

HUNTINGTON BEACH CITY SCHOOL DISTRICT

Educational Services

English Learners

Master Plan

Revised 2023

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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 diverse 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 multi-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 proficiency 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 Learner 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.

Position Statement

The purpose of HBCSD's English Learner (EL) program is for students enrolled in the district to:

1. Develop the listening, speaking, reading, writing and comprehension skills in English for those students whose primary language is other than English.
2. Enhance students' self-esteem.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan will operate under the four guiding principles of the English Learner Roadmap, which are:

1. Assets oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

The HBCSD EL Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

Goal

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language, and be college and career ready – equipped with 21st century skills.

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.
- 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.

The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
 - a. Student does not already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
 - b. Student has no scores for the ELPAC in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
 - c. Student's cumulative file does not contain ELPAC scores.

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts to administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Initial ELPAC Assessment

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their ELP status. Students with disabilities, who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education plan.

The Initial ELPAC is a Computer-Based test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In Huntington Beach City School District, only administration of Initial ELPAC is administered in grades K-8. In K-2 writing is given pencil-paper. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student.

Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org> or the CDE Initial Assessment Fact Sheet at <https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf>. The Initial ELPAC administration window is open from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score. The following definitions apply:

Initial Alternate ELPAC Assessment (NEW)

The Initial Alternate English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that is given to newly enrolled students with the most significant cognitive disabilities whose primary language is a language other than English. State and federal law requires that local educational agencies (LEAs) administer a state test for ELP to eligible students in kindergarten through grade twelve.

Initial Fluent English Proficient (IFEP)

Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic

contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Initial ELPAC Assessment Process

Upon a student's first enrollment in the Huntington Beach City School District, staff will:

1. Administer a home language survey (HLS), if this is the students' first California enrollment. If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial ELPAC - if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) into Aeries, which automatically feeds CALPADS.
6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of results.

Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

Annual Assessment Procedures

Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the support(s) they need to do well in school.

The Summative Assessment is given only to students in grades K–8 who have been identified as English Learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Summative ELPAC is a Computer Based Assessment (CBA) administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In Huntington Beach City School District, the Summative ELPAC will be administered in grades K-8. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/>.

Summative Alternate ELPAC Assessment (NEW)

The Summative Alternate English Language Proficiency Assessments for California (ELPAC) testing window is February 1–May 31. The computer–based Summative Alternate ELPAC is an untimed test. Students are allowed as much time as they need to complete their responses in each domain of the two communication modes: expressive (Speaking and Writing) and receptive (Listening and Reading).

Summative ELPAC Level Descriptions

Level 1

English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.

Level 2

English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 3

English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 4

English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

ELPAC Summative Performance Level Descriptors: (Also add as appendix item.)

https://www.scoe.org/blog_files/ELPAC%20ELD.pdf

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding -low
	Expanding -mid
Level 3	Expanding -upper
	Bridge -low
Level 4	Bridge-upper

While California's English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging) the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

EL Student Folders

A pink EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available)
- Assessment results from all initial and annual ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- At the time of reclassification, the reclassification checklist and reclassification form will also be in each student folder

Special Education English Learner Students

EL students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected.
- Parents may request an assessment in writing.
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services in order to benefit from this educational program.
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made.
- Students should not be referred for special education solely on the basis that they do not understand, or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English Proficiency. ELs with IEPs or 504 Plans must also receive ELD instruction.



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

All Huntington Beach City School District EL students will have full access to the types of high quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other State Board of Education (SBE) adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

Designated ELD

Designated English Language Development (ELD) will be provided as protected time during the regular school day for all EL students. Designated ELD is when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) will drive the instruction during the Designated ELD period, with support from the students' specific California State Content Standards for each of their specific topics.

Integrated ELD

All Huntington Beach City School District EL students will receive Integrated ELD instruction, with the focus on their specific California State Content Standards and support from the California ELD Standards.

Transfer of Students

When students transfer in or out of Huntington Beach City School District Programs:

- All relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered into the student data system.
- When the site receives the student information packet from the former school/program, the record will be reviewed by staff or site principal to check for any relevant data pertaining to English Learner status and/or services provided in the former program.

Parent Notification

Parents receive a written explanation, in English and the primary language, of the district's Structured English Immersion (SEI) programs for English Learners, along with parent notifications for assessment results. (Appendix B)

INSTRUCTIONAL PROGRAMS

All students enrolled in Huntington Beach City School District programs are served in Structured English Immersion (SEI) Program with required supports, including support in their primary language, as needed.

Integrated and Designated ELD

- English Learners receive integrated ELD instruction in all academic classes, and also receive designated ELD instruction.
- Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.
- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson.

English Language Development (ELD)

- ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day.
- ELD is provided by an authorized teacher.
- ELD classes consist of students at the same level, or “one level plus” according to ELPAC test results.
- Activities that will promote cross-cultural understanding and the development of a positive self- image are provided.
- English Only students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

English Language Development Curriculum

The California ELD Standards (2012) guide the ELD curriculum for English Learners. Based on the ELD standards Huntington Beach City School District will provide the current state adopted curriculum materials in both designated and integrated ELD. In addition, schools purchase supplemental materials with other site funds to support standards-based ELD instruction.

Huntington Beach City School District provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Assisting Students in Recouping Academic Deficits

An individual intervention/learning plan assists English Learners with recouping academic deficits incurred while learning English. Huntington Beach City School District utilizes a variety of extended learning opportunities to provide additional support for reading, writing, speaking, and listening across the curriculum.

Extended learning opportunities may include one or more of the following: before/after school programs, extended day activities, and/or intensified strategies that facilitate student mastery of grade level standards.

Progress Monitoring for English Learners

Teachers monitor EL students’ classroom work in a variety of ways depending on the teacher’s instructional practices. Formally, student progress is monitored using one or more of the following:

- ELPAC Testing
- EL Folders (Pink Folders)
- Smarter Balanced formative assessments
- Classroom performance-based assessments
- Grades
- Teacher observation (EL Progress Monitoring)
- Other measures, including Star Reading

CHAPTER 3: RECLASSIFICATION PROCESS

Reclassification Criteria

The reclassification criteria is set forth in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) Section 11303. Huntington Beach City School District will use the following four criteria to establish reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC. The Huntington Beach City School District will use ELPAC Overall Performance Level (PL) 4 **and**
2. Teacher evaluation in English Language Arts (ELA):
 - a. Grades Kindergarten-3 Reading and Writing on Report Card- Meets Current Standards or better at trimester
 - b. Grades 4-5 Reading and Writing on Report Card- C or better at trimester
 - c. Grades 6-8 English-Language Arts on Report Card- C or better at quarter **and**
3. Parent opinion and consultation, approval signature on Reclassification Form; **and**
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.
 - a. Kindergarten STAR Overall Early Literacy Score- National Norm 40% or higher (for the current year)
 - b. Grades 1-2 STAR Overall Reading Score- National Norm 40% or higher (for the current year)
 - c. Grades 3-8 Smarter Balanced Assessments (SBAC) ELA Performance Level: Standard Met or Exceeded; OR Due to COVID constraints, STAR District Assessment was used for 2020-21: At/Above Benchmark

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 ELP/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

All teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services.

Professional Learning

In addition to providing appropriately certificated teachers, Huntington Beach City School District will provide learning opportunities that result in further developing the skills of personnel to provide appropriate instructional services to English Learners.

Administrators, counselors, teachers, and others will be provided on-going training opportunities that include, but are not limited to, the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding and teaching methodology
- English Language Development (ELD) teaching methodology
- Developing Positive Student/Teacher Relationships
- Developing Writing Strategies (Write from the Beginning/Thinking Maps)
- Developing Reading Strategies (Reading for Meaning) \
- Student engagement strategies
- Other

English Learner Advisory Committee (ELAC)

HBCSD will establish a site-level English Learner Advisory Committee (ELAC) for each school site with the district, comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Requirement

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

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Planform Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Composition Requirements

Parents or guardians of English Learners shall constitute parity in the English Learner percentage and the percentage of English Learners at the site.

Trainings

The Huntington Beach City School District will provide ELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- California *Code of Regulations*, Title 5, Section 11308 and 15495(b)

District English Learner Advisory Committee (DELAC)

Huntington Beach City School District will establish a district-level English Learner Advisory

Committee (DELAC) comprised of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Responsibilities

The Huntington Beach City School District DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English Learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. The Huntington Beach City School District DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

Trainings

Huntington Beach City School District will provide DELAC members with appropriate training materials and training, which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308 and 15495(b)

APPENDIX A

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.
2. (5 CCR 11308[c][1])
3. Conducting of a district-wide needs assessment on a school-by-school basis. (5
4. CCR 11308[c][2])
5. Establishment of district program, goals, and objectives for programs and services for ELs (5 CCR 11308[c][3]) and non-proficient students.
6. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR 11308[c][4])
7. Administration of the annual Language Census Report. (5 CCR 11308[c][5])
8. Review and comment on the District's reclassification procedures. (5CCR 11308[c][6])
9. 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 B: LANGUAGE PROGRAMS (EC §310)

Huntington Beach City School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310[a]).

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which provides nearly all classroom instruction in English, but with curriculum and a presentation designed for pupils who are learning English. HBCSD's Structured English Immersion Program (SEI) includes Integrated and Designated ELD instruction on the state- adopted academic content and ELD standards. Designated ELD is instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Integrated ELD is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (SDAIE). Education Code (EC) sections 305(a)(2) and 306(c)(3).
- **Newcomer Program:** A language acquisition program for English learners who are new to the country, with less than 12 months of schooling in the United States. Instruction and/or support may be provided in the students' native language and is part of a school day and/or offered after- school. EC Section 306(c)(2).

How to Enroll Your Child in a Language Acquisition Program:

A letter will be sent home requesting you to select the language program for your student to be enrolled.

How to Request the Establishment of a New Program at a School:

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. (EC Section 310[a].)

Parents may submit a verbal or written request to the office at your local school. The school will maintain records of parent requests. When parent requests for the establishment of a new program has reached 30 pupils or more per school or 20 pupils or more in any grade level, the school site administrator will notify Educational Services Division, who will then notify parents, teachers, administrators and the District English Learner Advisory Committee of the parents' requests for a language acquisition program. The Educational Services Division will identify costs and resources necessary to implement the requested language acquisition program. Within 60 calendar days of reaching the threshold to establish a new language acquisition program, the Educational Services Division will provide written notification to parents attending the school, the school's teachers, and administrators of its determination to implement or not implement the requested program.

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	<p>The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:</p> <ul style="list-style-type: none"> ● Be designed using evidence-based research and include both Designated and Integrated English Language Development; ● Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and ● Within a reasonable period of time, lead to: <ul style="list-style-type: none"> ○ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ○ Achievement of the state-adopted academic content standards in English, and when the program model includes instruction in another language, achievement of the state- adopted academic content standards in that other language.
Language Program (non-English Learners)	<ul style="list-style-type: none"> ● Language programs offer students who are not English learners opportunities to be instructed in languages other than English ● May lead to proficiency in languages other than English