



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

The Santa Cruz County Office of Education Multilingual Plan 2020-2023

Introduction and Court and Community School Overview

This document describes the programs and support of our multilingual students and begins with a brief overview of our schools.

According to the California Department of Education, county community schools are public schools operated and administered by county offices of education to serve students in grades kindergarten through twelve. County community schools provide an educational placement for students who are expelled from their regular schools, referred by a School Attendance Review Board or at the request of the student's parent or guardian, referred by probation (pursuant to the Welfare and Institutions Code sections 300, 601, 602, 654), on probation or parole and are not in attendance in any school, or homeless.

When a student is interested in our programs either by referral or from family/student interest, as described above, the student and family participate in an intake. The intake process is integral to selecting the appropriate program for each individual student. During the intake process, the school administrator or representative meets with the student and family and discusses their educational history including their Individual Education Plan (IEP) and language needs if these are applicable to the student. The student's interests and college and career plans are also discussed along with unique learning styles and helpful support. At this time an appropriate placement is made and the student then does a welcome orientation at the school. Student progress is continually evaluated through parent-student-teacher conferences and regular communication with families.

The Santa Cruz County Office of Education (COE) Court and Community Schools educate youth throughout the county through personalized programs uniquely designed to meet the needs of our diverse learners. Santa Cruz County extends from the north coast of Davenport and the San Lorenzo Valley to the beautiful Pajaro Valley.



The Santa Cruz County Office of Education Court and Community Program Descriptions

North County Schools:

Natural Bridges High School

Natural Bridges High School/Career Training Center is a program for students in grades 10-12 who are seeking employment training while earning credits toward high school graduation. The program includes training for careers in agriculture, construction, alternative energy, habitat restoration and computers; courses in local ecology, history, economics, as well as other graduation requirements; and instruction in written and spoken communication, presentation and leadership skills.

Ponderosa High School

Ponderosa High School is designed for students in grades 10-12 students who are earning a high school diploma through a curriculum focused on academic, experiential, and vocational education. This program is born out of the core tenets of community, collaboration, and commitment.

In addition to their work in the classroom, students engage with guest speakers, go on field trips, complete community service projects, and participate in short and long-term internships in green businesses and agencies.

Santa Cruz Community School (Phoenix)

Santa Cruz Community School is a structured learning environment that uses the Social Emotional Learning framework to guide adolescents in grades 7-9. Phoenix focuses on and

encourages students' interests and abilities, so that each student achieves academic, social, and emotional success.

San Lorenzo Valley Community School (Highlands)

Highlands is a unique, fun-based learning environment. Based on a riverfront park in the redwoods, Highlands provides a nurturing, homelike atmosphere for students in need of a safe, structured, and supportive environment.

Beyond individualized academics, our core focus is acceptance, compassion, and flexibility, based on Trauma Informed Care, self-empowerment and building healthy life skills.

With an abundance of creativity and "love," Highlands has been an often life-changing fixture in the San Lorenzo Valley community for over 30 years. Our goal is to support our students in learning to love themselves and to believe in their ability to be kind, happy, and successful members of the community.

Lighthouse High School

At Lighthouse, the teacher, student, and family plan a course of study together, allowing for personalization and flexibility in the time, place, delivery model and pace of instruction. Students are provided on-line,, classroom-based, and individualized learning opportunities. Students may wish to include CTE courses that are available on or off-campus. Students can pursue a-g (University of California approved) coursework. Concurrent enrollment at Cabrillo College is encouraged.

Louden Nelson Community School

Located in the Loudon Nelson Community Center in downtown Santa Cruz, LNHS teaches students to be intelligent, thoughtful, and compassionate individuals. Students experience success through sound academic instruction in an environment that is safe, supportive, and stresses community values.

Louden Nelson was a Santa Cruz resident in the 1850's. A former slave, Nelson donated his land to the school district upon his death in 1860. The community center was built as an elementary school in 1932, but is now named after Nelson for his support of local schools.

Oasis High School (Aptos and Watsonville Campuses)

Oasis is designed to meet the needs of students who benefit from a personalized learning program. Oasis staff work collaboratively with the student, their parents/guardians, teacher, and counselor to design an education plan. Oasis is located on the Cabrillo College campus and works closely with the college to provide students the opportunity to fulfill the requirements for admission to a CSU or UC through a combination of Oasis and Cabrillo coursework. Oasis staff work to empower students and provide a literal "oasis" that is safe and supportive.

Seabright High School

Seabright High School creative, flexible, ambitious, independent and responsible learners. It is a learning community where students have choices, reach their goals, appreciate diversity and feel safe. Through individualized programming, small daily classes, and recreational activities, Seabright students work together in a personalized learning community, supporting each

individual to realize their potential!

Star Community School

Star is a small, student-centered community school that provides a safe, nurturing environment that fosters academic and behavioral growth, so students can develop the self-confidence needed to be successful adults in the 21st century.

The Cottage

The Cottage is an afternoon program designed for students who benefit from a small classroom setting with individual attention. Centrally located in Harvey West Park, The Cottage is accessible to students countywide and the afternoon class schedule allows students who are working or who have been out of school to reconnect with a high school education with an emphasis on career choices, character education, and literacy.

Santa Cruz County Office of Education Independent Studies Program

Located at the Santa Cruz County Office of Education. Students meet with teachers individually once a week. Independent Studies students are offered the same supports as day program students and each student is supported to move forward academically, emotionally and vocationally through an individual approach.

Robert A. Hartman School

Robert A. Hartman School provides for the education of youth detained at Santa Cruz County Juvenile Hall. Hartman School provides a highly structured learning environment that supports individualized and group learning. Curriculum is a blend of traditional text based learning as well as hands on kinesthetic learning.

Named after a dedicated teacher, the school is open year round and employs a staff with extensive experience and training related to delinquent youth.

The Camp

Our programs support students in recovery from drug and alcohol addiction by:

Community-based self-empowerment centered upon healthy lifestyle choices, group counseling, college and career readiness and peer/alumni mentoring.

Cypress High School

Cypress High School graduates self-actualized citizens who utilize creativity, critical-thinking, and a comprehensive worldview, to be engaged and informed members of their communities. Cypress fosters a diverse student body through an inclusive community where each individual is seen and valued. Students utilize critical thinking skills in real-world applications, achieving personal and academic growth through a student-centered learning environment and a college preparatory, a-g curriculum.

South County Schools:

DeWitt Anderson School

DeWitt Anderson School provides an educational environment for girls who are supported in setting and achieving academic goals. The school focuses on the unique challenges that face adolescent girls. The teaching and counseling staff are trained and experienced in supporting students as they transition to comprehensive high school, the workplace, or college. The

curriculum emphasizes women's studies and art in addition to basic academics, and students have the opportunity to work in an organic garden.

La Manzana Personalized Learning

A small, personalized learning community that provides a small, safe learning environment. All students are supported and encouraged to achieve their individualized academic, social and emotional goals.

Sequoia High School

Sequoia High School is committed to Social, Emotional, Academic learning with an emphasis on vocational training and community involvement. We promote this through restorative practices and CTE classes all encompassed in a 21st Century learning environment.

Sequoia Middle School

Sequoia Middle School emphasizes Social Emotional Learning in a safe, healthy, and positive learning environment. Adolescents in this program learn study skills as well as life skills, and gain experience in the classroom and community.

Sequoia Academy

Sequoia Academy is a self-contained classroom designed to assist students who need extra support with study skills and with setting educational goals. Sequoia Academy is committed to Social, Emotional, and Academic learning with an opportunity for vocational training and community involvement.

Sequoia Independent Studies

Sequoia Independent Studies students meet with teachers, individually, once a week. Independent Studies students are offered the same supports as day program students and each student is supported to move forward academically, emotionally, and vocationally through an individual approach.

Sequoia Personalized Learning Center

Sequoia Personalized Learning Center provides a safe, respectful, and supportive environment for students who need comprehensive academic support in a small, self-contained classroom. A combination of teacher-led lessons, group experiences, and independent studies assignments support student achievement.

El Nido

The El Nido Program combines individualized and blended learning in a student-centered program designed for older students. With a focus on rigor, relevance, and relationships, El Nido uses a thematic approach within its curriculum. Staff collaborates with each student and his/her family for successful outcomes. Vocational skills, life skills, computer literacy, and college transition are intertwined within the program goals.

Esquela Quetzal

Escuela Quetzal is a school counseling program designed for youth who are willing to actively participate in counseling services to learn how to make empowered decisions toward positive personal growth. The program is made possible through collaboration between Youth Services and the Santa Cruz County Office of Education. Daily, students attend core academic classes and receive group and individual counseling. Family and community involvement are also important components of the program. Along with core academics, students are offered courses

in art, music, vocational education, sports, an organic garden, and computer training.

Freedom Community School

Freedom Community is a single classroom site for students who excel in a smaller, supportive, and structured learning environment. The school vision is to empower students' intrinsic motivation to lead and educate family and peers. The teacher and staff meet each individual learner at their current academic and social levels in order to create attainable goals, which creates a positive learning experience.

Purpose

The principal purpose of the Santa Cruz COE Multilingual Plan is to serve as a guide to the specific procedures the Alternative Education Program uses to identify, serve, and monitor the progress of students who arrive in our schools without a full command of the English Language. We believe with appropriate learning opportunities they will succeed.

All Alternative Education Program personnel at the school sites and at the district level (teachers, counselors, instructional assistants and administrators) are expected to follow the procedures specified in this plan to best meet the needs of multilingual students. Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such notifications meet the standards set by our local governing board and that they are consistent with state and federal law.

This Multilingual Plan is tied to and based on:

- Federal and State laws and regulations
- District policies
- Stakeholder input from the District English Learner Advisory Committee (DELAC)
- Research-informed, proven instructional practices

The Santa Cruz COE Multilingual Program seeks to enable English Learner students to succeed academically and social-emotionally by providing individually tailored support and appropriate academic programs with Designated and Integrated English Language Development. Our programs appreciate the diversity of languages and cultures of our students.

Goals

- All English Learner students will acquire English language proficiency and will have access to core curriculum to meet grade-level standards as quickly as possible.
- Provide instruction that will enable English Learners to develop proficient English skills comparable to the skills of a native English speaker so that they can achieve academic, social, and vocational excellence.
- Parents will be engaged in their student's education and their voice will be a part of school planning and evaluation.

- Multilingual programs will be frequently reviewed through our various parent meetings including our English Learner Advisory Committee and District English Learner Advisory Committee.

Student Identification and Placement

Registration in Santa Cruz County Office of Education Alternative Education Court and Community Schools will include the completion of the Home Language Survey. If the answer to any of the first three questions in the Home Language Survey is a language other than English, the student's records will be researched for language assessment (ELPAC) results. The initial intake includes questions about a student's language and English Learner status. This will be recorded in PowerSchool so that the information is available to classroom teachers upon enrollment.

Home Language Survey Questions

- What language did your student learn when he/she first began to speak?
- What language does your son/daughter most frequently use at home?
- What language do you most frequently speak to your son/daughter?
- Name the language most often spoken by adults at home.

The Initial ELPAC is used to identify students as either an English Learner who needs support to learn English ("English Learner" or "EL"), or as proficient in English ("Initial Fluent English Proficient" or "IFEP"). The assessment process must take place within 30 calendar days of enrollment. The Santa Cruz COE is prepared for the initial assessment although students who attend our programs have historically been in California schools and previously assessed.

Adhering to Accommodations in Student Individual Education Plans

- When administering an initial or summative ELPAC assessment to a pupil with a disability, the Santa Cruz COE shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan.
- When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25)
- When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP.
(5 CCR Section 11518.30)

Using the assessment information and program placement recommendations, the site principal and staff consult with the student and parents and place the student in the most appropriate instructional setting. Written descriptions of program options are reviewed with parents. The site principal or designee meets with the parent(s)/legal guardian(s) to clarify any questions as

needed and/or to review any concerns parents may have regarding testing results or program placement recommendations.

The California Education for a Global Economy (CA Ed.G.E.) Initiative Parental Notice

School districts and county offices of education (LEAs) provide all parents or legal guardians with information on the types of language and language acquisition programs, which are provided as part of the annual notification discussed in EC sections 48980 and 48981.

The Santa Cruz County Office of Education provides this notice to parents upon enrollment through our online registration portal along with other annual notices to parents.

Language Acquisition Programs:

Language acquisition programs are educational programs designed for English learners to ensure English is acquired as rapidly and effectively as possible, that provide instruction to pupils on the academic content and English Language Development (ELD) standards, through Integrated and Designated ELD. Language acquisition programs shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. (EC Section 306[c]; 5 CCR sections 11300[d] and 11309[c].)

- The Santa Cruz County Office of Education offers Structured English Immersion (SEI) - Structured English immersion programs 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.
- The language acquisition program provided by the Santa Cruz County Office of Education shall:
 - Be designed using evidence-based research and include both Designated and Integrated ELD;
 - Be allocated sufficient resources by the Santa Cruz County Office of Education to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
 - Within a reasonable period of time, lead to:
 - Grade-level proficiency in English
 - Achievement of the state-adopted academic content standards in English
 - At a minimum, the Santa Cruz County Office of Education shall provide a program of Structured English Immersion for English learners, which includes Designated and Integrated ELD

Right to Choose:

- 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.
- Parents or legal guardians may choose a program that best suits their child.

- When parents request enrollment of their child in a particular language acquisition or language program, but the program is not currently offered, parents may request that the LEA or school establish a new program.
- Parents or legal guardians can request a language program by emailing John Rice, Senior Director, Alternative Education at jrice@santacruzcoe.org.

The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to participate in a global economy. (EC Section 300[n].) Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are disseminated in a language comprehensible to the parents (written or oral translation) to ensure that parents can be active partners in placement decisions for their children.

Because students enter with varying levels of English language proficiency, it is imperative that each English Learner be placed in the instructional program that is the best fit for his/her/their needs. We are committed to placing each student in the program with the right instructional strategies and materials. We work closely with the parents/guardians to explain the instructional options, report student progress, prescribe appropriate interventions if and when the student is not succeeding, and devise a plan for maximum success for each student.

If parents/guardians request to establish a new language program at a school, parents will submit a written request to the school at jrice@santacruzcoe.org. Schools keep written records of parent requests for at least three years. (5 CCR section 1311[a], [b], and [d].). The Santa Cruz COE shall respond in a written notification to parents, teachers, administrators, and the Santa Cruz COE English learner parent advisory committee and parent advisory committee within 10 days once the parents of 30 pupils or more per school or 20 pupils or more in any grade in a school request the same or substantially similar type of language acquisition program.

Then, the Santa Cruz COE shall conduct an analysis to determine the costs and resources necessary to implement a new language acquisition program. And, within 60 calendar days of reaching the described thresholds, SCCOE shall determine if it is possible to implement the program. The Santa Cruz COE provides written notice of the determination to parents, teachers, and administrators. (5 CCR section 11311[h]).

Multilingual Program Descriptions

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

At a minimum, the Santa Cruz COE shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with

the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

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

English Language Development (ELD) is a part of the English learner's instructional program and takes place in the language arts instructional time. Each program includes a portion of the day when the focus is on ELD and is targeted towards each student's language proficiency level as identified on the ELPAC test and the designated portion is 30 minutes. Since our classes are small, all students in grades 7-12 work within their self-contained classes and teachers establish groups when possible. Due to our small class sizes we are able to deeply tailor instruction at the individual level and we have instructional assistants in each class to assist with support. Our certificated classroom instructors are appropriately certified to teach in our SEI program. Students of different grade levels and English Proficiency Levels are placed in the same program; however, there are general groupings based on their grade level. For example, our 7th and 8th grade students attend a program with other middle school students and the class programs for high school students tend to be grouped by their grade level/credit level and have students who are of similar grade level and credit accrual together.

The focused ELD curriculum is based on the California State Adopted ELD Standards and is supported by the Santa Cruz COE programs instructional materials. These are supplemented with additional English Language Development materials. Through the pandemic we learned about new supplemental curricular resources for our English Learners and some curricular materials have been suggested by the students themselves when they arrive to our programs from other districts or regions.

The Santa Cruz COE has multiple curriculum resources that are used as part of our Designated ELD program. At each program, the instructional staff including teachers and instructional aides are prepared to deliver Designated ELD to English Learners. English Learners receive core daily ELD instruction based on the California adopted ELD standards with recommended California materials (National Geographic Cengage Learning INSIDE) and/or daily instruction based on the California ELD standards through the use of monthly function and grammar focused systematic approach to ELD the Alternative Education English Language Development also known as MELD, designed in collaboration with the Orange County Department of Education. [Here is a link to example MELD/AEELD Curriculum units](#) and [here is a link to a specific lesson plan from a MELD/AEELD unit](#). Additionally, our teachers and school sites utilize the Academic Vocabulary Toolkit by Kate Kinsella to support academic vocabulary development. [Here is a link to examples of the vocabulary curriculum](#). Additionally, during the pandemic we acquired many new resources from partnering COEs such as the San Diego County Office of Education. [Here is a link to example units from the San Diego COE](#). Each program utilizes a very similar model that is adapted to meet the unique needs of each learner. Our Designated

ELD program is evaluated through student progress monitoring, observations, teacher input, and consultation with our Santa Cruz COE Multilingual Coordinator.

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

We have spent a significant amount of the past three years of professional development time fine tuning our integrated ELD program and ensuring that our instructors are using the ELD standards in tandem with the academic content standards. [Here is an example of part of a Brain Science unit](#) developed with the ELD standards in tandem with the Next Generation Science Standards (NGSS).

English Learner students are provided with equal access to the core curriculum and our primary language tutors are an essential part of the teaching team. Core content is taught using appropriate second language instructional strategies and is supported with supplemental materials to ensure successful access to the curriculum and prevent academic failure.

Students enrolled in the Alternative Program receive full access to grade level core curriculum. Specially Designed Academic Instruction in English (SDAIE) is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum. SDAIE offers an environment that is:

- Contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification) because students have a variety of resources in the environment that enables them to construct meaning out of what is said or read;
- Task based instruction because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries)
- Grade-level content instruction in English designed for English Learners
- Facilitating English Learners in accessing the same core curriculum as that of English-only students;
- Language-sensitive and culture-sensitive content teaching;
- Developed through comprehensible language;
- Making accommodations in the learning environment so more students are able to access the content;
- An ideal place to use language for communications;
- A natural vehicle through which to teach English;
- Teaching language so that the input is made comprehensible;
- Instruction encouraging the active use of language and the emphasis on big idea;
- Instruction that allows the teacher to check for understanding frequently using interactive strategies;
- Integrating assessment in an on-going and formative manner through observations,

- portfolios, journals, and product-development;
- Built on language modifications such as pause time, questioning, pacing, and highlighting.

Staffing for English Learners

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

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

Professional Learning

The Santa Cruz County Office of Education is a Partner member with EL RISE and our team has been introduced and trained on the EL Roadmap. We participate in a countywide Multilingual Network (MLN) which is led by the Santa Cruz COE and includes all of our district partners. Additionally, we have had extensive collaboration and professional learning within our department about curriculum and instruction that utilizes the ELD standards and best practices for multilingual education. This collaboration has taken much dedication of our staff and it has led to the development and modifications of curriculum and instruction to better meet the needs of our English Learners.

Collaborative Learning Communities (CLC)

The Santa Cruz COE Alternative Education Department recognized the need to develop common and engaging curriculum which is facilitated through appropriate pedagogy that supports the academic and social-emotional needs of students and uses the English Language Development standards in tandem with academic content standards. Professional learning for educators must take into consideration not only the student needs that are being addressed but the learning needs and desires of the staff. Best practices in professional development focus on staff as learners, provide opportunities for collaboration, sharing knowledge, clearly focused with a vision of best practices, provides opportunities for coaching, as well as adequate time for reflection (Darling-Hammond & McLaughlin, 1995; Darling-Hammond et al., 2018). The alternative education administration took into account these research-based best practices and staff desires when changing professional development.

Developing common curriculum that utilizes the ELD standards takes tremendous time, effort, and collaboration. Beginning 2017-2018 the Santa Cruz COE professional development plan included a new program for teachers named Collaborative Learning Communities (CLCs). The

intent of the CLCs was and still is, to provide cross-content collaboration amongst staff in order to support all students, including English Language Learners and students with disabilities. In 2017-2018 instructional staff from North and South County school sites met to discuss best practices and personal experiences. Teachers selected a partner(s) who worked in a similar school setting and worked together through year. The teachers focused on one particular instructional routine and the impact on student learning and their teaching. At the end of year one, each group shared their project and its impact with staff. This initial concept has been continually refined and utilized to support our curriculum and instruction efforts to meet the needs of our English Learners.

Reclassification Policy and Practice

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

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

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian involvement, including:
 - a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
 - b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304) The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure correct

classification and placement and to determine whether any additional academic support is needed.

Parental Involvement and Advisory Committees

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

Progress Monitoring

The progress of English Language Learner students will be measured by means of the following assessments:

1. The ELPAC will be administered annually to assess the progress of English Learners in acquiring listening, speaking, reading, and writing skills in English until they are reclassified to Fluent English Proficient. Only students with six months of established performance and enrollment will be considered for reclassification.
2. Course completion and student work sample evaluation
3. Consultation with student, family, and teacher
4. Student scores on our local ELA assessment, Star Renaissance

