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Green Dot ELD Vision

The Green Dot ELD Team will foster the development of ELs’ identity as Emerging Bilingual students by valuing home language and life experiences. We will create equitable and rigorous instructional and school experiences for all ELs in order to prepare them for college, career, and the 21st century.

**We will achieve this by:**

- Enhancing instructional programs and professional development to ensure ELs are engaged in rigorous, intellectually rich, and challenging content
- Valuing family and community members as partners, capitalizing on the language, skills, culture and experiences they bring to the table
- Ensuring all stakeholders feel a sense of ownership and urgency to serve the needs of ELs
- Empowering all teachers as Integrated ELD teachers through professional development and coordination with other curriculum teams
- Supporting the transition to the new ELD Standards, new ELA/ELD Framework and new ELPAC Assessment
- Providing schools with curriculum and PD that help English Learners build confidence and communication skills in order to advocate for themselves and take ownership of their learning
- Developing the EL Master Plan to ensure it is a supportive guide for ensuring effective supports and services for ELs and Title III compliance
- Utilizing curriculum and texts that celebrate their identity as English Learner
- Collaborating with the Special Education Department to support teachers to write and implement IEP ELD goals that prioritize ELs’ language needs
- Initiating cross-departmental and school-wide conversations about the social-emotional needs of English Learners and ways to address them
- Using data and providing schools with resources to analyze data in order to accurately monitor, place and support ELs throughout their schooling
Chapter 1: Identification, Assessment and Placement
Green Dot Public School’s process for initial identification and placement of students into an appropriate instructional program is shown in Table 1 and is explained in detail below. This process has been adopted to ensure that there is consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students in appropriate programs based on assessment results and parental choice. Student enrollment and assessment takes place at the school sites by trained staff members.

Step 1 - Procedures for Initial Identification
- Parents complete a Home Language Survey at time of first enrollment at a GD school. This survey consists of four questions pertaining to the home language of the family. As standard procedure, this form is to be included in the enrollment packet at all 22 schools, and all four questions must be answered.
- All students (including migrant, special education, and continuation school students) with a language other than English on the Home Language Survey must be assessed for English language proficiency at the school site. If the Home Language Survey indicates another language other than English, the school site will administer the California English Language Development Test (CELDT), a language proficiency assessment. The completed Home Language Survey in the parent’s primary language must be kept on file in the student’s permanent cumulative folder.
- Results of the Home Language Survey are coded on PowerSchool on the student language census page under “custom screens.”

Table 1

How to Identify Who Takes the CELDT

<table>
<thead>
<tr>
<th>Indication of primary language other than English</th>
<th>Primary Language English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed with CELDT for initial identification</td>
<td>English Only (EO) – No CELDT</td>
</tr>
<tr>
<td>CELDT overall score of 1, 2, 3</td>
<td>Regular Instructional Program</td>
</tr>
<tr>
<td>Student classified as English Learner (EL)</td>
<td>Initial Fluent English Proficient (IFEP)</td>
</tr>
<tr>
<td>Placement in EL program and services</td>
<td>Regular Instructional Program</td>
</tr>
<tr>
<td>Assess annually with CELDT until reclassification criteria is met</td>
<td>Student classified as Reclassified Fluent English Proficient (RFEP)</td>
</tr>
</tbody>
</table>

Legend
- Student no longer needs to take CELDT
- Student designated as AA
- Student status unknown
Table 2

EL Enrollment Flowchart

**Step 2 - English Language Proficiency Assessment**
- Within 30 calendar days of initial enrollment, the school site administers the CELDT to all students based on the Home Language Survey: Listening, Speaking, Reading, and Writing for grades 6-12. Based on results of the CELDT, parents will be notified that their child has been identified as:
  - English Learner (EL) - less than reasonable fluency in English, recommended for Structured English Immersion (SEI) program placement
  - English Learner (EL) – reasonable fluency in English and recommended for English Language Mainstream (ELM) program placement
  - Initial Fluent English Proficient (IFEP) recommended for the district’s regular instructional program
  - Learning Disabled English Learner - will be registered according to their Individualized Education Program (IEP)

**Step 3 - Primary Language Assessments:**
When requested by the school, the district also assesses each English learner for primary language reading proficiency. The primary language assessment can be used to determine a student’s language skills in their home language.

To assess primary language proficiency in Spanish, the district uses a primary language reading assessment called Las Links. Students are placed into the following proficiency levels: beginner,
early intermediate, intermediate, early advanced and advanced.
For students with a home language other than Spanish, informal language assessment in the primary language is given using the Student Oral Language Observation Matrix (SOLOM) by a qualified native speaker (if available).

Step 4 - Parent Notification:
Families of students whose primary language is not English will receive the following notifications:

- Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)
  - The reason for the student's classification as English language learner
  - The level of English proficiency
  - Reclassification criteria
  - Graduation rate (high school only)
  - A description of the program for English language development instruction, including a description of all of the following:
    - The manner in which the program will meet the educational strengths and needs of the student
    - The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
    - The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title II funds are used for students in secondary schools
    - Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
  - Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
  - Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.
  - Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

- Within 30 days of initial enrollment, parents of English Learners with an Individualized Education Program (IEP), will be informed by the school how the current program will meet the objectives of the IEP.

Step 5 – Program Placement:

- There are a number of program models. Placement is based on district criteria of reasonable fluency. ELs who score at the Early Advanced and Advanced levels on the CELDT are considered reasonably fluent. The full placement matrix is shown in Table 3.
- If the child is reasonably fluent in English as determined by the district criteria, he or she is placed in the English Language Mainstream (ELM) program. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include Specially Designed Academic Instruction in English (SDAIE). Teachers or administrators may recommend additional support services.

4
• If a child is not reasonably fluent in English, then he or she is placed in the Structured English Immersion (SEI) program and will receive both Designated and Integrated ELD instruction. Designated ELD will use the CA ELD Standards as the main focus to give EL students strategic language practice, which builds into and from content instruction. Integrated ELD will happen throughout the school day in all other courses and CA ELD Standards will be used in tandem with CCSS or other content standards.

• Different program placement may exist within one classroom. When this occurs, it is extremely important that students be clearly identified by program placement and receive the services appropriate to their program. For example, an EL student receiving services through Integrated ELD could be in a class with non-EL students. Therefore, it is important that the student is identified so that he or she can receive those services.

• Teachers must differentiate instruction and activities using the Key Features of Designated or Integrated ELD, and monitor students carefully to ensure that the requirements for each program are followed.

• If the parent selects an English language mainstream or an alternative program, then the parent must submit an appropriate waiver.
### Table 3

**EL Placement Chart**

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Early Intermediate</th>
<th>Intermediate</th>
<th>Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• CELDT Overall= B</td>
<td>• CELDT Overall= El</td>
<td>• CELDT Overall= I</td>
<td>• CELDT Overall= EA/A</td>
</tr>
<tr>
<td></td>
<td>• Lexile Score  0-400</td>
<td>• Lexile Score 400-650</td>
<td>• Lexile Score 650-900</td>
<td>• Lexile Score= 900+</td>
</tr>
<tr>
<td></td>
<td>• Language Gains= Level 1/2</td>
<td>• Language Gains= Level 3</td>
<td>• Language Gains= Level 4</td>
<td>• Language Gains= Level 4</td>
</tr>
</tbody>
</table>

**Structured English Immersion (SEI)**

<table>
<thead>
<tr>
<th></th>
<th>1. Designated ELD 1 (double block)</th>
<th>1. Designated ELD 2 (double block)</th>
<th>1. Designated ELD 3 (double block)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs with 5 years or less in the country and are less than reasonably fluent</td>
<td>2. <strong>Integrated ELD</strong> (in all other content classes)</td>
<td>2. <strong>Integrated ELD</strong> (in all other content classes)</td>
<td>2. <strong>Integrated ELD</strong> (in all other content classes)</td>
<td></td>
</tr>
</tbody>
</table>

**English Language Mainstream (ELM)**

<table>
<thead>
<tr>
<th></th>
<th>1. Designated ELD (one of the following options)</th>
<th>1. Designated ELD (one of the following options)</th>
<th>1. Designated ELD (one of the following options)</th>
<th>1. Mainstream ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long-term ELs with 6 or more years in the country and who are reasonably fluent</td>
<td>• ELD Literacy Enrichment or Intervention (R180 or S44 6, 7 or 9th grade)</td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>2. <strong>Literacy Intervention</strong> (if needed)</td>
</tr>
<tr>
<td></td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>• ELD Advisory</td>
<td>• ELD Advisory</td>
<td>ELD Advisory</td>
</tr>
<tr>
<td></td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>• Sheltered ELA (6th-12th grades)</td>
<td>• Sheltered ELA (6th-12th grades)</td>
<td>ELD Advisory</td>
</tr>
<tr>
<td></td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>• ELD College Readiness</td>
<td>• ELD College Readiness</td>
<td>Sheltered ELA</td>
</tr>
<tr>
<td></td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>• ELD Curriculum Skills</td>
<td>• ELD Curriculum Skills</td>
<td>(6th-12th grades)</td>
</tr>
<tr>
<td></td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>• ELD Academic Success</td>
<td>• ELD Academic Success</td>
<td>ELD College Readiness</td>
</tr>
<tr>
<td></td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>• ELD Academic Success</td>
<td>• ELD Academic Success</td>
<td>ELD Curriculum Skills</td>
</tr>
<tr>
<td></td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>• ELD Academic Success</td>
<td>• ELD Academic Success</td>
<td>ELD Academic Success</td>
</tr>
<tr>
<td></td>
<td>• ELD Academic English Essentials (8th or 10th grade)</td>
<td>2. <strong>Integrated ELD</strong> (in all other content classes)</td>
<td>2. <strong>Integrated ELD</strong> (in all other content classes)</td>
<td></td>
</tr>
</tbody>
</table>

*Ideally, all students with fewer than 6 years in the country and less than reasonable fluency should be placed in Structured English Immersion (Designated ELD course + Integrated ELD in all other content classes). However, for schools with too few students to create an ELD section, students can be clustered into English Language Mainstream courses and receive both Designated and Integrated ELD through a variety of options.*

### Professional Development for Staff and Administrators on Initial Identification, Placement, Parental Rights and Informed Consent

The school site will provide ongoing professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of this English Learner Master Plan including:
• Initial identification
• Placement options and procedures
• CA ELD Standards and Designated and Integrated ELD Instruction
• Parental rights and informed consent, including the parental exception waiver process

Those who participate in the training include but are not limited to: district and site administrators, teaching staff, district staff, office staff members responsible for registration, English Learner program facilitators, special education teachers, and other support staff as necessary.

GREEN DOT HOME LANGUAGE SURVEY

<table>
<thead>
<tr>
<th>HOME LANGUAGE SURVEY/ENCUESTA DEL IDIOMA NATAL EN CASA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public schools are required to determine the language(s) spoken in the home of all students. This information is very important for providing adequate instructional programs and services. Please answer the following questions with only one language per line. Las escuelas publicas para determinar el idioma(s) hablado en el hogar de todos los estudiantes. Esta información es muy importante para poder proporcionar los programas y servicios adecuados a nuestros estudiantes. Por favor conteste las siguientes preguntas con solo un idioma por linea.</td>
</tr>
</tbody>
</table>

77. What language did you child learn when he/she first began to talk (check one only)?
   ¿Qué idioma aprendió su hijo/a cuando él/ella comenzó a hablar (marque uno sólo)?
   [ ] English [ ] Spanish [ ] Other:

78. What language does your child use most frequently at home (check one only)?
   ¿Qué idioma utiliza su hijo/a más frecuentemente en casa (marque uno sólo)?
   [ ] English [ ] Spanish [ ] Other:

79. What language do you use most frequently to speak to your child (check one only)?
   ¿Qué idioma utiliza usted más frecuentemente para hablar con su hijo/a (marque uno sólo)?
   [ ] English [ ] Spanish [ ] Other:

80. What language is most often spoken by the adults in your home? (check one only)?
   ¿Qué idioma utilizan los adultos más frecuentemente en su casa (marque uno sólo)?
   [ ] English [ ] Spanish [ ] Other:

Please write the year and grade the student first enrolled in a U.S. school. / Por favor escriba el grado y el año en que el estudiante fue matriculado por primera vez en la escuela en EEUU.

81. Year/Año: [ ]
82. Grade/Grado: [ ]

83. Has the student ever received any formal English language instruction in an "English as a second language ("ESL") or "English language development ("ELD") program? / Ha recibido el estudiante cualquier instrucción formal del idioma inglés en el programa de "inglés como segundo idioma" ("ESL") o "desarrollo del idioma inglés" ("ELD")?
   [ ] Yes/Yes [ ] No
Green Dot Public Schools
INITIAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

To the parent(s)/guardian(s) of: __________________________ School: __________________________ Date: __________

Student ID #: ______________ Date of Birth: ___________ Grade: _______ Primary Language: __________

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code section 6312(e)-3(A))

Language Assessment Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>English Language Proficiency Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
</tr>
</tbody>
</table>

A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child’s official results within 30 days after the district has received individual student reports from the contractor.

Based on results of the English language proficiency assessment, your child has been identified as an English learner.

Check if applicable: □ Individualized Education Program (IEP) on file
A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s reclassification criteria are listed below.

<table>
<thead>
<tr>
<th>Required Criteria (EC Section 313(f))</th>
<th>LEA Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment</td>
<td>CELDT Score of Early Advanced or Advanced with no domain lower than Intermediate</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Grade of C or higher in English and Teacher Approval</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parent Approval</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>Lexile score based on grade level proficiency</td>
</tr>
</tbody>
</table>
Graduation Rate for English Learners

The expected graduation rate for English Learners in Green Dot Public Schools is: ________________.

District graduation rate displayed on the Graduate Data report, available on the California Department of Education Data Quest Web page at http://dq.cde.ca.gov/dataquest/.

Language Acquisition Programs

We are required to provide a structured English immersion (SEI) program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306(c))

Description of Program Options and Goals for English Learners

A description of the language acquisition program provided at Green Dot is listed below:

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered designated ELD based on their language proficiency and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310(a))

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact Jennifer Freeman, EL Coordinator, at 323-804-5090 or Laura Michael, EL Coordinator, at 213-434-4473 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][VIII]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified. Inform the parent when progress is not made, and offer the parent programs and services to consider at that time.
California Department of Education

Green Dot Public Schools
INITIAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

A los padres/tutores de: __________________ Escuela: __________ Fecha: __________

N° de Id. del estudiante: ______ Fecha de nacimiento: ______ Grado: ______ Lengua materna: ______

Estimados padres o tutores: En la encuesta de la lengua materna se completó cuando el niño/a se inscribió en nuestro escuela figura que en su hogar se habla otro idioma además del inglés. La ley nos exige que evaluemos el dominio que el niño tiene del idioma inglés. Utilizamos los resultados de estas pruebas para decidir la mejor ubicación en el programa para el niño/a. Tenemos la obligación de informarle todas las opciones de colocación disponibles para el niño/a. Además, proporcionamos la información que nuestro distrito utiliza para decidir cuando un estudiante se encuentra listo para salir del programa de estudiantes de inglés como segunda lengua. (20 United States Code section 6312(e)(3)(A)).

Resultados de la evaluación de la lengua

<table>
<thead>
<tr>
<th>Áreas</th>
<th>Nivel de rendimiento de la Prueba para Medir el Desarrollo del inglés en California (CELDT)* (Inicial, preintermedio, intermedio, preavanzado, avanzado)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compresión auditiva</td>
<td></td>
</tr>
<tr>
<td>Expresión oral</td>
<td></td>
</tr>
<tr>
<td>Lectura</td>
<td></td>
</tr>
<tr>
<td>Expresión escrita</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Se usa un guía para anotar, desarrollado por la contratista de prueba, para determinar estos resultados. Los padres recibirán los resultados oficiales dentro 30 días después del distrito ha recibido los reportajes estudiantil individuales del contratista.

En función de los resultados obtenidos en la Prueba para Medir el Desarrollo del inglés en California (conocida en inglés como CELDT), se identificó al niño/a como English learner (EL) o estudiante de inglés como segunda lengua.

Marque si corresponde:

☐ Individualized Education Program (IEP) en archivo

Se adjunta una descripción de cómo la ubicación en el programa recomendado para el niño/a cumpla con los objetivos del IEP.

Criterios de reclasificación (salida)

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen los estándares estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de reclasificación del distrito:

<table>
<thead>
<tr>
<th>Criterios exigidos (Código de Educación de California Sección 313[d])</th>
<th>Criterios de LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prueba para Medir el Desarrollo del inglés en California (CELDT)</td>
<td>El nivel preavanzado o avanzado en el CELDT y no rendimiento bajo de Intermedio</td>
</tr>
<tr>
<td>Evaluación del maestro</td>
<td>El grado de C o mejor en la clase de inglés y la aprobación del maestro</td>
</tr>
<tr>
<td>Consulta y opinión de los padres</td>
<td>La aprobación de los padres</td>
</tr>
<tr>
<td>Comparación del desempeño en destrezas básicas</td>
<td>Una escala Lexile en función de la competencia del nivel del grado</td>
</tr>
</tbody>
</table>
Tasa de graduación escolar

La tasa de graduación para los estudiantes de inglés como segundo idioma en Green Dot es: [Insertar porcentaje].

[For unified or secondary school districts, insert the expected rate of graduation for students in this program.]

La tasa de graduación del distrito se muestra en el reporte de Progreso Anual Adecuado, disponible en California Department of Education Dataquest, [http://pdb.cde.ca.gov/dqdataquest/]

Las programas de la adquisición de la lengua

Tenemos la obligación de proporcionar una opción del programa de Inmersión Estruturada en Inglés (conocido en inglés como SEI). Si elige esta opción, su niño/a será ubicado en una clase en que la enseñanza en la mayor parte se brinda en inglés. (La descripción está abajo).

Solicitar una programa de la adquisición de la lengua

Las programas de la adquisición de la lengua son programas educativos diseñados para que la adquisición de inglés ocurra tanto rápida y eficaz como posible y proporcione la enseñanza a los estudiantes de inglés como segundo idioma en función de los estándares académicos del estado, incluyendo los estándares del desarrollo del idioma inglés (ELD). (EC Section 305(c))

Descripción de las opciones del programa y las metas para estudiantes de inglés como segundo idioma

Una descripción del programa de la adquisición de inglés que Green Dot proporciona está abajo:

Programa de Inmersión Estruturada en Inglés (conocido en inglés como SEI). Un programa de la adquisición de inglés en que la enseñanza en la mayor parte se brinda en inglés pero con un plan de estudios y una presentación diseñado para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes son ofrecidos la clase de ELD designada en función de su competencia del idioma y acceso del contenido del grado escolar.

Los padres/tutores pueden elegir un programa de la adquisición de inglés que es mejor para su niño/a. Si hay una escuela en que los padres/tutores de 30 estudiantes o más por escuela o los padres/tutores de 20 estudiantes o más en un grado solicitan un programa de la adquisición de inglés, es diseñado para proporcionar la enseñanza de idioma será exigido a ofrecer ese tipo de programa al grado posible. (EC Section 310(a))

Los padres pueden proporcionar entrada sobre los programas de la adquisición de inglés durante el desarrollo del Local Control Accountability Plan (LCAP). Si se interesa en otro programa que no esta enumerado arriba, por favor llame a Jennifer Freeman, Coordinadora de EL a 323-804-8080 o Laura Michael, Coordinadora de EL a 213-434-4478 para preguntar sobre el proceso.

Los padres de los estudiantes de inglés como segundo idioma tienen el derecho de declarar o renunciar a la participación de su niño/a en el programa de la adquisición de inglés del distrito escolar a renunciar a servicios especializados dentro del programa de la adquisición de inglés. (20 U. C. B Section 6312[e][3][A][v][B]) Sin embargo, LEAs siguen obligados a proporcionar la enseñanza significativa para el estudiante (5 CCR Section 11302) hasta que el estudiante esté reclassificado, informar a los padres cuando el progreso no está hecho, y ofrecer a los padres los programas y los servicios para considerar a ese tiempo.
Green Dot Public Schools

ANNUAL PARENT NOTIFICATION LETTER

Federal Title I and State Requirements

To the parent(s)/guardian(s) of: ___________________________ School: ___________________________ Date: __________

Student ID #: __________ Date of Birth: __________ Grade: _______ Primary Language: __________

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A])

Language Assessment Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>English Language Proficiency Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
</tr>
</tbody>
</table>

A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child’s official results within 30 days after the district has received individual student reports from the contractor.

Check if applicable: [ ] Individualized Education Program (IEP) on file
A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district’s reclassification criteria are listed below.

<table>
<thead>
<tr>
<th>Required Criteria (EC Section 313[f])</th>
<th>LEA Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment</td>
<td>CELDT Score of Early Advanced or Advanced with no domain lower than intermediate</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Grade of C or higher in English and Teacher Approval</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parent Approval</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>Lexile score based on grade level proficiency</td>
</tr>
</tbody>
</table>

Academic Achievement Results

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Smarter Balanced Assessment (SBAC) or Local Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

12
Graduation Rate for English Learners

The expected Graduation rate for English Learners in Green Dot Public Schools is: _____________.

District graduation rate displayed on the Graduate Data report, available on the California Department of Education Data Quest Web page at http://dq.ode.ca.gov/dataquest/.

Language Acquisition Programs

We are required to provide a Structured English Immersion (SEI) program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306(c))

Description of Program Options and Goals for English Learners

A description of the language acquisition program provided at Green Dot is listed below:

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered designated ELD based on their language proficiency and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact Jennifer Freeman, EL Coordinator, at 323-804-5090 or Laura Michael, EL Coordinator, at 213-434-4473 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[el][3][A][VII]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified. Inform the parent when progress is not made, and offer the parent programs and services to consider at that time.
SAMPLE ANNUAL PARENT NOTIFICATION – SPANISH

Green Dot Public Schools
ANNUAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements

A los padres/tutores de: __________________________________ Escuela: ______________ Fecha: __________

N.º de id. del estudiante: ______ Fecha de nacimiento: ______ Grado: ______ Lengua materna: ______

Estimados padres o tutores: Su niño continúa a estar identificado como un estudiante que está aprendiendo inglés (English Learner). Cada año, somos requeridos a evaluar a su niño y notificarle del nivel de competencia en inglés de su niño. Tenemos la obligación de informarle todas las opciones de colocación disponibles para el niño. Además, proporcionamos la información que nuestro distrito utiliza para decidir cuando un estudiante se encuentra listo para salir del programa de estudiantes de inglés como segunda lengua. (20 United States Code [U. S. C.] Section 6312[e](3)[3][A])

Resultados de la evaluación de la lengua

<table>
<thead>
<tr>
<th>Áreas</th>
<th>Nivel de rendimiento de la Prueba para Medir el Desarrollo del Inglés en California (CELDT)* (Inicial, preintermedio, intermedio, preavanzado, avanzado)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compresión auditiva</td>
</tr>
<tr>
<td></td>
<td>Expresión oral</td>
</tr>
<tr>
<td></td>
<td>Lectura</td>
</tr>
<tr>
<td></td>
<td>Expresión escrita</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Se usa un guía para anotar, desarrollado por la contratista de prueba, para determinar estos resultados. Los padres recibirán los resultados oficiales dentro de 30 días después del distrito ha recibido los reportajes individuales estudiantes del contratista.

Marque si corresponde:
☐ Individualized Education Program (IEP) en archivo

Se adjunta una descripción de cómo la ubicación en el programa recomendado para el niño cumplirá con los objetivos del IEP.

Criterios de reclasificación (salida)

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen los estándares estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de reclasificación del distrito:

<table>
<thead>
<tr>
<th>Criterios exigidos (Código de Educación de California Sección 313[d])</th>
<th>Criterios de LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prueba para Medir el Desarrollo del Inglés en California (CELDT)</td>
<td>El nivel preavanzado o avanzado en el CELDT y no rendimiento bajo de intermedio</td>
</tr>
<tr>
<td>Evaluación del maestro</td>
<td>El grado de C o mejor en la clase de inglés y la aprobación del maestro</td>
</tr>
<tr>
<td>Consulta y opinión de los padres</td>
<td>La aprobación de los padres</td>
</tr>
<tr>
<td>Comparación del desempeño en destrezas básicas</td>
<td>Una escala Lexile en función de la competencia del nivel del grado</td>
</tr>
</tbody>
</table>
Tasa de graduación escolar

La tasa de graduación para los estudiantes de inglés como segundo idioma en Green Dot es: ___________. 
[For unified or secondary school districts, insert the expected rate of graduation for students in this program.]
La tasa de graduación del distrito se muestra en el reporte de Progreso Anual Adecuado, disponible en California Department of Education Dataquest, [links provided].

Las programas de la adquisición de la lengua

Tenemos la obligación de proporcionar una opción del programa de Inmersión Estructuralizada en Inglés (conocida en inglés como BEI). Si elige esta opción, su niño/a será ubicado en una clase en que la enseñanza en la mayor parte se brinda en inglés. (La descripción está abajo).

Solicitando una programa de la adquisición de la lengua

Las programas de la adquisición de la lengua son programas educativos diseñados para que la adquisición de inglés ocurra tanto rápida y efectiva como posible y proporciona la enseñanza a los estudiantes de inglés como segundo idioma en función de los estándares académicos del estado, incluyendo los estándares del desarrollo del idioma inglés (ELD). (EC Section 306[c])

Descripción de las opciones del programa y las metas para estudiantes de Inglés como segunda Idioma

Una descripción del programa de la adquisición de inglés que Green Dot proporciona está abajo:

Programa de Inmersión Estructuralizada en inglés (conocida en inglés como BEI). Un programa de la adquisición de inglés en que la enseñanza en la mayor parte se brinda en inglés pero con un plan de estudios y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, los estudiantes son ofrecidos la clase de ELD designada en función de su competencia del idioma y acceso del contenido del grado escolar.

Los padres/tutores pueden elegir un programa de la adquisición de inglés que es mejor para su niño. Si hay una escuela en que los padres/tutores de 30 estudiantes o más por escuela o los padres/tutores de 20 estudiantes o más en un grado solicitan un programa de la adquisición de inglés que es diseñado para proporcionar la enseñanza de idioma será exigido a ofrecer ese tipo de programa al grado posible. (EC Section 310[a])

Los padres pueden proporcionar entradas sobre los programas de la adquisición de inglés durante el desarrollo del Local Control Accountability Plan (LCAP). Si está interesado en otro programa que no está enumerado arriba, por favor llame a Jennifer Freeman, Coordinadora de EL a 523-804-8080 o Laura Michaels, Coordinadora de EL a 213-434-4478 para preguntar sobre el proceso.

Los padres de los estudiantes de inglés como segundo idioma tienen el derecho de declinar o renunciar a la participación de su niño en el programa de la adquisición de inglés del distrito escolar o renunciar a servicios especiales dentro del programa de la adquisición de inglés. (20 U. C Section 6372[e][3][A][VII]) Sin embargo, LEAs siguen obligados a proporcionar la enseñanza significativa para el estudiante (5 CCR Section 11302) hasta que el estudiante es reclasificado, informar a los padres cuando el progreso no esta hecho, y ofrecer a los padres los programas y los servicios para considerar a ese tiempo.
Sample Parent Reclassification Letter - English

Date:  
Name:  
Grade:  
School:  
Teacher:  

Dear Parent/Guardian:

This letter is to notify you that your child has met the criteria for reclassification. In order to be reclassified, a student must receive qualifying scores on the California English Language Development Test (CELDT). In addition to these test results, criteria used to make this decision include an evaluation of your child’s academic performance by their English teacher, their results on the Lexile test which measures reading ability, and your opinion as the parents or guardians about his/her proficiency in English. It is therefore the recommendation of your child’s English teacher and the school site administrator that your child’s language designation be changed from Limited English Proficient to Fluent English Proficient. This would mean that your child be given a program consisting entirely of courses in the mainstream curriculum.

If you would like to meet in person to discuss any questions or concerns that you may have please contact the school office to arrange a date and time. Questions about the CELDT or your child’s results also should be directed to the same number. If you are unable to meet in person and you agree that your child should be reclassified as fluent in English please sign below and return this form to your child’s English teacher. This form will serve as a waiver to meeting in person and allow us to proceed with the reclassification process.

________________________  _______________________
Administrator                  Date

I agree that my child’s language designation should be changed from Limited English Proficient to Fluent English Proficient. I waive my right to a meeting and I consent to the use of this form as indication of my approval.

________________________  _______________________
Parent/Guardian                  Date

Sample Parent Reclassification Letter - Spanish

Fecha:  
Nombre:  
Grado:  
School:  
Maestro/a:  

Estimado Padre/Tutor:

Esta carta es para informarle que su hijo ha cumplido con los criterios para la reclasificación. Para ser reclasificado, el estudiante debe recibir puntajes calificativos en el Examen de California de Desarrollo del Idioma Inglés (CELDT). Además de estos resultados, los criterios utilizados para tomar esta decisión incluyen una evaluación del rendimiento académico de su hijo por su profesor de inglés, sus resultados en la prueba Lexile que mide la capacidad de lectura, y su opinión como padres o tutores acerca de la competencia de su hijo/a en inglés. Por lo tanto, es la recomendación del profesor de inglés de su hijo y el administrador del plantel escolar que la designación de su hijo sea cambiada de Dominio Limitado del Inglés a Fluidez en el Inglés. Esto significaría que su hijo sería dado un programa compuesto enteramente de cursos en el currículo ordinario.

Si le gustaría reunirse en persona para discutir cualquier pregunta o preocupación que usted pueda tener, por favor póngase en contacto con la oficina de la escuela para concertar una fecha y hora. Preguntas sobre el CELDT o los resultados de su hijo también deben dirigirse al mismo número. Si usted no puede reunirse en persona y usted está de acuerdo con que su hijo sea reclasificado como fluido en inglés, por favor firme abajo y devuelva este formulario al maestro de Inglés de su hijo. Este formulario servirá como una renuncia a la reunión en persona y nos permitirá continuar con el proceso de reclasificación.

________________________  _______________________
Administrador                  Fecha

Estoy de acuerdo en que la designación de idioma de mi hijo sea cambiada de Dominio Limitado del Inglés a Fluidez en el Inglés. Renuncio mi derecho a una reunión y doy mi consentimiento para el uso de esta forma como una indicación de mi aprobación.

________________________  _______________________
Padre/Tutor                    Fecha
Parent Notification Letter
Alternative Program Options
(Grades 9-12)

The law requires that English learner (EL) students with less than reasonable fluency in English be placed in Structured English immersion, and students with reasonably fluency in English be placed in English Language Mainstream. However, parents have the right to request a parental exception waiver for an alternative program if they believe it would be better for their child. As a parent you may select an alternative program designed to meet the linguistic and academic needs of English learner students.

Program availability will depend upon the number of students receiving waivers. If fewer than twenty students receive a waiver in one grade level, your child may be allowed to transfer to a neighboring school to receive the requested program. Your school principal/designee will advise you of program availability.

All alternative programs include English language development (ELD) and specially designed academic instruction in English (SDAIE). The different alternative programs include varying amounts of instruction in the primary language. Students will be assessed yearly with the California English Language Development Test (CELDT) and academic assessments. All programs will use district-adopted materials for reading, language arts and mathematics. The District has adopted materials in both primary language and English for core curriculum areas. In all programs, student progress will be measured in reading, language arts, and mathematics against content standards and benchmarks. As students gain proficiency in English, the amount of instruction in English increases, while the amount of instruction in the native language decreases. As students gain literacy in the native language and some proficiency in English, they participate in the Structured English Immersion or English Mainstream Program.

Parental exception waivers shall be granted unless the school principal and educational staff have substantial evidence that the program requested by the parent would not be better suited for the student. The following timeline will be observed as described in the District’s Master Plan for English Language Learners.

➤ Schools shall act upon all parental exceptions waivers requests within 20 instructional days of submission to the school principal/designee.
➤ For students who already know English, schools shall act upon parental exception requests within 20 days of submission to the school principal/designee.

At any time, including during the school year, a parent or guardian may have his/her child moved into an English Language Mainstream Program.

If you have any questions, I shall be happy to meet with you. Please call my office for an appointment at (323) 779-0544.

Sincerely, ________________________   ________________________
Principal  Director
PARENTAL EXCEPTION WAIVER

EDUCATION CODE 311(c): Children with Special Needs

Student Name:  
Grade:  

School Name:  
Date of Birth: 

Language Designation:  

I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Check all that apply and provide a brief statement)

____ Educational Needs  ____ Physical Needs  ____ Emotional/Psychological Needs

Therefore, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have personally visited the school to apply for this waiver.

I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the Superintendent pursuant to Board-established guidelines.

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

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

Parent/Guardian Signature:  
Date:  

Address:  

City:  
State:  
Zip:  

For School Use Only:

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

Waiver (circle one):  Granted  Denied

Date:  
Signature:  
PARENTAL EXCEPTION WAIVER
EDUCATION CODE 311(b): Children age 10 or older

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Language Designation:</td>
<td></td>
</tr>
</tbody>
</table>

My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. For that reason, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.

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

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

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

<table>
<thead>
<tr>
<th>Parent/Guardian Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>City:</td>
<td>State:</td>
</tr>
</tbody>
</table>

For School Use Only:
Child's English standardized test scores (Scores must be at or above the state average for the child's grade level or above the 5th grade average):

Waiver (circle one):  Granted  Denied

Date:  
Signature:
Chapter Two: Instructional Programs

Instructional Program Descriptions for English Learners (6-12)
The California Department of Education (CDE) defines English Language Development (ELD) as a specialized program of English language instruction appropriate for the English Learners’ (ELs) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. All English Learners in GD will be placed in ELD based upon the provisions cited in California Education code section 300. All English Learners will receive Designated ELD and Integrated ELD.

Designated English Language Development (ELD):
• is a planned, deliberate, and specific component of the total education of an English Learner
• utilizes a specific curriculum that addresses the teaching of the English language based upon the level of English proficiency of each student
• instruction is based upon the 2012 ELD Common Core aligned standards appropriate to student’s language proficiency level

Designated English Language Development (ELD) instruction must include these core components:
• Separate and distinct class time each day
• 2012 ELD standards are utilized as the primary instructional guide
• Explicit instruction in the comprehension and production of academic language as described in the ELA/ELD Framework which includes:
  1. Intellectually challenging material
  2. Academic English Focus
  3. Extended Language Interaction
  4. Focus on Meaning
  5. Focus on Forms
  6. Planned and sequenced events
  7. Scaffolding
  8. Clear lesson objectives
  9. Corrective Feedback
  10. Formative assessment practices

Program Requirements
All English Learners must receive:
• Daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites)
• Instruction delivered by an ELA Credentialed and CLAD authorized teacher
• ELs should not be removed from other core content instruction in order to receive designated ELD instruction.
• Designated ELD must be provided in addition to all core content instruction during the school day.
• ELs need full access to grade-level content in all disciplines, as well as specialized instruction in academic English.
**Designated ELD:**
Instruction in Designated ELD is based on ELD grade and proficiency level standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

- Newcomers will receive a double block of Newcomer ELD utilizing Inside (middle school) and Edge (high school) and also supplemental support with Imagine learning software.
- Long-Term ELs will receive a designated support based on their level of proficiency, grade level and school offering. Options include: ELD Literacy Enrichment, English 3D, ELD Academic English Essentials, Sheltered ELA, or EL Advisory/College readiness.
- Designated ELD teachers receive professional development and planning days that focus on effective use of the ELD Standards, ELA/ELD Framework, key features of Designated ELD and strategies that support students to develop proficiency in reading, writing, listening and speaking skills.
- Supplemental instructional coaching will be provided to ensure teachers are receiving differentiated support.
- Designated ELD content courses are taught by teachers with the appropriate state authorizations.

**Newcomer Designated ELD Program (High School)**

<table>
<thead>
<tr>
<th>Language Fluency</th>
<th>ELD 1</th>
<th>ELD 2</th>
<th>ELD 3/Sheltered ELA 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning-Early Intermediate</td>
<td>Early Intermediate-Intermediate</td>
<td>Intermediate</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Edge- Inside the USA/Fundamentals</td>
<td>Edge- Level 2</td>
<td>Core ELA Curriculum with sheltered text adaptations</td>
</tr>
<tr>
<td>Assessment</td>
<td>Gains Assessment, Imagine Learning</td>
<td>RI, Imagine Learning</td>
<td>RI, Green Dot ELA Assessments (GDCAP)</td>
</tr>
<tr>
<td>Programming</td>
<td>2 sections in lieu of core</td>
<td>2 sections in lieu of core</td>
<td>2 sections= 1 year of A-G ELA</td>
</tr>
</tbody>
</table>

**Newcomer Designated ELD Program (Middle School)**

<table>
<thead>
<tr>
<th>Language Fluency</th>
<th>ELD 1</th>
<th>ELD 2</th>
<th>ELD 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning- Early Intermediate</td>
<td>Early Intermediate-Intermediate</td>
<td>Intermediate</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Inside the USA</td>
<td>Inside Level A</td>
<td>Inside Level B</td>
</tr>
<tr>
<td>Assessment</td>
<td>CELDT/ELPAC Screener, Imagine Learning</td>
<td>RI, Imagine Learning</td>
<td>RI, Imagine Learning</td>
</tr>
<tr>
<td>Programming</td>
<td>2 sections in lieu of core</td>
<td>2 sections in lieu of core</td>
<td>2 sections in lieu of core</td>
</tr>
</tbody>
</table>
### Designated ELD Courses for Long-Term ELs

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sheltered ELA</strong></td>
<td>An A-G required ELA course in which content is adapted slightly to add more space for language practice. Teacher uses ELD standards daily to drive instruction and build language skills. This course can serve ELs in any grade level.</td>
</tr>
<tr>
<td><strong>English 3D</strong></td>
<td>An intervention course that is designed to improve students’ academic language skills. This course serves ELs in 8th grade.</td>
</tr>
<tr>
<td><strong>ELD AEE</strong></td>
<td>An intervention course which gives students opportunities to develop academic language and prepare them for the literacy skills needed in Core ELA. The teacher utilizes ELD standards to drive curriculum daily. This course serves ELs in 10th Grade.</td>
</tr>
<tr>
<td><strong>ELD Literacy Intervention</strong></td>
<td>Literacy Intervention course with clusters of ELs so teachers can focus on ELD standards/language practice during small group instruction. This course is designed for 6-10 grade students.</td>
</tr>
<tr>
<td><strong>EL College Readiness</strong></td>
<td>An enrichment course that prepares students with the skills and information needed to successful get into and stay in college. Offered in high school only.</td>
</tr>
</tbody>
</table>

### Integrated ELD

Instruction in Integrated ELD is based on content Common Core State Standards in conjunction with the ELD Standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction:

- All English learners will receive Integrated ELD in all content classes throughout their school day.
- Integrated ELD teachers will receive professional development that focuses on the ELD Standards, key features of Integrated ELD, the ELA/ELD Framework and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area.
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations.

### Access to Grade Level Core Curriculum

English Learners are provided with access to well-articulated, standards-based core curriculum. In order to ensure that core content instruction is presented in a manner that is comprehensible to English Learners, a variety of strategies are incorporated into classroom instruction.

Integrated and Designated ELD makes use of the following features to help make instruction
comprehensible and meaningful to students:

- Use of content and language objectives – Content objectives identify what students will know and be able to do at the end of a lesson. Teachers must also incorporate language objectives in their lesson planning activities that support students’ academic language development for the content objective. Based upon the proficiency of students, language objectives may be written from any one of the four domains: listening, speaking, reading or writing. As with content objectives, language objectives should be stated clearly at the beginning, middle and end of a lesson, and students should be informed of them both orally and in writing.
- Contextualized instruction—liberal use of non-verbal language, visual support materials, realia, Thinking Maps, graphic organizers, and verbal amplification in order to provide students with a variety of resources they can use to construct meaning
- Explicit instruction and use of language structures and vocabulary that are comprehensible to students
- Use of accommodations in the learning environment (such as appropriate wait time, pacing, or repetition) in order to maximize the number of students able to access the content
- Providing multiple opportunities in every class period for academic discourse using sentence frames or group structures such as precision partnering
- Frequent checks for understanding
- Integrating ongoing assessment of student progress through observations, portfolios, journals and analysis of student work
- Literature within the student’s appropriate lexile level range, available in classroom and school libraries
- Using CELDT/ELPAC data, , lexile scores, SBAC results, among other data sources to inform instruction, group structures, and progress monitoring

**Placing Students in Program Options and Parent Request Options**

Based on language proficiency, students are placed in one of two program types.

<table>
<thead>
<tr>
<th><strong>Structured English Immersion</strong> <em>(Designated ELD + Integrated ELD)</em></th>
<th><strong>English Language Mainstream (ELM) Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at the Beginning, Early Intermediate and lower Intermediate levels are placed in a Structured English Immersion (SEI) Program. SEI is the English language acquisition program focused on students acquiring English as rapidly and effectively as possible in order to meet grade level standards in core content area classes while they are learning English. The SEI program is designed to develop the student’s abilities in English as quickly as possible and may include primary language support in the content areas as part of the “plan to overcome academic deficits.”</td>
<td>Students at the Early Advanced through Advanced levels are placed in an English Language Mainstream program along with English only and fluent English proficient students. Students at the intermediate level with upper-range scale scores in reading and writing domains should be placed in a mainstream program. Students receive SDAIE instruction from the classroom teacher until they acquire proficiency in English and are reclassified. Students will continue to receive support and progress monitoring for four years after students are reclassified.</td>
</tr>
</tbody>
</table>

**Request for English Language Mainstream (ELM) Program**

English Learners may be placed in an English Language Mainstream program at the request of the student’s parent or guardian by completing the appropriate waiver. (See chapter two for waivers)
The process to request for ELM is as follows:

- Request for English Language Mainstream Program form must be requested by parents in person from school site, signed and returned to the principal
- May be requested at any time
- Student will continue to receive sheltered instruction in English through the mainstream classroom.
- Student will continue to be identified as an English Learner until they meet district reclassification criteria.

Understanding Secondary English Learners

Adolescent English Learners enrolled in secondary schools bring a variety of educational and cultural experiences to their classes. In order to develop and implement an effective program it is critical to identify each student's level of language proficiency, both in English and in their native language. There are three types of ELs enrolled in Green Dot Schools at the secondary level. These include:

- Newcomers with formal schooling
- Newcomers with limited formal schooling
- Long Term English Learners (LTELS) with 6 or more years in any U.S. English Learner program

Newcomers with Formal Schooling

Characteristics of these students may include:

- Recent arrival in the U.S. (1 year or less)
- Little or no English fluency
- Adequate formal schooling in native country, at grade level or beyond in primary language
- Bilingual
- Often highly motivated, may seek additional support and resources
- Easily transfers academic concepts with language support
- Low performance on standardized tests when administered in English

These students face the challenge of mastering English quickly in order to meet district and state content and performance standards and completing all district high school graduation requirements. Time is the critical factor for these students. They need an accelerated ELD program that is rigorous yet flexible and allows students to progress at their own rate. Opportunities to move between levels must be frequent (at semester if appropriate).

Attention to content instruction is also important so that students successfully complete the high school course of study. In some cases, they require an additional year of high school or the opportunity to transition to other programs such as Adult School.

In all cases, it is important that these students are counseled correctly, made aware of the challenges ahead of them, and given a defined learning plan that enables them to successfully complete high school and post graduate studies.

Instructional Requirement

- Minimum 2 periods of ELD (if school has an Edge/Inside program) OR a designated ELD support class with targeted instruction in literacy development in addition to core ELA
- ELD standards and features of Integrated ELD in content classes with adequate primary language support when available
- Enrollment in electives required for graduation

Newcomers with Limited Formal Schooling
Characteristics of these students may include:
- Recent arrivals to U.S. (1 year or less)
- Schooling in native country inadequate or interrupted
- Minimal literacy skills in primary language
- Require additional time to become accustomed to school routines and educational expectations in United States
- Strong survival and life skills, intuitive learners, cooperative workers
- Low performance on proficiency exams and standardized tests

Adolescent ELs who enter at the secondary level with limited formal schooling face a daunting challenge and require additional support to complete all high school graduation requirements. These students frequently have such gaps in their schooling that their literacy levels are nearly nonexistent. An English learner with limited formal schooling who enrolls for the first time at the high school level needs additional time in order to develop English proficiency and complete all requirements for high school graduation. Careful counseling, development of a long range learning plan, and articulation between school levels, including Adult School, are essential.

**Instructional Requirements**
- Minimum 2 periods of ELD (if school has an Edge/Inside program) AND/OR a designated ELD support class with targeted instruction in literacy development in addition to core ELA
- Native language reading support when available
- ELD standards and features of Integrated ELD in content classes with adequate primary language support when available
- Enrollment in non-English language dependent electives (when applicable) required for graduation

**Long Term English Learners (LTELs)**
Characteristics of these students include:
- More than 6 years in the U.S.
- Language proficiency remains stagnant for two or more years
- High functioning social language (strong oral English skills)
- Limited academic language; vocabulary general and imprecise
- Significant deficits in reading and writing skills
- Struggles academically (low grade point average and score Below and Far Below Basic in ELA and Math on state assessments)
- Difficulty with content classes and academically challenging text
- Mixture of primary language and English spoken in the home

LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, they need explicit instruction in academic uses of English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.

**Instructional Requirements**
- Explicit direct instruction in language development in all four domains (listening, speaking, reading, and writing) for multiple functions and contexts
• Explicit direct instruction in academic vocabulary in all core courses
• Explicit instruction in study skills, meta-cognitive and cognitive learning strategies
• ELD standards and features of Integrated ELD in content classes

Because adolescent EL students are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies.

1. **Integrating all four language skills (Listening, Speaking, Reading, and Writing) into instruction:**
   ELs benefit from the integration of explicit instruction in listening, speaking, reading and writing across the curriculum, regardless of English proficiency level. Oral language practice should not be sacrificed for more time in reading and writing.

2. **Teaching the components and processes of reading and writing:** It is important to teach ELs the components of reading: beginning with phonemic awareness and phonics and adding vocabulary, text comprehension, and fluency. After acquiring the basic skills, ELs need to become active readers and writers who use reading and writing processes.

3. **Focusing on vocabulary development:** Knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area. Teachers must teach multiple meanings of words and help students incorporate words into their expressive vocabularies.

4. **Teaching reading comprehension strategies:** ELs need to receive explicit instruction about reading comprehension strategies.

5. **Building and activating background knowledge:** Connecting instruction to what learners already know and then explicitly discuss how that knowledge applies to a new topic.

6. **Teaching language through content and themes:** Providing content or theme based instruction gives ELs a framework for assimilating new information and applying language skills learned across the curriculum.

7. **Using primary language strategically:** Maximizing students’ knowledge of their primary language by clarifying concepts and information through primary language support, bilingual dictionaries, glossaries, or other resources.

8. **Providing choice in learning activities:** ELs are more motivated and successful when they have the opportunity to choose a text, task or partner.

**English Learners with an IEP**
The requirements in a student’s IEP take precedence over EL programming. If the plan calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP continue to receive the programs and services that address the students’ special needs, including linguistically appropriate goals and objectives. An IEP must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive EL instruction.
If a student with an IEP is placed in an ELD course, it is recommended that the ELD teacher collaborate with the students’ IEP case manager to ensure that instruction effectively meets the student’s IEP goals.
Chapter 3: Staffing and Professional Growth Appropriate Teacher Authorization

Teachers assigned to instruct English learners are appropriately authorized and ELA credentialed or are actively given professional development and coaching supports. Green Dot also provides appropriate professional development for staff responsible for the education of English learners.

Recruitment of Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural, Language and Academic Development (CLAD) Teachers:

1. Dissemination of Job Announcements: When Green Dot determines the number of new teaching positions estimated to be available during the next school year job announcements are sent to:
   - EDJOIN web site
   - Educational placement centers at private, UC and CSU campuses with teacher training programs
   - The listed school site (on Greendot.org) until the vacancy is filled (when appropriate)
2. Advertisements: Announcements of openings are placed in organizational newsletters and the Internet.
3. Career Day: Green Dot sends representatives to colleges and universities to participate in “Career Day” activities.

Interviews and Hiring:

Nondiscrimination in Employment (BP 4030) The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation at any district site and/or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district’s complaint procedures instituted pursuant to this policy.

Job applications, eligibility interviews, and processing procedures are handled at the Green Dot home office. Job interviews are held at the local school site.

Staffing

In an effort to provide our students with teaching personnel who hold appropriate credentials necessary to instruct English Learners, Green Dot Public Schools actively recruits and hires teachers who are fully EL Authorized with a BCLAD, CLAD or equivalent certification. If candidates who hold an EL -Authorization are not available, the Human Resources Department obtains the necessary documents from qualified candidates to apply for an Emergency Permit. The employee is given a maximum of two school years to obtain a full EL authorization. Teachers who are new to Green Dot and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intentions to complete the CLAD requirement. Annual progress towards becoming EL Authorized is monitored by the Credential Specialist.

Teachers who provide instruction to English Learners must have one of the following documents with the appropriate EL Authorization:
<table>
<thead>
<tr>
<th>Document</th>
<th>Designated ELD</th>
<th>Integrated ELD</th>
<th>Primary Language Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Multiple or Single Subject Teaching Credential with English Learner Authorization or BCLAD Emphasis</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Education Specialist Instruction Credential with English Learner Authorization</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bilingual Cross-cultural Specialist Credential</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CLAD Certificate</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bilingual Authorization</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Language Development Specialist (LDS) Certificate</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BCLAD Certificate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bilingual Certificate of Competence (BCC)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>General Teaching Credential</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL</td>
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</tr>
</tbody>
</table>

Teachers who provide instruction in English Language Development (ELD), or to EL students in Mainstream English, must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified. If in a self-contained setting, SB 1969/395 is also appropriate.

Teachers who provide SDAIE instruction in content areas must be certified Bilingual Cross-Cultural teachers (BCC/BCLAD), LDS/CLAD certified, SB 1969/395 or in training. Content teachers must also be credentialed by the California Commission on Teacher Credentialing (CCTC) in their subject area.

Teachers who do not have English Learner Authorization must complete one of the following options to earn a California English learner authorization or CLAD Certificate: 1) Commission-approved CTEL program (requires recommendation from the program sponsor) 2) Pass the CTEL examinations (applicants applying by this option may apply directly to the Commission) 3) A combination of a
Commission-approved CTEL program and CTEL examination(s) (requires recommendation from the program sponsor) 4) Provide a photocopy of a professional-level out-of-state teaching credential with a comparable English learner

**Overall Procedures for Assuring Sufficient Qualified Staff**

In the spring of each year, the following steps must take place:

**School Sites**
- Projects need for Designated ELD sections
- Projects need for English Language Arts classrooms or Integrated sections
- Tentatively staffs classrooms/sections with certified staff or anticipates vacancies

**Human Capital**
- Reviews projections of certificated and classified staff for compliance with timelines in negotiated contracts
- Reviews anticipated vacancies
- Requests appropriate authorizations
- Monitors completion of required university courses towards initial certification

**Professional Development for All Educators Who Work with English Learners**
The Green Dot ELD Department provides English Learner leads and instructional leadership teams the training and presentation materials required to deliver a professional development series focused on supporting English Learners. This ensures that all Green Dot teachers understand how to identify and support English Learners and learn about the most current resources and requirements for supporting English learners.

This PD series meets the following goals-
1. Invest in a shared responsibility to meet the needs of English Learners.
2. Learn how to access EL Passports, ELD standards and instructional resources to support ELs.
3. Understand EL Proficiency levels and how to differentiate supports based on data.
4. Evaluate and apply ELD strategies to support English learners

In addition, all schools are provided with the following support:
- CELDT/ ELPAC training and certification of examiners
- Curriculum and program implementation guidelines
- Instructional coaching support
- School site trainings or PDs as requested
- DELAC meeting PPT and Data resources
- Support for Categorical Program Compliance
- Resources available on the Green Dot EL CONNECT page, our org-wide intranet and file-sharing services.
• Reclassification training and review of all reclassification paperwork submitted
• Oversight on Title III budgets
• Translations, both written and oral, as requested by sites, other departments and district office personnel

Each school has an **English Learner lead**, a teacher who receives a stipend, and focuses on the following areas:
• School Site Professional Development
• Progress Monitoring of English Learners and RFEPs
• DELAC and EL Parent Engagement

**EL Leads** receive professional development in the form of a summer PD, quarterly group meetings and individual monthly meetings with the district EL Coordinator.

All **Designated ELD teachers** receive the following training:
• Professional development days with other ELD teachers
• Training and planning time to integrate the CA ELD standards, which are Common Core Aligned, into daily lesson plans
• Strategies to teach academic vocabulary
• Strategies to teach grammar and language functions
• Curriculum training and support
• Individual coaching with the district EL Coordinator
• Ongoing collaboration sessions throughout the year
Chapter 4: Monitoring of Student Progress and Reclassification

Monitoring of Student Progress

Student progress is monitored and based on a set of CMO-adopted and State-mandated assessments. These assessments are used to determine English language proficiency and evaluate students’ academic performance.

Assessment results are maintained in electronic form in Tableau. This allows for rapid access to results in a variety of formats. This information is issued for a variety of purposes, including (but not limited to) information that relates to transition from one program to another and reclassification.

CMO-adopted formative assessments are given during the year to monitor students’ progress in English language development (listening, speaking, reading and writing), language arts, math, science, and social studies.

State-mandated Smarter Balanced Assessment Consortium (SBAC) are taken by all students regardless of their language classification. Students with Individualized Education Programs (IEPs) are given accommodations and modifications based on the criteria set in their IEP.

Use of Assessment Data for Student Placement and Instructional Planning

Teachers use benchmark assessments, called GD CAPs, to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. CELDT/ELPAC data, supplemented by GD CAPs and RI are used for instructional grouping and student placement in appropriate ELD courses in the middle and high schools.

Teachers use formative assessments in Designated ELD to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of this data. SBAC test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed grade level benchmarks for growth on these assessments will be encouraged to accelerate or move to more advanced groups/classes. Ongoing monitoring of student progress takes place at two levels:

- School, grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of English Learners to appropriate interventions.
- Green Dot EL Leads meet to examine school site data including but not limited to SBAC, CELDT/ELPAC, RI, reclassification rates, graduation rates, and academic performance. EL Leads are tasked with developing a progress monitoring plan with their Admin and other instructional leaders in order to ensure that all ELs have the supports they need to be successful academically and socioemotionally.

Reclassification Process and Criteria
An English Learner (EL) is eligible for reclassification when he/she has met the district and state established criteria (EC 313[d] [1]). The reclassification criteria include the use of multiple measures to ensure both proficiency in the English language and success in content area courses. Site administrator, ELA teacher, and a parent/guardian must participate in the reclassification process.

The site administrator collects and reviews the CELDT/ELPAC scores, Lexile scores, students’ grades, and teachers’ recommendations, for all English Learners. On the basis of this review, students who are eligible for reclassification are identified.

These criteria include multiple measures of:
- English language proficiency on the CELDT/ELPAC (listening, speaking, reading and writing)
- RI Scores (student reading Lexile level)
- ELA grade (c or higher)
- Teacher evaluation
- Parent opinion

The site administrator notifies parents and guardians if a student is eligible for reclassification and provides an opportunity for the parent or guardian to attend a reclassification meeting. The parent may communicate his/her opinion in writing or via phone call.

**Provision for Students with Disabilities**

If a student has an Individualized Education Program (IEP), and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or addendum meeting following the district procedures for reclassifying students with disabilities.

**District and School Site Responsibilities or Reclassification**

- The Green Dot Home office provides each school with a list of students who are eligible for reclassification. This happens twice per year (January and May)
- School site does the following:
  - Invite ELA teachers to provide a recommendation for reclassification
  - Sends notification letters to parents
  - Follow reclassification procedure
  - Schedule parent conferences
  - Monitor the academic progress of students who were reclassified

**Reclassified Fluent English Proficient (RFEP) Monitoring Procedures**

Students who have been reclassified as Fluent English Proficient (RFEP) receive follow-up monitoring for a minimum of four years after reclassification. In the spring semester, the site administrator and EL Lead reviews the Quarterly progress Monitoring Report. The report contains students’ academic progress including current grades, RI, absences, and discipline incidents. The data from this report is used to determine which students need extra support in order to be successful in their classes. The Ed Team supports sites to ensure proper RFEP procedures are being followed.
## Assessments of English Learners

<table>
<thead>
<tr>
<th>Assessment Instruction</th>
<th>Grade Level</th>
<th>Description</th>
<th>When Administered</th>
<th>Who Administers</th>
</tr>
</thead>
</table>
| California English Language Development Test (CELDT)/ English Language Proficiency Assessment of California (ELPAC) | 6-12 | • Assesses listening, speaking, reading and writing in English  
• State mandated  
• Used to measure adequate yearly progress | • **Initial Assessment:** Within 30 days of enrollment for students who have never been CELDT tested before  
• **CELDT:** Annually: July-October at school sites (Ending Fall 2017)  
• **ELPAC:** Annually February-March (begins Spring of 2018) | Trained Staff person |
| RI (Reading Inventory) | 6-12 | • Assessment of reading level | 3 times per year | Classroom teacher |

## Academic Achievement—Assessments in English

<table>
<thead>
<tr>
<th>Assessment Instruction</th>
<th>Grade Level</th>
<th>Description</th>
<th>When Administered</th>
<th>Who Administers</th>
</tr>
</thead>
</table>
| California Modified Assessment (CMA)  
California Alternative Performance Assessment (CAPA) | 6-11  
6-11 | • As determined by the IEP team  
• As determined by the IEP team | Annually in the spring  
Annually in the spring | Teacher  
Teacher |
| SBAC | 6-8, 11 | • Common core aligned Assessment in ELA and and Math. Contains a Performance task and is computer-based. | Annually in the spring | Teacher |
Reclassification Overview

<table>
<thead>
<tr>
<th>CELDT Proficiency</th>
<th>RI</th>
<th>Teacher Evaluation</th>
<th>Parent Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall CELDT proficiency of Early Advanced or Advanced with no less than Intermediate on Subtest</td>
<td>6th: 650-799 7th: 650-849 8th: 650-899 9th: 750-924 10th-12th: 800-949</td>
<td>• Grade of C or better in ELA OR Teacher may complete a teacher evaluation form to explain why student’s grade is not due to language acquisition AND Provide evidence for why the SRI does not reflect language proficiency.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* Students who score less than the minimum RI score, are not eligible for reclassification

Reclassification Criteria

ELs must meet the following criteria for reclassification:

1. Earn an overall score on the CELDT of Early Advanced (EA) with no scores less than intermediate (I)

2. Grade appropriate RI Score (see chart)

3. Teacher Approval and/or Earn a score of C or above in most recent English course.*

Then, provide notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting.
Chapter 5: Parent and Community Involvement

Green Dot Public School’s outreach to parents of English Learners includes the following actions:

- Sends notices and holds regular meetings of each school site’s School Advisory Council (SAC) and District English Learners Advisory Committee (DELAC). These meetings allow parents the opportunity to provide input and make recommendations to the school site.
- Parent workshops are held at school sites to assist parents in learning ways to help their children attain English proficiency, achieve academically, and meet state standards.
- When 15 percent of students enrolled in a public school speak a single primary language other than English, as determined by the previous year’s language census data, all notices, reports, statements, and records sent to parents of such students are written in the primary language and in English.
- In the event that a school fails to meet the Annual Measurable Achievement Objectives (AMAOs), the district will inform parents/guardians of English Learners of such failure no later than 30 days after such failure occurs.

District English Learners Advisory Committee
Whenever there are 51 or more English Language Learners at the school site, there will be an active District English Learners Advisory Committee (DELAC) (Administrative Code Title 5 Section 4312). The DELAC will establish and adhere to the bylaws as approved by the Board of Education. The majority of members should be parents of EL students.

Responsibilities
The DELAC advises the school site governing board on all of the following tasks:

1. Development of a school site master plan for educational programs and services for ELs.
2. Conduct a school-wide needs assessment
3. Establishment of school site program, goals, and objectives for programs and services for ELs.
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Review and comment on the school site’s reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. Review school site data and advise School Advisory Council on budget items related to ELs.

Training
The DELAC provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. The training and materials will be available in the primary languages of the members, or translation provided as needed.

Parent Request for Alternative Program
Parents and guardians of English Learners are informed of the placement of their children in a Structured English Immersion classroom and are notified of Parental Exception Waivers for their children to opt out of the recommended program placement.

Once a year, parents receive written description of the Structured English Immersion Program, English language Mainstream Program and all educational opportunities available to the pupil, and the educational materials to be used in the different options (5 CCR 11309[b][1]).
The district has established procedures for parental exception waivers which include prior written informed consent, annual requests, and a visit to the school to apply for the waiver (Table 5.1). Procedures include the following:

- Upon enrollment, annually, or by request, parents and guardians are provided descriptions of the structured English immersion program, English language mainstream program, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 CCR 11309[b][1])
- Parental Waivers submitted under EC Section 311(c) must be acted on within 20 instructional days of submission of the waiver (5 CCR 11309[c][4]).

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
Bylaws

Each school with more than 20 English Learners shall establish an elected English Learner Advisory Committee. Each school with more than 50 English Learners will establish and elected District English Learner Advisory Committee.

Functions: The major function of the DELAC/ELAC is to advise and make recommendations in writing to the principal and School Advisory Council (SAC) on the implementation and evaluation of the school's services for English Learners (ELs). Committee members will participate in training that will provide the necessary skills and practices for carrying out their responsibilities.
Additional responsibilities shall include:

- Advise and assist the principal and staff on the development, implementation and evaluation of programs for English Learners
- Recommend a budget with sufficient funds for the implementation of programs for English Learners and for DELAC/ELAC
- Participate in any school needs assessments that bear on programs for English Learners
- Assist with efforts to make parents aware of the importance of regular school attendance and maintenance of home language literacy
- Review the school’s annual CELDT results, language census (R30), and reclassification data

**Composition of DELAC/ELAC**

- Parent members: Parents and legal guardians of English Learner (EL) students not employed by Green Dot Public Schools constitute membership on DELAC/ELAC in at least the same proportion as the EL student population. They shall not constitute less than a majority (51%) of the membership in this committee. Committees are composed of no fewer than five members.
- Parents representing all identified EL language groups in the school are encouraged to participate.
- Other members: A good faith effort must be made to recruit membership from the following groups. They are elected from their respective groups and constitute no more than 49% of the combined membership.
  - School staff
  - Students
  - Community members (including parents of non-EL students)
  - Community representatives (not necessarily parents or members of school staff)
- Parents of EL students participating in the local school program for EL students elect parent members of the school DELAC/ELAC and approve non-parent community members.

**Election of DELAC/ELAC Members**

- Each DELAC/ELAC should have at least three (3) parent members. Parents need not be elected to the team. If the number of parents exceeds 25, schools can follow the procedure below to elect members.
- **To elect parent members of DELAC/ELAC:** Public notice stating the purpose and time of the meeting at which nominations will be received are given at least ten working days prior to such meeting, using all reasonable means of communication, including but not limited to: mailed, written notices in the language(s) of the homes to parents or community newspaper notices.
  - Each school should have at least 12 parents present in order to conduct the DELAC/ELAC parent election.
  - Election of members and officers are concluded by the last Wednesday of October (first year only), and by June of each succeeding school year.
- **Officers**
  - The officers of a DELAC/ELAC consist of a Chair, (or Co-Chairs), and a Secretary.
  - If DELAC membership exceeds 25 parents, group may elect a Vice Chair, Assistant Secretary, and Parliamentarian.
  - Any member of a DELAC/ELAC is eligible to be an officer of the Committee. However, the Chair (or Co-Chairs) must be parents or guardians of an English Learner and not employees of Green Dot Public Schools.
• All officers shall be elected democratically through written ballot. A Quorum must be established prior to the election. In order to be elected as an officer, all candidates must receive a least 51% of the votes of the members present.

Termination of Membership for Officers
• Any officer may resign by submitting written notice to the committee chairperson or school administration.
• If an officer resigns, the Chair (or Co-Chairs) can appoint another member to fill the position until the end of the school year. If the Chair resigns, the Co-Chair fills the empty position.

Bylaws
• Each school DELAC/ELAC shall adopt bylaws to identify functions and to govern meetings. Bylaws are to be written and approved by the Committee, signed and dated by all of the officers, and sent to the school principal.

Administrative Responsibility
• The school principal will take responsibility for the proper functioning and implementation of the DELAC/ELAC. A minimum of three (3) meetings must be held each school year. The orientation and election meetings must be held in addition to the regularly scheduled meetings.
• The school principal shall have the responsibility for providing appropriate training and materials to assist parent members in carrying out their responsibilities.
• The principal will also make arrangements for notices to be translated and for interpreting at each DELAC/ELAC meeting.

Delegation of Authority
• The DELAC/ELAC may designate a School Advisory Council (SAC) to function as site’s advisory council for English Learners (Education Code 54425). The DELAC/ELAC may delegate authority to an established SAC. Education Codes 52870, 54425, and 54733 provide that the DELAC/ELAC has first been duly constituted, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC (not to exceed three years).

This action shall be reflected in the minutes of the DELAC/ELAC. However, a DELAC/ELAC subcommittee of the SAC must be formed, and the subcommittee must make recommendations to the SAC on programs for English Learners.

• Process for delegating authority to a SAC must include the following:
  o Elect a DELAC/ELAC with identifiable members.
  o DELAC/ELAC members are informed and knowledgeable of their legal responsibilities before they vote to delegate.
  o At a scheduled DELAC/ELAC meeting, discuss and vote by ballot to delegate the DELAC/ELAC legal responsibilities to the SAC.
  o This decision is recorded in the DELAC/ELAC minutes.
  o At its next regularly scheduled meeting, the SAC must vote to accept the responsibilities, record this decision in the minutes, maintain agenda and handouts, minutes and ballots, and a record of attendance in a secure location. These documents must be kept on file for three (3) years.
Clarify all DELAC/ELAC legal responsibilities to the SAC. SAC members must be trained and must address all DELAC/ELAC responsibilities.

**Terms of Membership**
- Every officer will be elected for a term of one year.
- All other members are encouraged to participate for the length of their students’ stay at the school.

**Quorum and Voting**
- A majority of the members of the committee shall constitute a quorum (51%), unless otherwise determined by the council. A quorum must be established in order to vote. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.

**Duties of the Chair**
- Preside and maintain order at all regular meetings
- Be fair and impartial.
- Check to see that translation is available at each meeting.
- Attend agenda planning meetings with the assistance of other officers, the coordinator, and the principal or designee.
- Involve and inform the committee concerning all school English Learner Program transactions and activities.
- Sign all documents related to the English Learner Program with (approval of the committee).

**Duties of the Secretary**
- Maintain a roster of membership
- Take, read, and file accurate minutes of all meetings
- Maintain a roster of attendance
- Keep a notebook file of all meeting notices, agendas, minutes and handouts
- Call members as needed
- Perform other duties as delegated

**Meetings**
- A minimum of three (3) regular meetings shall be held during the school year.
- The committee shall decide the date, time, and place of the meeting.
- Special meetings may be called by the chair or by a simple majority vote of the membership.
- Chair will post an agenda along with the reminder of each meeting
- All regular and special meetings shall be open to the public.
- Changes in the established date, time or location shall be given special notice.
- All meetings shall be publicized on the school’s website, notice board, and automatic telephone service (if available).
- All notices will be published in both English and Spanish.
- The meetings shall be conducted in the home language of the majority of the members. Translation into the other language will be provided.
- The meetings shall be governed by these Bylaws and any dispute will be settled by parliamentary procedure as described in Robert’s Rules of Order.
Amendments
- These bylaws may be amended at any regular DELAC/ELAC meeting by a majority vote of the total membership.

Ratification
- The bylaws will be valid when adopted by a simple majority vote of the entire membership.

<table>
<thead>
<tr>
<th>Date of Draft By-Laws Presented</th>
<th>Date of Adoption</th>
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<tbody>
<tr>
<td>DELAC/ELAC Chairperson</td>
<td>DELAC/ELAC Co-Chair</td>
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School Principal