



Da Vinci Schools English Learner Master Plan

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INTRODUCTION

Legal Basis for State English Learner Programs

Federal Law

U. S. Constitution: Fourteenth Amendment-Due Process and Equal Protection Clauses No State shall “deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”

Title VI of the Civil Rights Act, 42 U.S.C. section 2000d provided that “[n]o person in the United States shall, on the ground of race, color, or national origin ... be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Lau v. Nichols

In Lau v. Nichols (1974), the United States Supreme Court held that San Francisco’s failure to provide supplemental English language instruction to 1,800 students of Chinese ancestry violated Title VI of the Civil Rights Act, 42 U.S.C. section 2000d. The Court stated that those students were thus denied a meaningful opportunity to participate in the public educational program.

Equal Education Opportunities Act: 20 U.S.C. § 1703(f)

This statute recognizes the state’s role in assuring equal opportunity for national origin minority students. It declares:

No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by ...

(f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (Emphasis supplied.)

Major Federal Cases

There are also three major federal cases: Chastened v. Pickered (5th Cir. 1981) 648 F. 2d 989, Gomez v. Illinois State Bd. of Educ. (7th Cir.) 1030, and Keys v. School Dist. No. 1 (D. Colo. 1983) 576 F. Supp. 1503, which have influenced the English Learner Program in California. The most important portions of each of these three cases are quoted below:

1) Chastened v. Pickered:

In a case ... in which the appropriateness of a particular school system's language remediation is challenged under § 1703 (f) ... the responsibility of the federal court is threefold. First, the court must examine carefully the evidence the record contains concerning the soundness of the educational theory of principles upon which the challenged program is based ... The Court's second inquiry would be whether the programs and practices actually used by the school system are reasonably calculated to implement effectively the educational theory adopted by the school ... Finally, ... [i]f a school's program, although premised on a legitimate educational theory and implemented through the use of adequate techniques, fails, after being employed for a period of time sufficient to give the plan a legitimate trial, to produce results indicating that the language barriers confronting students are actually being overcome, that program may, at that time, no longer constitute appropriate action as far as that school is concerned. (Chastened, at pp. 1009-1010.)

In order to be able ultimately to participate equally with the students who entered school with an English language background, the limited English speaking students will have to acquire both English language proficiency comparable to that of the average native speakers and to recoup any deficits which they may incur in other areas of the curriculum as a result of this extra expenditure of time on English language development. (Id. at p. 1011.)

As in any educational program, qualified teachers are a critical component of the success of a language remediation program. A bilingual education program, however sound in theory, is unlikely to have a significant impact on the language barriers confronting limited English speaking school children, if the teachers charged with day-to-day responsibility for educating these children are termed 'qualified' despite the fact that they operate in the classroom under their own unremedied language disability. The use of Spanish speaking aides may be an appropriate interim measure, but such aides cannot, [the district] acknowledges, take the place of qualified bilingual teachers. (Id. at p. 1043.)

2) Gomez v. Illinois State Board of Education:

Section 1703(f) requires that state, as well as local, educational agencies ensure that the needs of LEP children are met. (Gomez at p. 1043.)

Exactly what state educational agencies must do beyond establishing the minimums for the implementation of language remediation program and enforcing those minimums is not at issue in the instant appeal, because the plaintiffs have done no more than allege that the defendants failed even to establish the minimums needed for identifying and placing LEP children. (Id. at p. 1043.)

3) Keyes v. School District No. 1:

The key to an effective elementary bilingual classroom is the ability of the teacher to communicate with the children. Thus, if it is expected that

understandable instruction will take place, there must be assurance that the teacher has the necessary bilingual skills. That is not the fact in Denver. (Keyes at p. 1516.)

California Law

State Constitution: Due Process and Equal Protection Clauses

A person may not be deprived of life, liberty, or property without due process of law or denied equal protection of the laws ... (Article I, section 7 (a).)

On June 2, 1998, the voters in California passed a new law called Proposition 227, English for the Children. Proposition 227 (Education Code 300-340), which was enacted in June, 1998, requires that English language learners be educated through a program of “Sheltered English Immersion” with the goal that students learn English as rapidly and effectively as possible. Both the U. S. District Court (Valeria G. v. Wilson, C-98-2252-CAL) and the State Board of Education (SBE) have determined that local Governing Boards have broad discretion and flexibility in interpretation of the initiative. However, much of the language in the initiative is complex, with terminology that is not otherwise found in the Education Code and which is not clearly defined.

State Board of Education Policy

The State Board of Education (SBE) has adopted permanent regulations (5 CCR 11300-11304) in order to help further define some of the ambiguous terminology generated by Proposition 227, which is Education Code 300-340. More specific regulations and interpretations of program requirements are not anticipated to be forthcoming. Therefore, districts will need to develop local programs, guidelines, and definitions that best meet the needs of students, within the parameters of law.

Past History

On July 14, 1995, the State Board of Education (SBE) adopted a policy statement on educational programs and services for limited-English-proficient (LEP) students. The policy statement was not binding on school districts. It was intended to guide school districts and motivate them to implement high-quality language and academic programs for LEP students.

The policy acknowledged that the legal bases for the *State Program for Students of Limited English Proficiency (LEP)* are federal and state law, as well as applicable court decisions cited above. The policy also expresses the intent of the SBE to approve waiver request relating to the general purpose requirements of former A.B. 507 where results are being or will be achieved by the applying agency.

The policy established two goals which the SBE urges all districts to achieve through educational programs and services for LEP students:

- Rapid development of English language proficiency (literacy), including speaking, reading, and writing.
- Opportunity to learn, including access to a challenging core curriculum and access to primary language development.

Former State Bilingual Education Act. A.B. 507

This Act established specific bilingual program requirements for identification, instruction, staffing assignments, classroom composition, reclassification, and parent involvement.

California's *Sunset* Statutes

Sunset and *sunset date*, as used in this part, mean the date on which specific categorical programs cease to be operative and Sections 62002, 62003, 62004, 62005, and 62005.5 govern program funding.

The educational programs referred to in Sections 62000.1 to 62000.5, inclusive, shall cease to be operative on the date specified, unless the Legislature enacts legislation to continue the program after the review prescribed in Section 62006. (Emphasis supplied.)

Accordingly, there were five *sunset* statutes which govern the bilingual education program, which *sunset* on June 30, 1987: Sections 62002, 62003, 62004, 62005, and 62005.5. Of these, the most important was section 62002. It states:

If the Legislature does not enact legislation to continue a program listed in Sections 62000.1 to 62000.5, inclusive, the funding of that program shall continue for the general purpose of that program as specified in the provisions relating to the establishment and operation of the program. The funds shall be disbursed according to the identification criteria and allocation formulas for the program in effect on the date the program shall cease to be operative pursuant to section 62000.1 to 62000.5, inclusive, both with regard to state-to-district and district-to-school disbursements. The funds shall be used for the intended purposes of the program, but all relevant statutes and regulations adopted thereto regarding the use of the funds shall not be operative, except as specified in Section 62002.5. (Emphasis supplied.)

When Section 62002 was applied to the intent section of A.B. 507, former section 52161, eight "general" or "intended" purposes were located. They were:

- 1) [T]he primary goal of all [bilingual] programs is, as effectively and efficiently as possible, to develop in each child fluency in English.
- 2) The program must; provide equal opportunity for academic achievement, including, when necessary, academic instruction through the primary language."
- 3) The program must provide "positive reinforcement of the self-image of participating pupils."
- 4) The program must "promote cross-cultural understanding."
- 5) California school districts are required "to offer bilingual learning opportunities to each pupil of limited English proficiency enrolled in the public schools."

- 6) California school districts are required “to provide adequate supplemental financial support” in order to offer such bilingual learning opportunities.
- 7) Insofar as the individual pupil is concerned participation in bilingual programs is voluntary on the part of the parent or guardian.
- 8) School districts must “provide for in-service programs to qualify existing and future personnel in the bilingual and cross-cultural skills necessary to serve the pupils of limited proficiency of this state.”

The other major *sunset* statute is Section 62002.5. It provides for parent advisory committees and school site councils in the following manner:

Parent advisory committees and school site councils which are in existence pursuant to statutes or regulations as of January 1, 1979, shall continue subsequent to the termination of funding for the programs sunsetted by this chapter. Any school receiving funds from Economic Impact Aid or Bilingual Education Aid subsequent to the sunset of these programs as provided in this chapter, shall establish a school site council in conformance with the requirements in Section 52012. The functions and responsibilities of such advisory committees and school site councils shall continue as prescribed by the appropriate law or regulation in effect as of January 1, 1979. (Emphasis supplied.)

Office of Administrative Law Determination of December 22, 1994, pursuant to Government Code Section 11347.5; Title 1, California Code of Regulations, Chapter 1, Article 3, Sections 121-128.

At the request of the Little Hoover Commission, the Office of Administrative Law (OAL) provided a regulatory determination concerning certain Program Advisories issued by the California Department of Education. One of the Advisories was the Categorical funding Sunset Advisory, dated August 2, 1987, which the Department issued to guide districts in carrying out responsibilities after the sunset of five categorical programs. One of the programs addressed in this Advisory was the *State Program for Students of Limited English Proficiency (LEP)*.

In its evaluation of the CDE Advisory, the OAL concluded: “The Department is expressing the only legally tenable interpretation of the law or laws about which it is advising.”

PARENT INVOLVEMENT

Da Vinci Schools outreach to parents of English Learners includes the following actions:

1. Da Vinci Schools sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations.
2. Da Vinci Schools informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
 - Attain English proficiency
 - Achieve at high levels in core academic subjects
 - Meet challenging state academic standards expected of all students.
3. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s).
4. If Da Vinci Schools has not made progress on annual measurable achievement objectives, the District will inform parents/guardians of English Learners of such failure not later than 30 days after such failure occurs.

PARENT NOTIFICATIONS AND ADVISORY COMMITTEES

Parents form an integral part of the educational process which results from the partnership among school, community, and family. In order for parents of LEP/EL and FEP children to participate, they must be well informed of all school site and district activities, procedures, and policies which directly affect their children. Parents are encouraged to participate in all committees, to advise at the schools and district level for English Learner services for LEP and FEP children.

PARENT NOTIFICATIONS

Assessment Results and Recommended Placement

After English Learner (EL/LEP/FEP) students are initially assessed for English and primary language proficiency, parents receive written notification of the results. The [Initial ELPAC EL Designation Letter](#) indicates the assessment results and recommended placement. Parents are also informed of their rights to obtain a waiver by contacting the school. When a student reaches a reasonable level of English proficiency and is to be placed in a Mainstream program, the parent is again notified and asked to respond. All forms are kept in the cumulative records in the English Learner file. The school site and/or Da Vinci Schools personnel, including translators when necessary, are available to assist parents in clarification of items. In addition to initial assessment procedure, parents/guardians are also consulted when children reach a reasonable level of English proficiency and when they are redesignated.

Mainstream English Services

English learner students at Da Vinci Schools receive Mainstream English services which include English Language Development (ELD) supports and the use of SDAIE techniques until the child is redesignated as RFEP.

Da Vinci Schools retains the responsibility to monitor each student's academic progress and English Language Development in the Mainstream English program. Individual student records are maintained and reviewed by teachers and EL Coordinators at each site. Students who do not make satisfactory progress are referred to the site Student Success Team (SST). The SST has the responsibility to determine program modifications for students who are not making academic and ELD progress.

ENGLISH LEARNER ADVISORY COMMITTEES

The English Learner (EL) Advisory Committee at each Da Vinci school provides an integral school staff/parent/community group to help ensure that the District's EL program is well planned, effectively implemented, and ultimately successful in achieving its goals for EL students.

English Learner Advisory Committee

A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

1. Parent members are elected by parents or guardians of English Learners.
2. Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body.
3. The ELAC has advised the School Site Council (SSC) on the development of the Single School Plan for Student Achievement.
4. The ELAC has advised the principal and staff on the school's program for English Learners.
5. The ELAC has assisted in the development of the school's:
 - Needs Assessment
 - Language Census
 - Efforts to make parents aware of the importance of regular school attendance.
6. The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
7. The ELAC has the opportunity to elect at least one member to the DELAC.

The English Learner Advisory Committee meets at a minimum of four times per year at each school site. The meetings are conducted in the language of the members.

District English Learner Advisory Committee

An LEA with 51 or more English Learners has a functioning District English Learner Advisory Committee (DELAC) or a subcommittee of an existing LEA committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners.

1. The DELAC has had the opportunity to advise the governing board on all of the following tasks:
 - Development of a district master plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement
 - Conducting of a districtwide needs assessment on a school-by-school basis
 - Establishment of district program, goals, and objectives for programs and services for English Learners
 - Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
 - Administration of the annual language census
 - Review of and comment on the school district's reclassification procedures
 - Review of and comment on the written notifications required to be sent to parents and guardians.
2. The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.

STUDENT IDENTIFICATION

Da Vinci Schools Procedures for Initial Identification and Classification of New Students

The District has properly identified, assesses, and reports all students who have a primary language other than English.

Home Language Survey

A Home Language Survey (HLS) is completed by a parent or legal guardian of all new students enrolled as a part of the enrollment procedure at each school site to determine the student's primary language. If any of the first three questions are answered other than English the assessment process begins. The HLS is available in English and Spanish via the Da Vinci Schools online registration program SchoolMint, or in paper copy if requested. To the extent possible, oral translations are provided for parents or guardians who need assistance with the forms.

English Language Proficiency Assessment

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English language skills within 30 calendar days of initial enrollment. The 4th question provides information for schools to consider if a child shows evidence of English language deficits once enrolled but does not mandate assessment. A state approved assessment instrument, the English Language Proficiency Assessment for California (ELPAC), is currently administered to determine English language proficiency skills. The ELPAC is a criterion-referenced test based on the ELD Standards which assesses students' English language proficiency in listening, speaking, reading, and writing.

Notification of Results of Initial Assessment

Parents of English Learners and Fluent English Proficient students are notified in writing of their child's initial English language and primary language proficiency assessment results and program placement. In order to give students and their families equal access to all opportunities, the following steps are utilized to identify and place English Learners in program options and instructional services:

- Home Language Survey is completed by parent
- If there is a home language other than English, the student is assessed for English and primary language proficiency
- If the student is an English Learner, the parent must be notified and informed of the program placement.

Ongoing Assessment Progress

Each English Learner is annually assessed for English Language Development proficiency using the Summative English Language Proficiency Assessment for California (ELPAC) and for academic progress.

The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Parent/guardians of English Learners have been notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

PROGRAM EVALUATION

Da Vinci Schools has implemented a process and criteria to determine the effectiveness of programs for English Learners, including:

1. A way to demonstrate that the programs for English Learners produce, within a reasonable period of time:
 - English language proficiency comparable to that of average native speakers of English in the organization
 - Academic results indicating that English Learners are achieving and sustaining parity of academic achievement with students who entered Da Vinci Schools already proficient in English.
2. An ongoing mechanism for using the procedures described to improve program implementation and to modify the program, as needed, to ensure that each English Learner achieves full proficiency in English and academic achievement at grade level.

EFFECTIVENESS OF THE ENGLISH LEARNER PROGRAM

The effectiveness of the EL program will be determined by an examination of data collected. The standards used to determine effectiveness for each of the goals are discussed. The intent of this evaluation of the effectiveness of the program is to provide direction to members of the Board of Trustees and to the site staff for continuing, modifying, or discontinuing programs and/or program elements. An annual evaluation report will include information on the following:

Achieve English Proficiency

1. Are EL/RFEP students acquiring English skills?
 - All EL students will show proficiency gains on the Summative ELPAC testing.
 - RFEP students who have been reclassified within four years will be successful in English courses (C grades or better), and will score proficient on their CAASPP ELA examination.
2. Are EL students being reclassified as FEP?
 - At least 75% of students who have been identified as English Learners for four or more years will meet district criteria and be reclassified.

Achieve Academic Success

1. How are EL and RFEP students achieving academically compared with English only students per school reviews of academics and testing at the site level?
 - RFEP students will have a comparable passing rate in core content area courses as do English only students.

- RFEP students will have comparable proficiency rates on the English Language Arts (ELA) section of the California Assessment of Student Performance and Progress (CAASPP) examination as do English only students.
2. Are reclassified students participating in all of the school curriculum?
- All reclassified students will participate in the same academic program as English only students.

PROGRAM EVALUATION

Da Vinci Schools has established a process and criteria to determine the effectiveness of the program(s) provided to English Learners. This process measures both ELD growth and academic progress. It demonstrates that the practices, resources, and personnel used at each school in the district effectively implement the district's program(s) for English Learners.

Da Vinci Schools uses a variety of measures to monitor the progress of the EL students. The growth and change in these measures reflect the effectiveness of the program. These measures include:

- Course Grades
- RFEP Follow-Up Reports
- % of RFEP Students
- Growth in ELD Levels as measured by Summative ELPAC assessments
- CAASPP Test Scores

Da Vinci Schools Measures for Progress

Name of Measure	When Administered	Annual Goal	How Reported
ELPAC	Annually	Increase in proficiency	Annual reports mailed to parents
CAASPP	11 th grade	One proficiency level	Score reports mailed to parents
Course Grades	Quarterly, ongoing	Students will pass all courses	Parents receive progress reports each quarter, and a formal report card each semester via mail. Student led parent conferences are also held on campus for all students each semester. Parents have access to current grades online on an ongoing basis in PowerSchool.

RECLASSIFICATION

Da Vinci Schools reclassify a pupil from English Learner to proficient in English by using a process and criteria that include but are not limited to:

1. Assessment of English language proficiency; English Language Proficiency
2. Assessment of California (ELPAC) Overall Performance Level (PL) 4.
3. Assessment of performance in English skills; CAASPP for English-Language Arts.
4. Participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.
5. Teacher evaluation that includes, but is not limited to, the pupil's academic performance. Teacher refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.
6. Curriculum Mastery: C or better on reading, language arts on the most recent report card.
7. Parent opinion and consultation during the reclassification process.
 - The parent/guardian shall be invited to consult in the reclassification process and testing outcome.
 - Students, as appropriate, shall be involved in the reclassification process.

Decision on reclassification shall be made by Student Success Team (SST) after reviewing student performance and teacher observation. SST may recommend further or continued support services to ensure student's success. This is recorded on the [Reclassification Meeting Form](#).

Da Vinci Schools monitors the progress of pupils reclassified within the last four years to ensure correct classification, placement, and additional academic support, if needed.

Follow-up: End of School Year, and in years 1-4 after Reclassification, a reclassification follow up evaluation and [Reclassification Follow Up Form](#) shall be completed annually to monitor progress. If a student is not progressing, then the EL Coordinator shall bring the student back to an SST meeting for further consideration of continued EL services or other support services.

Da Vinci Schools maintains in the pupil's permanent record documentation of the following:

- Language and academic performance assessments
- Participants in the reclassification process
- Decision regarding reclassification.

Alternative Reclassification Criteria and Procedures for English Learners in Special Education

Alternative reclassification criteria for English Learners in Special Education will be determined on a case-by-case basis by the IEP team. When reclassification is being considered, the IEP team needs to include certificated staff that is knowledgeable about the student's linguistic abilities and English language acquisition. At a minimum the team must include:

- The student's parent(s)/guardian(s);
- The current teacher;
- The teacher(s)/specialist(s) providing instruction;

- The school's administrator or designee;
- A district Special Education administrator or designee; and

The purpose of this procedure is to determine whether or not the child has sufficient English language proficiency to ensure equal access to regular and special instructional programs. The team must determine and document that the academic deficit(s) is/are due to the student's identified disability and not due to lack of English language proficiency. To be reclassified, students must show English proficiency comparable to that of English-only peers who perform successful in academics within Special Education instructional programs. Documentation of student criteria and IEP team composition and procedures must be submitted to the Special Projects Office along with the Reclassification Recommendation form for the English Learner recommended for reclassification according to this alternative procedure.

Re-Entrance into the English Learner Program

If it is found that a student who has been tested for the English Learner program is not succeeding in the classroom after reclassification or initial testing, the EL Coordinator should talk with the principal and then fill out the appropriate SST forms. After an initial meeting, the principal or her designee will ask the English Learner Coordinator review any standardized test scores, scores on in language arts and math as well as any other pertinent information i.e., other test data, the student's portfolios, samples of other written work to help to determine if re-entrance into the program is really the best placement for the student.

This information will be taken under consideration at an SST scheduled meeting. The SST team will decide how best to support the student moving forward. Parents are to be involved in the process either by being invited and present at the meeting or if they cannot attend, being notified as to what is considered best for the child's educational placement.

If after examining the evidence, the SST decides the student does qualify to return to receiving EL services, the student must be serviced according to the Da Vinci Schools EL Master Plan.

STAFFING

Teachers assigned to provide English Language Development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.

The commission on Teacher Credentialing (CTC) sets the standards and requirements for teacher authorization in California. Da Vinci Schools recruits qualified teachers and trains staff members to meet the needs of LEP/EL students per these standards. The chart shows the authorizations required to provide instruction to LEP/EL students. The requirement for credentials has not changed under Proposition 227.

All ELD and SDAIE courses are delivered by CTC authorized teachers, teachers with SB1969 certificates or teachers on interim assignment.

Annually, Da Vinci Schools assesses the needs, supplies, and shortage of qualified teachers. Where shortages exist, Da Vinci Schools establishes timelines to recruit, hire, and train a sufficient number of qualified teachers.

Recruitment

Da Vinci Schools participates in recruitment fairs sponsored by universities, colleges, and other organizations. Every effort is made to hire and retain qualified teachers and paraprofessionals. Candidates with BCLAD or LDS/CLAD authorizations are considered a hiring priority.

PROFESSIONAL DEVELOPMENT

Da Vinci Schools provides high quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

1. Designed to improve the instruction and assessment of English Learners.
2. Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners.
3. Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills.
4. Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Throughout the year, paraprofessionals, teachers, and administrators are given opportunities to participate in staff development that focuses on strategies to meet the needs of LEP students such as:

- SDAIE
- ELD
- Cooperative Learning Groups
- Planning
- Cross Cultural Understanding

Teachers

All new teachers that are hired either have their CLAD or BCLAD credentials or are pursuing them as a condition of employment. Any new teachers who may need to obtain CLAD/BCLAD authorizations have various opportunities to pursue training. Da Vinci Schools cooperates with the Los Angeles County Office of Education and universities in order to ensure that teachers who need access to these opportunities are aware of their options to attain them.

STUDENT PLACEMENT

Based on Da Vinci Schools criteria of reasonable fluency, English Learners are placed in English Language Mainstream program settings at our sites. The Individualized Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency.

English Language Mainstream Program

English Learners are placed in the mainstream program unless they have been granted a parental exception waiver for placement in an alternative program. In the Mainstream

program, the English Learner develops second language literacy in English and is taught the core curriculum in English. Given the unique challenges of mastering both language proficiency and content standards, Da Vinci implements both Designated and Integrated English Language Development strategies to ensure robust, comprehensive instruction and support for English Learners.

Per the California Department of Education, Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on state-adopted ELD standards to assist English Learners to develop critical English language skills necessary for academic content learning in English (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*). Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English (*5 CCR Section 11300[c]*).

Designated ELD occurs during Academic Support Blocks and/or small-group pull out throughout the school day. Students are grouped by proficiency levels in order to receive targeted instruction. Teachers use the California ELD Standards as guiding parameters to develop critical English language skills, knowledge, and abilities necessary to learn and master content-specific standards in English.

Integrated ELD instruction occurs during content blocks where EL students are grouped with native speakers of English, Fluent English Proficient (FEP) students and other English Learners. Instruction in the core curriculum utilizes SDAIE strategies and techniques that make the instruction understandable for the students. Self-image and cross-cultural instruction are integrated throughout the subject areas.

Note: Students who have not met the criteria for reclassification shall continue to receive additional and appropriate services that will allow them to meet both their English language acquisition and their academic needs.

PARENTAL EXCEPTION WAIVER

Parents and guardians of English Learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a Parental Exception Waiver for their children to participate in an Alternative program.

Da Vinci Schools procedures for granting Parental Exception Waivers include the following components:

- Parents and guardians are provided written and on request spoken descriptions of the educational opportunities available to the pupil, and notified of their ability to request a waiver for an Alternative program.
- If applicable, parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English language classroom the first year of enrollment in a California school.
- Parents and guardians are informed of any recommendation by the school principal and educational staff for an Alternative program and are given notice of their right to refuse the recommendation.

- Parental Exception Waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under Education Code Section 311(c) must be acted on either no later than 10 calendar days after the expiration of the 30 day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later.

Parental Exception Waivers are granted unless the school principal and educational staff determine that an Alternative program offered at the school would not be better suited for the overall educational development of the pupil.

If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court.

Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered.

Note: The Individualized Education Program (IEP) team determines placement of each Special Education student regardless of language proficiency. No provision of an IEP requires a Parental Exception Waiver.

The procedural steps include:

1. Upon enrollment, when a newly enrolled student has been identified as an English Learner, the parent or guardian is informed of the English Language Mainstream placement and the opportunity to apply for a Parental Exception Waiver for an alternative program placement.
2. The school staff (teachers, counselors, EL Coordinators, administrators) may initiate and/or recommend an alternative program to the parent.
3. If the parent or guardian chooses the alternative program, they are asked to sign a Parental Exception Waiver available at all school sites.
4. Prior to their first year of placement in an alternative program, English Learners under age 10 who are granted a Parental Exception Waiver are placed in an English language program for 30 calendar days (DVIA only).
5. Individual schools in which 20 or more students of a given grade level receive a waiver shall be required to offer such a class; otherwise, they may offer the class or they must allow the students to transfer to a public school in which such a class is offered. Thus, if 20 or more pupils of a given grade level submit a waiver, the school must provide such a class; but if less than 20 of a given grade level submit a waiver, the school must either provide such a class or allow the pupils to transfer to another school in a district that provides such a class.
6. A school may not deny parents' request for an alternative program on the sole

grounds that the school does not currently provide a bilingual program. Parents must be allowed to sign a Parental Exception Waiver at any time. If there are not 20 or more students at a given grade level, the school must offer the Parental Exception Waiver for the parents to sign, inform the parents that they may transfer their student to another school, and in the event that a bilingual program is provided in the future to meet the needs of a group of students at the request of their parents, they will be notified and may transfer back to the original school.

7. Each Parental Exception Waiver is granted within 20 instructional days from submission to the principal, unless evidence exists that the school principal and educational staff have determined the alternative program would not be better suited for the overall educational development of the student. However, waivers for new students under age 10 must be acted upon no later than 10 calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. Each application for a waiver must be considered on its individual merits with great deference given to parental preference for student placement.
8. If a Parental Exception Waiver is denied, the reasons for denial must be in writing and individually determined. Schools may not summarily deny Parental Exception Waivers, nor can they base a denial on the ground that the school does not provide an Alternative program.
9. An appeal process has been established for any Parental Exception Waiver that has been denied.
10. On an annual basis, parents or guardians sign a Parental Exception Waiver to allow their child to be in an Alternative program in another district.
11. Parental Exception Waivers are filed in the English Learner program folder each year.

Parents have the right to request a Parental Exception Waiver for an Alternative Education Program/Primary Language Instruction. If parents would like an alternative education program for their child, Da Vinci Schools will allow them to transfer to a program in any other district, if they have space available. Da Vinci Schools cannot pay for transportation, but will gladly allow your child to attend an Alternative program in another district.

INSTRUCTIONAL PROGRAM

Da Vinci Schools provides services to English Learners to ensure that they are acquiring English language proficiency and recouping any deficits that may have been incurred in other areas of the core curriculum. All EL students are taught in a Mainstream SDAIE supported program which is based upon research until they are reclassified. Reclassification occurs when a student has demonstrated English language proficiency comparable to that of the district's average native English speakers.

Each English Learner with disabilities is assessed for English Language Development using accommodations, modifications, or alternate assessments for the ELPAC if specified in the

pupil's Individualized Education Program (IEP) or 504 Plan.

At the school sites, there is usually a diverse range of English proficiency levels in each classroom. An individual student profile and reporting forms will be maintained for all students to document student progress. Each site determines the best manner to implement the ELD program supported at their site, and teachers in all content areas at all sites are provided with professional development in strategies that ensure that English Learners receive differentiated instruction appropriate to their proficiency level.

Academic instruction for English Learners is designed and implemented to ensure that the students meet Da Vinci Schools' content and performance standards for their respective grade levels in a reasonable amount of time.

Da Vinci Schools has developed and is implementing a plan for monitoring and overcoming any academic deficits English Learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

Academic instruction for English Learners is designed and implemented to ensure that they meet Da Vinci Schools' content and performance standards for their respective grade levels in a reasonable amount of time. Da Vinci Schools has chosen to implement a simultaneous model of curriculum and instruction in order to ensure that English Learners acquire English and learn grade level content. The core curriculum is delivered to all English Learners through the use of SDAIE (Specially Designed Academic Instruction in English) strategies and Primary Language Assistance.

Specially Designed Academic Instruction in English (SDAIE)

English Learners access the core curriculum through classes that "shelter" the curriculum via Specially Designed Academic Instruction in English (SDAIE). Teachers employ special strategies and techniques geared to help students access the core curriculum. SDAIE is:

- Contextualized instruction (e.g. nonverbal language, visual support, realia, graphic organizers)
- Task based instruction where students can act, draw, or map out concepts, or use poetry, song, chant, letters and diaries
- Language-sensitive and culture-sensitive content teaching
- Making accommodations in the learning environment so that more students are able to access the content
- Instruction encouraging the active use of language and the emphasis on big ideas
- Instruction that allows the teacher to check for understanding frequently using interactive strategies
- Integrating assessment in an ongoing manner through observations, portfolios, journals, and product development
- Built on language modifications such as pause time, questioning, pacing and highlighting.

Primary Language Assistance

Primary Language Assistance may be provided to students at the Beginning, Early Intermediate, and sometimes the Intermediate level in order to access the core curriculum. The assistance is used to motivate, clarify, direct, support, and explain concepts in the core curriculum.

In accordance with State and Federal mandates, and to ensure access to core, each school must do the following:

- Identify the primary language of all students upon entering the district
- Administer the English Language Proficiency Assessment for California (ELPAC) for initial language classification.
- Provide program option information to all parents of English Learners in order to prepare them to make an informed decision on their child's instructional program
- Assess the English Language Development of each English Learner on an annual basis via the ELPAC
- Assess the academic progress of each EL in English on a regular basis via a variety of assessments such as norm referenced tests, teacher designed assessments, rubrics, performance-based assessments
- Report the number of English Learners enrolled and related information
- Follow the board of trustees adopted criteria for the reclassification of English Learners
- Maintain an adequate number of qualified teachers to deliver SDAIE instruction to ELL students
- Provide continuous current research-based staff development in SDAIE and cross cultural education
- Notify parents of English Learners of initial language classification and results of diagnostic assessments
- Inform parents of the options available to them in according with the law
- Inform parents of FEP students of initial identification
- Establish ELAC (English Learner Advisory Committee) at each school and choose a representative to serve on the DELAC (District English Learner Advisory Committee) if applicable.

Self-Image and Cross-Cultural Understanding

All LEP/ELL students receive instruction that reinforces a positive self-image and promotes cross cultural understanding. Appropriate strategies and materials are utilized to integrate instruction in self-image and cultural understanding throughout the curriculum. Students engage in activities that validate their own culture and provide opportunities to learn about other cultural groups. To the extent possible, lessons incorporate perspectives from different groups in order to give students a global perspective in curricular areas. In addition, lessons include discussions on racism, discrimination, prejudice, and stereotypes. Student centered activities allow all students to share their personal experiences and cultural practices within the classroom and school settings. All languages are valued. Parents and teachers are encouraged to share their language and culture in classroom and school activities. Research and investigative activities which explore the variety of perspectives within a community are encouraged at all grade levels. Students and staff respect and value the universal qualities that cultures share as well as

those that make them unique. The school community creates an environment that promotes pluralism and maintains high expectations for students. The manner in which each student's program is composed to meet these goals is based upon their individual diagnosed needs.

Updated December, 2024

Approved by the Da Vinci Schools Board of Trustees on October 22, 2025

Approved by the Da Vinci Schools: L.A. County Board of Directors on October 15, 2025

APPENDIX

DA VINCI SCHOOLS ENGLISH LEARNER MASTER PLAN SUPPORTING DOCUMENTS HOME LANGUAGE SURVEY

Name of Student: _____
(Last Name) (First Name) (Middle Initial)

Age of Student: _____ Grade Level: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when he/she first began to talk?

2. Which language does your child most frequently speak at home?

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

4. Which language is most often spoken by adults in the home?
(parents, guardians, grandparents, or any other adults)

Please sign and date this form in the spaces provided below, then return this form to your child's school.

Signature of Parent or Guardian: _____

Date: _____

INITIAL ELPAC EL DESIGNATION LETTER

(Month Day, Year)

Dear Parent or Guardian,

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the English Language Proficiency Assessment for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, they were given the Initial ELPAC, and the results are attached. These test results have identified your student as an English learner. Your child will be assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your child's instructional placement, or to request a conference to review ELPAC results and receive more information about our English language instructional supports or alternative placements, please contact the school office at the number above during school hours.

Sincerely,

(EL Coordinator Name)
English Learner Program Coordinator
Da Vinci (School Name)

INITIAL ELPAC IFEP DESIGNATION LETTER

(Month Day, Year)

Dear Parent or Guardian,

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the English Language Proficiency Assessment for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the Initial ELPAC for the current school year, and the results are attached. These test results have identified them as Initially Fluent English Proficient (IFEP). This means that your child will be assigned to a regular academic program and will not need to participate in an English language instructional support program.

You are encouraged to be involved in your child's education. If you have any questions regarding your child's instructional placement or CELDT results, please contact the school office at (310) 725-5800 during school hours.

Sincerely,

(EL Coordinator Name)
English Learner Program Coordinator
Da Vinci (School Name)

CONTINUING ENGLISH LEARNER ELPAC LETTER

(Month Day, Year)

Dear Parent or Guardian,

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who has previously been identified as an English learner. In California, the name of this test is the English Language Proficiency Assessment for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the Summative ELPAC for the current school year, and the results are attached. Based on your child's performance on this test, they will continue to receive English language instructional support and additional progress monitoring to ensure that they become more proficient in English for continued success in the school's academic program.

As you look at your child's ELPAC results for this year, it is important to remember that these results are only one measure of your child's progress toward English language fluency. At Da Vinci Schools we use multiple measures to assess how students are progressing through language development, and teachers monitor course work, writing, and speaking skill development in each class to help ensure that your student continues in developing their fluency.

You are invited to request a conference at school where your child's ELPAC results and instructional program will be explained. To schedule your conference, call the school directly at (310) 725-5800.

You are encouraged to be involved in your child's education. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the ELPAC or your child's instructional placement, or if you wish to observe the classroom, please contact the school office at the number above during school hours.

Sincerely,

(EL Coordinator Name)
English Learner Coordinator
Da Vinci (School)

RFEP PARENT MEETING LETTER

Student's Name School

(Month Day, Year)

Dear Parent or Guardian,

We have reviewed your student's English language proficiency, instructional program readiness, and English/Language Arts curriculum mastery. Based on their achievements in these areas, we are considering reclassifying your student from Limited English Proficient to Fluent English Proficient and exiting them from the English Learner Program. This recommendation for reclassification means that your child has demonstrated their proficiency in English through multiple measures, and would no longer qualify for English Learner services. We would like to invite you to a meeting where we can all review your student's progress and make a reclassification decision.

Once your student has been reclassified, they will continue to be monitored at the end of this school year, and each year for the first four years after reclassification (or until they graduate from high school, whichever comes first). If the follow-up monitoring shows a need, a meeting with a parent/guardian and school staff will be held to review progress and decide if your student should be readmitted to the English Learner Program or given other services/interventions at that time.

Please join us for your student's reclassification meeting on at . If you are unable to attend the meeting at this date/time, please call the school directly at (310) 725-5800, to reschedule the meeting to a day and time that you can attend. If you are unable to attend a meeting in person, please let us know and we will contact you to make an appointment to come in and sign forms once the status has been determined by the team.

Thank you!

(EL Coordinator Name)
English Learner Program Coordinator
Da Vinci (School Name)

PARENTAL EXCEPTION WAIVER

Student's Last Name First M.I. Grade School Date

Alternative Program: Parents have the right to request a Parental Exception Waiver for an Alternative Education Program/Primary Language Instruction. Students receive daily SDAIE instruction in all subjects. If you would like an alternative education program for your child, Da Vinci Schools will allow you to transfer to a program in any other district, if they have space available. Da Vinci Schools cannot pay for transportation but will gladly allow your child to attend an alternative program in another district.

I am requesting an alternative instructional placement of my child for the following reason:

- ☐ My child already knows English.
- ☐ My child is 10 years or older.
- ☐ My child has Special Needs.

I request a waiver that will allow my child to be instructed in English and in his/her primary language through an alternative program that has been thoroughly described to me. I understand that both primary language and English materials will be used, that instruction will occur in both languages, and that the objective for my child is English proficiency. I understand that at this time to be provided such a class, I will have to enroll my child to attend another school district that has such a program. I understand that I must request this waiver to be reconsidered annually, each year should my student return to Da Vinci Schools at any time.

Parent/Guardian Signature _____

Date _____

For School Use Only:

Child's English standardized test scores: Scores must be at or above the state average for the child's grade level or above the 5th grade average. When evaluating a waiver request pursuant to Education Code 311(a) for students who already know English for whom standardized assessment data are not available, other equivalent assessment measures will be used. These equivalent measures may include local assessment, local standards, and teacher evaluation: _____

I **AGREE / DISAGREE** that an alternative program would be better suited to the above child's overall educational development.

Waiver Granted/Denied Date _____

EL Coordinator's Signature _____

Principal's Signature Date _____

EXCEPCIÓN DE PADRES

Apellido del Estudiante Nombre M.I. Grado Escuela Fecha

Programa Alternativo: Los padres tienen el derecho de solicitar una Petición de Excepción para un Programa Alternativo de Educación/Instrucción en la Lengua Primaria. Los alumnos reciben instrucción diaria de SDAIE. La instrucción de lenguaje, matemática, ciencia, y estudios sociales inicialmente se proveerá en la lengua primaria. El arte, música, y la educación física se enseñará en Inglés. A medida que los alumnos lleguen a ser proficientes en el Inglés, la cantidad del contenido de instrucción en Inglés acrecentará. Si Ud. gusta de un programa alternativo de educación para su niño, Wiseburn le permitirá a usted transferir a su niño a un programa en cualquier otro distrito, si ellos tienen cupo disponible. Wiseburn no puede pagar para trasportación pero gustosamente le permitiremos a su niño a que asista a un programa alternativo en otro distrito.

Yo pido la colocación instructiva alternativa de mi niño por la razón siguiente:

- ☐ Mi niño ya sabe Inglés.
- ☐ Mi niño tiene 10 años o más.
- ☐ Mi niño tiene Necesidades Especiales.

Yo pido una dispensa que permitá a mi niño instruirse en el Inglés y en su lenguaje primario por medio de un programa alternativo que me describieron completamente a mí. Yo comprendo que ambos materiales en Inglés y Español se usará, esa instrucción ocurrirá en ambos idiomas, y que el objetivo para mi niño es ser mas hábil en el Inglés. Yo comprendo que en este momento para proveer tal clase, yo tendré que obtener un permiso interdistrito para que mi niño pueda asistir a otro distrito en otra escuela que tenga tal programa. Yo comprendo que debo pedir que esta dispensa sea reconsiderada anualmente, cada año.

Firma del Padre/Tutor Fecha _____

Uso Unico Para la Escuela:

Resultados de la prueba standard de Inglés del niño: Las calificaciones deben estar en un nivel alto del promedio del estado para el nivel de grado del niño o superior a un promedio de 5th grado. Cuando se evalúa un pedido de dispensa conforme a el Código de Educación 311(a) para estudiantes que ya saben el Inglés para quien datos normalizós de evaluación no son disponible, las otras medidas equivalentes de evaluación se usarán. Estas medidas equivalentes pueden incluir evaluación local, evaluaciones locales de maestro y normas:

Yo **ACUERDO / DESACUERDO** que un curso alternativo de estudio sería mejor favorecido al niño para un alto desarrollo educativo total.

Dispensa Otorgada/Negada Fecha Firma del EL Coordinador

Firma del Director/a Fecha _____

EXIT CRITERIA FROM ENGLISH LEARNER PROGRAM CHECKLIST

According to the Da Vinci Schools reclassification process, students may be considered for reclassification from Limited English Proficient (LEP) to fluent English Proficient (FEP) when they meet or demonstrate the following criteria:

A. English Language Proficiency

The student shall demonstrate English Language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC).

Score report attached.

1. Overall: Student must score Early Advanced or Advanced (ELPAC 4)
2. Listening: ELPAC Level 3+
3. Speaking: ELPAC Level 3+
4. Reading: ELPAC Level 3+
5. Writing: ELPAC Level 3+

1. Has participated in the English Learner Program four (4) years.
2. IEP or SST may recommend other support services to ensure student's success.

Teacher/Coordinator Name:

Date: _____

Test Date: _____

B. Instructional Program Readiness

The student shall demonstrate ability to participate in the regular instructional program by achieving scores on the most recent SBAC of basic or above in reading and language arts (not applicable for 10th-11th grade students). Score report attached.

C. Curriculum Mastery

Proficiency demonstrated in English/Language Arts course grades (CR/C or better) for the current and previous year. Transcript or report cards attached.

D. Alternate Reclassification Recommendation

Students who have not met all standards of performance in reading and language arts may still be reclassified if:

PARENT & TEACHER RECOMMENDATION FOR RECLASSIFICATION FORM

Student Name: _____

Last, First, M.I.

School Name: _____ Grade Level: _____

Date of Referral: _____

Part I: Teacher/Coordinator Referral

Referring Teacher/Coordinator: _____

Reclassification Review Date: _____

Part II: Criteria for Reclassification

Primary Language: _____

A. English Language Proficiency (ELPAC Date: _____)

The student has demonstrated English Language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC). In order to be reclassified, the student must achieve an overall ELPAC score of Well Developed (4). In addition, no single category score may be lower than a score of Moderately Developed (3).

Overall Score: ☐ ELPAC Well Developed 4

Sub-scores: _____ Listening _____ Speaking _____ Reading _____ Writing

B. Instructional Program Readiness (SBAC Date: _____) The student has demonstrated ability to participate in the regular instructional program by achieving proficient scores of Met (3) or Exceeded Standards (4) on the most recent English/Language Arts SBAC (not applicable for 10th-11th grade students).

SBAC ELA Score: ☐ Met Standard (3) ☐ Exceeded Standard (4)

C. Curriculum Mastery

Proficiency demonstrated in English/Language Arts course grades (CR/C or better) for the current and previous year.

Current Year English Course Grade(s): _____

Previous Year English Course Grade (s): _____

D. Alternate Reclassification Recommendation

Students who have not met all standards of performance in reading and language arts may still be reclassified based on alternate criteria (check only if applicable)

☐ Student has participated in the English Learner Program four (4) years

☐ IEP or SST recommend other support services to ensure student's success

Part III: Recommendation by School Team

☐ Reclassify from English Learner to Fluent English Proficient (FEP)

☐ Do not reclassify at this time. Student has not met all reclassification standards.

Teacher/Coordinator Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Part IV: Parental/Guardian Notification

The parent/guardian of the above student has been invited to consult in the reclassification process and testing outcome. Date of Parent Contact: _____

☐ Parent contacted in person

☐ Parent contacted by mail

☐ Parent Contacted by telephone

☐ Parent Contacted by email Name of staff member who contacted parent:

☐ Signature of staff member who contacted parent: _____

Part V: Parent/Guardian recommendation Response

☐ I understand that my child has been reclassified as a Fluent English Proficient student and will no longer receive specialized language assistance.

☐ I would like to discuss my child's reclassification. Please contact me at _____.
(Telephone Number)

Parent Comment (optional)

Parent/Guardian Name: _____

Parent/Guardian Signature _____ Date _____

RFEP FOLLOW UP FORM

Student Name: _____ **Date of Birth:** _____
Last, First, M.I.

School Name: _____ **Primary Language:** _____ **RFEP Date:** _____

	End of Year	Year 1	Year 2	Year 3	Year 4
Date of Review					
Name of Reviewer					
Reviewer Job Title					
SBAC Score/Date (Most recent)					
ELA Course Grade (Current)					
ELA Course Grades (since last review)					
Progress/Highlights					
Area(s) of concern					
RFEP placement continues to be appropriate (Yes/No)					
Signature					

CUMULATIVE FILE FOLDER CHECKLIST

☐ Home Language Survey

ELPAC Scores (all years)

- ☐ K
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th
- ☐ Previous School(s)

Reclassification Documents (DV RFEP Students only)

- ☐ Reclassification Exit Criteria
- ☐ Parent/Teacher Reclassification Recommendation
- ☐ Reclassification Follow-up Form
- ☐ End of initial year
- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4

ELD PROGRAM CALENDAR

July-August

Home Language Surveys for incoming students flagged for languages other than English

(Admissions) CALPADS review of previous ELA Status History and status verification

(Data/Accountability) ☐ EL Lists sent to sites for testing (Data/Accountability)

CELDT/ELPAC testing notices sent home to families (EL Coordinators)* ☐

September-October

ELPAC testing for all initial EL students (EL Coordinators)

CALPADS update of Student Information and ELA Status for all TBD students (Data/Accountability)

☐ Previous year RFEP students verified in CALPADS (Data/Accountability) ☐

November

Reclassification follow up forms for previous RFEP students complete (EL Coordinator)*

☐ Confirm cumulative files are complete with EL documentation (EL Coordinator) ☐

December-January

ELPAC scores received (EL Coordinators) ☐

ELPAC scores mailed home to families with appropriate parent letter (EL Coordinators)* ☐

ELPAC scores uploaded to Schoolzilla (Data/Accountability) ☐

February-March

ELPAC annual testing for ongoing EL students (EL Coordinators)

Reclassification determinations and recommendations (EL Coordinators)* ☐

Parent notices and RFEP meetings scheduled (EL Coordinators)* ☐

April-May

ELPAC scores received (EL Coordinators) ☐

ELPAC scores mailed home to families with appropriate parent letter (EL Coordinators)*

☐ Reclassification meetings with parents held, forms signed (EL Coordinators)* ☐

CALPADS RFEP updates (Data/Accountability) ☐

Ongoing

Home Language Surveys for incoming students flagged for languages other than English (Admissions)

ELPAC testing for all new students whose Home Language survey is flagged for LOTE (EL Coordinators)