effective instructional strategies, and through communication with site personnel, district personnel, and parents. In addition, the Assistant Superintendent of Educational Services and/or EL Coordinator/designee evaluates program effectiveness and monitor compliance.

English Language Development progress is measured at the district level by annual ELPAC testing, standardized testing, and district testing. Results are maintained on the master list of EL students at each school site and at the district. All testing data is recorded electronically for each student in each school database. In the classrooms, the teacher monitors student progress. Additionally, the district uses multiple measures data and, where appropriate, data from native language assessments.

English Language Development (ELD)

The major goals of the State Program for English Learners (ELs) are to develop proficiency in English and in the District’s core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

Each English learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English. The California Common Core ELD Standards, adopted in 2012, provide the research base and foundation of the District’s ELD program. The ELD Standards describe the key knowledge, skills, and abilities English learners need to access the grade-level academic content aligned to the California Common Core State Standards (CA CCSS) for English Language Arts and Literacy.

The district’s ELD program is based on this dual obligation to provide access to grade level content through appropriate instruction while developing students’ academic language

proficiency. ELD instruction is differentiated based on student need and individual site plans. The Educational Services department collaborates with school sites to build and articulate plans that implement the standards appropriate for each site. The district provides a variety of ELD resources from several publishers, as well as teacher-designed materials. Through dedicated and integrated ELD time provided no less than 30 consecutive minutes per day, students benefit from instructional experiences that:

- 1) are interactive, relevant, meaningful, engaging, and intellectually rich and challenging;
- 2) provide support and scaffold learning to move towards independence;
- 3) build on prior knowledge; and
- 4) develop both content knowledge and academic English.

ELD instruction is primarily provided by teachers who hold a CLAD, BCLAD, SB 1969 certificate, AB 2913 certificate, or SB 395 certificate. Currently all HBCSD teachers are appropriately certified to service EL students. EL students are grouped for instruction based on their ELD level, as tested on the English Language Proficiency Assessments for California (ELPAC). Students scoring at Emerging or Low Expanding levels are placed in the Structured English Immersion Setting. Students scoring at the Upper Expanding or Bridging levels are placed in the English Mainstream Setting. In both programs, students receive necessary support through in-class differentiation by their teachers and additional support programs, as needed. These include site-based ELD intervention programs and bilingual instructional assistant support.

English learners receive ELD in the form of aural and oral lessons that are designed to develop their listening and speaking skills. Students in the English Mainstream Setting work in the areas of reading and writing skills. All English Language Development instruction is Common Core State Standards based. Content ELD is offered to students who do not possess sufficient English skills to benefit from Specially Designed Academic Instruction in English (SDAIE) strategies. The goal of content ELD is to provide immediate access to the core curriculum to avoid academic deficit.

English learners with disabilities are assessed for English proficiency using accommodations, modifications, or alternate assessments for the ELPAC if specified in the pupil's IEP or 504 Plan and are provided appropriate ELD either in the general education or special education program. At this time in HBCSD too few parents have requested the option in order to implement the alternative (bilingual) programs. The process for the alternative program is listed below:

- Individual schools in which 20 or more students of a given grade level receive a waiver shall be required to offer such a class, or they must allow the students to transfer to a public school in which such a class is offered.
- If there are not 20 or more students at a given grade level, the school must offer the parental exception waiver for the parents to sign, inform the parents that they may transfer their students to another school, or they may be put on a waiting list until 20 students have expressed a desire to be in the Parental Exception Waiver program. The

school documents the parental exception waiver requests on the Parent Exception Waiver Log. The waiver will be acted upon within (20) instructional days of submission to the principal. However, waivers submitted under Education Code Section 311(c) must be acted upon either no later than 10 calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (Education Code 310 and 311)

Access to Common Core State Standards Curriculum

Academic instruction for English learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. The district has implemented the elements of the Education Code 305, 306, 310, 311 as required by Proposition 227. All instruction takes place in English with limited primary language support available. To facilitate access to the core curriculum, English learners are placed with a CLAD or equivalent trained teacher.

The teachers use SDAIE strategies to enable students working at the Upper Expanding and Bridging levels on the ELPAC to access the core curriculum. Students working below these levels receive access to the core curriculum through designated and integrated ELD instruction and SDAIE strategies. Content ELD stresses the basic vocabulary needed to access the core curriculum. Both ELD and SDAIE strategies make extensive use of realia and other visuals.

District teachers also utilize the instructional framework known as Direct Interactive Instruction (DII), which involves application of four components: (1) Standards and Measurable Objectives, (2) Lesson Structure and Sequence, (3) Student Engagement, Feedback, and Correctives, and (4) Proactive Classroom Management. Utilizing research on Academic Learning Time, DII provides teachers with strategies to differentiate and improve productive language skills in a whole-class setting. The systematic DII approach to instruction offers pre-corrective and corrective routines to avoid error fossilization in students while continually developing content and academic vocabulary.

District also uses the services of Bilingual Instructional Assistants who work directly with the students to access the core curriculum. The Bilingual Instructional Assistants are trained to do preview-review with students under direct supervision of the classroom teacher. Instructional assistants receive regular training to build their skills and teach additional strategies to assist English learners.

Instructional Program Design

English Language Development (grades K-1)

- At least 30 consecutive minutes in-class whole group language development
- 20-30 minutes pull-out in small group (2-4 students) as needed
- Students are grouped according to English proficiency

Program Components include:

- Houghton Mifflin: A Legacy of Literacy
- Houghton Mifflin: CA Medallion Series
- Beginning English for Everyday Living

English Language Development (grades 2-5)

- 30 consecutive minutes in-class (focus on academic language)
- 20 minutes pull-out
 - Second grade: Language for Thinking – 1 lesson per day
Language for Writing – 1 lesson every 10 days
 - Third/Fourth/Fifth grades:
Language for Thinking – 1 lesson per day
Language for Writing – 2 lessons per day
- Assessment: Informal (oral response, observation, written)
Formal (2nd grade Language for Writing test every 10 lessons)
Formal (3rd – 5th grades Language for Writing test every 20 lessons)
- Program Components include:
 - SRA Language for Thinking and Writing (grades 2-5)

Title I programs vary in usage by site. Site plans are altered on a year-to-year basis to reflect the learning needs of students after data analysis and input from parents, staff, and other stakeholders. The following programs are in use in varied degrees across sites in the District.

- Phonics assessment to identify gaps
- Leveled groups for instruction
- Targeted instruction:
 1. Sound/spelling patterns
 2. Word attack skills
 3. Blending
- Fluency practice specific to grade level (small group):
 1. Choral reading
 2. Repeated timed readings
 3. Read naturally
 4. Self-recording
 5. Progress monitoring every 2-3 weeks
- Independent and choral reading (small group/leveled readers):
 1. Thinking maps
 2. Oral comprehension questions
 3. Comprehension assessment
- Assessment:
 1. Pre/posttest
 2. Formal comprehension assessment
 3. Standards assessment

4. Fluency assessment
 5. Informal assessment with corrective feedback
- Read Naturally
 - Raz Kids
 - Houghton Mifflin English Language Development (3rd grade)
 - Hampton Brown & Rigby Leveled Readers
 - Accelerated Reader
 - Project Read
 - Thinking Maps
 - MyOn!
 - Academic Vocabulary Toolkit

CHAPTER 3: RECLASSIFICATION PROCESS

Definition: An English learner student who demonstrates English language proficiency comparable to that of average native English speakers is eligible to be Reclassified Fluent English Proficient (R-FEP).

Purpose: The purpose of reclassification is to determine that an English learner has met certain criteria and can participate equally with native speakers in the school's regular instructional program. Once students are reclassified, they are designated as Reclassified Fluent English Proficient (R-FEP) and are no longer considered English learners.

Overview of Reclassification Process

Huntington Beach City School District has adopted a reclassification process to enable students initially identified as English learners to exit the district English learners services and participate without further language assistance as Reclassified Fluent English Proficient (R-FEP) students. English learners shall be reclassified as Fluent English Proficient (R-FEP) when they have acquired the English skills necessary to receive instruction and achieve academic progress in English only, at 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 school's regular instructional program. The reclassification criteria validate each student's readiness to exit from the specialized English Language Development program, by demonstrating achievement and mastery of grade-appropriate standards in the areas of reading, writing, speaking and listening.

District's Reclassification Criteria:

The student must be enrolled in grades 1–8.

1. ELPAC Proficiency Levels

- Must be at level 4 overall score and *well developed 3* or higher in each of the following domains:
 - Listening, Speaking, Reading and Writing

2. Performance in Basic Skills

- Grade Levels 1-3:
 - Articulated Writing Prompt (must score 3)
 - DIBELS Next (must score at or above benchmark)
- Grade Levels 4-8:
 - Articulated Writing Prompt (must score 3)
 - SBAC ELA (must score 3)

Grade Levels 1-3	Grade Levels 4-8
<input type="checkbox"/> <i>Articulated Writing Prompt</i> (must score 3 or 4):	<input type="checkbox"/> <i>Articulated Writing Prompt</i> (must score 3 or 4):
<input type="checkbox"/> <i>DIBELS Next</i> (must score at or above benchmark): <u>Grade 1</u> : Nonsense Word Fluency <u>Grades 2-3</u> : DIBELS Oral Reading Fluency	<input type="checkbox"/> <i>SBAC ELA</i> (must score 3 or 4 in area of ELA):

3. Teacher Evaluation of Student Academic Performance

- **Elementary School:** Meets grade-level standards in reading, language arts, and mathematics.
- **Middle School:** Meets grade-level standards in reading/language arts and maintains a 2.0 or higher academic G.P.A.

4. Parent Opinion and Consultation

- Parent is informed of the reclassification process and that the child is a candidate for reclassification as a fluent English Proficient student who will no longer receive specialized English language assistance once reclassified.

When an English learner, in first grade or above, demonstrates that s/he has reached the criteria mentioned above, a recommendation for reclassification is made. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The English Learner Coordinator/designee will meet and make recommendations for review and approval.

Steps for Reclassification

1. The District English Learner Coordinator/designee reviews data to find candidates for reclassification.
2. English Learner Coordinator/designee provides a list of potential candidates for reclassification to appropriate school principals and classroom teachers for their evaluation and input.
3. English Learner Coordinator/designee completes the district Reclassification Form for English Learners to Fluent English Proficient (R-FEP).
4. English Learner Coordinator/designee makes arrangements to consult with parents regarding their child's progress and the recommendation to reclassify the student as Fluent English Proficient (R-FEP).
5. A reclassification meeting is held with school administrator, classroom teacher, parent and English Learner Coordinator to discuss the reclassification and obtain signatures on the form.
6. After the reclassification process is complete, the site administrator or designee places a copy of the reclassification form in the student's cumulative file, a copy of the form is provided to the parent and the original form is returned to district office.
7. District Educational Services Department will change the student's status in the Student Information System (Aeries).
8. The reclassified student is placed in the English Mainstream Setting.

CHAPTER 4: MONITORING OF RECLASSIFIED FLUENT ENGLISH PROFICIENT STUDENTS

Students who have been R-FEP must be monitored for four years after the official reclassification date.

The school will monitor all reclassified students every six months for a minimum of four years. If a reclassified student is not meeting all monitoring criteria, the school must convene a meeting to evaluate the student's progress and develop an intervention plan.

If a student does not continue to perform commensurate with peers, or experiences difficulties engaging with academic tasks and texts, school should rapidly provide appropriate intervention supports which may include, but are not limited to the following:

- Student / teacher / parent conference
- Specialized instruction during the school day
- Extended learning opportunities such as after school tutoring

Documentation and evidence of academic progress and monitoring is maintained in the pink EL folder and stored inside the cumulative folder.

After the completion of four years of R-FEP monitoring, the last R-FEP monitoring completion date is recorded in the pink EL folder and kept in the cumulative folder.

Departure from School

After notification that an English learner student is leaving school with in the academic year, office staff:

- At the end of the school year, make a list of 5th and 8th grade LEP/R-FEP students. Give to appropriate school personnel to be shared with the receiving middle and high schools, respectively.
- Notify site English learner instructional assistant that student is leaving
- Include the complete EL file in the cumulative folder with all appropriate assessment documentation

CHAPTER 5: FUNDING SOURCES

Adequate General Fund resources are used to provide each English learner with learning opportunities in an appropriate program. All core materials are paid for out of general fund resources. State categorical funds have been consolidated into the Local Control Funding Formula (LCFF) for the use of improving the instructional program for English learners. Services to English Learners are designated to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to ensure that they recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes curricular materials, teachers' salaries and other district service such as Special Education, transportation and health services. Common Core materials in Language Arts and Mathematics provide universal access to help ensure that English learners receive common core instruction. The base program also includes district adopted ELD program materials for grades Kindergarten through eighth grade.

Supplemental Funds

The State Department of Education administers supplemental funding through the Every Student Succeeds Act of 2015 (ESSA). Every district in California must clearly verify expenditures and

follow rules and regulations through the submission of a Consolidated Application. Some of these funds are exclusively for the education of English learners. The awarded funding is to be used to supplement and enrich the core educational program to meet the specific needs of English learners associated with acquiring the English language and meeting state academic standards.

Title III Funding

Federal funds are provided through Title III for English learners to receive supplemental (additional) services and materials; these are not to supplant the required services of the district's base program. Title III authorizes funding for supplementary programs and services for English learners. Required activities include the provision of instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows English learners to meet grade level requirements. Programs also must provide staff development opportunities to school staff assigned to English learner populations. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related English learner program activities.

CHAPTER 6: STAFF AND PROFESSIONAL GROWTH

Staffing and Professional Growth

The district shall ensure that all teaching personnel assigned to provide instruction are qualified to provide the instructional services to English learners. English learners are assigned to appropriately credentialed teachers for English Language Development (ELD) and to receive access to the core curriculum. The Huntington Beach City School District recognizes the LDS, BCC, BCLAD, AB2913 certificate, SB 395, Emergency CLAD, and SB 1969 certificates as equivalent to the CLAD. Currently all HBCSD teachers are appropriately certified to service EL students.

The Huntington Beach City School District provides high-quality professional development to classroom teachers, principals, administrators and other school or community based personnel. Every year, workshops and trainings are available for administrators, paraprofessionals, and teachers which are designed to improve the instruction and assessment of English learners. These workshops increase teacher subject matter knowledge, teaching knowledge, and teaching skills. They are of sufficient intensity and duration to have a positive and lasting impact on teacher

performance in the classroom. Our district offers professional development opportunities for teachers, staff, paraprofessionals, and/or administrators that include but are not limited to:

- Teaching strategies to support instruction in academic language (Orange County Office of Education)
- Focused English language development instruction
- BTSA Program-structured to provide best practice discrete and integrated instructional venues and methodologies to K-8 teachers
- Literacy Project-workshops for K-8 teachers and administrators in a variety of venues focusing on language development
- Training in GLAD strategies for teachers
- Text-specific training from publishing company consultants and district staff on our district-adopted or piloted ELD programs (Houghton-Mifflin, Prentice Hall, Heinle & Heinle, Hampton Brown)
- Grade-level teams suggested strategies for teaching English learners.
- School site training with ELAC members
- Cooperative learning strategies
- Classrooms planning for differentiation of instruction
- Cross-cultural understanding
- Structured English Immersion (SEI)
- English Language Development (ELD)
- Specially Designed Academic Instruction in English (SDAIE)
- Classroom management strategies
- California Common Core State Standards
- County Enrichment Offerings
- Primary language support
- Study Skills
- Medallion Program
- Alignment of English Language Arts standards with ELD standards
- Thinking Maps: Path to Proficiency for English Language Learners

The Huntington Beach City School District participates in teacher training programs through the Orange County Department of Education (OCDE). The district Assistant Superintendent of Educational Services and English Learners Coordinator, along with personnel at the school sites, offer training to the staff in the areas of differentiated instruction for ELD, appropriate lessons for students at different levels of language fluency, and moving students from English learners to R-FEP. Staff development is provided to all district personnel who work with English learners. Teachers, instructional assistants, and principals are trained through staff meetings, attendance at conferences, and through workshops.

CHAPTER 7: INSTRUCTIONAL MATERIALS

Funding

Adequate General Fund resources are used to provide each English learner with learning opportunities in an appropriate program. All Core materials are paid for out of general fund resources. Funds provided by the Local Control Funding Formula (LCFF) and Title III for EL students supplement, but do not supplant, general funds.

Common Core with English Language Development Supplement

- Houghton Mifflin’s **A Legacy of Literacy** with Medallion Education upgrade (grades K-5)
- Prentice Hall’s **Timeless Voices, Timeless Themes** (grades 6-8)
- Hampton Brown’s **High Point** (grades 4-8,) uses the most current scientifically-based research in the development of the intervention program. High Point is designed for struggling readers and English learners who score beginning or early intermediate on the California English Language Development Test. This program will increase oral and written language proficiency in English along with higher academic standards in reading and language arts.
- Houghton Mifflin Harcourt’s **California Collections! With Language Workshop** supplemental (grades 6-8) provides a full year of research based activities to support English Learners with scaffolded instruction and differentiated designed for all proficiency levels.

English Language Development (ELD) Supplemental

- SRA/McGraw-Hill’s **Language for Learning** (grades Pre-Kdg-2) helps develop strong language skills and gives English learners a solid foundation for literacy.
- SRA/McGraw-Hill’s **Language for Thinking** (grades 1-3) builds on the concepts, vocabulary, and statement patterns introduced in Language for Learning. The program includes making inferences, retelling accounts, and determining meanings of sentences, sets the stage for reading comprehension, and the grammatical analysis of written language.
- SRA/McGraw-Hill’s **Language for Writing** (grades 2-5) is a comprehensive writing program for students who need a highly structured approach if they are to learn to write well. The program teaches the conventions students need to write clearly; the vocabulary needed to describe actions, events, and objects; and the sentence structures required to put ideas into writing.
- Houghton Mifflin’s **English Language Development Program** is an explicit and systematic program that provides up to sixty (60) minutes of focused instruction connected to the core

program. It aligns with Houghton Mifflin Reading, Medallion Edition in the areas of theme, writing, grammar, spelling, and comprehension.

- Renaissance Learning's **Accelerated Reader** (grades K-12) is a scientifically-based program that provides best classroom practices to dramatically improve student reading skills by targeting instruction and accelerate reading growth for students of all ability levels.
- SRA's **REACH/Corrective Reading** (grades 3-8) helps students who have difficulty reading accurately and fluently. The decoding program progresses from teaching letter sounds and blending to reading passages typical of textbook material. The comprehension program helps students who read without understanding. The program develops vocabulary, information and comprehension strategies needed for academic success. Underachieving readers will have the opportunity to develop higher order thinking and reasoning tactics used by successful readers.
- Scholastic's **Reading Counts** (grades K-12) boost reading achievement with a proven program that provides leveled, measurable, independent reading practice students.
- **Read Naturally** (grades 3-8) combines three research-proven strategies into one powerful strategy to develop the reading fluency of special education, ESL, Title I, and mainstream students.
- Sopris West's **The Six-Minute Solution: A Reading Fluency Program** (grades 3-8) is a researched-based reading fluency program that helps students process and decode words. The Six-Minute Solution pairs students of the same level and they take turns reading and counting the number of words correct. This instructional technique is effective with all students, including English language learners and students with special needs.
- Thinking Map, Inc.'s **Write From the Beginning and Beyond** (grades K-8) is a developmental writing programs focused on early childhood training in those criteria that are necessary for successful writing achievement beyond the primary years. This program includes both narrative and expository writing. Building on the foundation of Write From the Beginning and Beyond is a comprehensive, teacher friendly, writing program designed to assist teachers in the preparation of students for multiple writing tasks, including state assessments.
- Cambium Learning's **Step Up to Writing** (grades 3-8) features research-based, validated strategies and activities that help students proficiently write narrative, personal narrative, and expository pieces; actively engage in reading materials for improved comprehension; and demonstrate competent study skills.
- The MIND Institute's **Math Education Process** (Math+Music) uses specialized piano keyboard instruction and non-language based math computer activities that are engaging and challenging. This program uses graphic images and sequences to introduce math principles to assist students in recognizing and grasping math concepts and problems. The music component of the program has been shown to enhance the student's ability to visualize problems and perform better on standardized mathematics tests.
- **Thinking Maps** (grades TK-8) are consistent visual patterns linked directly to eight specific thought processes. By visualizing thinking processes, students create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking- essential components of 21st century skills. This program establishes consistent language for learning.

- **Lexia** (grades 6-8) addresses the development of oral language, reading, spelling, and writing skills for students who are learning English. Students learning English develop fundamental reading skills with their peers and receive personalized instruction.
- **Sonday System** (grades K-2) offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.
- **IXL** is personalized learning software which assists students gain fluency and confidence in language arts and math by helping students master essential skills at their own pace through interactive questions, built in support, and feedback.
- **Academic Vocabulary Toolkit** (grades K-8) focuses on words used across different subject areas in spoken and written communication. Mastering high use words prepare students to become effective communicators, expand the understanding of new words with embedded grammar and syntax targets, and teach words in any order for cross curricular needs.
- **SIPPS: Accelerative foundational Skills Instruction** (grades K-8) SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program that provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling.

CHAPTER 8: PROCEDURES FOR PARENT EXCEPTION WAIVERS

Procedures for Parental Exception Waivers

The District has established procedures for parental exception waivers, which include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The district provides full descriptions of the different educational program choices and of all the educational opportunities available to the student as well as descriptions of the educational materials to be used.

Section 311 of CA Ed Code describes the three circumstances in which a Parental Exception Waiver may be granted:

1. *Children who already know English:* The child already possesses well-developed English language skills as measured by a standardized test of vocabulary comprehension, reading, and writing in which the child scores at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.
2. *Older children:* The child is age 10 years or older and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.
3. *Children with special needs (children less than 10 years old):* The child already has been placed for a period of not less than thirty calendar days in an English language classroom. It is the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. The parents shall be fully informed of their rights to refuse to agree to a waiver.

All English Learners are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. The Huntington Beach City School District has a process in place for the granting of waivers according to Education Code 311. The process is as follows:

- Each school holds a parent meeting in the fall to describe the educational opportunities and program options available in the Huntington Beach City School District.
- Parents are notified in writing about the meeting.

- Parents are informed about their child(ren)'s ELPAC levels and progress. The waiver option is also explained as part of the parent meeting.
- Parents or guardians of identified English learners are informed of the three program options available to him/her:
Structured English Immersion
Mainstream English
Alternative Program

The program options include the Alternative Program, even if your school does not have a Bilingual Program.

- Parents of identified English learners are informed of the opportunity to apply for a parental exception waiver.
- If the parent or guardian chooses the Alternative Program Option, they are asked to sign a Parental Exception Waiver available at the District Office.
- An individual school in which 20 or more students of a given grade level receive a waiver are required to offer such a class.
- If less than 20 students of a given grade level receive a waiver, the school district may allow the pupils to transfer to another school in the district that provides such a class. The district will maintain a log of approved waivers.
- Parents must be allowed to sign a Parental Exception Waiver. If there are not 20 or more students at a given grade level (and same language), the school may:
 - Offer the parental exception waiver for the parents to sign.
 - Inform the parents that their child will be put on a waiting list, and they may place the child in the English program or they may transfer their students to another school.

In the event that an Alternative Program Option is provided in the future, parents will be notified in writing.

- Parental Exception Waiver denials must be in writing.
- An appeal process has been established for any Parental Exception Waiver that has been denied.
- Parents may waive their children from the Structured English Immersion Level to the English Mainstream Level. Students who are waived still will receive ELD instruction from a CLAD (or equivalent) trained teacher and are considered English learner until the student meets the R-FEP criteria.
- Parent signs the waiver, the waiver is forwarded to the Assistant Superintendent of Educational Services for a final signature. This is done within a twenty (20) day timeline. If a waiver is declined, a parent may request a meeting with the site principal or the Assistant Superintendent of Education to discuss the decision. The parent may appeal the decision at the meeting of the governing board as described in the Huntington Beach City School District's "Uniform Complaint Procedure."

- Site principal meets with parents who have not attended the parent meeting, or have enrolled later during the year, to explain the waiver process. All instruction is done in English, with support from Bilingual teachers and instructional assistants.
- The IEP team determines the placement of each special education student regardless of language proficiency. There are no provisions of an IEP that require a parental exception waiver.

CHAPTER 9: PARENT ADVISORY COMMITTEES

English Learner Advisory Committee (ELAC)

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs. The Huntington Beach City School District provides parents of English learners opportunities to be active participants in assisting their children to achieve academically. Each school in the Huntington Beach City School District with an English learner student enrollment of twenty-one (21) or more students has an English Learner Advisory Committee (ELAC) that meets the following requirements: Parent members are elected by parents or guardians of English learners. Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. The ELAC advises the principal and staff on topics relating to English learners, including at a minimum:

- ELAC has advised the School Site Council (SSC) on the development of the School Plan for Student Achievement;
- ELAC has advised the Principal and staff on the school's plan for English learners and submitting the plan to the governing board for consideration for inclusion in the district master plan for English learners.
- ELAC is responsible for assisting in the development of the following:
 - School needs assessment
 - Language Census (R30)
 - Efforts to make parents aware of the importance of regular school attendance
- ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- ELAC has the opportunity to elect at least one member to the DELAC.
- At some sites, the ELAC functions as part of the School Site Council. California Education Code allows for other school level advisory committees to serve in the capacity of an English Learner Advisory Committee. The required ELAC committee must first be constituted, have their roles and responsibilities explained, and be given the

opportunity to decide (vote) on whether to remain as an independent committee, become a subcommittee of another advisory committee, or relegate their tasks to another committee, such as the School Site Council. The procedures for combining the ELAC with the SSC are available and are listed in the Appendix. A sample ELAC Agenda and Minutes also are listed in the Appendix. Members of the School Site Council are elected at an annual meeting.

District English Learner Advisory Committee (DELAC)

- The District English Language Advisory Committee (DELAC) meets approximately once each trimester. The committee is organized by the Assistant Superintendent of Educational Services, or a designee, and is chaired by an elected parent representative. Each ELAC has the opportunity to elect at least one member to the DELAC. The majority (51%) of the DELAC consists of parents/guardians of pupils of limited English proficiency who are not employed by the district.

The committee serves as a forum for parents to share concerns or suggestions about the schools. It also allows parents to exchange information about successful programs at their respective sites. The DELAC advises the school board on the following topics:

1. Development of the Master Plan for English learners
2. Establishing district goals and objectives for programs and services
3. Conducting a district wide needs assessment (school by school)
4. Developing a plan to ensure teacher and teacher aide compliance requirements
5. Administration of the R-30 Language Census
6. Review and comment on required written notifications to parents
7. Review and comment on the reclassification procedures.

The committee also allows the Assistant Superintendent of Educational Services, or a designee, to share information about current language acquisition programs and happenings in the district. The DELAC also has the opportunity to provide advice on the portions of the Consolidated Application that apply to English Learner Programs, reviews the annual report (program evaluation), and the R-30 Language Census.

CHAPTER 10: EVALUATION OF PROGRAMS & ACCOUNTABILITY

Program Implementation

The Huntington Beach City School District is committed to maintaining a quality program for all English learners. The program for English learners produces parity with English only students in English language proficiency and academic achievement. The Assistant Superintendent of Educational Services and/or English Learners Coordinator/designee monitor implementation of services to English learners. All students who are English learners receive daily English Language Development (ELD). Students receive access to the Common Core curriculum through the use of SDAIE (Specially Designed Academic Instruction in English) strategies. All HBCSD teachers assigned to work with English learners are CLAD (or equivalent) certified. Currently all HBCSD teachers are appropriately certified to service English learners.

All teachers with English learners are expected to deliver both ELD and SDAIE instruction, as appropriate, to the student's level of language fluency. The Assistant Superintendent of Educational Services and/or English Learners Coordinator/designee works with teachers, instructional assistants and site principals to monitor program implementation and compliance.

Ongoing staff development is a priority in the Huntington Beach City School District. The Assistant Superintendent of Educational Services and/or English Learners Coordinator/designee are available to attend staff meetings at school sites, as well as to provide workshops. The district participates in teacher training programs through the Orange County Department of Education.

Program Effectiveness

English learners in the Huntington Beach City School District are measured in a variety of ways. Students are reassessed annually on the English Language Proficiency Assessments for California (ELPAC) to measure growth in listening, speaking, reading and writing fluency. Students are also assessed on the basis of the Common Core State Standards. Teachers use holistic scoring measures, performance-based assessments, including portfolios and cooperative group work.

The Huntington Beach City School District uses multiple measures of program effectiveness to evaluate English learner progress. Measures currently in use include:

- SBAC
- ELPAC

- District-designed rubrics in writing
- Reading and writing tests
- Student grades/performance
- Portfolio evaluation

Data is analyzed annually in Educational Services and shared with school site principals. The data is then used to look at student growth, potential GATE referrals, special education referrals, length of time at each oral assessment level, etc. The data is also charted to show the amount of time the students are in the English Language Learner Program before re-designating to Fluent English Proficient (R-FEP).

English Learner Evaluation Items

For all programs funded through the Consolidated Application including programs for English learners, the SSC annually develops, reviews, updates, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs and contains:

- a) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of English learners, low-achieving students and those at risk of not meeting Common Core State Standards.

The LEA implements a process and criteria to determine the effectiveness of programs for English learners, including:

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

(20 USC 1703[f]. 6841; Castañeda v. Pickard[5th Cir. 1981] 648 F.2d 989, 1009-1011; EC 64001[f])

Evidence Reviewed

Document

- LCAP Plan and LCAP Addendum
- SPSA
- Consolidated Application (ConApp)
- Evaluation Reports (District and Site)
- Description of LEA-established ongoing EL evaluation process, criteria, and timelines

Interviews

- Teachers
- Parents
- Students
- Advisory Committee Members

CHAPTER 11: GLOSSARY

Appendix A: Glossary of Terms

BCLAD: Bilingual Cross-cultural Language and Academic Development

The BCLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach students in a language other than English (as listed on the certificate.) The BCLAD also authorizes a teacher to teach English learners a program of English Language Development (ELD) and Specially Designed Academic Instruction (SDAI) in English and/or another language.

Bilingual Education: A language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language.

California English Language Development (CA ELD) Standards: In 2012, the California State Board of Education adopted the new California English Language Development Standards (ELD). The ELD standards guide teachers in supporting English learners in the acquisition of English needed for success in content areas. The ELD standards amplify areas of English language development that research has shown are crucial for academic learning, and are designed to supplement the ELA content standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in all content standards.

Cross-cultural Language and Academic Development: A teacher credential option which authorizes the holder to provide English language learners

- Instruction for English Language Development (ELD)
- Specially Designed Academic Instruction in English (SDAIE)

DELAC: District English Learner Advisory Committee

Each district with 51 or more ELs must establish a functioning District English Learner Advisory Committee (DELAC). The DELAC's mission is to provide an authentic parent voice through engaging in review and generating advice and comment on matters pertinent to English learner programs in the district. The committee must elect representatives and alternates to participate in the DELAC committee.

Designated ELD: An instructional setting in which teachers use the California English Language Development Standards that correspond with the rigorous Common Core State Standards as a tool to develop English language proficiency.

DIBELS: Dynamic Indicators of Basic Early Literacy Skill

English Learner (EL): An English learner is a student who, based on the results of the English Language Proficiency Assessments for California (ELPAC) has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

ELAC: English Learner Advisory Committee

Schools with 21 or more English learners are required to establish an English Learner Advisory Committee (ELAC). All parents with students attending the school with an ELAC are eligible and encouraged to participate in the ELAC.

ELPAC: English Language Proficiency Assessments for California

The ELPAC is the required state test for English language proficiency that must be given to students whose primary language is a language other than English.

English Language Development (ELD): English-language development (ELD) is designed to supplement the Common Core English language arts content standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in the English language arts content standards.

Every Student Succeeds Act (ESSA): The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the 1965 Elementary and Secondary Education Act, which established the federal government's expanded role in conducting oversight of public educational services in the U.S.

EO: English Only

Students who have only English indicated on lines 1, 2, or 3 of the Home Language Survey.

English Mainstream Classroom: Classroom in which the students either are native English language speakers or have acquired reasonable fluency in English.

Home Language Survey (HLS): Parents complete this survey when they enroll their child and their responses assist in determining if a student's proficiency in English should be tested. The HLS asks four basic questions:

1. What language is spoken at home?
2. What was the child's first language?
3. What language is used by the parents with the child at home?
4. What language is used by the child with others at home?

Initial Fluent English Proficient (I-FEP): A term used for students whose primary language is not English, but who were initially identified as proficient in English when they entered the school system based on their results on the ELPAC.

Long-Term English Learner (LTEL): An English learner who has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by ELPAC.

Parental Exception Waiver: Parents or legal guardians may apply for a Parental Exception Waiver in writing and in person annually if they request that the student(s) be transferred to classes where they are taught English.

R-FEP: Reclassified fluent English proficient students are those who have a primary language other than English and have met the criteria for fluency in reading and writing in the English language.

Specially Designed Academic Instruction in English (SDAIE): A component of a comprehensive program for English learners consisting of a variety of strategies, techniques, and materials specially designed to provide students, at an intermediate or advanced level of English proficiency, access to grade-level core curriculum in English. Must be provided by a teacher who is authorized to provide it, who has a credential appropriate to the assignment and a CLAD emphasis or certificate or who is training to earn such an authorization.

Structured English Immersion: An English acquisition process in which nearly all classroom instruction is in English. Teachers use instructional strategies and appropriate curriculum to make academic content comprehensible to English learners. Such strategies include the use of visuals, frequent checks for understanding and comprehension, and a modification of speech and lessons appropriately designed to teach both content and language. California law refers to this instruction as “specialized instruction in English.”

Title I: A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.

Title III: A program providing funding to improve the education of English learners by assisting them in learning English and meeting state academic standards.

APPENDIX B: Laws that Regulate Programs for English learners in the State of California

Civil Rights Act – 1964 (Title VI)

Required that there be no discrimination on the basis of race, creed, color, or national origin in the operation of any federally assisted programs.

Lau vs. Nichols – 1974

A school district cannot deny Limited English Proficient students a meaningful opportunity to participate in the educational program. The students in this case had been required to attend classes taught exclusively in English and had received no assistance in learning English. The students were from Chinatown in San Francisco. This is the landmark case governing legislation for LEP students in California.

Castaneda vs. Pickard – 1981

The Supreme Court developed a three-part test to evaluate the adequacy of the district program:

- Is the program based on sound educational theory?
- Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Federal Program Monitoring (FPM)

This review of the ELD program is held on a regular rotating cycle. Each school district with a LEP population in California is visited periodically by a state monitoring committee. This group visits different school sites to view programs, interview staff, teachers, parents, and the DELAC.

Federal Office – OCR

The Office of Civil Rights selects school districts randomly to review programs for compliance. A “Lau Review” visits school sites, checks files for compliance, and interviews staff, students, and parents. The issues to be covered in a review include:

- Assessment
- Access to the curriculum
- Qualified staff
- Integration of LEP students in all activities
- Re-designation
- Ongoing evaluation within the district
- Translation for parents

Following an OCR review, the district receives a written report citing any possible areas for improvement and noting areas of compliance.

APPENDIX C: State Guidelines

Initial Identification, Determination and Assessment of Primary Language

- All public schools (except preschools, children's centers, adult classes, juvenile halls, and regional occupational centers) must determine the primary language of all pupils as they enroll, using the Home Language Survey. (EC 52164)
- Each English learner is assessed in the primary language within 90 days of the date of the pupil's initial enrollment.
- Pupils for whom there is at least one response other than English on the Home Language Survey (HLS) are designated as having a primary language other than English (EC 52164.1)
*Exception: Item 4 on HLS
- Ensure that all migrant and special education pupils are included in the identification process. (EC 52164)

Assessment of English Proficiency

- Schools enrolling one or more pupils who have a primary language other than English must assess the English language proficiency, including understanding, speaking, reading, and writing of those pupils. (EC 52164.1)
- Use state-designated instrument and publisher's categories for fluency for assessment of oral proficiency.
- Establish a district process by which assessment of English reading and writing shall be made part of the initial identification of LEP pupils. The process must specify the criteria, instructions, procedures, and standards appropriate to each grade level to be used for identification of pupils as LEP. (EC 52164.1)
- For purposes of initial identification, English reading and writing assessments are optional for all pupils in kindergarten through grade two, and for pupils in grades three through twelve, who are LEP on the basis of oral skills alone. The reading and writing skills of pupils in grades three through twelve who score fluent on a test of oral skills must be assessed.
- Pupils in kindergarten through grade two scoring fluent on an oral proficiency test in English may be designated FEP. Pupils in K-2 scoring non-fluent on an oral proficiency test in English are classified as LEP. (EC 52164.1)
- Pupils in grades three through twelve scoring fluent on an oral proficiency test in English are classified as FEP only if they score at or above the district established standards in both reading and writing. (EC 52164.1)
- Enroll previously untested pupils who speak a language other than English in the home as LEP pupils in an appropriate program until the pupil has been assessed for English language proficiency.

Time Limits to Complete Assessment

- Complete the initial identification of student's (Home Language Survey and English proficiency assessments) within thirty (30) school days of the student's initial enrollment in school. Once completed, the initial identification need not be repeated.

Parent Notification

- Parents of pupils with a primary language other than English shall be notified of the results of the initial identification and placement within 30 days of enrollment.
- The notification shall be written in English and in the primary language of the student. In addition, the results of the assessment shall be communicated orally when school personnel have reason to believe that a written notice may not be understood.
- Parents/guardians of English learners have been notified annually of their student's English language proficiency assessment results within 30 calendar days following receipt of results of testing.

Staffing

- The initial identification assessment shall be conducted by persons bilingual in English and the primary language of the pupils and who can evaluate cultural and ethnic factors in assessment.

Permissible Alternatives

- School districts may apply to the State Department of Education on an annual basis for permission to employ one or more of the following alternatives to the requirements for the initial identification:
 1. Use of an Oral English proficiency instrument not designated by the Department.
 2. Use of a procedure as an alternative to an instrument designated by the Department.
 3. Use of federally approved (Office for Civil Rights, U.S. Department of Education) census procedures.
 4. Use of personnel who speak only English in the administration of language proficiency assessment.

APPENDIX D

District Advisory Committee (DAC) and District English Learners Advisory Committee (DELAC) BYLAWS

ARTICLE I

NAME OF COMMITTEE

The name of this committee shall be the District Advisory Committee (DAC) and District English Learners Advisory Committee (DELAC). It may be also referred to as the "DAC/DELAC" and the "Advisory Committee."

ARTICLE II OBJECTIVES

The purpose of the DAC/DELAC is to provide opportunities to parents and community members to advise and assist the school district in the operation of its English Learner program and programs for non-proficient students. In achieving this purpose, the DAC/DELAC shall provide advice and assistance in:

1. Development of a district master plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement. (5 CCR 11308[c][1])
2. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][2])
3. Establishment of district program, goals, and objectives for programs and services for ELs (5 CCR 11308[c][3]) and non-proficient students.
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR 11308[c][4])
5. Administration of the annual Language Census Report. (5 CCR 11308[c][5])
6. Review and comment on the District's reclassification procedures. (5CCR 11308[c][6])
7. Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR 11308[c][7])

This section of the bylaws shall in no way be construed as giving the DAC/DELAC any veto power over the District English Learner Program or programs for non-proficient students. The committee shall be an advising, coordinating, and evaluating group in order to further the purpose of education as specified in these bylaws. In the absence of his/her written consent, no committee member shall be required to provide any sum of money, property, or service, other than the services described herein.

ARTICLE III MEMBERS

SECTION 1. COMPOSITION OF THE DAC/DELAC

The needs and resources of the school district require that membership be obtained from a broad range of interested persons and that there be a maximum effort to involve parents of children who participate in the English Learner program and parents of non-proficient students. In order to satisfy this requirement, the composition of the DAC/DELAC as determined by the committee are as follows:

1. Every effort shall be made to ensure that the total membership of the DAC/DELAC consists of no less than 51% of parents of students served in English Language Learner programs or non-proficient program services. If the percentage requirement cannot be met, parents of any enrolled student in the district will included for membership.
2. The remaining membership of the DAC/DELAC shall include membership from parents and community members residing in the school district.

All DAC/DELAC members shall enjoy full rights and obligations of membership.

SECTION 2. SELECTION OF MEMBERS

Members shall be officially elected at their respective school sites through the English Learner Advisory Committee (ELAC) or School Site Council (SSC) by the end of October of each school year. Elected members should demonstrate interest and concern for the education and welfare of the students being served by the English Learner program and non-proficient programs. Members shall be elected without any discrimination regarding their race, religion, sex, ethnicity, or political persuasion.

SECTION 3. TERM OF OFFICE

All members of the DAC/DELAC shall serve during the calendar year for which they were elected and until a successor has been elected.

SECTION 4. VOTING RIGHTS

Each elected member, or his/her alternate, shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the DAC/DELAC.

SECTION 5. TERMINATION OF MEMBERSHIP

A member shall no longer hold membership should the following instances occur: 1) he/she

ceases to be a resident of the school attendance area to be served, 2) he/she no longer has approved inter-district attendance status for their student, or 3) otherwise terminate his/her relationship with the group or organization which he/she was selected to represent. Terminated members will be replaced from a list of alternates from each school site. Membership should automatically terminate for any member who is absent without justification from two regular and/or special meetings in succession.

SECTION 6. TRANSFER OF MEMBERSHIP

Membership in the Advisory Committee is not transferable.

SECTION 7. ALTERNATES

A committee member may send an alternate to a meeting. An alternate shall have voting power, and the presence of an alternate shall not relieve a member from the effect of Section 5 of this Article.

SECTION 8. RESIGNATION

Any member may resign by filing a written resignation with the school principal, which will notify the Educational Services department and the DAC/DELAC at its earliest meeting.

ARTICLE IV OFFICERS

SECTION 1. OFFICERS

The officers of the DAC/DELAC shall be two chairpersons for the separate functions of the DAC and DELAC. Any site elected member may be nominated for office.

SECTION 2. ELECTION AND TERM OF OFFICE

The officers of the DAC/DELAC shall be elected at the first annual meeting, and shall serve during the calendar year in which elected and until each successor has been elected and qualified. Any officer may be re-elected provided he/she continues to be a member.

SECTION 3. VACANCY

If a vacancy occurs with an officer, a letter will be sent to the school principal involved, requesting that a new person be nominated for membership to fill the unexpired term. If a vacancy occurs with a member from the community, the member will be removed from the rolls and no further action taken. A vacancy in any office may be filled by the committee for

the unexpired portion of the term by using the established election process.

SECTION 4. CHAIRPERSONS

Chairpersons will be identified separately for both the DAC and DELAC functions of the committee at the November meeting. The chairpersons may preside at all meetings of the DAC/DELAC and may sign all letters, reports, and other communications to the committee and other entities. In addition, he/she shall perform all duties appropriate to the office of chairperson and any other duties prescribed by the committee from time to time.

Under no conditions may the chairperson be an employee of the school district. In the absence of one or both of the DAC/DELAC chairpersons, the duties of the absent chairperson(s) shall be transferred to the attending chairperson(s) or other member during his/her absence.

ARTICLE V MEETING OF THE DAC/DELAC

SECTION 1. REGULAR MEETING

The DAC/DELAC shall meet the first or second Thursday of November, February, and May. Meetings shall be from 9:30a.m. to 11:00, and are set by the Educational Services Department.

SECTION 2. PLACE OF MEETINGS

The DAC/DELAC shall hold its regular and special meetings in a facility provided by the school district.

SECTION 3. NOTICE OF MEETINGS

All meetings shall be noticed in writing and shall state the day, hour, and location. The notice shall be sent by District mail as well as by email to each school site. Official agenda will be posted 72 hours prior to each meeting at each school site and at the District Office location.

The time requirement of notification may be suspended in an emergency by a chairperson or a majority of the committee members.

SECTION 4. LIMITATIONS

The following time limitations shall be observed at each DAC/DELAC meeting except when exceptions are granted by the chairperson or by an approved motion:

1. No person shall speak for more than 5 minutes at a time on the same item of discussion.

2. Reports shall be limited to 15 minutes unless a longer period of time is indicated in writing on the meeting notice agenda.

SECTION 5. DECISIONS OF ADVISORY COMMITTEE

All decisions of the DAC/DELAC shall be made only after an affirmative vote of a simple majority of the members present.

SECTION 6. QUORUM

A minimum number of 2 members are required to be present to constitute a quorum for the valid activities and actions of the DAC/DELAC.

SECTION 7. CONDUCT OF MEETING

All regular and special meetings of the DAC/DELAC shall be conducted in accordance with the DAC/DELAC bylaws. Every effort will be made to provide translation services for those present who do not speak the language being used to conduct the meeting.

SECTION 8. REPORTS TO THE BOARD OF TRUSTEES

The chairperson of the DAC/DELAC and/or the District personnel responsible for English Learner Programs and services for non-proficient students will make oral and/or written reports to the Board of Trustees periodically or by request of the Board.

ARTICLE VI AMENDMENTS

The bylaws may be amended at any time by an affirmative vote of a simple majority of the members present at any meeting where such action is proposed by a proper motion, with an explanation as to why such an amendment is being proposed.

ARTICLE VII DECORUM

All persons present at the DAC/DELAC meeting will conduct themselves in a proper manner at all times. Any person(s) using profanity, making libelous or slanderous statements, or attempts to berate another person in public will be promptly called out of order and asked to leave if such conduct does not cease immediately.

APPENDIX E: FORMS

- Home Language Survey (English, Spanish)
- Initial Parent Notification Letter – English Learner (English, Spanish)
- Initial Parent Notification Letter- IFEP (English, Spanish)
- Annual Parent Notification Letter- Federal Title III and State Requirements (English, Spanish)
- Reclassification Form for English Learners to Fluent English Proficient (R-FEP) (English, Spanish)
- IEP Team Worksheet to Recommend Reclassification of English Learners with Disabilities
- CAASPP and ELPAC Student Score Reports in Aeries Parent Portal (English, Spanish)
- Tracking Form for Re-designated (FEP) Students
- Remediation Plan for Re-designated Students
- Parental Exception Waiver

HUNTINGTON BEACH CITY SCHOOL DISTRICT
Home Language Survey

School _____ Teacher _____ Grade _____ Date of Enrollment _____

Date of Entry to the United States (if born outside US) _____

EXCLUDING PRESCHOOL: Date your child first attended public/private school (grades K-8)

IN THE UNITED STATES _____ What State _____

Date child first attended public/private school (grades K-8) in CALIFORNIA _____

Last School Attended _____ District _____

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Name of Student _____ Sex _____ / _____
Last First Middle M F

Birthdate ____ / ____ / ____ Age _____ Place of Birth _____
City State Country

1. Which language did your son/daughter learn when he/she first began to talk? _____
2. In what language do you most frequently speak to your son/daughter? _____
3. What language does your son/daughter most frequently use at home? _____
4. What language is most often spoken **by the adults** at home? _____

Signature of Parent/Guardian

ESTUDIO del IDOMA del HOGAR

Escuela _____ Maestro/a _____ Grado _____ Fecha de Matricula _____

Fecha de entrada a Estado Unidos (Si nació afuera de los E.U.) _____

NO INCLUYA LA PRE-ESCUELA: Fecha del primer día que empezó escuela publica/privada grados (K-8)

en los ESTADOS UNIDOS _____ Cual Estado _____

Fecha del primer día que empezó escuela publica/privada en CALIFORNIA _____

Escuela Previa _____ Distrito _____

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada alumno. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los alumnos.

Nombre del Alumno _____ Sexo _____ / _____
Apellido Nombre Inicial M F

Fecha de Nacimiento ____ / ____ / ____ Edad _____ Donde Nació _____
Ciudad Estado País

1. Cuando su hijo(a) comenzó ha hablar, cual idioma empezó ha hablar? _____
2. Cual idioma usa Ud. con mas frecuencia cuando habla con su hijo(a)? _____
3. Cual idioma usa principalmente su hijo(a) cuando conversa en la casa? _____
4. Cual(es) idioma(s) hablan **los adultos** con mas frecuencia en la casa? _____

Firma de Padre/Apoderado

En que idioma prefiere recibir avisos de la Oficina de programas para aprender inglés? _____

**Huntington Beach City School District
INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements**

To the Parents/Guardians of: SAMPLE STUDENT
Date of Birth: «Date_of_Birth»
School/Grade: «School_Name» / «Tested_Grade»
Date Testing Completed: «Date_Testing_Completed»

Primary Language: «Primary_Language_Name»
Teacher: «Teacher_»

Dear Parent(s) or Guardian(s): When your child enrolled in our district, 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 option available to 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
Overall	«Overall_Performance_Level» Score: «Overall_Score»
Oral (Listening and Speaking)	«Oral_Level»
Written (Reading and Writing)	«Written_Level»

Based on results of the Initial English Language Proficiency Assessment (Initial ELPAC), your child has been identified as an «Calculated_ELAS» student.

District Reclassification Criteria from English Learner to Fluent English Proficient.

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Huntington Beach City School District's reclassification criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

1. English Language Proficiency Assessments for California (ELPAC) for current academic year. An overall proficiency score of Bridging and a score of Upper Expanding or higher on each subtest.
2. English Language Arts-Standard Met (3) or Exceeded (4) on the California Assessment of Student Performance and Progress (CAASPP) (Grades 3-8).
3. DIBELS score of At or Above Benchmark (Grades K-2).
4. District Articulated Writing Prompt (AWP) from preceding academic year: A score of (3) meets or above.
5. School principal and current classroom teacher or CORE teacher recommendation on the Reclassification Form.
6. Parent opinion and consultation.

Language Acquisition Programs

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])

A description of the language acquisition program provided in the Huntington Beach City School District is listed below. Based on the Initial ELPAC results, your child has been identified for participation in this program. (20 U.S.C. Section 6312[e][3][A][iii],[v])

Structured English Immersion Setting – A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for students who are learning English. Students are provided Designated English Language Development (ELD) and provided access to grade level academic subject matter content with Integrated ELD.

English Learner Receiving Special Education Services - The Individualized Education Plan (IEP) team determines placement of each student regardless of their English language proficiency.

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 that listed above, please contact Debbie Bartlett at (714) 964-8888 ext. 2036 to inquire 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)

Respectfully,

Dr. Cynthia Guerrero
Assistant Superintendent
Educational Services Department

Huntington Beach City School District
NOTIFICACIÓN INICIAL PARA LOS PADRES
Requisitos federales del Título I o Título III y el estado

A los padres/tutores de: SAMPLE STUDENT

Fecha de nacimiento: «Date_of_Birth_Spanish»

Lenguaje Primario: «Primary_Language_Name»

Escuela/Grado: «School_Name» / «Tested_Grade_Spanish»

Maestro(a) (Sr./Sra.): «Teacher_»

Fecha de prueba completada: «Date_Testing_Completed_Spanish»

Estimados padres o tutores: Cuando inscribió a su hijo(a) en nuestro distrito, indicó un idioma aparte del inglés en la encuesta de la lengua materna. La ley nos requiere evaluar a su hijo(a) y notificarle de su nivel del dominio del inglés. Estamos obligados a informarle sobre la opción del programa de adquisición de lenguaje disponible para su hijo(a). Este aviso también explica los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C.]* sección 6312[e][3][A][ii])

Resultados de la evaluación del idioma
(20 U.S.C sección 6312[e][3][A][ii])

Dominios Compuestos	Evaluación del dominio del inglés (ELPAC)* Nivel de rendimiento de la evaluación inicial
En General	«Overall_Performance_Level_Spanish» Puntuación: «Overall_Score»
Oral (Habilidades de comprensión y expresión oral)	«Oral_Level_Spanish»
Escrito (Lectura y escritura)	«Written_Level_Spanish»

Basado en los resultados de la Evaluación Inicial del dominio del idioma inglés (Inicial ELPAC), se ha identificado a su hijo(a) como «Calculated_ELAS_Spanish».

Criterios de Reclasificación del Distrito de Aprendiz del Idioma Inglés a Competente en el Idioma Inglés.

El objetivo de los programas de adquisición de lenguaje es que los estudiantes logren dominar el inglés lo más pronto posible y que cumplan con las medidas estatales de rendimiento académico. Los criterios para la reclasificación en este distrito son los siguientes. (20 U.S.C. sección 6312[e][3][A][vi])

1. English Language Proficiency Assessments for California (ELPAC) para el año presente. Una calificación de puntuación general de Superando (nivel 4) y una calificación de En Crecimiento o superior en cada subprueba.
2. Artes del Lenguaje Inglés- Estándar Alcanzado (3) o Estándar Excedido (4) en evaluación estatal de California Assessment of Student Performance and Progress (CAASPP) (grados 3-8).
3. DIBELS puntuación de estándar alcanzado o superior (grados K-2).
4. Pautas Articuladas de Escritura del Distrito (AWP) del año anterior: una calificación de estándar alcanzado (3) o superior.
5. Consentimiento del director(a), profesor(a) y documentación en el Formato de Reclasificación.
6. Opinión del padre y consulta.

Programas de adquisición de lenguaje

Los programas de adquisición de lenguaje son programas educativos diseñados para asegurar que la adquisición del inglés se logre tan rápida y eficazmente como sea posible y proporcionan instrucción para aprendices del inglés basadas en los estándares de la disciplina académica adoptadas por el estado, incluso los estándares para el Desarrollo del Inglés (ELD)*. (20 U.S.C. sección 6312[e][3][A][iii],[v]; EC sección 306[c])

A continuación se detalla una descripción del programa de adquisición de idiomas proporcionado en el Distrito Escolar de Huntington Beach City. Según los resultados iniciales de ELPAC, su hijo(a) ha sido identificado(a) para participar en este programa. (20 U.S.C. Section 6312[e][3][A][iii],[v])

Inmersión estructurada en inglés - un programa de adquisición de idiomas para estudiantes de inglés en el que casi toda la enseñanza en el aula se imparte en inglés, pero con un plan de estudios y una presentación diseñada para estudiantes que están aprendiendo inglés. A los estudiantes se les proporciona Desarrollo del Idioma Inglés Designado (ELD) y acceso a contenido académico de materias de nivel de grado con ELD Integrado.

Aprendices de inglés que reciben servicios de educación especial - el equipo del plan de educación individualizada (IEP) determina la ubicación de cada estudiante independientemente de su dominio del idioma inglés.

Se le requerirá a las escuelas en que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de lenguaje diseñado a proporcionar enseñanza del idioma que ofrezcan tal programa en la medida de lo posible. (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a])

Los padres pueden aportar información acerca de los programas de adquisición de lenguaje durante la elaboración del Plan de Rendición de Cuentas con Control Local. Si está interesado en un programa distinto al mencionado anteriormente, comuníquese con Debbie Bartlett al numero (714) 964-8888 ext. 2036 para preguntar acerca del proceso.

Los padres de aprendices del inglés tienen derecho a rechazar u optar por que sus hijo(a) no participen en el programa de adquisición de lenguaje del distrito escolar o en algún servicio específico para aprendices del inglés dentro de un programa de adquisición de lenguaje (20 U.S.C Sección 6312[e][3][A][viii]). Sin embargo, el distrito escolar sigue obligado a proporcionar instrucción significativa (5 Código de Reglamentos de California [CCR]* sección 11302) hasta que el estudiante reclasifique, informar a los padres cuando no haya avances y ofrecer a los padres los programas y servicios que pueden considerar en ese momento. (5 Código de Regulaciones de California, sección 11302)

Sinceramente,

Dr. Cynthia Guerrero
Superintendente asistente
Departamento de Servicios Educativos

**Huntington Beach City School District
INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements**

To the Parents/Guardians of:
Date of Birth:
School/Grade:
Date Testing Completed:

Primary Language:
Teacher:

Dear Parents(s) or Guardian(s): Upon initial enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to California law, the school district is required to initially assess your child and notify you of your child's proficiency level in English. This letter is to notify you of the official assessment results for your child.

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

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
Overall	Initial Fluent English Proficient Score:
Oral (Listening and Speaking)	[Sample] Well developed
Written (Reading and Writing)	[Sample] Beginning to develop

The Initial English Language Proficiency Assessment (Initial ELPAC) results indicate your child is proficient in the English language and has been identified as an Initial Fluent English Proficient (IFEP) student. Your child will participate in the general academic program and will not receive special language services. Should you have any questions, please contact Debbie Bartlett at (714)964-8888 ext. 2036.

Sincerely,
Dr. Cynthia Guerrero
Assistant Superintendent
Educational Services Department

Parent: PLEASE INDICATE THAT YOU RECEIVED THE INFORMATION, SIGN BELOW, AND RETURN A COPY OF THE LETTER TO YOUR CHILD'S SCHOOL.

_____ I received information about my child's Initial ELPAC results.

_____ I understand my child will participate in the general academic program due to being identified as an Initial Fluent English Proficient (IFEP) student.

Parent or Guardian's Signature _____

Phone _____

Student's Name: _____ School: _____
Teacher's Name: _____ / Grade: _____

Huntington Beach City School District
NOTIFICACIÓN INICIAL PARA LOS PADRES
Requisitos federales del Título I o Título III y el estado

A los padres/tutores de:
 Fecha de nacimiento:
 Escuela/Grado:
 Fecha de prueba completada:

Lenguaje Primario: Español
 Maestro(a) (Sr./Sra.):

Estimados padres o tutores:

Cuando inscribió a su hijo(a) en nuestra distrito, indicó un idioma aparte del inglés en la encuesta de la lengua materna. La ley nos requiere evaluar a su hijo(a) y notificarle de su nivel del dominio del inglés.

Resultados de la evaluación del idioma
 (20 U.S.C sección 6312[e][3][A][ii])

Ámbitos Compuestos	Evaluación del dominio del inglés (ELPAC)* Nivel de rendimiento de la evaluación inicial
General	Inicialmente designado como un estudiante con dominio de inglés (I-FEP, por sus siglas en inglés) Puntuación:
Lo Oral (Habilidades de comprensión y expresión oral)	Bien desarrollado
Lo Escrito (Lectura y escritura)	Algo a moderadamente desarrollado

Basado en los resultados de la Evaluación Inicial del dominio del idioma inglés (Inicial ELPAC), se ha identificado a su hijo(a) como un estudiante con dominio inicial del inglés fluido (IFEP). Su hijo(a) participará en el programa académico general y no recibirá servicios de idiomas especiales. Si tiene alguna pregunta, llame a Debbie Bartlett al (714) 964-8888 ext. 2036.

Sinceramente,
 Dr. Cynthia Guerrero, Superintendente asistente
 Departamento de Servicios Educativos

.....

Padre: POR FAVOR INDICEN QUE RECIBIÓ LA INFORMACIÓN, FIRME A CONTINUACIÓN Y DEVUELVA UNA COPIA FIRMADA DE ESTA CARTA A LA ESCUELA DE SU HIJO(a).

Recibí información sobre los resultados iniciales de ELPAC de mi hijo(a).

Entiendo que mi hijo participará en el programa académico general debido a que se me identifica como un estudiante con dominio inicial del inglés fluido (IFEP).

Firma del padre o tutor _____

Teléfono _____

El nombre del estudiante _____
 la escuela: _____ Maestro(a) (Sr./Sra.): _____ Grado: _____

HUNTINGTON BEACH CITY SCHOOL DISTRICT
ANNUAL PARENT NOTIFICATION LETTER
Federal Title III and State Requirements

OCTOBER 2020

To the Parents/Guardians of:
School/Grade:

Primary Language:
Teacher (Mr./Mrs.):

Dear Parent(s) or Guardian(s): Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also inform you of the language acquisition program option available. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][i],[vi])

Your child continues to be identified as an English learner and has been assigned to participate in our district's Structured English Immersion Setting language acquisition program as defined below. This placement is determined by the overall score on the 2018-19 or 2019-20 (whichever is most recent) English Language Proficiency Assessment for California (ELPAC) administered to your child. You may access your child's most recent ELPAC results on the Aeries Parent Portal website by following the instructions on the reverse side of this letter.

Structured English Immersion Setting - A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for students who are learning English. Students are provided Designated English Language Development (ELD) and provided access to grade level academic subject matter content with Integrated ELD.

English Learner Receiving Special Education Services - The Individualized Education Plan (IEP) team determines placement of each student regardless of their English language proficiency.

District Reclassification Criteria from English Learner to Fluent English Proficient.

1. English Language Proficiency Assessments for California (ELPAC) for current academic year. An overall proficiency score of Bridging (4) and a score of Upper Expanding or higher on each subtest (3 or 4).
2. English Language Arts-Standard Met (3) or Exceeded (4) on the California Assessment of Student Performance and Progress (CAASPP) (Grades 3-8).
3. DIBELS score of Meets or Above Benchmark (Grades K-2).
4. District Articulated Writing Prompt (AWP) from preceding academic year: A score of (3) meets or above.
5. School principal and current classroom teacher or CORE teacher recommendation on the Reclassification Form.
6. Parent opinion and consultation.

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, please contact Debbie Bartlett at (714) 964-8888 ext. 2036 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. (20 U.S.C Section 6312[e][3][A][viii]) However, if parents/guardians opt their student out of the English learner program, the student retains their status as an English learner. Additionally, districts remain obligated to provide the student meaningful instruction until the student is reclassified, 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)

Respectfully,

Dr. Cynthia Guerrero
Assistant Superintendent
Educational Services Department

DISTRITO ESCOLAR DE LA CIUDAD DE HUNTINGTON BEACH
CARTA DE NOTIFICACIÓN ANUAL PARA LOS PADRES
Requisitos estatales y del Título III federal

Octubre 2020

Para los Padres/Tutores de:
Escuela/Grado:

Idioma Principal: Español
Maestro (Sr. /Sra.):

Estimados padres o tutores: Su hijo(a) sigue siendo un aprendiz del inglés. Cada año, estamos obligados a evaluar a su hijo(a) y notificarle del nivel de dominio del inglés. También debemos describir las opciones de programas de adquisición de lenguaje disponibles. Este aviso también contiene los criterios para la salida del programa para aprendices del inglés. (20 Código de los Estados Unidos [U.S.C]* sección 6312[e][3][A][i],[vi])

Su hijo(a) continúa siendo identificado(a) como un aprendiz de inglés y se le ha asignado participar en el programa de adquisición de lenguaje Inmersión Estructurada en Inglés de nuestro distrito como se define a continuación. Esta ubicación está determinada por el puntaje general en la Evaluación de dominio del idioma inglés para California (ELPAC) de 2018-19 o 2019-20 (lo que sea más reciente) administrada a su hijo(a). Puede encontrar los resultados de ELPAC más recientes de su hijo en el sitio web del Portal para padres de Aeries siguiendo las instrucciones en el reverso de esta carta.

Inmersión estructurada en inglés: un programa de adquisición de idiomas para estudiantes de inglés en el que casi toda la enseñanza en el aula se imparte en inglés, pero con un plan de estudios y una presentación diseñados para estudiantes que están aprendiendo inglés. A los estudiantes se les proporciona Desarrollo del Idioma Inglés Designado (ELD) y acceso a contenido académico de materias de nivel de grado con ELD Integrado.

Aprendices de inglés que reciben servicios de educación especial: el equipo del plan de educación individualizada (IEP) determina la ubicación de cada estudiante independientemente de su dominio del idioma inglés.

Criterios de Reclasificación del Distrito de Estudiante del Idioma Inglés a Competente en el Idioma Inglés.

1. English Language Proficiency Assessments for California (ELPAC) para el año presente. Una calificación de puntuación general de Superando (nivel 4) y una calificación de En Crecimiento o superior en cada subprueba.
2. Artes del Lenguaje Inglés- Estándar Alcanzado (3) o Estándar Excedido (4) en evaluación estatal de California Assessment of Student Performance and Progress (CAASPP) (grados 3-8).
3. DIBELS puntuación de estándar alcanzado o superior (grados K-2).
4. Pautas Articuladas de Escritura del Distrito (AWP) del año anterior: una calificación de estándar alcanzado (3) o superior.
5. Consentimiento del director(a), profesor(a) y documentación en el Formato de Reclasificación.
6. Opinión del padre y consulta.

Las escuelas en las que los padres o tutores legales de 30 alumnos o más por escuela o los padres o tutores legales de 20 alumnos o más en cualquier grado que soliciten un programa de adquisición de idiomas diseñado para proporcionar instrucción de idiomas deberán ofrecer dicho programa a la medida de lo posible. (20 U.S.C. Sección 6312 [e] [3] [A] [viii] [III]); CE sección 310 [a])

Los padres pueden proporcionar información sobre los programas de adquisición del lenguaje durante el desarrollo del Plan de Responsabilidad de Control Local (LCAP). (Sección CE 52062) Si está interesado en un programa diferente, comuníquese conmigo Debbie Bartlett al (714) 964-8888 ext. 2036 para preguntar sobre el proceso.

Los padres de los aprendices de inglés tienen el derecho de rechazar o excluir a sus hijos del programa de adquisición de idiomas del distrito escolar. (20 U.S.C Sección 6312 [e] [3] [A] [viii]) Sin embargo, si los padres / tutores optan por excluir a su estudiante del programa de Estudiantes de inglés, el estudiante conserva su condición de estudiante de inglés. Además, los distritos siguen obligados a proporcionar al alumno una instrucción significativa hasta que el alumno sea reclasificado, informar a los padres cuando no se avanza y ofrecerles los programas y servicios para padres que deben considerarse en ese momento. (5 Código de Regulaciones de California, Sección 11302)

Sinceramente,

Dr. Cynthia Guerrero, Superintendente asistente
Departamento de Servicios Educativos



Huntington Beach City School District RECLASSIFICATION FORM FOR ENGLISH LEARNERS TO FLUENT ENGLISH PROFICIENT (R-FEP)



Student Name: _____

Student ID#: _____

School: _____

Grade: _____

Date: _____

The above named English learner is eligible to be reclassified as a fluent English proficient (R-FEP) student based on the criteria listed below.

RECLASSIFICATION CRITERIA

1. Assessment of Language Proficiency

ELPAC Proficiency Levels: _____ Assessment Date: _____

Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____

(Must be at level 4 overall score and *well developed* 3 or higher in each domain.)

2. Comparison of Performance in Basic Skills

Grade Levels 1-3	Grade Levels 4-8
<input type="checkbox"/> <i>Articulated Writing Prompt</i> (must score 3 or 4): Date: _____ Score: _____	<input type="checkbox"/> <i>Articulated Writing Prompt</i> (must score 3 or 4): Date: _____ Score: _____
<input type="checkbox"/> <i>DIBELS Next</i> (must score at or above benchmark): <u>Grade 1</u> : Nonsense Word Fluency Score: <u>Grades 2-3</u> : DIBELS Oral Reading Fluency Score:	<input type="checkbox"/> <i>SBAC ELA</i> (must score 3 or 4 in area of ELA): Date: _____ Level: _____

3. Teacher Evaluation of Student Academic Performance

Elementary School - Meets grade-level standards in reading, language arts, and mathematics.

Teacher Signature: _____

Middle School - Meets grade-level standards in reading/language arts and maintains a 2.0 or higher academic G.P.A. Student G.P.A.= _____

Core Teacher's Signature: _____

4. Parent Opinion and Consultation

I have been informed of the reclassification process and understand that my child is a candidate for reclassification as a fluent English Proficient student who will no longer receive specialized English language assistance once reclassified.

Parent / Guardian's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

For exclusive use by staff from Educational Services

- The above student has met the reclassification criterions.
- The above student has not met the reclassification criterions.

Final Reclassification Approval _____ Date entered _____ ES employee's initials _____
Coordinator of English Learners Program



Distrito escolar de la ciudad de Huntington Beach

FORMULARIO PARA RECLASIFICAR A ESTUDIANTES DE INGLÉS A NIVEL PROFICIENTE CON FLUIDEZ EN INGLÉS (R-FEP)



Nombre del estudiante _____ # de ID _____

Grado _____ Escuela _____ Fecha _____

El estudiante de inglés nombrado anteriormente es elegible para ser reclasificado a nivel proficiente con fluidez en inglés (R-FEP) basado en su cumplimiento con los requisitos anotados a continuación.

CRITERIO DE RECLASIFICACIÓN

1. Evaluación del nivel de dominio del inglés

Resultados de ELPAC: Fecha de examen: _____

Eschuca _____ Habla _____ Lectura _____ Escritura _____ En total _____
(El estudiante tiene que obtener resultado de nivel 4 en total y *bien desarrollado nivel 3* o superior en cada categoría.)

2. Comparación de desempeño en habilidades básicas

Niveles de Grado 1-3	Niveles de Grado 4-8
<input type="checkbox"/> <i>Articulated Writing Prompt</i> (tiene que obtener resultado de 3 o 4): Fecha: _____ Resultado _____	<input type="checkbox"/> <i>Articulated Writing Prompt</i> (tiene que obtener resultado de 3 o 4): Fecha: _____ Resultado _____
<input type="checkbox"/> <i>DIBELS Next</i> (tiene que obtener 3 o superior en prueba): <u>Grado 1:</u> Resultado Nonsense Word Fluency _____ <u>Grados 2-3:</u> Resultado DIBELS Oral Reading Fluency _____	<input type="checkbox"/> <i>SBAC ELA</i> (tiene que obtener resultado de 3 o 4 en Language): Fecha: _____ Resultado _____

3. Evaluación del maestro/a de rendimiento académico estudiantil



Escuela primaria – Cumple con los estándares a nivel de grado en lectura, artes idiomáticas, y matemáticas.

Firma del maestro/a _____

Escuela secundaria – Cumple con los estándares a nivel de grado en lectura, artes idiomáticas, y mantiene puntaje G.P.A. 2.0 o superior. G.P.A. de Estudiante= _____

Firma del maestro/a _____

4. Opinión y consulta del padre

Me informaron sobre el proceso de reclasificación y entiendo que mi hijo(a) es candidato(a) para la reclasificación como un estudiante con dominio del inglés y ya no recibirá asistencia especializada en inglés.

Firma del padre: _____ Fecha: _____

Firma del director(a): _____ Fecha: _____

Para uso exclusivo del personal de Servicios Educativos

- The above student has met the reclassification criterions.
- The above student has not met the reclassification criterions.

Final Reclassification Approval _____ Date entered _____ ES employee's initials _____

Coordinator of English Learners Program

Distribution: Original Copy – CUM Copy – Parent



Huntington Beach City School District

IEP TEAM WORKSHEET TO RECOMMEND RECLASSIFICATION OF ENGLISH LEARNERS WITH DISABILITIES



Student Name: _____

Student ID#: _____

School: _____

Grade: _____

Date of Last IEP Held: _____

The above named English Learner with disabilities participates in **alternative curriculum** due to low incidence disabilities or significant severe cognitive disabilities. The IEP team has reviewed all relevant information regarding the student's English language progress toward reclassification.

ALTERNATIVE ASSESSMENT RESULTS

1. Comparison of Performance in Basic Skills

Current School Year Data:	
ELPAC	<input type="checkbox"/> ELPAC Proficiency Levels: Assessment Date: _____ Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____ <i>(Must be at level 4 overall score and well developed 3 or higher in each domain to meet proficiency.)</i>
OR	<i>If student does not meet proficiency on ELPAC assessment and participates in alternate curriculum due to severity of disabilities, the following alternate assessments may be considered to determine mastery of basic skills for reclassification.</i>
Alternate Assessments	<input type="checkbox"/> Woodcock-Johnson IV <i>(must score XX)</i> Date: _____ Score: _____
	<input type="checkbox"/> Brigance Inventory of Basic Skills <i>(must score XX)</i> Date: _____ Overall Score: _____ Listening: _____ Speaking: _____
	<input type="checkbox"/> WIAT <i>(must score XX)</i> Date: _____ Score: _____
	<input type="checkbox"/> KTEA <i>(must score XX)</i> Date: _____ Score: _____

2. **Teacher Evaluation:** Does teacher recommend reclassification?

a. Evaluation was based on: Classroom Performance Results of Alternate Assessments

IEP Goals

IEP Goals

Other: _____

Comments: _____

3. **IEP Team:**

a. Does the IEP team feel the student has reached an appropriate level of English Proficiency? Yes No

b. Does the IEP team recommend the student be reclassified as Fluent English Proficient (R-FEP) based on performance in basic skills? Yes No

Huntington Beach City School District

Step-by-Step Instructions to access

CAASPP and ELPAC Student Score Reports in Aeries Parent Portal

Note: You do not need to set up a new account if you already have one. Please continue using your existing username and password to log into the Aeries Parent Portal using the HBCSD website (<https://www.hbcسد.us>) and select the “Parents” tab, Parent Resources page, section Online Services for Parents, Electronic Student Score Reports (CAASPP & ELPAC).

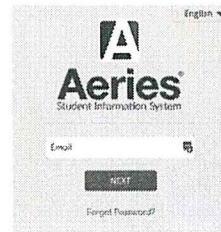
Step ① Access the Aeries Parent Portal

A link to HBCSD’s Parent Portal can be found on the district website or at this link: <https://parents.hbcسد.us/>

What do I do if my email doesn’t match to an account?

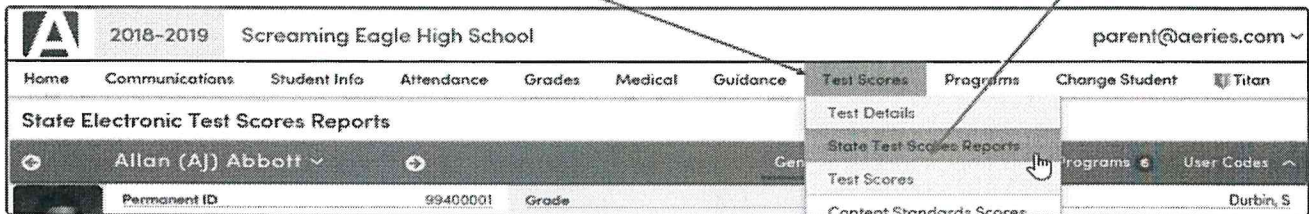
Send an email to: help@hbcسد.us

Huntington Bch City Sch Dist



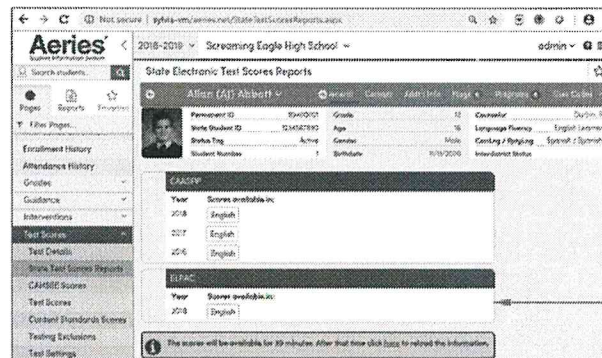
Portal FAQ Document
For Portal Support: help@hbcسد.us

Step ② Click on “Test Scores” and select “State Test Scores Reports.”



Step ③ Test page will open as

Student Score Reports seen below:



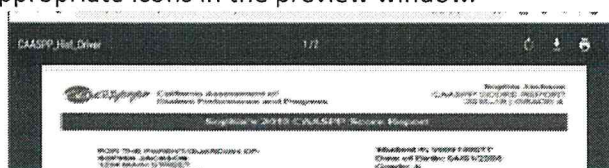
CAASPP

ELPAC

*If your report does not open, right click and open in a new window.

Step ④ You may print or download your Student Score Reports

Score reports will only be available for 30 minutes. You may request a new link by clicking on “here” in the blue information box. A copy of the student’s score report can be downloaded and saved to your computer or it can be printed by using the appropriate icons in the preview window.



Distrito Escolar de la Ciudad de Huntington Beach

Instrucciones paso a paso para acceder Informes de puntaje de los estudiantes CAASPP y ELPAC en el portal de padres Aeries

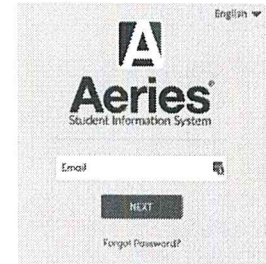
Nota: No es necesario configurar una nueva cuenta si ya tiene una. Continúe usando su nombre de usuario y contraseña existentes para iniciar sesión en Portal de Padres Aeries utilizando el sitio web de HBCSD (<https://www.hbcasd.us>) y seleccione la pestaña "Padres", página de Recursos para Padres, sección Servicios En Línea para Padres, Informes de Calificaciones de Estudiante (CAASPP y ELPAC).

Paso ① Acceda al Portal de Padres Aeries

Puede encontrar un enlace al Portal de Padres de HBCSD en el sitio web del distrito o en este enlace: <https://parents.hbcasd.us/>

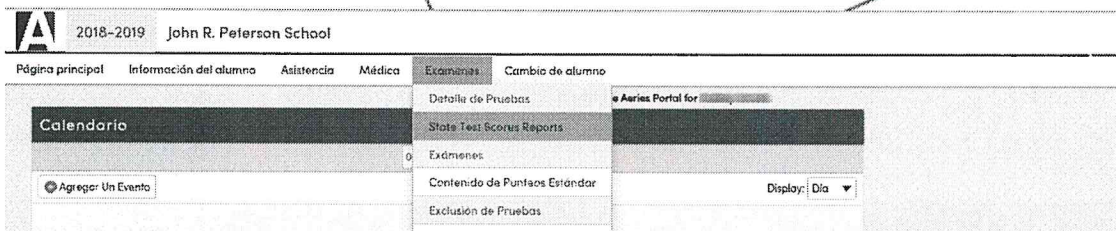
¿Qué hago si mi correo electrónico no coincide con una cuenta?
Envíe un correo electrónico a: help@hbcasd.us

Huntington Bch City Sch Dist



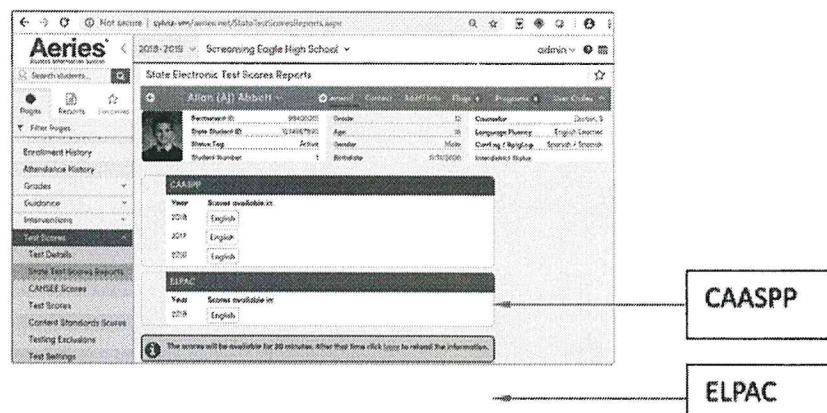
Portal FAQ Document
For Portal Support: help@hbcasd.us

Paso ② Haga clic en "Exámenes" y seleccione "State Test Scores Reports"



Paso ③ La página
continuará:

se abrirá como se ve a



*Si su informe no se abre, haga clic derecho y abra en una nueva ventana.

Paso ④ Puede imprimir o descargar sus informes de calificaciones

Los informes de puntuación solo estarán disponibles durante 30 minutos. Puede solicitar un nuevo enlace haciendo clic en "aquí" en el cuadro de información azul. Se puede descargar y guardar una copia del informe de calificaciones en su computadora o se puede imprimir utilizando los iconos correspondientes en la ventana de vista previa.





Student's 2013 CASSPP Score Report

FOR THE PARENT/GUARDIAN OF:
MAYRA ANDREA
1244 SHERBURN
YOUR CITY, CA 92388

Student ID: 999918677
Case # Grade: 04P 13399
Grade: 4
Test Date: Spring 2013
School: California Elementary School
LEA: California Unified
CEEA: 1794000000000

Statewide Assessments: Just One Measure of Student's Progress

California Assessment of Student Performance and Progress (CASSPP) scores give one measure of how well students are learning California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are critical for preparing students for college and a 21st-century career.



<p>English Language Arts/History/ELA (Level 2 and 3)</p>	
<p>LEVEL 2</p>	<p>Standard Nearly Met</p>
<p>Mathematics (Level 2)</p>	
<p>LEVEL 3</p>	<p>Standard Met</p>

What do the child's scores mean?
There are four levels of scores for ELA and mathematics: "Standard Met" and "Standard Exceeded" are the same targets for all students.
 Standard Exceeded (Level 4)
 Standard Met (Level 3)
 Standard Nearly Met (Level 2)
 Standard Not Met (Level 1)
 Score ranges for each level are different for each grade. See the standards for the next grade or higher than for the previous grade. As a result, students may need a higher score to stay at the same level in the previous grade.

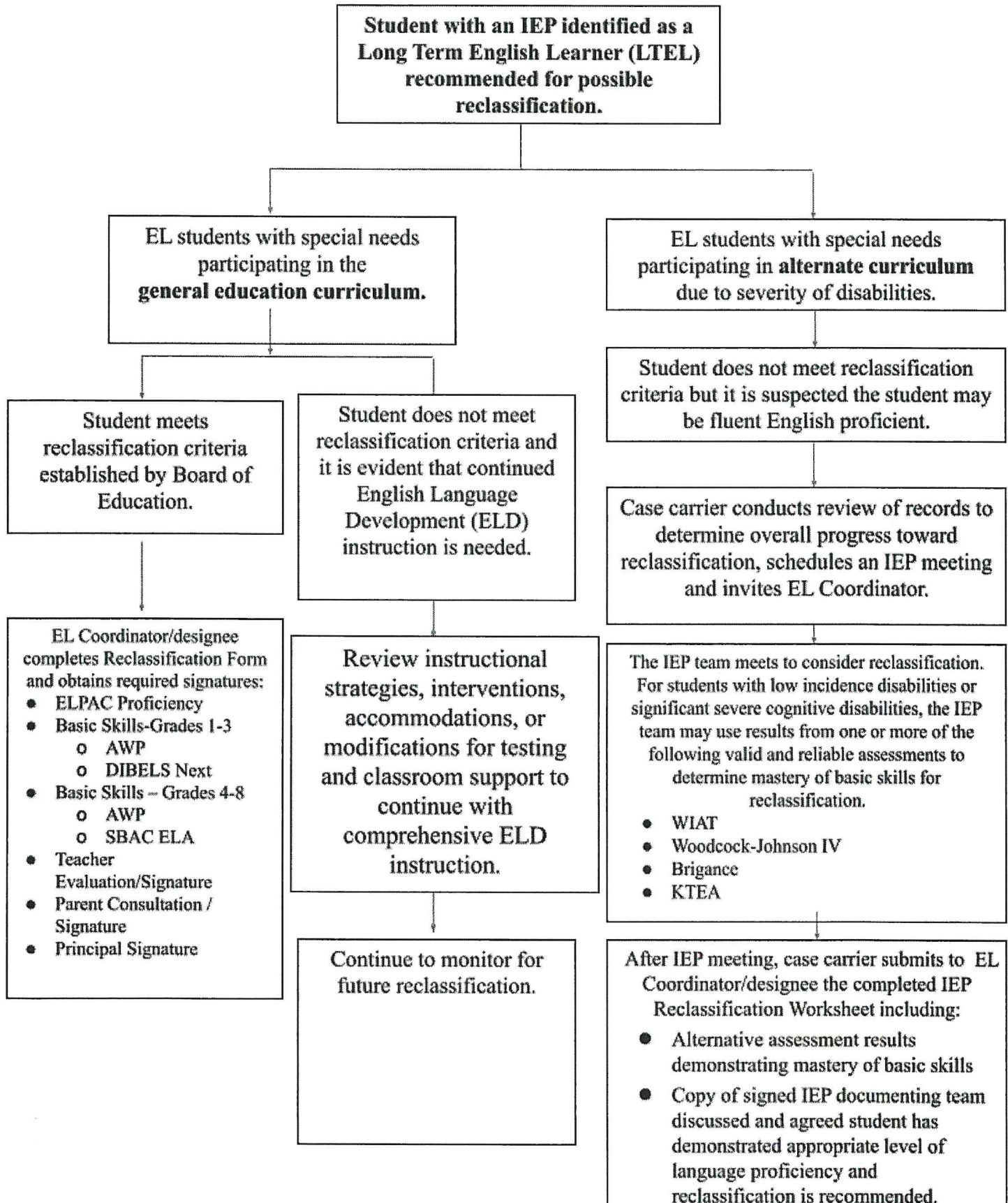




Huntington Beach City School District



RECLASSIFICATION PROCESS FLOWCHART FOR STUDENTS WITH DISABILITIES



HUNTINGTON BEACH CITY SCHOOL DISTRICT

TRACKING FORM FOR REDESIGNATED (FEP) STUDENTS

Student Name _____ Year _____

Primary Language _____ Grade _____ Date FEP _____

Teacher _____
School _____

Classroom/CORE teacher: THIS STUDENT WAS REDESIGNATED FEP. AS PART OF THE FOLLOW-UP PROCESS, COMPLETE THE FORM BELOW AND INDICATE THE STUDENT'S SUCCESS IN YOUR CLASSROOM.

1. TEACHER DOCUMENTATION

a. **Oral Language**

Does the student possess speaking skills to function successfully as a member of a group? Yes ___ No ___

b. **Written Language**

Does the student meet grade level writing expectancies? Yes ___ No ___

c. **Reading**

Does the student meet grade level reading expectancies? Yes ___ No ___

d. **Social Studies**

Does the student demonstrate comprehension of subject matter comparable to English only students? Yes ___ No ___

2. TRACKING

This student is meeting grade level expectancies. Yes ___ No ___

Teacher _____ Date _____

**If NO is checked, indicate areas of improvement needed within that/those subject(s).

HUNTINGTON BEACH CITY SCHOOL DISTRICT

REMEDIATION PLAN FOR REDESIGNATED (FEP) STUDENTS

Student Name _____ Year _____

Primary Language _____ Grade _____ Date FEP _____

Teacher _____ School _____

Classroom/CORE teacher: THIS STUDENT WAS REDESIGNATED FEP BUT IS NOT MEETING GRADE LEVEL EXPECTATIONS IN THE FOLLOWING AREA(S). INDICATE YOUR OBJECTIVES TO ASSIST THIS STUDENT TO IMPROVE IN THE ACADEMIC AREA(S).

GOAL: To improve: Oral Language ____ Written Language ____ Reading ____ Social Studies ____

Objective

GOAL: To improve: Oral Language ____ Written Language ____ Reading ____ Social Studies ____

Objective

GOAL: To improve: Oral Language ____ Written Language ____ Reading ____ Social Studies ____

Objective

GOAL: To improve: Oral Language ____ Written Language ____ Reading ____ Social Studies ____

Objective

Teacher _____ Date _____

Education For English Language Learners

PARENTAL EXCEPTION WAIVER

EDUCATION CODE 311(a): Children who know English

Name: _____ Grade: _____

School: _____ Date of Birth: _____

Language Designation: _____

My child possesses good English language skills and for that reason I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.

I have personally visited the school to apply for this waiver.

I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

Child's English standardized test scores: Scores must be at or above the state average for the child's grade level or above the 5th grade average: _____

Waiver Granted/Denied: _____ Date: _____

Signature: _____