

# **ADMINISTRATIVE REGULATION**

## Placentia-Yorba Linda Unified School District

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Instruction

6123 - AR

### **EDUCATION FOR ENGLISH LEARNERS**

#### **Definitions**

An English learner, also referred to as a limited English proficient student, is a student 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.

An English learner at risk of becoming a long-term English learner means an English learner who has been enrolled in grades 5-11 in the United States for four years and scores at the intermediate level or below on the CELDT or any successor test.

The English language classroom is 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.

The English language mainstream classroom refers to a classroom in which students are either native English language speakers or already have acquired reasonable fluency in English.

Structured English immersion (also known as "sheltered English immersion") refers to an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are continuing to learn the language.

Bilingual education/native language instruction refers to a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are provided in the student's native language.

#### **Identification and Assessments**

Upon enrollment in the district, each student's primary language shall be determined through use of a home language survey.

Any student who is identified as having a primary language other than English (as determined by the home language survey), who has not previously been identified as an English learner by a California public school, or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test.

Students maintain identification as English learners and until they are reclassified as English proficient. The summative assessment shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education.

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.7. Variations and accommodations in test administration may be provided pursuant to 5 CCR 11516-11516.7. Any student with a disability shall be allowed to take the assessment with accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP.

### **Parental Notifications**

The Superintendent or designee shall provide the following written notifications to parents/guardians of English learners:

1. **Assessment Notification:** The district shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor.
2. **Placement Notification:** At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver.
3. **Title III Notifications:** Each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following:
  - a. The reason for the student's classification as an English learner
  - b. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
  - c. A description of the program for English language development instruction, including a description of all of the following:
    - 1) The manner in which the program will meet the educational strengths and needs of the student.
    - 2) The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards.
    - 3) The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school, if applicable.
    - 4) Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP.

- d. Information regarding a parent/guardian's option to decline to allow the student to be enrolled in the program or to choose to allow the student to be enrolled in an alternative program.
  - e. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.
4. Annual Measurable Objectives Notification: If the district fails to make progress on the annual measurable achievement objectives for English learners established pursuant to 20 USC 6842, the Superintendent or designee shall, within 30 days after such failure occurs, send a notification regarding such failure to the parents/guardians of each student identified for participation in a language instruction educational program supported by Title III funds.

### **Parental Exception Waivers**

A parent/guardian may, by personally visiting the school, request that the district waive the requirements pertaining to the placement of his/her child in a structured English immersion program if one of the following circumstances exists:

1. The student already possesses sufficient 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. The student is age 10 years or older, and it is the informed belief of the principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. 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 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.

Upon request for a waiver, the Superintendent or designee shall provide parents/guardians with a full written description and, upon request, a spoken description of the intent and content of the structured English immersion program, any alternative courses of study, all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices. For a request for waiver pursuant to item #3 above, the Superintendent or designee shall notify the parent/guardian that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the waiver must be approved by the Superintendent pursuant to any guidelines established by the Governing Board.

The principal and educational staff may recommend a waiver to a parent/guardian pursuant to item #2 or #3 above. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian

shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310.

When evaluating waiver requests pursuant to item #1 above and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include district standards and assessment and teacher evaluations of such students.

Parental exception waivers pursuant to item #2 above 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.

Parental exception waivers pursuant to item #3 above shall be granted by the Superintendent 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.

All parental exception waivers shall be acted upon within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to item #3 above shall not be acted upon during the 30-day placement in an English language classroom. Such 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.

Any individual school in which 20 or more students of a given grade level receive a waiver shall offer an alternative class where the students are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Otherwise, the students shall be allowed to transfer to a public school in which such a class is offered.

In cases where a parental exception waiver pursuant to item #2 or #3 above is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board, if the Board authorizes such an appeal, or to the court.

Waiver requests shall be renewed annually by the parent/guardian.

### **Reclassification**

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they:

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

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.

The following measures shall be used to determine whether an English learner shall be reclassified as fluent English proficient:

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment.
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 opinion and consultation.

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the 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 Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement.

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

### **Advisory Committee**

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school.

The District's English language advisory committee (DELAC) shall advise the Board on at least the following tasks:

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners.
2. The districtwide needs assessment on a school-by-school basis.
3. Establishment of a district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with applicable teacher or aide requirements.
5. Administration of the annual language census.

6. Review of and comment on the district's reclassification procedures.
7. Review of and comment on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316.

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members.

### **LCAP Advisory Committee**

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners.

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

#### Legal References:

Education Code 306  
Education Code 313.1  
Education Code 52164.1; 5 CCR 11307  
Education Code 313, 52164.1; 5 CCR 11511  
5 CCR 11516-11516.7  
Education Code 52164.1; 5 CCR 11511.5  
Education Code 310; 5 CCR 11309  
Education Code 440; 20 USC 7012  
20 USC 7012  
Education Code 310-311  
5 CCR 11302  
Education Code 52164.6  
5 CCR 11303  
5 CCR 11304  
Education Code 52176; 5 CCR 11308  
5 CCR 11308  
Education Code 52063; 5 CCR 15495

#### **Approved by:**

Candy Plahy                      2/21/17  
Responsible Division Head      Date

Dr. Greg Plutko                2/21/17  
Superintendent                  Date