

>> Therese Tiab: Hi, and welcome to the California Department of Education's presentation of the English learner program. My name is Therese Tiab and I'm an education programs consultant.

>> Dr. Fred Dobb: Hello, and welcome. My name is Fred Dobb. I'm also a consultant with the California Department of Education.

>> Therese Tiab: In this presentation, you will gain knowledge and understanding of the English learner or EL program requirements. While viewing this presentation, you should have a copy of the on-going program self-evaluation tool referred to as the op-set for the EL program. This tool is specifically designed to assist LEAs in their self-monitoring process of state and federal requirements.

>> Dr. Fred Dobb: The purpose of the English Learner Program is to properly identify English Learners, develop their proficiency in English and help them meet grade level standards in all core subjects as rapidly and effectively as possible. Students must be placed in an English Language classroom or an alternative course of study with instruction designed specifically for ELs. LEAs must adopt policies and procedures to ensure the consistent implementation of their EL program.

>> Therese Tiab: The first dimension of the program for ELs is involvement. The most important concept of this dimension is that parents, staff, students and community members are partners in public education. This means the LEA and school sites provide EL parents with a voice in all aspects of the English Learner program, including the required advisory committees. The English Learner Advisory Committee, known as ELAC, and the District English Learner Advisory Committee, known as the DELAC. In addition to the required advisory committee meetings, the LEA has an obligation to communicate with parents of English Learners by holding regular parent meetings at the school and district levels. Districts are informed annually by the state agency if they have met their Annual Measurable Achievement Objective or AMAOs. In cases where LEAs have not met their AMAOs, the district has days from receipt of this information to send notification to the parents or guardians of the LEA's failure to meet these objectives.

>> Dr. Fred Dobb: LEAs must ensure that all parents of English Learners are properly informed of how they can be involved in the education of their children and how they can be active participants in assisting their children to attain English proficiency and meet challenging grade level standards. LEAs are required to send parent notifications in a language the parents understand. This is a requirement when 15% of the parent population at a school site has a home language other than English. For verification as to whether the schools at your site must adhere to this requirement, refer to Dataquest. School sites with or more English Learners must have a functioning ELAC. Parents of English Learners, ELAC parent members. Other ELAC members may include site staff and community members. Please note that parents of English Learners must constitute at least the same percentage of the committee membership as their students represent of the student body.

>> Therese Tiab: The responsibilities of the ELAC include advising the School Site Council, or the SSC, on the development of the Single Plan for Student Achievement, known as SPSA, and the principal and staff on a school's English Learner Program. The ELAC must assist in the development of the school's English Learner Program Needs Assessment. Based on the results of the Language Census Report, ELAC members may make recommendations for program modifications. Additionally, the ELAC must advise the site on their efforts to make parents aware of regular school attendance. The ELAC must receive training materials and be trained in full consultation with the committee membership on fulfilling its legal responsibilities. The ELAC must have an opportunity to elect at least one member of their committee to the ELAC. Once the ELAC is fully constituted, trained, and functioning, it may decide to delegate its legal responsibilities to another site committee such as the SSC. The recipient committee must agree and be subsequently trained on the ELAC responsibilities. When a district has more English Learners, a DELAC must be established. Note that a majority of the committee members should be parents of English Learners who are not employed by the district.

>> Dr. Fred Dobb: The DELAC must advise the local governing board on the LEA plan, taking into account the single plan for student achievement at each of the sites. It must also advise the school district governing board on the needs assessment of the LEA on a school-by-school basis and on the establishment of district EL program goals and services for English Learners. The DELAC assists the LEA in developing a plan to ensure compliance with any applicable teacher and instructional aid requirement. Like the ELAC, the DELAC provides advice on the administration of the language census, the R30. Another legal requirement for the DELAC is the review and comment on the district re-classification process and required parent notification. The LEA must provide training materials and training plan in full consultation with committee members.

>> Therese Tiab: The second dimension, governance and administration, is intended to ensure that statutory requirements have been addressed in district policies related to identification, assessment and reporting of English Learners. All students who enroll for the first time in California public schools must have a completed home language survey on record by a parent or guardian. Answers to the survey questions may identify a language other than English and the requirement to test for English proficiency. EL initial identification is determined by the California English language Development Test results. It's called the CEDLT. Once identified as an English Learner, the primary language must be assessed within days. The results of the primary language assessment are used by the teachers to inform instruction. Parents or guardians of English Learners must be notified of their child's English and primary language assessment results. For schools receiving title III funds, the notification must additionally include the child's language designation, English proficiency level, program placement, program option, exit criteria. And, for English Learners on IEPs, how the current program will meet the objectives of the Individual Education Plan.

>> Dr. Fred Dobb: Annual testing of English proficiency is required for each EL to determine annual progress and placement. The CELDT must be administered to all English Learners within the annual assessment window, which is July through August

31st. ELs with disabilities must be assessed for English language proficiency using the accommodations, modifications, or alternative assessments for listening, speaking, reading, and writing as determined by the IEP team.

>> Therese Tiab: Dimension will focus on funding for English Learner Programs specifically, the allowable uses of EIA-LEP and Title III funds. LEAs are required to provide sufficient and appropriate general fund resources to implement their program designs for serving English Learners. General funds must provide the appropriate base program to implement the core curriculum which includes English Language Development, otherwise known as ELD. Implementation of the EL program is not contingent upon the receipt of State or Federal categorical funds. Categorical funds must supplement and not supplant the use of general funds. While general funds are intended to provide the base program, EIA-LEP funds are to be used to address supplemental and instructional needs of English Learners. These funds can be used to provide supplemental and instructional materials and support. They are also used for professional developments as it relates to the English Learner program or ELAC, DELAC parent training, and/or child care to facilitate parental involvement with these English Learner Advisory Committees.

>> Dr. Fred Dobb: Title III funds may be used in much the same way as EIA-LEP funds. The primary purpose is to support activities to improve the English proficiency and academic achievement of English Learners. Title III funds are a source of funding for professional development. LEAs must ensure that school site council at each school site review and approve categorical expenditures and that these funds are included in the site plan narratives and budget. In addition, LEAs must make sure that categorical funds are dispersed to sites in accordance with their approved consolidated application.

>> Therese Tiab: Dimension addresses standard assessment and accountability and program evaluation. Re-classification of ELs to Fluent English Proficient, or RFEP, is part of the accountability and program evaluation, as you will see in the following slides. The LEA must have an evaluation process in place to systematically monitor student achievement on an ongoing basis, evaluate the effectiveness of the program and propose and implement program modifications as necessary to increase academic achievement of English Learners. Criteria include assessment of English Language Proficiency, comparison of pupils' performance in basic skills, teacher evaluation of pupils' academic performance and an opportunity for parent consultation during the reclassification process. LEAs are to establish criteria and procedures for reclassification and subsequently follow-up on reclassified English Learners.

>> Dr. Fred Dobb: The LEA must be able to document that reclassified students have met the LEA's re-classification criteria and that all students who have met the criteria are reclassified. Examples of documents considered part of the student's permanent records include, one, Language and Academic Performance Assessment results. For example, CELDT primary language assessment and the California Standards Test, CST, results. Two, participants in a reclassification process which include parent, teachers and other staff responsible for teaching or placement decisions of the English Learner. Three, the

decision regarding reclassification. The monitoring of reclassified students includes implementation of a monitoring process to be used in monitoring the academic progress of reclassified students for a minimum of two years. For students not making adequate academic progress, the LEA must be able to demonstrate that appropriate interventions have been provided.

>> Therese Tiab: Dimension addresses staffing and professional development. LEAs are responsible for providing proper professional development opportunities to ensure the effective implementation of the program for English Learners. All teachers who have English Learners in their classroom must have the appropriate authorization to teach English Learners or are actively in training for an EL authorization. In documented situations of shortages of qualified teachers, the district is implementing measures by which it plans to remedy the shortage. Quality professional development is essential for improving and maintaining an effective program for English Learners. Professional development also facilitates understanding by teachers and other staff of the district's English Learner program. Professional development should be designed to improve instruction and assessment and enhance knowledge of subject matter. Professional development is expected to have a lasting impact on a teacher's performance in a classroom.

>> Dr. Fred Dobb: In dimension 6, we will address the rights of English Learners to have equal access to all programs such as Gate, Avid, and AP classes provided by the LEA. Program placement for each EL and the parent exception waivers are also part of this dimension. LEAs are required to notify EL parents and guardians of their child's placement in an English Language Program. Keep in mind that parents of English Learners must be provided on enrollment, and annually thereafter, a full written and, upon spoken request, spoken descriptions of all program options. They are also informed of any recommendation for an alternative program and informed of their right to refuse. The LEA must define reasonable fluency and establish placement criteria for both structured English immersion, SEI, and English language mainstream, ELM. Parents and guardians must also be notified of the parental exception waiver process and their opportunity to request placement of their child in an alternative program. LEAs must have an alternative program in place even though the LEA may not currently offer such a program at a particular site.

>> Therese Tiab: The LEA must have procedures for granting parental exception waivers. These procedures must include how parents of English Learners will be notified of their children's placement upon initial enrollment and annually, thereafter. Each school in which or more pupils in any grade have been granted a waiver must provide such a program or offer a transfer to a school in the district with an alternative program. Waivers are granted unless school officials determined that an alternative program would not be better suited for the overall educational benefit of the pupil. Parents or guardians are informed in writing of the reason for denial. If a waiver is denied, parents are informed in writing by education staff of the reason for denial and advised that they may appeal to the local governing board.

>> Dr. Fred Dobb: The last dimension, Dimension 7, addresses teaching and learning. In designing a program for the assessed educational needs of English Learners, each LEA must keep in mind academic English Language and achievement of grade level content standards. To experience grade level success in all aspects of the LEA's curricula, ELD must be designed to ensure that each English Learner understands, speaks, reads, and writes academic English and moves toward proficiency as rapidly and effectively as possible. To ensure that each English Learner achieves great level content standard within a reasonable amount of time, teachers must provide differentiated instruction and use instructional strategies such as specifically designed academic instruction in English, SDAI.

>> Therese Tiab: This concludes our presentation of the English Learner program instruments. Please refer to the upcoming information for further contact.