

PALERMO UNION SCHOOL DISTRICT

7390 Bulldog Way
Palermo, CA 95968-9700
(530) 533-4842
Fax (530) 532-1047

Superintendent
Kathleen Andoe-Nolind

Board of Trustees
Debbie Hoffman
Jessica King
Loretta Long
William Bynum
Cody Nissen

Helen Wilcox School
5737 Autrey Lane
Oroville, CA 95966
(530) 533-7626
Fax (530) 533-6949
Heather Scott, Principal

Honcut School
68 School Street
Oroville, CA 95966
(530) 742-5284
Fax (530) 742-2955
Heather Scott, Principal

Palermo School
7350 Bulldog Way
Palermo, CA 95968
(530) 533-4708
Fax (530) 532-7801
Andee Farrar, Principal

Golden Hills School
2400 Via Canela
Oroville, CA 95966
(530) 532-6000
Fax (530) 534-7982
Kristi Napoli, Principal

BOARD MEETING AGENDA

September 11, 2019

Place: District Office
7390 Bulldog Way, Palermo, CA 95968
5:00 p.m.

[Note: The Board of Trustees may take action on any item posted on this Agenda. Members of the public may directly address the Board concerning any item on this Agenda prior to or during the Board consideration of that item, as determined by the Board President. In compliance with the Americans with Disabilities Act, if you need special assistance to participate in these meetings, please contact the Superintendent's Office (530) 533-4842, ext. 7. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to these meetings. This Agenda and all supporting documents are available for public review at the District Office, 7390 Bulldog Way, Palermo, CA. Documents that have been distributed to the Board less than 72 hours before the meeting are available for public inspection at the District Office, 7390 Bulldog Way, Palermo, CA 95968]

INTRODUCTION

1. **Call to Order.** (Time_____)
2. **Flag Salute.**
3. **Roll Call.**
4. **Approval of Agenda.**

ACTION_____MOTION_____SECOND_____VOTE_____

5. **Tell Me Something Good – Site and Student Recognition**
 - a. Kimberly Kuala, Kindergarten Teacher is the James Patterson and Scholastic Book Club winner. She received \$250 that she will use to enlarge her classroom library.
 - b. Reading groups and Reading Pals began at Helen Wilcox. It was a great start!
 - c. Lots of learning taking place at Helen Wilcox
 - d. Two new students at Golden Hills commented “teachers here are nice and they try really hard to make it fun” and “I used to hate going to school, but now I really like it”
 - e. The library space at Golden Hills is being reinvented as a STEAM room. Students will be able to take 3D trips around the world.

6. **Audience with the Board.**

Non-Agenda Items:

At this time the Board President will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to stand, state your name for the record and make your presentation. Presentations may be limited to five (5) minutes. The Brown Act, however, does not allow the Governing Board to discuss or take action on any item that is not on the posted agenda. The item may, by Board direction, be placed on a later Board Meeting Agenda for discussion and/or action. The Board may direct the Superintendent to investigate the subject and present a follow-up report at a future Board Meeting.

7. **Audience with the Board.**

Agenda Items:

This is the time the Board President will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state your name and the agenda item on which you wish to speak. When that item comes up on the agenda you will be asked to stand and repeat your name for the record, and make your presentation [five (5) minute time limit per person].

8. **CONSENT AGENDA**

The consent agenda will be approved by a single motion and vote unless items are removed by a Board member and placed on the regular agenda for discussion and action.

Action Items

a. Minutes of August 28, 2019 Regular Board Meeting.

b. Surplus and Obsolete Requests.

Requests to declare surplus/obsolete equipment and District property be approved and the Superintendent be directed to dispose of said equipment and property, according to the appropriate method, including disposal, as per Education Code Sections 60500-01, 60510-11, 60520-21, 60530, and Board Policy #3270. Surplus/Obsolete Items (which may include disposal of surplus property in the local dump or donation to a charitable organization due to value of such property not defraying the cost of its sale. All items below are valued at less than \$2,500).

Surplus/Obsolete Items:

Note: Paperwork on these items is available at the District Office for review.
Discard books from Golden Hills library

REFERENCE #2

Reports

c. Events Calendar.

REFERENCE #1

d. New library DVDs for Helen Wilcox School is presented for information and 30-day review.

REFERENCE #3

e. Donation from Artemis Molly Black of school supplies with an estimated value of \$100.

CONSENT AGENDA APPROVAL:

ACTION _____ MOTION _____ SECOND _____ VOTE _____

9. **ITEMS REMOVED FROM CONSENT AGENDA**

a. ACTION _____ MOTION _____ SECOND _____ VOTE _____

b. ACTION _____ MOTION _____ SECOND _____ VOTE _____

10. **Staff Reports/Business Items.**

- a. Presentation by ARC Alternatives regarding solar project feasibility study.
- b. Rainbow Walker, school counselor, to make a presentation
- c. It is recommended the schedule for 8th Grade Graduation be moved permanently to 9:00 am based upon survey feedback below:

Survey data
8th grade - 80% OF SURVEYS RETURNED
IN FAVOR OF 9:00 84%
IN FAVOR OF 5:00 16%

7th grade - 71% OF SURVEYS RETURNED
IN FAVOR OF 9:00 80%
IN FAVOR OF 5:00 20%

6th grade - 60% OF SURVEYS RETURNED
IN FAVOR OF 9:00 72%
IN FAVOR OF 5:00 28%

ACTION _____ MOTION _____ SECOND _____ VOTE _____

- d. It is recommended the EL Master Plan be approved.

REFERENCE #4

ACTION _____ MOTION _____ SECOND _____ VOTE _____

- e. California School Employees Association, Bargaining Unit 366.
(Comments from CSEA, if any, to the Governing Board.)
- f. Palermo Teachers Association Bargaining Unit (PTA/CTA/NEA).
(Comments from PTA, if any, to the Governing Board.)

11. Board Policies and Administrative Regulations.

- a. Board Policy 6020 Parent Involvement is presented for first reading. It is recommended to waive the second reading and approve.

REFERENCE #5

ACTION____MOTION____SECOND____VOTE_____

- b. Administrative Regulation 6020 Parent Involvement is presented for first reading. It is recommended to waive the second reading and approve.

REFERENCE #6

ACTION____MOTION____SECOND____VOTE_____

- c. Board Policy 6174 Education for English Language Learners is presented for first reading. It is recommended to waive the second reading and approve.

REFERENCE #7

ACTION____MOTION____SECOND____VOTE_____

- d. Administrative Regulation 6174 Education for English Language Learners is presented for first reading. It is recommended to waive the second reading and approve.

REFERENCE #8

ACTION____MOTION____SECOND____VOTE_____

12. Correspondence.

13. Superintendent's Reports.

14. Board Items.

CLOSED SESSION (Time_____)

1. Closed session regarding matters of personnel/employment/ resignation/retirement all in accordance with Government Code Section 54957.
2. Matters of negotiations with the Palermo Teachers Association (PTA/CTA/NEA) and Classified School Employees Association, Bargaining Unit 366, in accordance with Government Code Section 54957.6, with designated representative Kathleen Andoe-Nolind, Superintendent; and matters of negotiations with unrepresented groups, certificated management and classified management/ confidential, in accordance with Government Code Section 54957.6, with designated representative Kathleen Andoe-Nolind, Superintendent.

OPEN SESSION (Time_____)

REPORT ON ACTION(S) TAKEN IN CLOSED SESSION

ACTION ITEMS

15. **Personnel – Recommendation: Approval.** (Pending successful completion of pre-employment requirements.)

Certificated:

- a. Jesus Gomez, after school tutor, Palermo School, effective August 26, 2019
- b. Diane Day, after school tutor, Palermo School, effective August 26, 2019
- c. Rebekah Zarzinski, stipend, TBD Sport/Volleyball, Golden Hills, effective August 26, 2019
- d. Denise Westcott, certificated substitute, effective August 28, 2019
- e. Amanda Ratcliff, certificated substitute, effective August 30, 2019

Classified:

- f. Tiffany Olson, substitute cafeteria helper, class 4, step 1, effective August 30, 2019
- g. Tiffany Olson, substitute cafeteria aide, class 1, step 1, effective August 30, 2019
- h. Casey Potes, substitute van driver, class 12, step 1, effective August 30, 2019

Child Development Program

- i. Chelsea Jensen, instructional aide child development, increase from 10 month to 12 month, Palermo preschool, effective September 3, 2019

ACTION _____ MOTION _____ SECOND _____ VOTE _____

ADJOURNMENT (Time _____)

REGULAR BOARD MEETING

1. President Debbie Hoffman called the meeting to order at 5:00 p.m., and welcomed those in attendance.
2. President Debbie Hoffman led those in attendance in the flag salute.
3. Members of the Governing Board in attendance were: Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen.

Others present were: Kathleen Andoe-Nolind, Ruthie Anaya, Carlos Aguilar, Andee Farrar, Anna Johnson, Heather Scott, Jeannee Neville, Kristi Napoli and Cindy Daniluke.

4. A motion was made by Loretta Long, seconded by Jessica King, recommending the agenda be approved. Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.

5. **Tell Me Something Good – Site and Student Recognition**

- a. Kalyn P. spent a week at UCS for Tech Trek Camp at the end of July. She stayed in the dorms and participated in science and technology activities. She wants to study how a specific chromosome can cause a child to be born with disabilities and hopefully find a cure.
- b. Palermo School – PBIS Positives
 - The California PBIS Coalition recognized Palermo Middle School for successful PBIS implementation at the Silver level. Our school will be displayed on the California PBIS Coalition webpage and posted at the conference in October.
 - Bulldog Shout Outs from teachers in morning bulletins
 - Positive referrals from teachers, and the Principal calls the parent to let them know their child is showcasing something to follow our Mark Your Mark Expectations.
 - Teachers are sending postcards home to parents and students.

REGULAR BOARD MEETING**5. Tell Me Something Good – Site and Student Recognition (continued)**

- c. Golden Hills School – PBIS Positives
- The California PBIS Coalition recognized Palermo Middle School for successful PBIS implementation at the Silver level. Our school will be displayed on the California PBIS Coalition webpage and posted at the conference in October.
 - Principal Shout Outs from teachers PLC notes, academic or behavior
 - Mrs. Napoli finds the student within the week to let them know she heard how awesome they are
 - Teacher or staff can recommend the Principal call home
 - Postcards that students can have sent home to parents with a positive note
- d. Helen Wilcox School – PBIS Positives
- The California PBIS Coalition recognized Palermo Middle School for successful PBIS implementation at the Platinum level. Our school will be displayed on the California PBIS Coalition webpage and posted at the conference in October.
 - “Caught you being good” posts a picture of the student and they receive a pencil, a phone call home and their name in the newsletter
 - Teachers are sending ‘good’ notes home
 - Admins have been reading a book to classes
 - PAWS days
 - Principal does a Shout Out of “Tell Me Something Good” during the morning messages and when they see her, they are telling her something good

6. Audience with the Board.**Non-Agenda Items:**

No one had business to bring before the Board

7. Audience with the Board.**Agenda Items:**

No one had business to bring before the Board.

REGULAR BOARD MEETING**8. CONSENT AGENDA**

A motion was made by Loretta Long, seconded by Jessica King, recommending the following consent agenda items be approved. Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.

Action Items

- a. Minutes of August 14, 2019 Regular Board Meeting.
- b. Surplus and Obsolete Requests
Portable CD Player (blue) #001964, Boom Box (black) #011076, Toshiba VCR w/ cassettes #013774, HP Deskjet F4480 Printer/copier #3614, Brown Mini Fridge #012151, 3-Doc Carts w/wheels #000914, 00915, 00918, Overhead Projector #2356, Television #100400, VHS DVD Player #4180, Mac Desktop and Monitor #011776, #011778, Mac Desktop #002663, Mac Desktop #002659, Mac Desktop #002661, Printer #001391, Mac Desktop #002653, Mac Desktop #002657, Printer, #001391, Mac Desktop #002653, Mac Desktop #002657, (6) Macbooks, (13) Chargers, (2) Mice #2540, 2541, 2541, 2544, 2545, 3522, Imation Super Disk Drive #012217, Mac Keyboard #103403, Mac Laptop #2668, Dell Laptop #3939, Television VCR, 3 remotes, Triangle Shelf #2448, 100230, 0063, IMac Computer, mouse, Keyboard, #2647, 2940, 2617, 2638, TV, VCR #00176, 100016, 2193, Doc Cart w/wheels #918, 914, Doc Camera #3499, VHS Player #10726, Zenith TV #100400, Canon P23-DHV Calculator #?

Reports

- c. Events Calendar
- d. Palermo Ledger June 1, 2019 to June 28, 2019
- e. Palermo Ledger June 1, 2019 to June 28, 2019

9. ITEMS REMOVED FROM CONSENT AGENDA

There were no items removed from the consent agenda.

10. Staff Reports/Business Items.

- a. A motion was made by Loretta Long, seconded by Jessica King recommending the 2019/2020 Consolidated Application for Funding Categorical Programs be approved. Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.

REGULAR BOARD MEETING

10. **Staff Reports/Business Items.** (continued)
- b. A motion was made by Loretta Long, seconded by Jessica King recommending the following school site and District Office persons be authorized as 'designated officials' to sign student body checks and financial forms: Site Principal, Site Vice Principal, Student Council Advisor, Representative of the Student Council, Site School Secretary, Superintendent, Chief Business Official, Superintendent's Secretary. Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.
 - c. A motion was made by Loretta Long, seconded by Jessica King recommending the contract with Marian Wright for School Nurse be approved. Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.
 - d. A discussion and motion was made by Loretta Long, seconded by Jessica King recommending the Waiver of Developer Fees for Camp Fire Victims be approved. Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.
 - e. A motion was made by Loretta Long, seconded by Jessica King recommending the District Lottery Grant for Fall 2019 be approved for \$50,000. Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.
 - f. A motion was made by Jessica King, seconded by Loretta Long recommending Kimberly Solano, Jesus Gomez, Carrie Cotter, Holly Day, Harry Yasko and Mikel Frye attend the Professional Learning Communities at Work two day conference in San Antonio, Texas, October 14-16, 2019 for a total cost of approximately \$12,650. (funding: CSI) Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.
 - g. Discussion of BCOE Review of 2019/20 LCAP and suggested revisions.
 - h. There were no comments from the California School Employees Association Bargaining Unit 366.
 - i. There were no comments from the Palermo Teachers Association Bargaining Unit (PTA/CTA/NEA).

REGULAR BOARD MEETING**11. Board Policies and Administrative Regulations.**

None

12. Correspondence.

None

13. Superintendent's Reports.

- a. Solar Feasibility Study – the consultant firm will make a presentation at the September 11, 2019 board meeting
- b. Enrollment update
- c. Honcut Well – the Butte County Health Department has reached out to the district about possible grant funding to replace the well
- d. PG&E Project – the construction will start on September 9, 2019 and will affect traffic around Palermo School and the District Office

14. Board Items.

Loretta Long said that her son is so excited about his chess elective. He comes home every night and wants to play.

CLOSED SESSION

1. The Board recessed into closed session at 5:27p.m. regarding matters of personnel/employment/retirement all in accordance with Government Code Section 54957.
2. Matters of negotiations with the Palermo Teachers Association (PTA/CTA/NEA) and Classified School Employees Association, Bargaining Unit 366, in accordance with Government Code Section 54957.6, with designated representative Kathleen Andoe-Nolind Superintendent; and matters of negotiations with unrepresented groups, certificated management and classified management/ confidential, in accordance with Government Code Section 54957.6, with designated representative Kathleen Andoe-Nolind, Superintendent.

OPEN SESSION

The Board reconvened into open session at 5:37 p.m.

REGULAR BOARD MEETING**REPORT ON ACTION(S) TAKEN IN CLOSED SESSION**

No action was taken in closed session.

ACTION ITEMS**14. Personnel – Recommendation: Approval.**

A motion was made by Loretta Long, seconded by Jessica King, recommending that the following personnel items be approved (pending successful completion of pre-employment requirements). Debbie Hoffman, Jessica King, Loretta Long, William Bynum and Cody Nissen voted aye. Motion unanimously carried.

Certificated:

- a. Kayla Neal, certificated substitute, effective August 13, 2019
- b. Kayla Neal, Temporary K-3 Ed Specialist, 8-29-19 through 10-31-19, column II, step 1
- c. Seth Davis, resignation, stipend, basketball 7/8, effective August 19, 2019
- d. Amanda Sanders, certificated substitute, effective August 21, 2019
- e. Jacob Buhler, certificated substitute, effective August 21, 2019
- f. Sydney Coleman, certificated substitute, effective August 21, 2019
- g. Mark Coleman, stipend, 6th grade girls volleyball, Palermo School, effective August 21, 2019
- h. Seth Davis, stipend, chess, .5, Palermo School, effective August 21, 2019
- i. Kathaleen Reed, certificated substitute, effective August 22, 2019
- j. Arina Xiong, certificated substitute, effective August 22, 2019

Classified:

- k. David Murray, cafeteria aide, Helen Wilcox, resignation, effective August 31, 2019
- l. Barbara Murray, cafeteria aide, Helen Wilcox, resignation, effective August 31, 2019
- m. Carly Aylworth, substitute instructional aide, class 4, step 1, effective August 12, 2019
- n. Carly Aylworth, instructional aide, class 4, step 2, 3.5 hours, Helen Wilcox, effective August 29, 2019
- o. Sandra Banuelos, substitute Health Office Clerk, class 8, step 1, effective August 15, 2019

REGULAR BOARD MEETING**14. Personnel – Recommendation: Approval.** (continued)

- p. Sandra Banuelos, Health Office clerk, class 8, step 3, 3.95 hours, effective August 29, 2019
- q. Amanda Walberg, amend salary placement, class 4, step 3, effective August 14, 2019
- r. Richard Rethaford, custodian I, Golden Hills, class 12, step 7, 3.5 hours, effective September 5, 2019
- s. Mikila Hemstalk, substitute instructional aide, class 4, step 1, effective August 21, 2019
- t. Kristina Warner, temporary stipend, 7th grade girls volleyball, effective August 21, 2019
- u. Kristina Warner, temporary stipend, 8th grade girls volleyball, effective August 21, 2019
- v. Kari Parks-Gendreau, temporary stipend, 7th grade girls basketball, effective August 21, 2019
- w. Kari Parks-Gendreau, temporary stipend, 8th grade girls basketball, effective August 21, 2019
- x. Richard Rethaford, substitute custodian, class 12, step 1, effective August 22, 2019

Child Development Program:

- y. Alexandra Ramsey, substitute Site Supervisor, effective August 16, 2019

ADJOURNMENT

President Debbie Hoffman declared the meeting adjourned at 5:38 pm

Respectfully submitted,

Kathleen Andoe-Nolind
Secretary to the Governing Board

EVENTS CALENDAR

September 10, 2019	Picture Day	<i>Palermo School</i>
September 11, 2019	Regular Board Meeting	<i>5:00 pm</i>
September 13, 2019	Coffee and Conversation with the Principal	<i>Palermo School 8:15am</i>
September 14, 2019	Palermo Community Festival	<i>Parade 10:00 am Kathleen Nolind is Grand Marshall</i>
September 25, 2019	Regular Board Meeting	<i>5:00pm</i>
September 30, 2019 – October 4, 2019	Intersession	<i>No school – students, teachers</i>
October 9, 2019	Regular Board Meeting	<i>5:00 pm</i>
October 23, 2019	Regular Board Meeting	<i>5:00 pm</i>
November 11, 2019	Veteran’s Day	<i>No school – students, teachers and staff</i>
November 13, 2019	Regular Board Meeting	<i>5:00 pm</i>
November 27, 2019	Regular Board Meeting	<i>5:00 pm</i>
December 11, 2019	Regular Board Meeting (Organizational)	<i>5:00 pm</i>

Revised: 9/4/19 cc: L. Davis; D. Dudley; C. Wiemers; M. Tello; L. Davis; R. Anaya; K. Ray

Golden Hills
Discarded State Books 2019

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York

North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
Washington, D. C. Our Nation's Capital
West Virginia
Wyoming

Golden Hills Discard books 2019

Mission San Rafael Arcangel

The Young People's Encyclopedia of the United States Vol 1-10

Let's Discover the States Series

The Southwest

The West

Mid-Atlantic

Upper Atlantic

Southern New England

The Great Plains

Eastern Great Lakes

South Central

Northern New England

The South

The Southeast

Western Great Lakes

Lower Atlantic

The Pacific

The Northwest

Atlantic

Alaska

New Jersey

Florida

Portrait of America

Utah

New York

Tennessee

A Guide to American States - Idaho

Uniquely Florida, Utah

**GOLDEN HILLS
DISCARDED BOOKS 2019**

Hardy Boys series-

**No Way out
Road Pirates
The Clue of the Screeching Owl
Mystery of the Desert Giant
The Crisscross Shadow
The Tower Treasure
The Secret of the Lost Tunnel
The Mystery of the Chinese Junk
Tagged For Terror
The Shattered Helmet
The Secret of the Old Mill
The Melted Coins
Mystery of the Whale Tattoo
The Artic Patrol Mystery
The Secret Agent on Flight 101
The Clue of the Broken Blade
The Haunted Fort
The Bombay Boomerang
Night of the Werewolf
Hunting for Hidden Gold
The Great Airport Mystery
What Happened at Midnight
The Mystery of Cabin Island
The Mark on the Door**

The Sinister Sign Post
The Secret of Skull Mountain
The Clue in the Embers
The Viking Symbol Mystery
The Hidden Harbor Mystery
The Short Wave Mystery
The Secret Warning
The Disappearing Floor
The Mystery of the Spiral Bridge
The Twisted Claw
The House on the Cliff
The Phantom Freighter
Footprints Under the Window
The Yellow Feather Mystery

New dvd's for Wilcox August, 2019

Animal World -

Bears and Deer
Meerkats and Warthogs
Whales and Sharks

Weather

All about Climate & seasons
All About Rain, Snow, Sleet & Hail
All about Wind & Clouds

Magic School Bus

Catch a Wave
Cracks a Yolk
Getting Energized
Holiday Special
Space Adventures
The Food Chain
Under Construction

PBS Kids

Arthur's Music
Arthur's Travel Adventure
D.W. and the Beastly Birthday
Dinosaur Train - I love Trains
Humpty Dumpty and other fairytale adventures
Martha's Superhero Adventures
Puppies, Puppies, Puppies

Dr. Seuss -

Green Eggs and Ham
Horton Hears a Who
The Cat in the Hat
The Lorax

Holidays

A Creature Christmas
Charlie Brown's Christmas Tales
Garfield's Halloween Adventure
Max & Ruby's Halloween
Santa Buddies

Santa Paws
Sid's Spooky Halloween

Amazing Alphabet
Bill Nye the Science Guy - Fish
Charlie and Lola - My Little Town and more stories
Charlotte's Web
Chicken Little
Daniel Tiger's -Life's little lessons
Don't Let the Pigeon Drive the Bus
Franklin's Music Lessons
Franklin's School Play
Giggle, Giggle, Quack
Happiness is a warm Blanket, Charlie Brown
James and the Giant Peach
Learn to Read
Reading Rainbow-Two Old Potatoes and Me
Rikki-Tikki-Tavi
Splat the Cat and other furry friends
SpongeBob Movie-Sponge out of Water
Stellaluna
Stewart Little
Stone Soup and other stories from the Asian tradition
The Ezra Jack Keats Collection
The Mouse and the Motorcycle
The Wizard of Oz
U. S. Geography for Children - The West

Palermo Union Elementary School District
English Learner Master Plan
2019 – 2020

The District's Purpose Statement

To build the foundations of success for all of our students in preschool through 8th grade by our relentless focus on student learning and outcomes.

The Palermo Union Elementary School District serves approximately 1460 students in preschool through 8th grade in rural Butte County. Approximately 10% of our student population is English Language Learners, the majority of which speak Spanish as their primary language.

The PUESD understands the importance of providing support and learning opportunities to our EL student's so that they are able develop fluency in English and overcome language barriers that may impact their ability to master grade level standards. Furthermore, we recognize and are responsive to the strengths and needs of our EL students. We are committed to ensuring that our EL students have full access to all core subject matter classes, instruction to build English fluency, and the opportunity to participate in all academic intervention and enrichment activities.

Desired Outcomes for our English Language Learners

- English Learners will acquire full proficiency in English as rapidly and effectively as possible.
- English Learners meet state standards for academic achievement.

Initial Identification and Assessment

The State of California requires that all parents and/or guardians complete a Home Language Survey (HLS) upon their child's first enrollment in a California public school. The completed HLS becomes part of the student's permanent school record and is placed in their cumulative file.

The PUESD Home Language Survey (attachment A) asks four basic questions:

1. *Which language did your child learn when he/she first began to talk?*
2. *Which language does your child most frequently speak at home?*
3. *Which language do you (the parents or guardians) most frequently use when speaking with your child?*
4. *Which language is most often spoken by adults in the home? (parents, guardians, grandparents and any other adults)*

If the response to questions 1-3 is a language other than English, the California Department of Education requires that the student's English language fluency be assessed using the English Language Proficiency Assessment for California (ELPAC) within 30 days of enrollment. Parents and/or guardians will be notified either verbally or in writing that their child will be completing the Initial ELPAC. Students with disabilities may take an alternative language assessment if so determined by the Individualized Education Plan (IEP) team.

A student's Initial ELPAC results are the primary indicator of their English language proficiency. The student is tested in four domains- speaking, listening, reading, and writing. An overall performance level is assigned based on the student's skill in each domain. There are three performance levels: Initial Fluent English Proficient (IFEP), Intermediate English Learner, and Novice English Learner. These performance levels apply across all grade spans.

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. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards).

Intermediate English Learner (EL): 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. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to 4 communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.

Novice English Learner (EL): 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. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

<https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp>

Once the Initial ELPAC establishes a student’s initial fluency, their Student Score Report (SSR) is sent home to their parents or guardians within 30 days. The score report is also sent home in Spanish to Spanish speaking families. Currently, the score reports are not translated into any other languages (2018). Initial ELPAC SSRs are shared with the school site and are placed in the student’s cumulative file.

Monitoring EL Students English Language Fluency

If a student is initial determined to be an English Learner (EL), their progress in attaining English fluency will be monitored each year using the Summative ELPAC which is aligned with California’s English Language Development standards.

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

Summative ELPAC Performance Level Descriptors

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 on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten through Grade 12 (CA 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 upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA 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 low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.

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 CA ELD Standards.

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Reclassification

When sufficient evidence supports that an English learner’s language proficiency does not hinder their academic progress, they will be reclassified as Fluent English proficient (RFEP). The PUESD Reclassification Criteria (attachment B) has been approved by the Governing Board and aligns with the reclassification guidance issued by the California Department of Education.

<https://www.cde.ca.gov/sp/el/rd/interimreclass1819.asp>

Reclassification Criteria:

TK-3rd grade:

1. Overall score of 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher Evaluation: Students will receive a score of at least 20 points on the Student Oral Language Observation Matrix (SOLOM). Grades and other indicators of academic mastery will also be considered
3. Parent opinion and consultation.

4. Comparison of Student Performance in Basic Skills: DIBELs score of “At or Above Level” on the most recent assessment.

4th-5th grade:

1. Overall score of 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher Evaluation: Students will receive a score of at least 20 points on the Student Oral Language Observation Matrix (SOLOM). Grades and other indicators of academic mastery will also be considered
3. Parent opinion and consultation.
4. Comparison of Student Performance in Basic Skills: SBAC/CAASPP score of a least 3 on the ELA assessment OR a Grade Level Equivalent Score on the I-Ready ELA assessment.

6th-8th grade:

1. Overall score of 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher Evaluation: Students will receive a score of at least 20 points on the Student Oral Language Observation Matrix (SOLOM). Grades and other indicators of academic mastery will also be considered
3. Parent opinion and consultation.
4. Comparison of Student Performance in Basic Skills: Meet ELA growth goals as determined by the MAP assessment or a Grade Level Equivalent Score on the I-Ready ELA assessment.

Reclassification Monitoring

Students who meet the reclassification criteria and are considered fluent English proficient (RFEP), will receive academic progress monitoring for a minimum of four years after reclassification. An RFEP student whose grades fall below grade level will receive appropriate interventions. Supports may include but are not limited to conducting a Student Study Team (SST), working with the grade level education specialist teacher or bilingual instructional aide, participating in after-school tutoring, or participating in intervention classes.

Instructional Program

Our goal for English Learners is to acquire English while simultaneously engaging in grade-level content standard instruction for English language arts, mathematics, science, social science, physical education and to also participate in intervention and enrichment opportunities. Using guidance from the English Language Development (ELD) framework, we support our ELs with both integrated and designated ELD.

Structured English Immersion Program is an instructional program in which nearly all classroom instruction is provided in English with curriculum and presentation designed for students who are learning English. Students receive instruction in designated and integrated ELD based on the state-adopted CA ELD standards and grade-level content instruction based on the state-adopted academic standards. Some instruction and/or support may be provided in the students’ native language. Program models may include English Language Mainstream or other program models in which all or nearly all instruction is delivered in English.

Integrated ELD is provided to EL students throughout the school day and across all subjects. The California ELD standards are used in conjunction with the California Common Core State Standards (CCSS) to ensure students strengthen their ability to use English as they learn core subject matter content.

Designated ELD is provided by teachers during a protected time within the regular school day. Teachers use the California ELD standards to provide instruction designed to develop the critical language skills needed by EL students to be academically successful.

Teacher Preparation

All teachers employed by the PUESD are required to complete a teacher preparation program that prepares them to teach English Learners. All teachers within the district are authorized by the State of California's Commission on Teacher Credentialing to provide instruction in English Language Development and specifically designed academic instruction in English. In addition, teachers have the opportunity to attend various professional development opportunities that address the needs of our EL students.

Bilingual Instructional Aide

A bilingual aide serves all schools in the district. Each site determines how the bilingual aide will support their students. In some cases, for example, the bilingual aide assists with designated ELD instruction by working with students in small groups outside of the classroom using the ELD components of our adopted ELA curriculum or by building phonemic awareness in grades K-1. The bilingual aide may also "push into" classrooms. In these settings, the bilingual aide may assist with integrated ELD instruction or work with small groups for designated ELD. In both cases, the bilingual aide can assist students in their primary language when appropriate.

Curriculum

EL students have access to grade level curriculum in all content areas. Each adopted curriculum includes embedded supports for English learners in the teacher's edition of the textbook. Rosetta Stone: English is also used, as appropriate, as a support for newcomers entering school.

Parent and Community Outreach and Involvement

PUESD values and encourages parents to take an active role in their child's education. In order to facilitate this partnership between our non-English speaking families and our schools, several measures are in place:

- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Success Team (SST) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.

- Notices, reports, statements, and records sent to Spanish speaking parents are written in English and also translated into Spanish.
- Parents are encouraged to participate in special events, awards ceremonies and sporting events throughout the district.
- Our bilingual instructional aide serves as a liaison to our Spanish speaking families.

Parent Advisory Committees

District English Learner Advisory Committee: The California Department of Education requires all school districts with more than 51 designated English Learners to form a District English Learner Advisory Committee (DELAC). ACUSD's DELAC committee meets at least 2 times each year. The main function of the DELAC is to advise the district on the development of district procedures and policies for English Learners as well as conduct ongoing review and revision of the district Local Control and Accountability Plan (LCAP).

School Site English Learner Advisory Committee: Schools with more than 21 English Learners must form an English Learner Advisory Committee (ELAC). Currently, Helen Wilcox Elementary School, Golden Hills Elementary School and Palermo School have ELACs that meet at least twice each year. The purpose of ELAC is to provide advice and feedback on the School Plan for Student Achievement (SPSA) as well as site-specific EL programs.

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

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Revised: September 11, 2019

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When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 School plan for student achievement, consolidated application programs

LABOR CODE

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230.8 Time off to visit child's school
CODE OF REGULATIONS, TITLE 5
18275 Child care and development programs, parent involvement and education
UNITED STATES CODE, TITLE 20
6311 State plan
6312 Local educational agency plan
6314 Schoolwide programs
6318 Parent and family engagement
6631 Teacher and school leader incentive program, purposes and definitions
CODE OF FEDERAL REGULATIONS, TITLE 28
35.104 Definitions, auxiliary aids and services
35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Title I School-Level Parental Involvement Policy
Family Engagement Framework: A Tool for California School Districts, 2014
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>
California Parent Center: <http://parent.sdsu.edu>
California State PTA: <http://www.capta.org>
National Coalition for Parent Involvement in Education: <http://www.ncpie.org>
National PTA: <http://www.pta.org>
Parent Information and Resource Centers: <http://www.pirc-info.net>
Parents as Teachers National Center: <http://www.parentsasteachers.org>
U.S. Department of Education: <http://www.ed.gov>

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District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the plan from other district committees and school site councils

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

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education

(20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve

parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities
- q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

- s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
 - t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

(cf. 0430 - Comprehensive Local Plan for Special Education)

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- (cf. 2230 - Representative and Deliberative Groups)
- (cf. 3280 - Sale or Lease of District-Owned Real Property)
- (cf. 5030 - Student Wellness)
- (cf. 5148 - Child Care and Development)
- (cf. 5148.3 - Preschool/Early Childhood Education)
- (cf. 6174 - Education for English Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6178 - Career Technical Education)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

(cf. 0500 - Accountability)

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications

- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement
5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)
7. The Superintendent or designee may:
 - a. Include information about school activities in district communications to parents/guardians and family members
 - b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
 - c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent/guardian and family involvement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family involvement shall be developed jointly with by the parents/guardians and family members of participating students and the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

- a. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
4. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
5. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state

standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - b. Frequent reports to parents/guardians on their children's progress
 - c. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - d. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
6. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 ~~#3a-f~~ in the section "District Strategies for Title I Schools" above
 7. To the extent practicable, provide ~~full~~ opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend

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that policy to meet the above requirements. (20 USC 6318)

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

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DRAFT

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, and be integrated across all subject areas.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

No middle student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, or courses required for middle school grade promotion

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

(cf. 0420 - School Plans/Site Councils)

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(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

(cf. 6162.51 - State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding

(cf. 6142.2 - World Language Instruction)

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program.

(Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above

8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48980 Parental notifications

48985 Notices to parents in language other than English

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

52160-52178 Bilingual Bicultural Act

56305 CDE manual on English learners with disabilities

60603 Definition, recently arrived English learner

60640 California Assessment of Student Performance and Progress

60811-60812 Assessment of English language development

62002.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations

854.9 CASSPP and unlisted resources for students with disabilities

11300-11316 English learner education

11517.6-11519.5 English Language Proficiency Assessments for California

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility

1701-1705 Equal Educational Opportunities Act

6311 Title I state plan

6312 Title I local education agency plans

6801-7014 Title III, language instruction for English learners and immigrant students

7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited

200.16 Assessment of English learners

COURT DECISIONS

Valeria O. v. Davis, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d

Policy

Adopted: August 21, 2013

Revised: September 11, 2019

PALERMO UNION SCHOOL DISTRICT
Palermo, California

1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018

English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Practitioners' Guide for Educating English Learners with Disabilities, 2019

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

THE EDUCATION TRUST- WEST PUBLICATIONS

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Policy

Adopted: August 21, 2013

Revised: September 11, 2019

PALERMO UNION SCHOOL DISTRICT
Palermo, California

Instruction
EDUCATION FOR ENGLISH LEARNERS

BP 6174

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <http://west.edtrust.org>

U.S. Department of Education: <http://www.ed.gov>

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Policy

Adopted: August 21, 2013

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PALERMO UNION SCHOOL DISTRICT
Palermo, California

Definitions

An English learner is a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC) within 30 days of enrollment. (Education Code 313, 52164.1; 5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of

Education. (Education Code 313)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

(cf. 6159 - Individualized Education Program)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation

- d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
 5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
 6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
 7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
 - b. Identify costs and resources necessary to implement any new language acquisition program, 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/guardian and community engagement to support the proposed program goals
 - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
 - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Reclassification/Redesignation

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

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

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency instrument, including, but not limited to, the ELPAC
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian involvement, including:
 - a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
 - b. Encouragement of parent/guardian participation in the district's reclassification

procedure, including seeking parent/guardian opinion and consultation during the reclassification process

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether any additional academic support is needed.

Advisory Committee

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a ~~district master~~ plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or

designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

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