

# Santa Barbara School Districts Instruction for English Learners

## Procedures Manual

### Master Plan

Board Approved: May 30, 2006

Implementation of Board Policy and Administrative Regulations 6174

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## **Special Terminology**

### *Home Language Survey*

Every new student completes a Home Language Survey. If the answers to questions 1, 2, or 3 name a language other than English, the student is a “language minority” student, and will be assessed to determine if s/he is and English learner or is initially fluent in English.

### *English learner*

LEP or EL or ELL. This is a student who is not yet proficient in listening, speaking, reading, and writing English.

### *Fluent student*

FEP or R-FEP. This is a student who has another language in his/her background, but whose English skills in listening, speaking, reading, and writing English are similar to their English-only peers. I-FEP (initially identified as fluent) refers to new enrollees who are identified by testing and classroom performance in English Language Arts as fluent the first time they are tested in California. R-FEP (reclassified fluent) refers to students who once were English learners, and have been “reclassified” as fluent, based on testing and other factors.

### *English proficient*

The State Board of Education defines a student as EP when s/he scores at overall Early Advanced or Advanced on the California English Language Development Test (CELDT), with no subtest at Beginning or Early Intermediate, AND who scores at proficient or advanced on the California Standards Test for English Language Arts.

### *English Language Development (ELD)*

This is instruction that is designed to develop proficiency in the four areas of English. ELD is required for all English learners. Current adoptions for English Language Arts used by the district for K-12 (SRA, Hampton-Brown, and Holt) have met State Board of Education requirements for English Language Development for those reading within 2 years of grade level.

### *Core Curriculum*

Math, science, social science. These are courses that are required for graduation and that are offered in SDAIE (Sheltered English) formats for English learners.

### *SDAIE*

A set of strategies that focus on the key vocabulary and concepts for subject areas, with adaptation of instruction and assignments appropriate to the English proficiency levels of students. This can provide integrated English language development and learning of core curriculum concepts at the same time.

### *Reclassification*

Also “redesignation.” This is the process of determining when an English learner has acquired the English skills necessary to succeed in class work without differentiation, intervention, or assistance.

### *CELDT*

California English Language Development Test. Statewide mandatory test for all language minority students upon first enrollment in California schools, and annually for all English learners.

## **ENGLISH LANGUAGE LEARNERS AR 6174**

Except as provided in Education Code 310 and 311, all students shall be taught in English. In particular, this shall require that all students be placed in English language classrooms. Students who are English language learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. (Education Code 305)

### Definitions

The definitions of the terms used in Education Code 300-340 are as follows: (Education Code 306)

“English learner” means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficient or LEP child.

“English language classroom” means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

1. “English language mainstream classroom” means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.
2. “Sheltered English immersion” or “structured English immersion” means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.
3. “Bilingual education/native language instruction” means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child’s native language.

### Identification and Assessment

Upon enrollment, each student’s primary language shall be determined. Within 30 days of their initial enrollment, students who are identified as having a primary language other than English shall be assessed for English proficiency in comprehension, speaking, reading and writing. Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (Education Code 52164.1, 62002; 5 CCR 4304)

### INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS AR 6174

Students in grades K-1 may be assessed only in comprehension and speaking. The Superintendent or designee shall send a notification of the results of English proficiency assessments to all parents/guardians of students who are assessed, whether the student is designated fluent English proficient or limited English proficient. (Education Code 48985)

Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student’s participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

## **Parental Exception Waivers**

A parent/guardian may request that the District waive the requirements of Education Code 305 if the one of the following circumstances exists: (Education Code 310, 311):

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower.
2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.

Students with special needs: The student already has been placed for a period of not less than 30 calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development.

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11303) The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

### **INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS AR 6174**

Upon request for an application for a "Parental Exception Waiver," the principal shall provide to the parents/guardians a full written description of: (Education Code 310, 311; 5 CCR 11303)

1. The intent and content of the structured English immersion program.
2. Any alternative courses of study offered by the District and available to the student.
3. All educational opportunities offered by the District and available to the student.
4. The educational materials to be used in the different educational program choices.

In addition, upon a request for a waiver, the principal may provide to parents/guardians:

Alternative course descriptions and education options offered at each District school.

Transfer criteria for students moving from a structured English immersion program to an English language mainstream classroom.

Upon request of the parent/guardian, a spoken explanation of items #1-4 above shall also be provided. (5 CCR 11303)

For a request for waiver pursuant to Education Code 311© (Students with Special Needs), parents/guardians shall also be informed that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to these Board-established guidelines. (5 CCR 11303)

Parental exception waivers pursuant to Education Code 311(b) (Students 10 Years or Older) shall be granted if it is the "informed belief" of the principal and educational staff that an alternate course of educational

study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311© (Students with Special Needs) shall be granted if it is the "informed belief" of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (5 CCR 11303)

Parental exception waivers shall be granted unless the principal and educational staff has determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11303)

The school shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education

#### INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS AR 6174

Code 311© (Students with Special Needs) shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11303)

In cases where a parental exception waiver is denied, the parent/ guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision to the Board. (5 CCR 11303)

#### **Redesignation**

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

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

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. This proficiency shall be assessed by means of the following criteria: (Education Code 52164.6)

1. Teacher evaluation of the student's English language proficiency and curriculum mastery
2. Objective assessment of the student's English comprehension, speaking proficiency and writing skills
3. Parental opinion
4. Objective data on the student's academic performance in English

The Superintendent or designee shall provide subsequent monitoring and support of redesignated students.

## Advisory Committees

At the District level when there are more than 50 English language learners and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176, 62002.5)

## PROCEDURES UPON ENROLLMENT

To determine a student's primary language and program eligibility, the parents must complete a "Home Language Survey" (see "Language Identification Form") at the time of initial enrollment in the district: (1) What language did you child use when first learning to talk? (2) What language does your child most often use at home? (3) What language do you most often use to talk to your child? These are "language minority students."

Site registrars will place one copy of the signed and dated Home Language Survey in the child's cum folder, and enter the following data in the student accountability system.

## DATA

- Data is kept on Aeries, and school staff enter, monitor, and update the following Aeries fields:
  - Language Fluency (E, F, L, R),
  - Home language,
  - Primary language,
  - US entry date,
  - Date of first US school entry,
  - Title I eligibility
  - Homeless status
  - Migrant status
- School registrars enter "\*" (pending) for each student who has a language other than English listed on lines 1, 2 or 3.
- The Registrar or Title III Coordinator enter "L" (English Learner), "F" (initial fluent), or "R" (reclassified fluent) after the necessary procedures are documented.
- Schools will maintain the following information in the cumulative file in a "yellow folder" labeled LEP

## YELLOW FOLDER IN CUM

Home Language Survey  
CELDT results  
LAS results  
Reclassification paperwork  
Reclassification Follow-up Forms

## Home Language Identification Form

Student name		Date of birth
Address		Country of birth
Phone (home & emergency)	Cell phone	Date of US entry
Parent's name(s)		
School	Grade	Enrollment date

### Prior Schooling

Transfer from	Years of prior schooling
Name of school and city/state	Last grade attended / Last Year attended
Date of first enrollment in a US K-12 school	In a California K-12 school

### Home Language Survey

California Education Code §52164.1; California Code of Regulations 5CCR 4304)

A Home Language Survey is required of each newly enrolling student in a California public or nonpublic school. Answers of languages other than English on questions 1, 2, or 3 trigger a state test of English language development. The purpose is to know the languages and educational needs of students, so we can provide access to the educational program and rapid fluency in English.

#### Parent—please answer these questions

1. Which language did your child learn when s/he first learned to talk? \_\_\_\_\_
2. Which language does your child use most frequently at home? \_\_\_\_\_
3. Which language do you use most frequently at home? \_\_\_\_\_
4. Which language is most often spoken by the adults in your home? \_\_\_\_\_

Correspondence language

Which language would you prefer for information sent to the home from school? English \_\_\_ Spanish \_\_\_

Other language, please specify \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

LITERACY IN OTHER LANGUAGES: If you listed a language other than English in lines 1-3,

- Does your child understand the spoken language? \_\_\_ Yes \_\_\_ No
- Does your child read that language? \_\_\_ Yes \_\_\_ No
- Does your child write that language? \_\_\_ Yes \_\_\_ No

MATH LITERACY

- What was the last level of math your child studied?

Grade level \_\_\_\_\_ PRE-Algebra \_\_\_\_\_ Algebra \_\_\_\_\_ Geometry \_\_\_\_\_ Trigonometry \_\_\_\_\_

Date:
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Revised March 2007

Schools – Place copy in the child's yellow (EL folder) in the cumulative folder.

“Home Language” is the non-English language entered on lines 1, 2, or 3 on the Home Language Survey.

“Primary Language” is actually the result of parallel language assessment: the language with the strongest scores is the primary language. However, since the introduction of the CELDT, there is no parallel test for Spanish or other languages. In the absence of parallel assessments, students whose primary language is Spanish will be assessed using the Language Assessment Scale (LAS) to determine primary language fluency.

FOR THE PURPOSE OF Aeries DATA ENTRY, THE HOME AND PRIMARY LANGUAGES ARE THE SAME.

**WITHIN 30 CALENDAR DAYS: Initial Assessment**

Each student with entries on lines 1, 2, or 3 the “Home Language Survey” of a language other than English will be assessed within thirty calendar days of enrollment (for students enrolled in May through August, the date of enrollment is the first day of school). Students will be tested for English proficiency using the California English Language Development Test (CELDT), and that test will be the primary determinant for initial identification of English fluency status (see “Decision Guide: Initial Identification of English Learners”).

New students are tested with the CELDT throughout the year. Tests are scored locally to plan appropriate placement and/or services.

Official CELDT results used for initial identification are sent by the publisher in late December or early January. Classification as FEP occurs after checking with teachers to determine if class performance in English language arts is similar to English-only peers. If teachers are not available, or if they don’t respond in a timely fashion, staff will use benchmark testing, previous multiple measures, or grades. Test results and notice of I-FEP status are sent to parents within 30 days.

**JULY 1—OCTOBER 31: Annual Assessment**

Students who have been previously identified as English learners (LEP/EL) are tested annually with the California ELD Test (CELDT), between July and October. Students who are not annually retested within that period are tested anyway and their tests locally scored; their tests cannot be submitted to the publisher for official scoring. Results are generally received in late December or January, and students are either continued as English learners or reclassified to fluent status at that time (see “Decision Guide: Reclassifying a Student,” and “Fluency Classification Review” form).

Parents are notified of test results within 30 days. Parents of English learners also receive information on their right to request a waiver for alternate programs (bilingual education), and other information required by federal Title 3 regulation. Parents of students who are under review for reclassification receive notification of test results. Once the review process is completed, parents are notified of status.

**WHO RECEIVES STATE-REQUIRED SERVICES?**

**What is “Reasonable Fluency in English”?**

For the purpose of ensuring receipt of appropriate instructional services in any instructional setting, under California compliance guidelines, the district defines “reasonable fluency in English” as follows:

- Grades K-6 CELDT Intermediate through Advanced
- Grades 6-12 CELDT Early Advanced through Advanced

## INSTRUCTION

### Instructional Settings

Students with less than reasonable fluency in English may be provided with instruction in one of four different types of classroom settings, defined by the state for compliance reasons. Instructional services (ELD/SDAIE) take place in any setting. Settings look different in departmentalized compare to multiple subject classrooms.

**SEI** is “structured English immersion,” and in this district includes:

- Systematic English Language Development
- Newcomer program at selected sites for grades k-6
- ELD sequence at grades 9-12

**ELMC** is an “English language mainstream classroom”; students meet requirements for reasonable fluency. ELD/SDAIE services are provided as needed for success. In this district, ELMC classrooms are:

- Elementary classrooms with EL students at Advanced (and some Early Advanced) levels of fluency.
- Secondary sections with not designated ELD or SDAIE

**ELMC (parent request):** parents may request assignment to an ELMC before the student meets the criteria (i.e., a student at the beginning level).

**Alternative program** is instruction in the student’s primary language, which is allowed where there are sufficient approved parental waivers.

### Instructional Strategies

English learners receive instructional services from qualified staff appropriate to their English language development needs, in any instructional setting. The State Board of Education has required that SRA, Hampton-Brown and Holt provide sufficient material and teacher direction to meet the requirements for English Language Development.

- a. **English language development only:** typically not used; students who need ELD also need SDAIE (sheltered English) for science, math, and social studies.
- b. **English language development (ELD) and specially designed academic instruction in English (SDAIE):** strategies and/or materials designed for developing proficiency in English and SDAIE strategies so that students can learn the content of math, science and social studies.

### Newcomers’ Centers (Elementary – at selected sites)

Students may attend high-intensity English Language Development programs located at several sites. These programs prepare students to understand and succeed in the core curriculum and provide primary language support. It focuses on building vocabulary and acculturation to the school and community. Parents approve participation in Newcomers’ Centers. Criteria include:

- a. Entered the U.S. within the past twelve months and
- b. Did not have English classes or English-language instruction before entering the U.S.
- c. Is at the beginning level of fluency, as determined by the California ELD Test or by teacher observation of ELD standards

While in Newcomer Center programs, students will attain mastery of the ELD standards at the Beginning level. In addition, students will focus on the high frequency words and key content vocabulary from grade level math, science, and social studies. Newcomers’ Center programs include primary language support.

### **English Language Mainstream Classes: Specially-designed Academic Instruction in English**

English learners at the Early Intermediate or Intermediate ELD levels are provided with specially designed academic instruction in English in mixed or all-English-learner classes or sections. These classes are designed to provide academic instruction in a format and methodology appropriate to accelerate student achievement of English language development standards while learning essential standards in math, science and social studies (integrated ESL/content).

#### **Elementary**

In grades K-6, ELD and sheltered English (SDAIE) content instruction are combined.

At elementary, ELD and content instruction are integrated through use of the following Strategies:

- Teacher differentiation of instruction and assignments consistent with California's English Language Development standards at the students' CELDT proficiency levels.
- The instruction is given in English with the assistance of bilingual instructional assistants in a mixed setting of English learner and English only students.
- The teaching emphasizes oral, listening, reading and writing skills including vocabulary, phonics, comprehension, and grammar skills.
- Identification of key vocabulary and concepts (pre-teaching) for math, science and social studies lessons.
- Use of whole class strategies that are designed for English learners, including use of visuals, diagrams, graphic organizers, and linkage to the student's primary language (cognates).

#### **Secondary**

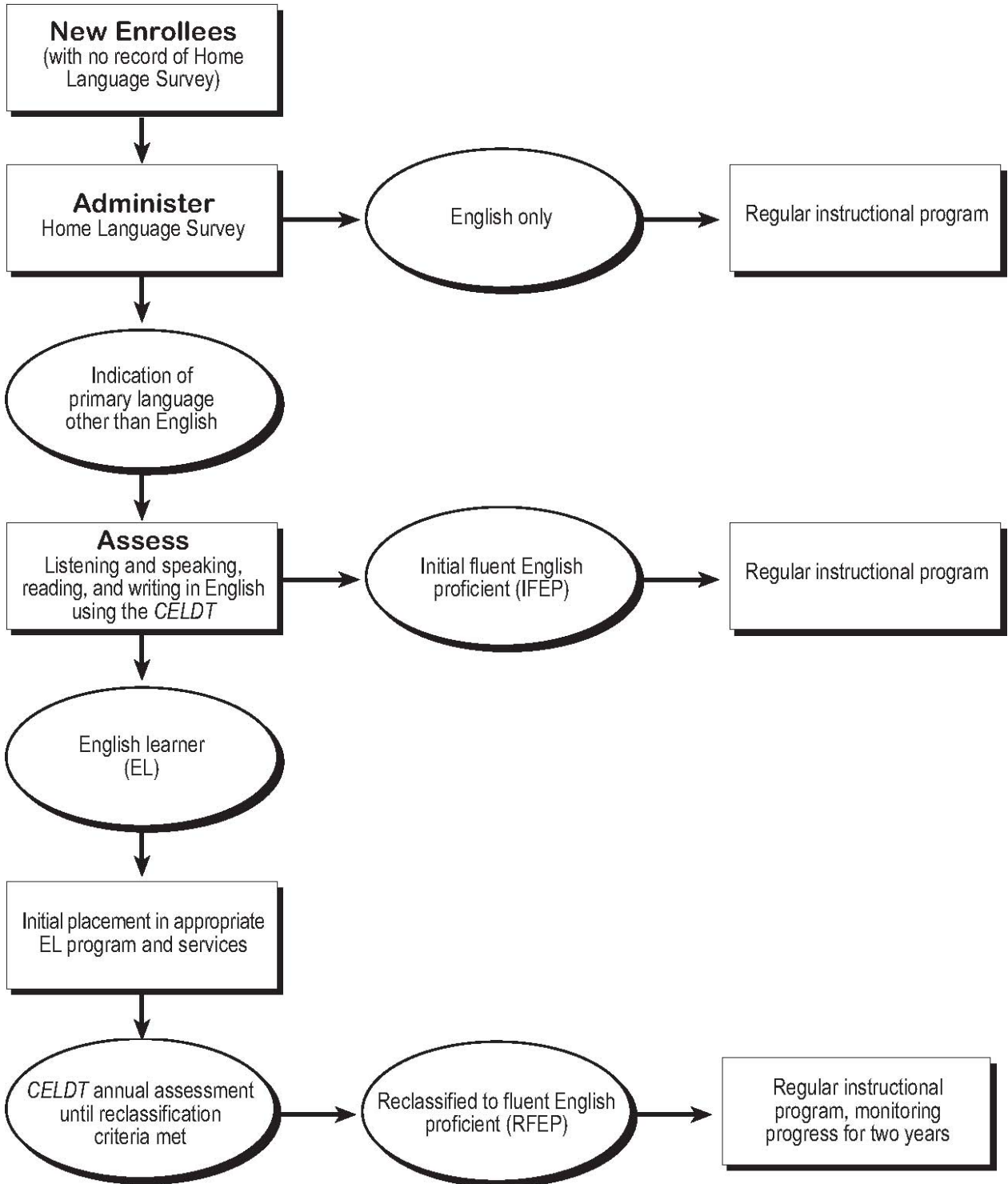
At secondary, ELD and sheltered English (SDAIE) content instruction are usually separate.

Students take one to three ELD classes along or a Double Language Arts English section. Students are enrolled in SDAIE science and social science and, math.

#### **Primary Language Support**

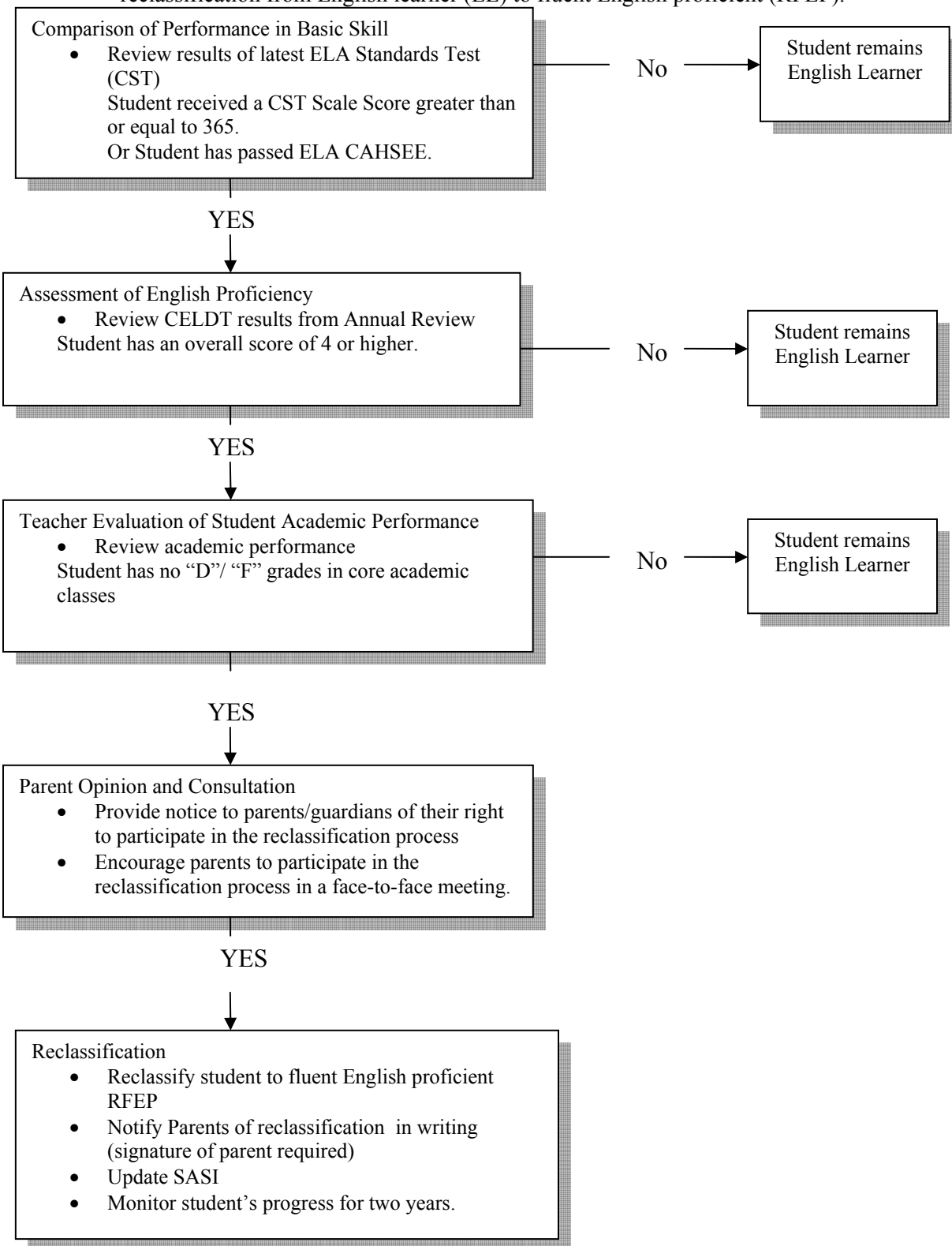
Primary language support is encouraged for all English learners, through a variety of strategies, including dictionary and translation activities, take-home study lists for family help, peer learning groups, and bilingual assistance from paid or volunteer personnel. The key to effective primary language support is teacher identification of the essential vocabulary and concepts, with the amount of required English text reading adjusted for the students' ELD levels.

**Decision Guide for Initial Identification of English Learners**  
(complete within 30 calendar days of enrollment)



### Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient\*

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (Education Code Section 313(d)). The chart below illustrates how the four criteria can be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



## **Other Key Instructional Focus Strategies**

### *High Frequency Words*

All English learners are expected to quickly master high frequency words, appropriate for their grade level. Students are asked to quickly read each word, and tell its meaning in the home language. Customized lists are available such as (Sitton's High Utility 500, Dolch, Houghton Mifflin grade 1, Houghton Mifflin grade 2, Reading Basics, Avenues).

### *Phoneme Comparisons*

Because it is important to know which phonemes will be troublesome for speakers of different languages, charts that compare the consonant and vowel phonemes of English, Russian, Ukrainian, Armenian, Spanish, Hmong, and Vietnamese are available at [www.reninc.org](http://www.reninc.org) (search Context archive for "phoneme").

### *Extended day*

Schools offer multi-week summer sessions of extended day instruction and practice, and before school/after school programs that focus on vocabulary, grammar, and reading comprehension.

### *Summer ELD program*

Summer school sessions are designed to accelerate acquisition of English. Students at beginning, early intermediate and intermediate levels are invited to participate, with teacher recommendation.

Special Education English learners are eligible for special education opportunities based on the existence of a qualifying disability in the primary language. Lack of prior schooling in and of itself is not a special education disability, although in many countries disabled children did not attend school. Once identified and placed, "appropriate action" to remove the language barrier becomes part of the individualized instructional plan.

Students with significant barriers to testing with the CELDT may be assessed with the SOLOM (Standard Oral Language Observation Matrix). The student's IEP team may then decide if the student is an English learner or is fluent English, to the extent of his/her disability. If the IEP team determines EL status, then the instructional strategies should include English language development and primary language support, as determined to be appropriate.

## **Speech and Language Services**

English language development for non-native speakers is not an appropriate reason for speech/ language services. The speech/language condition must exist in the other language. However, the speech/language pathologist may be a valuable school resource for teaching skills to staff that develops students' English language vocabulary, syntax, and pronunciation.

**Title 1 Services**

English-learner status is sufficient for Title I eligibility for services at Title I sites. Particular attention is given to students from non-literate homes and those with little prior schooling. Title 1 may provide primary language support and literacy development.

**No Segregation**

No program shall sanction, perpetuate, or promote the segregation of students on the basis of race, ethnicity, religion, gender or socioeconomic status. Grouping for specific purposes is not segregation if there are clear entry and exit criteria and if the grouping is short-term.

**FLUENCY CLASSIFICATION****FEP**

Students are classified as fluent when they are first tested with the CELDT. Students' prior scores and fluency classification from other districts must be honored.

**R-FEP**

Reclassification (formerly, "redesignation") is the process of changing a student's fluency status from EL (English learner) to R-FEP ("reclassified as fluent"). (See "Decision Guide: Reclassifying a Student...") Once all information is documented, the student's Aeries fluency is changed to "R. Students who do not meet all criteria remain as "L" (English learner).

Students' prior scores and fluency classification from other districts must be honored.

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

**Annual review**

A student's academic progress will be monitored annually after reclassification to see if the student is succeeding in the regular program. Students whose academic achievement falls will be provided with additional assistance through any available and appropriate intervention. Students may not be returned to the classification of "English Learner" once they have met RFEP criteria.

**Santa Barbara School Districts  
RECLASSIFICATION FORM FOR ENGLISH LEARNERS**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Date of Committee Meeting: \_\_\_\_\_ Grade: \_\_\_\_\_

**Student Performance:**

Assessment	Date	Score	Required Score
1. CA Standards Test- E/LA			Scale Score 365 or higher
2. CELDT- Overall Proficiency			4 or 5
3. CELDT- Listening & Speaking			4 or 5
4. CELDT- Reading			4 or 5
5. CELDT- Writing			4 or 5
6. Academic Performance*		G.P.A. =	2.0 in Core subjects w/o any D/F's

**Reclassification Committee Recommendation:**

Yes  No  Student has acquired sufficient English language fluency and sufficient academic skills to succeed in an English-only program.

Comments: \_\_\_\_\_  
\_\_\_\_\_

Committee:  
Name/Position \_\_\_\_\_  
Name/Position \_\_\_\_\_  
Name/Position \_\_\_\_\_  
Name/Position \_\_\_\_\_  
Name/Position \_\_\_\_\_  
Name/Position \_\_\_\_\_

<p><b>Action Taken:</b></p> <p><input type="checkbox"/> Student meets the District's reclassification criteria.</p> <p><input type="checkbox"/> Student does not meet the District's reclassification criteria. See Comments.</p>
---

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Santa Barbara School Districts  
Elementary

RECLASSIFICATION FOLLOW-UP

Student's Name: \_\_\_\_\_

Grade (circle): 2, 3, 4, 5, 6

ID#: \_\_\_\_\_

Birth date: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Reclassification Date: \_\_\_\_\_

School Year: \_\_\_\_\_

CURRICULUM	GRADE LEVEL STANDARDS	Year 1		Year 2	
		score	points*	score	points*
		<b>Date:</b>			
These scores are based on the Open Court and math tests		score	points*	score	points*
Reading Fluency	Unit test				
Reading Comprehension	Unit test				
Language Arts/Writing	Trimester Writing Assessment				
Math Basic Facts (timed tests)	80% grade level standard				
Math minimum standards	80% grade level standards				
Attendance	95%				
Total Points**					
"Points: 1 = inadequate - SST recommendation      2 = inadequate - intervention required      3 and 4 = adequate progress					
""Total Points: 1 - 6 inadequate - SST recommended      7 - 15 inadequate - interventions needed      16 + adequate					

Report Card Grades:	Year 1		Year 2	
	Met Standards	Effort	Met Standards	Effort
Most recent report card grades				
Reading				
Language Arts/Writing				
Math				

Comments/Recommendations/Concerns/Interventions

Date(s) Reviewed Year 1 \_\_\_\_\_

Date(s) Reviewed Year 2 \_\_\_\_\_

## **PARENT NOTIFICATIONS**

### **Language Assessment Results**

Parents receive a report of the results of Initial Identification, along with the identification as either limited English proficiency or fluent proficient status. Parents receive a report of the results of Annual Assessment, and notification of status as English learner or consideration for reclassification. Test result reports are accompanied by an explanation in English and the major languages.

### **Federal Required Notices**

Federal law (Leave No Child Behind Act of 2001) requires the following additional parent information for parents/guardians of English learners:

- Within 30 days after the beginning of the school year, notice that their child is enrolled in a language instruction program;
- Reasons for identification as limited English proficient and for need for language instruction educational program;
- Methods of instruction used in the program, and in other available programs, including content, instructional goals, and the use of English and the native language in instruction;
- How the program will meet the educational strengths and needs of their child;
- How the program will help their child learn English and meet age-appropriate achievement standards for grade promotion and graduation; and the criteria for exiting the program.
- The parent's rights, including the right to have their child immediately removed from the program upon request.

These notices will be mailed to parents of English learners by the each site.

### **Meaningful Contact with Parents**

Bilingual staff at sites provides the most meaningful contact with parents who don't speak English fluently or who don't understand the expectations and procedures of American schooling.

If a school's March English learner census shows 15% or more of one language, the school must provide translated documents in that language.

### **Guidelines for Translation and Interpretation**

If the number of your LEP students of one language is more than 15% of your student population, then you must provide translation/interpretation in that language.

**DISTRICT-PAID TRANSLATIONS:** The District Translator will prepare or update translations that apply across several sites.

# PARENT NOTIFICATION AND STUDENT PLACEMENT

SANTA BARBARA SCHOOL DISTRICTS

\_\_\_\_\_ Initial  
\_\_\_\_\_ Annual

Student Label

\_\_\_\_\_ EL Facilitator

Dear Parent:

Your child has been tested in English and your home language using state and district-adopted tests. On oral and academic tests administered in both English and your child's home language, your child scored:

		Listening	Speaking	Reading	Writing	Overall
English: CELDT (California English Language Development Test)	Score*					
	Proficiency Level					
Home Language: <input type="checkbox"/> Spanish (LAS) <input type="checkbox"/> Other (Informal Language Survey)	Speaking			Reading		Writing
	Score			Score		

Your child's CELDT score indicates he/she is:  Probable English Learner (EL)  Fluent English Proficient (FEP)

\* Scores on Initial testing are based on district scoring using the company's scoring guide. Official results are sent to the district by the testing company. \*Scores for the annual assessment are the most current, official scores on file

Education Code 300-340 stipulates rapid transition of all Limited English Proficient (LEP) students to English language classrooms through programs that "rapidly and effectively" teach English. It is very important that your child get the help he/she needs in the appropriate English program. Parents must select one District option. Primary language instruction is available only through the Parental Waiver process. To learn more about these options, please contact the office staff at your school site.

1. STRUCTURED IMMERSION PROGRAM

In this program teachers will be required to instruct "overwhelmingly" or "almost all" in English. Proposition 227 does not outlaw the use of the students' primary language in the classroom. Students will receive English Language Development (ELD) services from the classroom teacher to acquire proficiency in English. Students should be mainstreamed into all-English program once they have acquired reasonable English Fluency. However, students may stay in the program if they have not achieved a "good working knowledge of English" and the parent is in agreement. There is no time limit for student placement in the Structured English Immersion Program-

2. ENGLISH LANGUAGE MAINSTREAM PROGRAM

In these programs the student is placed directly into all-English program. The student will receive English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) support services from the classroom teacher until he/she acquires proficiency in English.

3. ALTERNATIVE PROGRAM

A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program.\*\*

\*\* California state law gives parents the option to place their child in alternative program. To place your child in an alternative program, you must a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5\* grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days and special needs exit

➤ *Note: At any time during the school year, your child moved into the English Mainstream Program.*

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone

**You have the right to request a parental exception waiver for an alternative program. You must visit the school site to request it!**

- I have read the above information. I understand the program recommended and agree with the placement for my child.
- I request that my child be placed In Mainstream Academic Instruction.
- I request that my child receive instruction In his/her home language through the completion of a Parental Waiver request. I understand that:
  - 1. I need to make an appointment at my child's school to fill out the Parental Waiver Form.
  - 2. If this program is not available at my child's school, and there are not 20 waivers granted at my child's grade level, I may request an inter-district transfer to a school that offers this program.
- I have read the above information and would like to schedule a conference to discuss my child's program placement and test results.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Date

## **ADVISORY COMMITTEES**

### **School English Learner Advisory Committee**

A school that enrolls more than 20 LEP students (of any language) shall establish an English learner advisory committee, or subcommittee to an established committee. The advisory committee will advise the principal and staff about the English language and primary language services that are appropriate to their children's needs, assist in ongoing needs assessment at the school, and assist in the development of ways to have parents become aware of the importance of regular school attendance.

The parents of English learners should represent at least same percentage of the committee as the proportion of LEP students in the school population.

Should a subcommittee be established, the majority of members will be parent of English learners. Members are elected by peers (other parents of English learners). This means that a ballot must be sent to the family of each English learner at the site.

The school English learner advisory (sub) committee will have the opportunity to be part of the district English learner advisory committee.

### **District English Learner Advisory Committee**

The district English learner advisory committee will advise on the development of district procedures and policies for English learners, and will assist with needs assessment, the administration of the annual language census, parent notifications, reclassification criteria, and requests to waive education code.

## **EVALUATION**

Evaluation of services to English learners will be based on the state Academic Performance Index, disaggregated average state scores for English learners and former English learners, and the California English Language Development Test. Evaluation measures include:

Percentage of students proficient or better on the California Standards Test for English Language Arts (EL and R-FEP students who have not scored "proficient" or "advanced" 3 or more times).

Federal targets for Title 3, which include:

- a. Percentage of EL students who gain at least one CELDT level in a year.
- b. Percentage of certain EL students who reach "English proficiency."
- c. State school-level Academic Performance Index targets for all students, which include English learners.
- d. Other district level evaluation studies.

## **PARENTAL EXCEPTION WAIVERS**

Parents and guardians are informed of their right to request a waiver from instruction in which English and subject matter is taught overwhelmingly in English during the registration process and again when the letter of assessment results and EL status is mailed to the parent. The waiver, if approved, allows certain students to be assigned to a program of bilingual instruction. The guidelines for parental exception waivers are:

- If their child is determined to be an English learner (LEP student), the parent or guardian must be informed of the child's placement in a classroom in which English and subject matter is overwhelmingly taught in English.

- Parent or guardian must visit the school personally to request a waiver.
- The parent or guardian must be provided with a description of the programs, materials, and options available to his/her child.
- The right to request a waiver does not depend on the availability of bilingual programs.
- The school principal and educational staff must grant or deny the waiver request within 20 school days of the parent's signature.
- If there are 20 or more approved granted waiver requests at a grade level at an individual school, for the same language, during the same school year, the school must offer a bilingual program or allow the student to transfer to a public school in which such a class is offered.
- Three types of waiver request are identified in Education Code:
  - a. *Children who already know English.* These students must present standardized test scores above the state grade level average or at the 5 grade level in English vocabulary, reading, and writing.
  - b. *Children older than ten,* if the principal and educational staff agrees that a bilingual program is better suited to the child's rapid acquisition of English language skills.
  - c. *Children younger than 10 years* who have already been placed in a classroom taught in English for 30 days who have special physical, emotional, psychological, or educational needs that make the choice of bilingual instruction better suited to the child's overall educational development. The superintendent must approve waiver requests that have been granted by the principal under this provision. A parental exception waiver request is a parental right, although school personnel, who ultimately grant or deny such a request, may recommend that a parent file for a parental exception waiver.
- The parent or guardian has the right to appeal the decision of the school principal to the school board, following procedures set out in the Uniform Complaint Procedures.

Santa Barbara School Districts  
**Parental Exception Waiver Request (Types A, B, and C)**

Education Code Section 310-311 Child's name: Birthdate:

<b>Child's name:</b>		<b>Birthdate:</b>	
School & grade:		Language:	
Parent/Guardian name:		Phone:	

**My child (check one):**

- Already knows English**, as shown by a standardized test score in English vocabulary, comprehension, and writing above the state average for his/her grade level, or above the 5th grade average, attached. [Section 311(a)]. **Type A.**
- Is 10 years old or older**, and bilingual education would be better suited to my child's rapid acquisition of English skills. [Section 311(b)]. **Type B.**
- Is under 10 years old and has special needs**, as checked below, and has been placed in an English language classroom for at least 30 days (Type C):

	Physical needs		Emotional needs.
	Educational needs.		Psychological needs.

[Section 311(c)]. Attach written evidence of special needs. Decision is subject to approval of school Superintendent. The existence of special needs shall not compel to school or district to grant a waiver. Parents initiate this waiver request, and may refuse to make such a request.

**I have (check both):**

- Personally visited my child's school this school year to get this waiver request. Date of visit: . [Section 310].
- Received a description of the education program choices, the educational materials, and all the educational options available to my child in this district [Section 310; 5 CCR 11303(a)(1)].

<p><b>I request</b> that my child be assigned to a bilingual education classroom at _____ school, grade _____, in which English and subject matter is taught in the language.</p> <p><b>Parent/guardian signature:</b> _____ <b>Date:</b> _____</p>
<p>_____ This waiver request is <b>granted</b> for a bilingual program offered at this school in the _____ language. [5 CCR 11303(a)(3)]. A bilingual program has a teacher credentialed to teach in another language; teaches literacy in another language before or at the same time as literacy in English; and teaches subject matter in a language other than English (textbooks and tests are in another language).</p> <p>_____ This waiver request is <b>denied</b> because it is the informed belief of the educational staff that a bilingual education program would not be better suited for the rapid acquisition of English for students covered by Type B waiver requests, or the overall educational development of students requesting Type C waivers. (For Type B and type C waiver requests, reason for denial is attached. The parent has the right to appeal the decision to the board of education through uniform complaint procedures.) [5 CCR 11303(a)(3)].</p> <p><b>Principal's signature:</b> _____ <b>Date:</b> _____</p> <p>Number of days from parent request to principal's action: (Must be less than 20 school days. 5 CCR 11303(b)) _____</p>
<p>I approve the granting of this Type C waiver request. [5 CCR 11303(a)(2)]</p> <p>I understand that if 20 waiver requests are granted at the same grade level at the same school, in the same language during the same school year, the school will be required to offer a bilingual program, or the student will be allowed to transfer to a public school in which such a class is offered. [EC 310].</p> <p><b>Superintendent's signature:</b> _____ <b>Date:</b> _____</p>

School office staff: Parents of English learners (LEP students) have a right to request a Parental Exception Waiver annually at the school office. After picking up this form, parents may contact the Director of Compliance and Categorical Programs, to request assistance in understanding this legal form and the district's process.