

# **Alta Vista Union School District**

English Learner  
Master Plan

2015 - 2017

## Table of Contents

<i>Topic</i>	<i>page</i>
<b>Program for English Learners</b>	<b>Page 3</b>
<b>Program Overview</b>	<b>Page 4</b>
<b>District Mission Statement</b>	<b>Page 4</b>
<b>EL Program Responsibilities</b>	<b>Page 5</b>
<b>I-EL 01: Parent Outreach and Involvement</b>	<b>Page 6</b>
<b>I-EL 02: Translation of Information for Parents</b>	<b>Page 7</b>
<b>I-EL 03: Private School Consultation and Participation</b>	<b>Page 8</b>
<b>I-EL 04: English Learner Advisory Committee (DELAC)</b>	<b>Page 9</b>
<b>I-EL 05: District English Learner Advisory Committee (DELAC)</b>	<b>Page 9</b>
<b>II-EL 06: English Learner Identification and Assessment</b>	<b>Page 10</b>
<b>II-EL 07: Parent/Guardian Notifications</b>	<b>Page 11</b>
<b>II-EL 08: Implementation, Monitoring and Revision of LEA Plan</b>	<b>Page 12</b>
<b>III-EL 09: EL Program Inclusion in the Development of the SPSA</b>	<b>Page 13</b>
<b>III-EL 10: Inventory</b>	<b>Page 14</b>
<b>III-EL 11: Supplement, Not Supplant, with Title III and EIA-LEP</b>	<b>Page 14</b>
<b>III-EL 12: Time Accounting Requirements</b>	<b>Page 14</b>
<b>IV-EL 13: Evaluation of English Learner Program Effectiveness</b>	<b>Page 15</b>
<b>IV-EL 14: Reclassification</b>	<b>Page 16</b>
<b>V-EL 15: Teacher EL Authorization</b>	<b>Page 18</b>
<b>V-EL 16: Professional Development Specific to English Learners</b>	<b>Page 18</b>
<b>VI-EL 17: Appropriate Student Placement</b>	<b>Page 19</b>
<b>VI-EL 18: Parental Exception Waiver for Alternative Program</b>	<b>Page 21</b>
<b>VII-EL 19: ELD</b>	<b>Page 25</b>
<b>VII-EL 20: Access to the Core Subject Matter</b>	<b>Page 27</b>
<b>Attachments:</b>	
Initial Parent Notification Letter	
Annual Parent Notification Letter	
Reclassification Form	
Reclassified Student Progress Report/Monitor Form	
Parental Exception Waiver Form	
Notice of Progress Title III AMAOs	

**Alta Vista Union School District**

**Program for English Learners**

2015-2017

The 2014-15 CAIS EL document and the California ELA/ELD Framework have been used to review and revise these policies and guidelines for the Alta Vista Union Elementary District (AVESD) program implementation plan for English learners. Annual revisions and updates may occur and the plan will be modified according to changes in state and/or federal requirements as well as local annual evaluations of program effectiveness. The AVMPEL (Alta Vista Master Plan for English Learners) is organized according to the seven program dimensions below.

**I – Involvement:** To ensure that parents and members of the community participate in developing, implementing and evaluating the English learner program.

**II - Governance and Administration:** To ensure that Alta Vista district and school conduct high-quality programs that are effectively managed and operated within appropriate legal parameters.

**III – Funding:** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the priorities and goals for student success.

**IV - Standards, Assessment, and Accountability:** To ensure the program for English learners is based on assessed needs of students and teachers and meets local, state and national expectations.

**V - Staffing and Professional Growth:** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities.

**VI - Opportunity and Equal Educational Access:** To ensure that all students have equitable access to, and the opportunity to participate in all programs provided by school district.

**VII – Teaching and Learning:** To ensure that all students have access to and participate in high quality teaching and learning experiences in order to achieve program expectations.

## **Program Overview**

### **District Mission Statement for English Learners:**

The mission of Alta Vista Union School District (AVESD) is to provide each student equal access to a quality educational program in a safe and secure environment that prepares him/her to be a fully functioning member of society.

### **Purpose of the English learner program:**

As emphasized throughout the ELA/ELD framework, English learners face the unique challenge of learning English as an additional language as they are also learning grade-level content through English. This challenge creates a dual responsibility for all teachers who teach ELs. The first is to ensure that all ELs have full access to the grade-level curriculum in all content areas, and the second is to ensure that ELs simultaneously develop the advanced levels of English necessary for success with academic tasks and texts in those content areas. English language development (ELD) instruction is one necessary component of a comprehensive instructional program for ELs that fulfills this dual responsibility.

### **Alta Vista Union School District Board Policy: BP 6174(a)**

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

The Board encourages staff to exchange information with staff in other districts and the county

office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.

*(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)*

**EL Program Responsibilities**

<b>Description of Responsibilities</b>	<b>Person(s) Responsible</b>
Dissemination of the Home Language Survey (HLS)	School Site Secretary
Interpretation of the HLS for testing purposes	Academic Coach
Administration of the Initial and Annual California English Language Development Test. (CELDT)	Academic Coach and Designated School Site Personnel
Program Placement & Waivers	Superintendent Academic Coach
Notification to Parent of EL Status & Program Placement	Academic Coach
Staffing Plan Williams Settlement Monitoring	Superintendent
Academic Assessment of all EL students	Academic Coach and Teachers
Initiating the EL Reclassification Process and Follow-up	Academic Coach / Teacher
Professional Development of Para-Professionals for EL support	Academic Coach
Program Evaluation and Improvement	Superintendent/ Academic Coach / DELAC Committee
District English Learner Advisory Committee Meetings	Academic Coach Superintendent
R30-Language Assessment Report ( CALPADS)	Academic Coach/District Secretary
District Professional Development Training for Teachers	Superintendent /ELCoordinator
Master Plan for EL Students Annual Report	Academic Coach Superintendent Principal
English Learner Special Projects (e.g., Title III, Literacy Night)	Superintendent/ Academic Coach
Private school consultation requirements	Superintendent/ Academic Coach

## **I-EL 01: Parent Outreach and Involvement**

### **Regular meetings for the purpose of formulating and responding to the parents'**

#### **recommendations:**

AVESD has adopted policies and procedures to send notices to parents of regular meetings to involve parents and inform them on their child's education. The school provides ongoing parent meetings, through Parent Teacher Organizations (PTO), District English Learner Advisory Committee (DELAC) and other parent meeting formats. Regular teacher parent conferences take place during the school year and teachers are able to use technology to make contact with parents at home, through emails and Tell-a-parent phone calls.

### **Training activities for parents of English learners on how they can be involved and become active participants in assisting their children for success in school:**

Alta Vista School will provide multiple training activities throughout the year for parents such as Literacy training; Literacy Night; Math Night; and coordination with Migrant training. Teachers provide advice and guidance for parents during parent/teacher conferences as well as help with student assignments and classwork. Among other goals, the purposes of these trainings are to train parents on how they can help their children: attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic content and achievement standards expected of all students.

## **I-EL 02: Translation of Information for Parents**

### **Parent Notifications**

AVESD monitors the language notification needs of the families in the district. All notices, reports, statements, or records are sent in the designated primary language. AVESD sends EL parents notices regarding; placement status of EL students, Title III AMAO results, and Annual CELDT scores in compliance with state and federal regulations and policies.



### **I-EL 03: Private School Consultation and Participation**

On an annual basis, the AVESD will consult with all non-profit private schools within its boundaries and, for students living within AVESD boundaries attending private schools outside its boundaries, with private schools in districts contiguous with AVESD as to whether the private schools' students and teachers will participate in the Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Program as part of the ESEA programs available to them. When such consultation occurs, it will include:

- a. Identification of students' needs.
- b. What services and/or products will be offered.
- c. Service delivery options, including services through a contract with a third-party provider.
- d. Assessment and improvement of services.
- e. The size and scope of services and the proportion of funds allocated.
- f. Program delivery options.
- g. Reasons for not using a contractor preferred by private school officials.
- h. The right to complain to the state educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.
- i. Parents participate on an equitable basis in parental involvement services and activities.
- j. The LEA assesses identified students annually for English language proficiency using a valid and reliable instrument.

**I-EL 04: English Learner Advisory Committee (DELAC)**  
**I-EL 05: District English Learner Advisory Committee (DELAC)**

A critical component of school programs is parent involvement. Alta Vista will establish a District English Learner Advisory Committee (DELAC), in accordance with state requirements, for the purpose of involving parents of English learners in the decision-making process in the education of their children. Because Alta Vista is a single-school district, the ELAC/DELAC will be one committee hereafter called the DELAC. Parents are encouraged to participate and support the educational process through decision making, volunteer activities and the creation of partnerships. The school site principal and district Academic Coach are responsible to provide training materials and training to all DELAC members enabling them to carry out their legal responsibilities. AVESD will provide the needed funding to provide babysitting, and translation for parents as needed, to attend the DELAC meetings.

A functioning DELAC advises the site principal and staff on the development of the school's EL plan, school needs assessment, administration of language census, and efforts to make parents aware of the importance of regular school attendance. The advisory committee has a membership of EL parents in at least the same percentage as there are EL students at the school.

A functioning DELAC has the responsibility to advise the governing board on the following tasks: the district master plan, the district needs assessment survey done on a school by school basis, goals and objectives for EL programs, district teacher or aide compliance requirements, help administer the language census, review the reclassification procedures and review and comment on the parent notifications letters.

## **II-EL 06: English Learner Identification and Assessment**

The School site secretary, as part of the initial enrollment process, administers the Home Language Survey at the time of enrollment. The school site enters the Home Language code into the district database. The school site secretary gives the HLS to the Academic Coach for interpretation and determination of testing needs.

### **Testing Procedures**

#### **Initial Testing**

The AVESD is solely responsible to provide the CELDT test to all eligible students. AVESD uses the California English Language Development test (CELDT) for initial identification of students; this is given within the first 30 calendar days of each school year to EL students who are new to a California school and whose Home Language Survey indicates another language other than English is spoken. EL students are designated Initial Fluent English Proficient, (IFEP) (No ELD services required) when one of the following criteria is met.

1. Kindergarten: Score “Early Advanced” or “Advanced” on the CELDT
2. First Grade Score: “Early Advanced” or “Advanced” on the CELDT
3. Grades 2-8: Score EA / A on the CELDT.

## **II-EL 07: Parent/Guardian Notifications**

### **Initial Parent Notification**

The Academic Coach notifies parents of English learners regarding assessment scores and whether the students are eligible to be in the EL program or if they have tested Fluent English Proficient. AVESD receives Title III funding and thus sends parent letters home for all EL students within 30 days of the beginning of the school year (or during the school year within 2 weeks of being enrolled as an EL student). EL parents are notified regarding their child's initial English Proficiency, type of assessment, language designation, previous years state test scores, program options, program placement, exit criteria to leave program, and, if on an IEP, how the program will meet objectives of IEP.

### **Annual Testing**

AVESD is responsible to provide the CELDT test to all currently enrolled EL students during the annual assessment window. The Academic Coach with the aid of teachers and aides, plans and implements the CELDT. The Annual Testing results are sent to English learner parents within 30 calendar days following receipt of the results from the CELDT test contractor. Students with disabilities are assessed on the CELDT using accommodations, modifications or alternate assessment specified by the students IEP or 504 plan.

### **Annual Parent Notification**

. EL parents are notified annually regarding their child's annual English Proficiency, type of assessment, Language designation, program placement, exit criteria to leave program, and if on an IEP, how the program will meet objectives of IEP.

## **II-EL 08: Implementation, Monitoring and Revision of LEA Plan**

AVESD has adopted and implemented the LEA plan to monitor the success of EL students in meeting the state student academic achievement standards, and to provide information to teachers and parents and students on the progress being made toward meeting state standards. Classroom results are used by teachers and staff to determine the progress of EL students on meeting state standards and to determine what instructional strategies are needed to meet the state standards for EL students.

The LEA plan outlines the programs and activities for EL students, the funding used to meet the state required Annual Measurable Achievement Objectives (AMAOs) and how the school will be held accountable to them. The LEA plan explains how the school will promote parent and community participation. The plan details how all English learners' programs will be implemented and assurances taken that the EL program is based on scientifically – based research.

### **Local Control Accountability Plan (LCAP)**

AVESD has adopted an annual LCAP which specifies goals, objectives, actions, and services directed toward improving and expanding programs and services for English learners. LCFF supplemental and concentration grant funds are primarily directed toward assistance for English learners to achieve state performance objectives and close the achievement gap.

### **III-EL 09: EL Program Inclusion in the Development of the SPSA**

Alta Vista Elementary School Site Council develops and maintains a Single Plan for Student Achievement (school site plan) which includes the following:

- a. Analysis of academic performance data to determine student needs
- b. School goals to meet the identified academic needs of students
- c. Activities to reach school goals that improve the academic performance of students
- d. Expenditures of funds allocated to the school through the Consolidated Application
- e. The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of the EL students, low-achieving students, and those at risk.

The School Site plan will have specific goals stated for EL students, and how to monitor whether EL students are meeting yearly growth targets. Data is analyzed in August - October to determine instruction needs of all students. The SSC reviews and updates, and approves the SPSA, including expenditures. The plan is reviewed in January - May and submitted to the Board for approval in June. Throughout the development process, the School Site Council seeks input and advice from the DELAC prior to taking action.

### **III-EL 10: Inventory**

The AVESD district office maintains the inventory records for all purchased items by categorical funds. The inventory requests the following information; Type, Model, Serial Number, Funding Source, Acquisition Date, Cost, Location, Transfer or Replacement. All inventory reports are sent to the business department at the district office.

### **III-EL 11: Supplement, Not Supplant, with Title III**

General fund resources are used to provide services and programs for English learners, including English language development and the rest of the core curriculum. The provision of such services and programs are not contingent on the receipt of state or federal supplementary funds. AVESD oversees the annual allocation of Title III funds. These funds are used to meet supplemental academic needs of English learners. The EL program is a district responsibility, and adequate and basic resources are provided from the district general fund. Supplementary funds (Title III) are used to support and not supplant the general program for English learners. Alta Vista Union School District provides funding from Title III funds as required by federal law. The funding formula is monitored at the district level and reviewed each budget cycle, using the criteria set up through the Consolidated Application Process.

### **III-EL 12: Time Accounting Requirements**

AVESD requires employees to complete the Personnel Activity Report (PAR) each pay period if they are multi-funded. Those employees who are not multi-funded are required to complete a Semiannual certification.

### **IV-EL 13: Evaluation of English Learner Program Effectiveness**

AVESD will review two areas in order to determine the effectiveness of EL programs, practices, and resources used to implement the English Learner program. The areas to be monitored include:

1. English Language proficiency comparable to that of average native speakers of English in the district.
2. Academic Results indicating that English learners are achieving and sustaining parity of academic achievement with students already proficient in English.

AVESD will evaluate each EL student's language arts and math academic ability using district and state assessments. The Principal, Academic Coach and site personnel are responsible to review the data and make any necessary academic adjustments to their program. Student data reports will be presented to the DELAC and the governing board. Alta Vista will use the CELDT scores provided by the CDE to measure EL proficiency and growth. The Title III Accountability Data will be used to assess the district EL program success. EL students will be monitored on their ability to meet the Title III Targets for Annual Measurable Achievement Objectives. (AMAOs)

AMAO 1: Percent of students making Annual Progress in learning English.

AMAO 2: Percent of students attaining English proficiency on CELDT.

AMAO 3: Adequate yearly progress for English Learner subgroup on CST Language Arts and Math.



### **IV-EL 14: Reclassification**

#### **Criteria for Reclassification**

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. AVESD reclassification criteria are:

<b>Criterion</b>	<b>AVESD</b>
English Language Proficiency Assessment (CELDT) or revised state mandated test	“Over All Fluent” on CELDT or other state mandated test and have High Intermediate or Early Advanced or Advanced on all subtests
Comparison of Performance in Basic Skills	At or above the proficient or standard met level on the state mandated test of English Language Arts
Parental Consultation	The parent must be consulted and provide advice and insight on reclassification decisions and sign the reclassification form during conference.
Teacher Evaluation	Teachers will review EL student’s current Language Arts grades and other measurable, objective classroom performance and complete the form. Evaluation must be documented, measurable, objective and specific.

#### **Procedures for Reclassification**

1. The Academic Coach may recommend reclassification procedures, based on CELDT scores.
2. Language Arts grade at time of nomination for reclassification must a “C “or better.
3. The Academic Coach will provide the reclassification forms to teachers.
4. The teacher upon completion will return reclassification forms to the Academic Coach.
5. The Academic Coach will facilitate and schedule parent consultation meeting (s) and inform the parents of their child’s reclassification status. Parent consultation will be required prior to reclassification decision.
6. Parents must sign the reclassification form giving approval for the reclassification

from EL status to Non English Learner status at the conference.( RFEP)

7. Completed reclassification forms are placed in the cumulative file and a copy is provided to parents.

### **Follow-Up / Monitoring of Reclassified English Learners**

#### **Procedure to evaluate RFEPs:**

1. Using the district” Reclassified (RFEP) Student Progress Report/Monitor form, the Academic Coach works with teachers to assess each RFEP’s progress for two academic years following reclassification.
2. Reclassified students who are not making adequate progress in language arts and/or other core subjects are placed on the Potential AT RISK RFEP list.
  - a. AT RISK reclassified students will then have their academic work reviewed by their Language Arts teacher using the District Follow- up Form.
  - b. Teachers are to return the forms to the Academic Coach, with the most current grades.
  - c. The Academic Coach then enters follow up data into the district AERIES data base;  
AR = AT Risk or OK = Not AT RISK.

#### **3. Follow –up intervention:**

The reclassified students whose academic performance and teacher Reclassification Follow up forms indicated they are in need of more English Language development intervention are targeted as RFEP AT RISK Students and provided additional language support instruction as needed.

### **V-EL 15: Teacher EL Authorization**

Teachers assigned to instruct English learners are appropriately authorized or actively in training. All EL students will be provided access to district content through instruction by CTC EL authorized teachers. AVESD ensures that all teaching personnel are qualified to provide the instructional services to English Learners. Qualified teachers have been assigned to implement the required English Language Development (ELD) instruction and provide access to the core curriculum. Teachers who do not possess the appropriate teaching authorization are notified and are required to enroll and complete the State EL certification course work.

### **V-EL 16: Professional Development Specific to English Learners**

Professional development services are provided through various opportunities and departments. AVESD sets aside five days throughout the year for professional development and uses teacher release time for trainings as well. During these days teachers are provided ongoing staff development which provides a positive and lasting impact on the teacher's performance in the classroom. The Academic Coach provides specialized training for teachers related to EL curriculum. For the 2014-15 academic year and two subsequent years, the focus of staff development will be implementation of the 2014 California Framework in English Languages Arts and English Language Development.

### **Paraprofessional Training**

Professional development opportunities are provided for paraprofessionals. Training may be offered on site in conjunction with teacher training or opportunities designed specifically for paraprofessionals.

## **VI-EL 17: Appropriate Student Placement**

AVESD offers three programs to meet the needs of English Learners. They are the Structured English Immersion, Alternate (Bilingual) and Mainstream program. The Alternate (Bilingual) program is provided upon request by the parent through the waiver process. These three programs are in accordance with state and Federal laws. All English learners are placed in an English language program unless a parental waiver has been granted for an alternative program. Placement qualifications are based on English proficiency and may include consultation with principal and parents.

### **Structured English Immersion**

Structured English Immersion means an English language acquisition process for young children in which nearly all the classroom instruction is in English but the curriculum and presentation are designed for children who are learning the language. Based on the Districts' criteria EL students are placed in an SEI or English Language Mainstream (ELM) program settings. Parents may also request their child be placed in a non SEI Classroom or ELM class at any time.

English learners are placed in an SEI program when the student has been assessed to be at an ELD level of: **Beginning** or **Early Intermediate** on the CELDT. The SEI program provides a language acquisition process for children in which 70% all classroom instruction is in English and the curriculum and presentation of content is designed for children learning English as a second language. The primary language may be used to provide access to the content and to support the learning of the English language. Instruction is provided by a teacher with the appropriate EL authorization, and where possible supported by a bilingual paraprofessional. Subject matter content is taught using the Specially Designed Academic Instruction in English (SDAIE) approach when appropriate. English Language Development (ELD) is taught through the use of Common Core ELA/ELD standards and curriculum developed using these standards.

### **Mainstream Program**

#### **English Language Mainstream (ELM) program**

“Reasonable Fluency” Students are exited from the Structured English Immersion Program

once a reasonable level of English Language proficiency has been reached as measured by state approved assessments. A reasonable level of English is defined as meeting the required overall scale score on the CELDT test.

<b>CELDT REASONABLE FLUENCY CUT POINTS</b>		
<b>Grade</b>	<b>Minimum Over all Score</b>	<b>ELD Level</b>
Kindergarten	400	Intermediate
First	406	Intermediate
Second	447	Intermediate
Third	460	Intermediate
Fourth	473	Intermediate
Fifth	483	Intermediate
Sixth	492	Intermediate
Seventh	502	Intermediate
Eighth	510	Intermediate

The English Language Mainstream program is an educational approach intended to develop English literacy and academic skills at grade level. It is designed for students who are either native English speakers or have already acquired a reasonable fluency in English. The program uses District adopted materials in English and all subjects are taught in English using the Common Core. Instruction is provided by a teacher with the appropriate authorization, i.e.; CLAD, BCLAD, SB 1969.

Note: A parent or guardian may request to have his or her child moved into an English language mainstream program at any time.

## **VI-EL 18: Parental Exception Waiver for Alternative Program**

### **Parental Exception Waivers**

The district has established procedures for parental exception waivers, which include prior, written, informed consent, an annual request and a personal visit to the school to apply for the waiver. The district provides a full description of the different educational program choices. Students on an IEP will have their placement reviewed by the AVESD special services department regardless of EL status.

### **Alternative Program**

AVESD does not currently operate an alternative program due to no parent requests for the waiver. If such a program were required due to parent requests (20 approved waiver requests at the same grade level), the following is a description of the program that would be provided. The alternative program is a language enrichment program and is an educational approach intended to prepare students to become bi-literate in English and Spanish and to be proficient in grade level subject matter. Subject matter is taught in Spanish and English with a greater percentage of English instruction occurring as the student progresses through English language competency. The primary language is used continuously throughout the grades to ensure bi-literacy of the student. A BCLAD teacher delivers instruction in the alternative program. Students receive instruction and use materials, which are appropriate for developing their literacy in Spanish. State adopted Spanish material is used as the district adopted Spanish literacy curriculum. All students receive ELD instruction in English during their school day.

### **Parental Exception Waivers**

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

educational materials to be used. If 20 students or more of a given grade level of the same language receive an approved waiver, the district shall be required to offer such a class.

### **Parent Notification**

Parents of EL students will receive an annual letter describing the educational options they may choose for their child. Parents of newly enrolled EL students will receive an informational letter describing the different educational options, language scores, and information regarding a “Parental Exception Waiver”.

### **Review of Waivers**

The AVESD DELAC will be given the opportunity to review and comment on the written notification letters and parental exception waivers.

### **Parental Exception Waiver Procedures.**

1. Parents are notified of their child’s language ability and an explanation of program design and waiver options after all language assessments have been processed.
2. If a parent desires to have an alternate educational program for his/her child they are directed to contact the site principal to receive a waiver form.
3. **The parental waiver is submitted to the Academic Coach and sent to the Superintendent.**

The school shall act upon all Parental Exception waivers within 20 instructional days of submission to the school principal. However, waivers submitted under Ed.Code Sec.311c must be acted on no later than 10 calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of the submission of the waiver, whichever is later.

- ~~4. Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.~~

### **Waiver Approval Process**

~~——The superintendent/ principal with the Academic Coach, after evaluating the student’s language ability, approve or deny a parental exception waiver. They may decide based on the~~

following criteria:

1. ~~The child has a special need based on physical, emotional, psychological, or educational condition.~~
2. ~~The child has little or no previous education in his/her primary language.~~
3. ~~There is a need for instructional support in his/her primary language.~~
4. ~~There is a need for a high intensity ELD program.~~
5. ~~The child's home school connection is lacking. The student is not able to participate fully in the educational program because he/she cannot receive assistance from parents with the homework assigned.~~

### **Types of waivers**

1. ~~Children who already know English: The child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his grade level or at or above the 5th grade average, whichever is lower.~~
2. ~~Older children: The child is 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.~~
3. ~~Children with special needs: The child already has been placed for a period of not less than thirty calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall~~



~~educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver (EC. 305,306,310,311,48985).~~

### **Waiver Policy**

Parental Exception Waivers **shall be granted**, unless the superintendent/ principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. If there are fewer than 20 waiver requests in a given grade level, the parent may send the child to a school where such a program is offered. If the school has more than 19 parents at a grade level who have been granted waivers, the school will provide such a program for those students.

### **Waiver Denial**

~~———— In cases where a Parental Exception Waiver is denied, the parents and guardians must be informed in writing of the reason for denial and be advised of any procedures to appeal the decision to the local board of education.~~

### **Waiver Denial Appeal Process**

~~———— In cases where a Parental Exception Waiver is denied the parent will receive in writing from the superintendent/ principal an explanation for the denial. The parent will be informed regarding their rights to the appeal process.~~

~~Alta Vista Union School District Appeal Process:~~

- ~~1. Contact the superintendent/ principal for an initial conference regarding the denial.~~
- ~~2. May appeal to the Alta Vista Union School District School Board.~~

## **VII-EL 19: ELD**

Learning English as an additional language for success in school is a complex and spiraling process that involves multiple interrelated layers, including meaningful interaction, an intellectually-rich curriculum, attention to language awareness, and appropriate scaffolding based on primary language and English language proficiency, among other factors. The CA ELD Standards provide teachers with concise information on what to expect their ELs to be able to do with and through English as they gain increasing proficiency in English as an additional language.

### **ELD Instruction**

All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. ELD instruction, using the CA ELD standards, will be provided in two ways:

1. Integrated ELD, in which all teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards.
2. Designated ELD, or a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.

Throughout the school day and across the disciplines, ELs learn to use English as they simultaneously learn content knowledge through English. ELs develop English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks—interpreting and discussing literary and informational texts; writing (both collaboratively and

independently) a variety of different text types; or justifying their opinions by persuading others with relevant evidence, for example. Through these activities, ELs strengthen their abilities to use English successfully in school while developing critical content knowledge through English.

In addition to learning to use English and learning through English, in order to develop advanced levels of English, ELs also need to learn about English, in other words, how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. This is why language awareness (the conscious knowledge about language and how it works to make meaning) is prominently featured in the CA ELD Standards. When teachers draw attention to language and how it works, ELs become conscious of how particular language choices affect meanings. For example, ELs might learn how the word *reluctant* to describe a person produces a different effect than the word *sad*, how an argument is organized differently from a story because it has a different purpose (to persuade rather than to entertain), or why the language they use with friends during lunch is different from the language they are expected to use in more academic conversations.

Through the development of language awareness, ELs develop an understanding of how they might adjust their own language use and select particular language resources based on audience, discipline, topic, and task. This gives them a wider range of language resources to draw upon when making meaning, and it enables them to make informed choices about using English. These understandings about how English works to make meaning in different contexts are important for all students, but they are critical for ELs, many of whom rely on school experiences to develop the types of academic English necessary for success in school and beyond.

## **VII-EL 20: Access to the Core Subject Matter**

AVESD provides EL students with instructional programs designed and implemented to ensure that English Learners are able to meet the district and state performance standards in a reasonable amount of time. This is accomplished through the use of directed classroom strategies for ELs and monitoring EL student progress throughout the year. Students are placed in English Mainstream classes or Structured English Immersion Classes and when the district has more than 20 parents of the single language and with in a give grade level Bilingual Classes may be used to instruct the EL students.

A few of the classroom strategies that Alta Vista Elementary School District has adopted in order to provide better access to the core materials, include; Integrated and designated instruction through the use of Thinking Maps, Core5 Lexia software, ALEKS Math, Accelerated Reader, Step up to Writing.

### **Core Academic Evaluation Curriculum**

The EL students are not exempt from taking the California state assessment. Their scores will be evaluated for yearly progress as well as their appropriate language designation expectation. This formula provides data on students not making yearly AMAO progress.

Students who have not met the district ELD growth expectation over time will be placed on the “AT RISK” English Learner list. These students are targeted by the district to receive extra support in ELD instruction. Lexia Reading Software are key components in this targeted intervention. Each teacher is provided a list of names to monitor in the fall of each year. Additionally intervention for EL students will be decided on by the school administration and Academic Coach, and may include before, during, or after school intervention, or summer school attendance. AT Risk EL students are monitored each trimester on their STAR reading

achievement. This information is presented to the Superintendent, Principal and Academic Coach to be reviewed and shared with teachers. The Academic Coach and teachers are to make suggestions and changes as necessary to provide targeted AT RISK EL students with adequate intervention to close the academic gap.

### **Catch-Up Plan**

Students who are identified as not meeting the AMAO's and, therefore defined as not making adequate progress, have individual catch-up intervention plans which specify classroom instruction, before and after school intervention and summer school intervention as specified in the individual plan (see plan in MPEL appendix)