MASTER PLAN
FOR
ENGLISH LEARNERS

BOARD APPROVED MAY 8, 2012

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Master Plan for English Learners

Acknowledgments

The Beverly Hills Unified School District Master Plan for English Learners was developed by the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We appreciate their ongoing guidance and support, and thank them for generously giving of their time in reviewing and providing input for this plan. We are also grateful for the models of excellence provided by the California Department of Education, by the Los Angeles County Office of Education and by other districts constructing similar Master Plans, with special thanks to Fontana USD, Hayward USD, Oxnard USD, and Ventura USD.

District Mission Statement

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

Superintendent's Message

The Beverly Hills Unified School District is the cornerstone of the Beverly Hills community. BHUSD is committed to effective teaching and learning aimed at the achievement of high standards by all students. In collaboration with students, parents, and community stakeholders, we pride ourselves on providing students with an exceptional educational experience. Countless individuals have contributed to a long tradition of excellence and have given freely of their resources, time, and expertise to promote a climate of excellence and to further our mission to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, the BHUSD provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments. This effort is achieved by building a foundation of trust at every level. By establishing trust, we create positive relationships, establish clarity of purpose, and breed an environment that empowers students and adults to reach their true potential. Our students must be prepared to meet challenges on a global level. Through disciplined leadership, teamwork, collaboration, focus, and planning, the BHUSD is committed to maintaining and improving a culture that values effective teaching and learning and an instructional program that supports it.
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Introduction

Goals for the Beverly Hills Unified School District English Learner Program

The District Master Plan for English Learners is designed to support the development of English Learner fluency in English and proficiency in the District’s core curriculum as quickly and as effectively as possible. The programs and services contained in this plan were developed based on State and Federal laws, District Board policies, and research-based best practices in instruction for English Learners.

It is our belief that program effectiveness is monitored using assessment data from testing and daily instruction. Our English Learner program and services are implemented with fidelity and are monitored and revised as needed, based on information from assessments, parents, teachers, and staff.

Categorical Program Monitoring (CPM)

You will notice that additional and current citations from CPM have been added to this Master Plan. Current citations that relate to the specific chapter are listed on the respective title page.

Guide for Using this Master Plan Handbook

The English Learner Master Plan was developed to guide the delivery and ongoing improvement of programs for English Learners. The organization of this document follows the process by which our English Learners are supported in our educational program. Information on assessment, identification, instruction, parent involvement, as well as funding and resources is provided in this handbook. The handbook also includes an appendix with sample documents that correspond to program delivery.
Part 1: Initial Identification, Assessment, and Program Placement

State and Federal Requirements for Programs Serving English Learners
Relevant Categorical Program Monitoring Items:

EL4: The District has properly identified, assessed, and reported all students who have a primary language other than English.

EL10: All pupils are placed in English Language classrooms unless a Parent Exception Waiver has been granted.

EL11: Parents and guardians of ELs 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.

Registration and the Home Language Survey (HLS)
At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. When parents register their children in the BHUSD for the first time, the parent completes the HLS as part of the District’s enrollment procedure. The HLS remains on file for each student in the district including migrant, special education, and continuation school enrollees. This information will assist schools in providing appropriate instruction for all students.

Initial Identification, Assessment, and Program Placement
BHUSD identifies, assesses and reports all students who have a primary language other than English. All completed forms and copies of documents pertaining to language testing for ELs are maintained in the folder entitled English Language Learner File in the student’s cumulative file. Results of testing are entered into the District database for future reference and monitoring of student progress. See Chart number 3 below for graphic representation of the process.

Registration and the Home Language Survey
Parents go to the neighborhood school site to enroll a student in the District. A Home Language Survey (HLS) is filled out for every student at initial enrollment in BHUSD as part of the registration process. After parents complete the HLS, a site designee determines whether the child must be tested. If the answers to questions 1, 2, and 3 are 'English,' the student is classified English Only (EO), the parent is notified, and given information on placement in the Mainstream English Program. When a language other than English is identified on Question 1, 2 and/or 3, the student is then assessed for language proficiency in both English and the student’s primary language. Education Code Section 60810 requires school districts to use individual results from the California English Language Development Test ( CELDT ) as the primary indicator for identification of ELs.
The California English Development Test (CELDT) is California’s State Test of English Language proficiency. The CELDT is required to be administered within 30 calendar days upon initially enrolling in a California public school for all students whose home language is not English. In BHUSD, English language testing occurs as close to the initial day of enrollment as possible. English testing takes place at each school site. The first administration of the CELDT is used to determine if a student is fluent English proficient or an English Learner. ELs are required to take the CELDT each year during the annual assessment window of July 1 to October 31 until they are reclassified as Fluent English proficient (R-FEP). The California English Language Development Test (CELDT) for EL candidates in grades two through twelve covers four skill areas: listening, speaking, reading, and writing. Students receive an overall proficiency level score and proficiency scores for each of the skill areas. The California English Language Development Test (CELDT) for EL candidates in kindergarten and first grade includes assessment in Listening and Speaking as shown in Chart 1.

### Chart 1: CELDT Skill Areas

<table>
<thead>
<tr>
<th>Types K and Grade 1</th>
<th>Grades 2-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Proficiency Level</td>
<td>Overall Proficiency Level</td>
</tr>
<tr>
<td>Skill Area Proficiency Level</td>
<td>Skill Area Proficiency Level</td>
</tr>
<tr>
<td>• Listening</td>
<td>• Listening</td>
</tr>
<tr>
<td>• Speaking</td>
<td>• Speaking</td>
</tr>
<tr>
<td>• Reading</td>
<td>• Reading</td>
</tr>
<tr>
<td>• Writing</td>
<td>• Writing</td>
</tr>
</tbody>
</table>

There are five proficiency levels on the CELDT: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced; and four grade spans of the test (kindergarten through grade two, grades three through five, grades six through eight, and grades nine through twelve). Each grade span test includes content tailored to the appropriate grade levels and aligned with the English Language Development (ELD) standards. The English language performance levels (Chart 2) range from 1-5 as indicated on the CELDT by Beginning (B), Early Intermediate (EI), Intermediate (I), Early Advanced (EA), and Advanced (A).

### Chart 2 - CELDT Proficiency Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-</td>
<td>Advanced</td>
</tr>
<tr>
<td>4-</td>
<td>Early Advanced</td>
</tr>
<tr>
<td>3-</td>
<td>Intermediate</td>
</tr>
<tr>
<td>2-</td>
<td>Early Intermediate</td>
</tr>
<tr>
<td>1-</td>
<td>Beginning</td>
</tr>
</tbody>
</table>

Students receive a scale score and a performance level score for each language skill tested as well as an overall score. The assessor calculates a preliminary score to guide appropriate program placement. The test is then forwarded to the publisher for official scoring. Upon receipt of the official score, the preliminary score is updated to reflect the official score. The official CELDT report for each student provides the following:

• An overall English proficiency level and scale score for all parts of the test combined
• A scale score and a proficiency level for each skill area tested (listening, speaking, reading, and writing)

The overall scale score is calculated by weighting each skill-area (listening speaking, reading, writing) as 25 percent of the total. However, for Kinder and first grade, the Listening/speaking skill area is weighted at 45% and the Reading/Writing skill area is weighted at 5%.

**Participation Criteria for Alternate Assessment to CELDT**

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the California English Language Development Test (CELDT); even with test variations, accommodations, and/or modifications. In order to assist an IEP team in determining whether a student should use alternate assessments, the criteria below is considered.

If the answer to one or more of the criteria is “Disagree,” the team should consider administering the CELDT with the use of any necessary test variations, accommodations, and/or modifications.

Circle “Agree” or “Disagree” for each item:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The student cannot take the CELDT even with test variations, accommodations, and/or modifications.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based on excessive or extended absences.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based primarily on a specific categorical program.</td>
</tr>
</tbody>
</table>
Agree | Disagree | The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

**Primary Language Testing**
State regulations no longer dictate that primary language testing take place. However, when needed, assessors provide parents with an informal primary language questionnaire.

**Notification of Results of Initial Assessment and Placement**
Upon completion of English language testing, parents are notified of the results and given a description of available program options. Written notification to parents is provided in English and the appropriate primary language when 15% or more of district/school students speak the same language. The percentage of students speaking the same language is based on district census data (R-30) submitted to the California Department of Education (CDE). The results of the HLS and language testing determine the options for program placement. In the case of a transfer student, a review of transcripts and previous program participation are also used to inform program placement. Based on the preliminary testing information, students are classified as either Initially Fluent English Proficient (I-FEP) or English Language Learner (ELL). Students scoring at the Advanced level (5) on the initial administration of the CELDT are considered I-FEP. Parents of I-FEP students are informed of the test results and provided information on placement in the Mainstream English Program. Parents of identified ELs receive information regarding English learner programs in BHUSD and placement for their child, as well as opportunities to request a waiver for alternative programs.

**Program Placement**
ELs Program Placement for the student is determined in the following manner: First, determine if the student is reasonably fluent in English according to the CELDT. To be considered reasonably fluent, a student must score at the Advanced Level and with sub-skill areas at the Early Advanced Level or higher. If the child is reasonably fluent in English by these criteria, the student will be identified as an Initial Fluent English Proficient (I-FEP) student and will be placed in the regular mainstream program.

If a child is not reasonably fluent in English according to the established criteria, then a placement in a Structured English Immersion (SEI) Program is indicated. In SEI, the instruction is nearly all in English. Support services in the SEI program must include English Language Development (ELD). This is not optional. In addition, one or more of the following strategies will be used throughout the day within the mainstream class:

- Content instruction using SDAIE techniques.
- Participation in Benchmark, Strategic or Intensive interventions.
- Before, during, and/or after school tutoring programs.

At the time of parental notification, all placement options are explained to parents of ELs. Once the school identifies a student as Limited English Proficient (LEP) or an English Language Learner (ELL), parents receive information explaining the various program options and procedures related to the waiver process.
Chart 3 - Initial Language Proficiency Assessment, Identification and Placement Process Below:

**Step 1**
Parent completes Home Language Survey (HLS) during registration.

**Step 2**
English Proficiency Assessment CELDT: Administered and scored by trained personnel.

**CELDT overall score is**
- Beginning (Level 1), Early Intermediate (Level 2), or Intermediate (Level 3) -- Go to Step 3

**OR**
- If overall score is Early Advanced (Level 4) or Advanced (Level 5) – Move to the right

**Step 3**
Language Classification
- Classify as English Learner (EL)
- Assess for primary language

**Step 4**
Parent Notification
-Notify parents of language classification and explain all program options and the

**Step 5**
Program Placement
- Place child in an appropriate program based on parent’s decision and complete the program placement form and

**Language Classification**
- EO - English Only
- Mainstream English placement
- IFEP (Initial FEP)
- Notify the parent and explain options:
  - Mainstream English
- Enroll student in the appropriate program and enter into district student information system.
**Annual Notification of Placement and Assessment Results**

ELs are tested annually with the CELDT until Reclassification. Parents receive an Annual Parent Notification Letter informing them of their child’s test results. This letter also serves as a reminder of the program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at anytime.

**Transfer of Students**

When students transfer between schools in the district, all relevant data regarding the student’s English Learner Assessment history, including current scores, current student placement, academic progress, and interventions are sent to the receiving school. The site principal or designee is responsible for reviewing the information in the student data system to make sure the student is properly placed in his or her new classes. When students transfer between schools in the District, it is unnecessary to repeat the English or primary language identification process of the program option request. Students who arrive from another California school with records of a Home Language Survey and student's results are current and initial language status need not go through the BHUSD’s language proficiency status identification process. Students entering the District from another state or country are tested according to the established guidelines. All relevant assessment, academic progress, and placement information is entered into the Student Information System at the time of enrollment including an appropriate entry signifying year first enrolled in a California school, and the year the student first enrolled in a U.S. school.

**Mainstream English Program by Parent Request**

At any time, including during the school year, a parent of an English Learner may elect to have the student moved into the Mainstream English Program by completing a parent waiver form. Parents may choose to opt out of a program for the student but cannot opt out of appropriate ELL services provided to the student as required by law, such as ELD instruction, CELDT Testing, interventions, etc.) “State and federal laws require that all students whose primary language is other than English should be assessed for English-language proficiency, and parents and guardians cannot remove (opt out) their children from this requirement. The legal basis for requiring English-proficiency testing is that all students have the right to an equal and appropriate education and any English-language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.” (CELDT Assistance Packet, Section III, CDE; March, 2007). Students in this category continue to receive ELD daily and receive specialized support in core content classes to meet their linguistic and academic needs.
Part 2: Teaching and Learning:

Instructional Programs

State and Federal Requirements for Programs Serving English Learners

Relevant Categorical Program Monitoring Items:

EL 12: The District is providing services to ELs to ensure they are acquiring English language proficiency and recuperate any academic deficits that may have been incurred in other areas of the core curriculum. Each English Learner receives a program of instruction in ELD in order to develop in English as rapidly and effectively as possible.

The District provides additional, appropriate educational services to ELs in Kindergarten through grade twelve in all classroom situations. These services are designed to enable EL's to overcome language barriers. Additionally, services must be provided until ELs have demonstrated English Language proficiency comparable to that of the average native English speaking students and have recuperated any academic deficits that may have been incurred in areas of the core curriculum as a result of language barriers.

EL 13: Academic instruction for ELs is designed and implemented to ensure they meet the District’s and State’s content and performance standards for their respective grade levels in a reasonable amount of time. The district has developed and is implementing a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

EL’s Instructional Programs Overview

All the instructional programs designed for ELs must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELs.

2. Well-articulated, standards-based, differentiated core curriculum instruction provided in English with primary language support and/or through Specially Designed Academic Instruction to English (SDAIE).

3. Structured activities designed to develop multicultural proficiency and positive self-esteem.

4. Structured English Immersion and English Language Mainstream provide specific support for ELs to ensure that they continue in their progress to master English. These classes are equivalent in content and rigor to college bound classes. The classes cover the California Academic Content Standards.

BHUSD offers two program options to meet ELs assessed needs: Structured English Immersion (SEI) and Mainstream English Program with assistance such as Specially Designed Academic Instruction in English (SDAIE). Students in both settings receive standards-based, differentiated instruction in the core curriculum as well as English Language Development (ELD) according to their assessed proficiency level. Instruction in ELD is based on the California ELD Standards and focuses on development of the four domains of listening, speaking, reading, and writing, providing
the pathway to proficiency in the English Language Arts standards. ELs with less than reasonable fluency are placed in the Structured English Immersion program. Students with reasonable fluency are placed in the Mainstream English Program. In all cases, teachers in these assignments must have proper authorization to teach EL’s.

**Instructional Settings for ELs in K-8**

**A. Structured English Immersion (SEI)**  
Structured English Immersion is designed for students who have little or no knowledge of English or who have not met the district criteria for reasonable fluency (Chart 4). SEI involves an English Language Acquisition process in which nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language; that is, English Language Development is the focus of the curriculum. Students receive standards-based instruction in English language skills and content areas. Core subjects are taught using ELD and SDAIE methods.

**B. Mainstream English Program after Reasonable Fluency**  
Elementary ELs at the Intermediate level of language proficiency are considered to have “reasonable fluency” and are recommended to be in the Mainstream English Program (MEP) with assistance. Students in the Mainstream English Program with assistance continue to receive at least 30-45 minutes of ELD instruction daily as well as additional support services that are appropriate for ELA and core curriculum instruction. Content area material is made comprehensible for ELs in mainstream settings using differentiated instruction and Specially Designed Academic Instruction in English (SDAIE).

**Instructional Settings for ELs in 9-12**

**A. Structured English Immersion (SEI)**  
Once identification and language testing of secondary ELs has been completed, students are placed according to the guidelines described below.

EL 1/2 A course for students who are limited speakers and have beginning skills in reading, listening, speaking, and writing English. (Beginning and Early Intermediate on the CELDT) This course is designed to strengthen learning and communication skills through listening, speaking, reading and writing. Students are exposed to more reading activities and oral communication. Course meets for two periods daily and is eligible for High School English credit.

EL 3 A course for students who have intermediate language proficiencies in reading, listening, speaking, and writing English. This course is designed to involve students in a broader spectrum of listening, speaking, reading, writing and language skills. Students are introduced to literary readings (in Core Curriculum) and exposed to the writing process. Students experience a variety of learning techniques such as Independent projects, small groups and cooperative learning activities. This course is for Intermediate Level (CELDT). Course meets for two periods daily and is eligible for High School English credit.

EL 4 (RWAE) A transitional course designed to sharpen reading, writing and oral proficiencies to prepare students for mainstream classes. Students are introduced to selected literary writings from the 9th grade curriculum as well as the basic styles of writing. Students experience a variety of learning techniques such as: research papers, independent projects, small group interactions and cooperative learning activities. The course also exposes students to co-curricular and multicultural activities. This course is for Early
Intermediate Level (CELDT). Course meets for two periods daily and is eligible for High School English credit.

**Evaluation of Progress**

Feedback to students and parents is an essential component of the EL instructional program. Evaluation of student progress includes a variety of performance measures:

- ELD and ELA “side by side” language content standards, provided through the San Diego County Office of Education.
- Ongoing professional development with K-5 teachers to determine resources that bridge the gap between the K-5 Standards-Based Report Card and student progress.
- EL Report Card: EL Coordinators, teachers and district staff are developing an EL Report Card that can be implemented as a tool to provide EL students and parents information that extends the feedback provided in the standard report card.

**Year Extension Policy**

In order to meet the needs of the EL students, BHHS has put in place a procedure where a student is allowed to stay one year more to complete the requirements for graduation. This policy is in line with Prop 227, which allows students with academic deficits to have enough time to complete these courses in order to be able to graduate from the school.

**B. Mainstream English Program after Reasonable Fluency**

When EL’s reach the Early Advanced level of English proficiency, they are considered to have “reasonable fluency” and are moved into the Mainstream English Program with assistance. ELs in the mainstream classrooms continue to receive ELD instruction targeted to their proficiency level on a daily basis. Teachers also provide special support necessary to meet their linguistic and academic needs until they meet the criteria for reclassification. Although the mainstream program is one where the instruction is intended for native speakers, differentiation of instruction is made for ELs in mainstream settings as needed using SDAIE, grouping strategies, and other techniques to make content accessible.

**Delivery Models for English Language Development (ELD)**

School sites may choose one or more approaches as outlined below that best meet the needs of their EL population. ELD must be a part of the daily program for every English Learner. The following minimum daily guidelines are in place: 30-45 minutes of ELD per day for elementary grade students, (K-5), and at least one period per day of ELD instruction for the whole year for EL’s at the middle school, (6-8), and high school grades, (9-12). Staff training and qualifications are taken into consideration when choosing a program model. Sites can use of the following models:

1. **Language Arts Regrouping:** Students are grouped by proficiency level during Language Arts to receive ELD/Language Arts instruction. This model is recommended to schools with large populations of ELL who speak different languages. A designated time of day at each grade span is devoted to ELD instruction.

2. **Grade Level Regrouping:** The grade level unit works together to regroup their students based on language proficiency. Each teacher is assigned to a specific language level within that grade. A designated time of day at each grade span is devoted to ELD instruction.
3. **Primary/Intermediate Regrouping:** Teachers at the primary grades work together to regroup their students and/or teachers at the intermediate grade work together to regroup their students based on language proficiency. A designated time of day at each grade span is devoted to ELD instruction.

4. **Self-Contained Classroom Clustering:** Each teacher delivers ELD instruction to his/her own students. Every attempt is made at the site to cluster ELs into designated classrooms by the same proficiency levels in order to facilitate ELD instruction. A designated time of day at each grade span is devoted to ELD instruction.
Part 3: Monitoring Student Progress & Reclassification

State and Federal Requirements for Programs Serving English Learners

Relevant Categorical Program Monitoring Items:

EL 7: The district reclassifies a student from English Learner to proficient in English by using a process and multiple criteria as specified by law.

The district monitors for a minimum of two years the progress of students reclassified to ensure correct classification, placement, and additional academic support, if needed. The district maintains data on the process and assessments in the student’s permanent record of document (CUM), including English language proficiency (CELDT) assessment data, academic performance data, and parent feedback data.

Each English Learner who meets the established reclassification criteria is Fluent English Proficient (R-FEP).

Each former English Learner who has been reclassified as R-FEP has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with them in the regular instructional program.

Monitoring of Student Progress

BHUSD monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education Code and Board Policies are followed closely to ensure appropriate implementation of English Learner Programs. The EL’s progress is monitored annually using both the CELDT, CST, and district adopted benchmark assessments.

Annual, Measurable Achievement Objectives

Title III of the No Child Left Behind (NCLB) Act of 2001 provides supplemental funding to Local Educational Agencies (LEAs) to implement programs designed to help EL’s attain English proficiency and meet the State’s academic and content standards. An Annual Measurable Achievement Objective (AMAO) is a performance objective, or target, that LEA’s receiving Title III sub-grants must meet each year for its EL’s. All LEA’s receiving a Title III-Limited English Proficient (LEP) grant are required to meet the two English language proficiency AMAO’s and a third academic achievement AMAO based on AYP information (see Chart 6). Both English Language Proficiency AMAO’s are calculated based on data from the CELDT. The third AMAO relating to meeting AYP requirements for the EL’s subgroup is based on data from the California Standards Test (CST), the California Alternate Performance Assessment (CAPA), and the California High School Exit Examination (CAHSEE).
### Chart 6 - Title III AMAOs for EL’s

<table>
<thead>
<tr>
<th>English Language Proficiency AMAO’s</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO 1: Percent Making Annual Progress in Learning English</td>
<td>CELDT</td>
</tr>
<tr>
<td>AMAO 2: Percent Attaining English Proficiency</td>
<td>CELDT</td>
</tr>
<tr>
<td>Academic Achievement AMAO</td>
<td>Assessments</td>
</tr>
<tr>
<td>AMAO 3: Meeting AYP Requirements for the ELs Subgroup at the LEA or Consortia Level</td>
<td>CST, CAPA, CAHSEE</td>
</tr>
</tbody>
</table>

**AMAO1 defines progress as follows:** Students at Beginning, Early Intermediate, and Intermediate overall levels are expected to gain one level each year. Students at Early Advanced or Advanced level are expected to bring all sub-skills up to Intermediate level. Students at English proficient are expected to maintain that level for overall and sub-skills.

**AMAO 2** measures the percent of ELs in a defined cohort who have attained English proficiency on the CELDT at a given point in time. The cohort for AMAO 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the annual CELDT administration.

**AMAO 3** holds the Title III LEA’s accountable for meeting targets for the ELs subgroup that are required of all schools and LEA’s under NCLB. The academic achievement targets specify the percent of ELs that must be proficient or above in English Language Arts (ELA) and Mathematics. Title III accountability is at the District level, not the school site level. Each year, a Title III Accountability Report with AMAO results for BHUSD is made available on the California Department of Education website.

School administrators are responsible for overseeing the daily, site-level implementation of the Master Plan for ELs, including monitoring and evaluating school programs and site personnel. Modification in practices, resources and personnel are made to increase the effectiveness of program implementation. Site administrators implement services and ensure accountability in the following ways:

- Observing classroom lessons and conferencing with teachers; providing feedback and additional assistance as needed
- Conducting grade level specific and school-wide staff meetings
- Clearly delineating the focus of the instructional program and overall school goals
- Monitoring student work products
- Purchasing and making available necessary resources
- Analyzing school data, evaluating school programs, and making modifications as needed
- Implementation of curriculum and individual support to teachers of ELs as needed.

ELs are expected to make continuous progress toward and attainment of academic English Language proficiency. Student progress toward this goal is monitored through the following academic achievement assessments in English given to English only students as well as to ELs:

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• California Standards Tests
• California Achievement Tests (CST), grades 3 and 7
• District Benchmark Assessments
• California Alternate Performance Assessment (CAPA) or California Modified Assessment (CMA) for students in Special Education
• California High School Exit Examination (CAHSEE)

Additionally, the California ELD Test ( CELDT) is administered to ELs according to the timeline established by the California Department of Education (CDE): initially at registration and annually from July to September. Spanish speaking ELs who have been enrolled in a school in the United States for less than twelve months are also required to take the Spanish Test of Skills in grades 2-7.

**Program Effectiveness**

Student progress toward ELD and mastery of State content standards form the basis for evaluation of English Learner programs in BHUSD. The District’s process and criteria to determine the effectiveness of its programs for ELs is currently under review and revision. District ELD assessments will be developed and/or identified by a committee of teachers, administrators, and ELD Specialists. Current criteria are based on assessment data relating to student progress toward the State adopted academic content standards in grades K-12 in the following areas: English Language Arts, Math, Social Science, Science, and ELD. District standards and multiple measures (benchmark assessments) have been established for all students. Future evaluative measures will focus on establishing a timeline and procedures for analyzing data and monitoring English Learner progress as listed by the expectations outlined above. Modifications and recommendations based on district data and research-based best practices will be made relating to professional development, curriculum and instruction, compliance, and may include rubrics for areas such as parent communication and involvement.

**Reclassification**

Reclassification is the process by which students who have been identified as Limited English Proficient (LEP) are reclassified as Fluent English Proficient (R-FEP) when they have demonstrated the ability to compete effectively with English speaking peers in mainstream classes, grades 4-12.

Under current law, identified ELs must participate in the annual administration of the CELDT until they are reclassified. The District uses the annual CELDT results as one of four criteria for considering the reclassification of ELs to fluent English proficient; additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation, as established by the State Board of Education (SBE) in Education Code Section 313(d). The following criteria are used to determine an English Learner’s readiness for reclassification in BHUSD:

**A. Review of the Annual CELDT Results**
Students must have an overall proficiency level of Advanced (4) or Early Advanced (3) to be considered for reclassification.

**B. Performance in Basic Skills**
If a pupil’s score on the ELA CST or ELA CMA is at the Basic Level (3) and the student can demonstrate proficiency in an English Language Arts Class; this suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. Or, if a pupil’s score on the ELA CST or ELA CMA is at the Proficient (4)
or Advanced (5) Levels; this also suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification.

C. Teacher Evaluation of Academic Performance
Teacher evaluation is based on actual student performance on English Language Development Standards and other subject area standards. Teacher also may address student motivation and potential for academic progress. Incurred deficits in motivation and academic success unrelated to English Language proficiency do not preclude a student from reclassification. The student must demonstrate satisfactory academic progress in all academic subject areas as verified by the latest report card. At the elementary level, students must reach grade level standards. At the secondary level, students must maintain a grade of “C” or better in English language arts and content area classes.

D. Parental Opinion and Consultation
When the criteria for reclassification have been met, parents are notified and given an opportunity to participate in the process. Parents may request a meeting to further examine the criteria and the student’s progress toward ELD and content area standards. After the reclassification is approved, all documentation and other pertinent information is noted and entered into the English Language Learner File in the student’s cumulative record. The student’s designation of EL (English Learner) is changed to R-FEP (Reclassified Fluent English Proficient) in the AERIES Student Database and Data Director.

**EL Reclassification Step-by-Step Process**

1. Student meets CELDT Proficiency Standards of a level (4) or (5).
2. Student passes test of basic skills (CST/CMA) with at least a Basic proficiency (3) with a demonstrated proficiency in ELA. Or, obtain a score of Proficient (4) or Advanced (5).
3. Parents and teachers agree student may begin the reclassification process.
4. Reclassification noted in AERIES Database and Notice of Reclassification sent to parents and placed in English Learner Folder.
5. 30-day follow-up on student is performed by the ELD Instructor and the student’s classroom teacher.
6. 6 month follow-up on student is performed by the ELD Instructor and the student’s classroom teacher.
7. Reclassification is monitored for two years; using the Reclassification Monitoring Sheet. Student is monitored on his/her academic performance; paying close attention to CST scores, benchmark assessments and final period grades.

**Monitoring and Follow-up on Reclassified Students**

Follow-up for ELs who have been reclassified as R-FEP are conducted at the end of 30 days, 6 months, 1 year and 2 years to ensure that the student is not at risk of failure after reclassification. The EL Specialists gathers data on the Reclassified Follow-up Form to assist the principal and/or counselor in conducting the follow-up on students who have been reclassified at each site. If the reclassified student is receiving a grade of less than “C” or in danger of failing, the school will implement appropriate interventions for the student. Interventions available at each school site may include:

- Parent/teacher/student conference; better known as an SST
- After-school intervention classes will be offered, if available, by a credentialed teacher (see appendix for after-school tutoring recommendation form)
All Follow-up Forms are included in the English Language Learner File.

The Reclassification Process for Special Education English Learners

Reclassification Process is done annually, after the CELDT score results are obtained.

**Step One:** School Site CELDT testing coordinator/EL Specialist compiles results of all special education students who have not met overall reclassification criteria.

**Step Two:** The IEP team meets. Team should include English Learner program personnel. Parent opinion and consultation is required.

**Step Three:** Using the *Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficiency* form, team considers whether disability is impacting performance.

**Step Four:** If the team agrees to recommend reclassification as RFEP, the bottom box “The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services” is checked. The form is sent to the appropriate district or site English Language Reclassification representative.

**Step Five:** If it is determined through the district process that the student will be reclassified, the Special Education Case Manager and parent will be notified. The student will be noted as an “RFEP” on the subsequent IEP, and the date of district reclassification noted (not the date of the IEP). CELDT testing is no longer required. The *Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficiency* in the English Language Learner File.
## Part 4: Staffing & Professional Development

### State and Federal Requirements for Programs Serving English Learners

#### Relevant Categorical Program Monitoring Items:

- **EL 8**: Teachers assigned to provide ELD or access to core curriculum instruction for ELs are appropriately authorized or actively in training for an English Learner authorization.

- **EL 9**: The district provides high quality professional development to classroom teachers, principals, administrators and other school or community-based personnel.

### District Goal

BHUSD’s professional learning goal is to ensure that all students have access to qualified teachers and paraprofessionals. In saying that, it is our goal that educators have access to high-quality professional growth opportunities.

### Authorization to Teach English Learners

The District is committed to requiring our NCLB Highly Qualified Teachers to implement the required ELD and core curriculum instruction for each English Language Learner. The District requires all teaching personnel assigned to provide instruction in ELD and/or SDAIE to be properly authorized by the CCTC.

The BHUSD Professional Development department supports new teachers through Induction as part of the Beginning Teachers Support Assistance (BTSA) program that includes an English Language Learner Standard. Additional training in differentiated instruction and strategies for working with EL’s and their families is offered to teachers and other school personnel on an ongoing basis through grade level meetings, staff development days, conference attendance, and workshops.

### Professional Development Each Year

The District is committed to providing adequate Professional Development related to the needs of English Learners each year. During the 2010-2011 school year, K-5 teachers participated in Guided Language Acquisition Design (GLAD) Training provided by the Orange County Office of Education. Recent professional development opportunities have been provided as additional support in English Language Development:

- Continued grade level training of GLAD Strategies. Teachers to become “Trainer of Trainers” in grades K-5

- K-5 staff training on the web-based program, English in a Flash.

- Ongoing EL Coordinator meetings provide professional development in best practice instructional strategies.
Part 5: Parent and Community Involvement

State and Federal Requirements
Categorical Program Monitoring (CPM)

EL 1-3. Parent Outreach- The LEA provides parents of ELs opportunities to be active participants in assisting their children to achieve academically. All five BHUSD school sites have a functioning English Learner Advisory Committee (ELAC) that meets requirements, and the district has a functioning District English Learner Advisory Committee (DELAC) that meets requirements.

EL 9: All Pupils are placed in English-language classrooms unless a parental waiver has been granted for an alternative program.

EL 10: Parents and guardians of ELs 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.

District Goal

BHUSD’s goal is to provide parents of ELs with various opportunities to be active participants in assisting their children to achieve academically. To further this goal, translations and interpretation of school information are made available for all language groups whenever possible. When 15% or more of the school’s students are speakers of the same language, the school site provides written translations of all school information in that language, and oral translation is made available in that language at parent/teacher conferences, advisory committee meetings, Student Study Team (SST) meetings, and other school-related meetings. Parents of ELs are encouraged to participate in English Learner Advisory Committee meetings. BHUSD has an active District English Learner Advisory Committee (DELAC) with representation from each site serving ELs. Community Liaisons and our English Language Coordinators initiate personal contact with parents of ELs through phone calls, notes, and home visits; offering personal invitations to district and school events such as parent workshops, meetings, and family events.

Parent Notification and Parental Exception Waivers

Following initial enrollment, parents of students with a language other than English on questions 1, 2, 3, and 4 on the Home Language Survey receive written notice of language testing results, student placement in an English Language classroom, and a full description of the different educational program choices. In addition, parents receive notification of their right to request a waiver for an alternative program placement. The Parental Exemption Waiver must be obtained and signed at the school site. The three types of waivers as described in Section 311 of CA Ed. Code are:

1. Children who already know English: The student already possesses good English language skills as measured by STAR subtests on vocabulary, comprehension, reading, and writing in which the child scores at or above the State average for his or her grade level or at or above the 5th grade average; whichever is lower.
2. **Older children:** The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child’s rapid acquisition of English language skills.

3. **Children with Special needs (physical, emotional, psychological, or educational):** The child has already been placed for a period of not less than thirty days during that school year in an English Language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of study would be better suited to the child’s overall educational development.

BHUSD does not offer an alternative, e.g. Bilingual or Dual Language Immersion, instructional program at this time due to the variety of primary languages within our district, the limited request for waiver, and the small population of English Learners.

**Timeline on Waivers**

In accordance with Proposition 227 requirements, waivers will be acted upon as follows: For a signed Waiver for an English Learner, 10 years of age or older, the school will act upon said waiver within 20 instructional days of submission to the school principal. ELs that are younger than 10 years of age must be placed in an English Language classroom for a period of not less than 30 days. The school will act upon a Parental Exception Waiver no later than 10 days after the 30th day of placement in the English Language classroom or 20 instructional days; whichever is later.

**Procedure for Denied Waivers**

In most cases, a parent’s request for a waiver is honored; however, a waiver may be denied if the student does not meet the criteria in Article III, Section 311of the English Language Education for Immigrant Children Initiative (Prop. 227). If the parent wishes to appeal the denial, he or she uses the grievance process detailed in the District’s Uniform Complaint Procedure.

**Parent Advisory Committees**

**English Learner Advisory Committee (ELAC)**

Following State guidelines, each school in BHUSD that has 21 or more ELs at the school site must establish a functioning English Learner Advisory Committee (ELAC) consisting of parents and school staff. The percentage of parents of EL’s on the committee must be at least the same as that of ELs at the school. The site administrator is responsible for establishing the ELAC. Parent members of ELAC are elected at each school site by parents of ELs. All parents or guardians of ELs have an opportunity to vote for committee members. The election must be held at least every other year in accordance with the school ELAC bylaws. Committee members receive materials and training related to carrying out their legal responsibilities. The ELAC may develop and adopt by-laws and elect officers.

After formation and training of the ELAC, the ELAC may delegate its legal responsibilities to an existing school advisory committee (i.e. SSC) or it may choose to become a subcommittee of the existing school advisory committee (i.e. SSC). If the responsibilities of the ELAC are delegated to the school advisory committee, the committee must receive ELAC training and assume the duties of the ELAC. The school advisory committee must provide opportunities for parents of ELs to give input on any decisions directly affecting any LEP funds and program. The school must communicate all school advisory decisions to the parents of ELs.
The purpose of the ELAC is to advise the principal and school staff on topics related to ELs, including:

- Development of the Single School Plan for Student Achievement (School Site Council)
- Programs for ELs
- Development of the school’s needs assessment survey
- Efforts to make parents aware of the importance of regular school attendance.

ELAC members receive training and materials, planned in full consultation with ELAC members, appropriate to assist each member in carrying out his/her required legal responsibilities. EIA/LEP and district funds are used to cover the cost of training and attendance of ELAC members (e.g., costs associated with child-care, translation services, meals, and other reasonable expenses). Minutes from all ELAC minutes are submitted to the Coordinator of Special Projects for review, using a template provided in appendix.

**District English Learner Advisory Committee (DELAC)**

In BHUSD there is a functioning District English Learner Advisory Committee (DELAC). The Coordinator of Special Projects or designee is responsible for coordinating and conducting DELAC meetings. Members of each ELAC elect representatives to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate must be parents of an English Learner and must not be an employee of the District. Parents or guardians of EL’s not employed by the District must constitute a majority membership of the DELAC. It is highly recommended that each ELAC also elect an alternate DELAC representative. DELAC members report back to their ELAC and/or school site committees. The district provides training and materials, planned in full consultation with DELAC members, to assist them in carrying out their legal advisory responsibilities. The purpose of the DELAC is to advise the district governing board on programs and services for ELs. The DELAC will communicate their ongoing advice to the Superintendent and governing board via the Coordinator of Special Projects.

The DELAC is provided the opportunity to advise the district governing board on at least the following:

- A timetable for and development or revision of a District Master Plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement.
- A district-wide needs assessment on a school-by-school basis.
- The district program, goals, and objectives for programs and services for ELs.
- A plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Administration of the annual language census.
- District reclassification procedures.
- Written notifications required to be sent to parents and guardians.
Part 6: Evaluation and Accountability

State and Federal requirements for Programs serving English Learners
Relevant Categorical Program Monitoring Items:

EL 6: The LEA 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:
   a. English language proficiency comparable to that of average native speakers of English in the district
   b. Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district’s school system already proficient in English

2. An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, and to ensure that each English learner achieves full proficiency in English

Beverly Hills Unified School District provides an English Learner program that includes ongoing monitoring and program evaluation to ensure State and Federal compliance; along with overall effectiveness.

Process and program goals are closely connected to evaluation questions that address program implementation, State and Federal compliance, teacher professional development, and student performance outcomes.

Fidelity of the English Learner plan is guided by an annual self-study process that includes feedback from the ELAC and DELAC groups, site and administrative monitoring, along with an analysis of student performance according to program requirements, including local and State assessments. Results from these evaluative measures are in place to ensure accountability and to advance program improvement.

On the following page, please find a chart delineating the organizational structures and systems in place to guide the accountability process.
## Process and Program Goals

<table>
<thead>
<tr>
<th>Process Goals</th>
<th>Evaluation Questions</th>
<th>Source Documents</th>
</tr>
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</table>
| 1. EL programs are fully implemented as described in the Master Plan for English Learners | 1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of State and Federal law? (see Part I for program descriptions)  
1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of ELs and staff? | • CELDT Coordinator Feedback  
• ELAC feedback  
• DELAC feedback |
| 2. Parents of EL’s participate meaningfully in their children’s education.    | 2.1 Are parents of ELs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?  
2.2 What is the rate of parent engagement? Is the rate increasing?            | • ELAC and DELAC sign in sheets  
• Administrator and teacher feedback |
| Outcome Goals                                                                 |                                                                                       |                                         |
| 3. All EL’s will master the English Language as efficiently and effectively as possible. | 3.1 Do ELs and R-FEPs meet the State’s Annual Measurable Academic Objectives with regard to EL gains on the CELDT test?  
3.2 Are 75% or more of ELs reaching reasonable fluency on the CELDT in 5 years or less?  
3.3 Are 75% or more of ELs reclassified within 6 years? | • CDE accountability documents  
• CELDT annual results |
| 4. EL’s and R-FEP’s will achieve academic success comparable to EOs.          | 4.1 Do ELs and R-FEPs meet the State Adequate Yearly Progress criterion in English Language Arts?  
4.2 Do ELs and R-FEPs meet the State Adequate Yearly Progress criterion in mathematics?  
4.3 Are ELs and R-FEPs in high school making expected progress toward graduation?  
4.4 Are ELs and R-FEPs proportionally represented in Special Education and GATE referrals?  
4.5 Are ELs and R-FEPs proportionally represented in the following categories:  
• Passing the CAHSEE by the end of Grade 10;  
• Meeting UC/CSU requirements at high school graduation;  
• Taking and passing college entrance examinations;  
• Being admitted to two and 4-year colleges/universities?  
4.6 Is there an annual increase in the percentage of EL’s for each of the success factors listed in the previous bullet? | • CDE accountability documents  
• Single Plan document and annual accountability update |
| 5. Rates for EL’s and R-FEP’s in categories indicating risk for school failure are no greater than those for EOs. | 5.1 Are ELs and R-FEPs overrepresented in the following categories:  
• Excessive absences and tardies  
• Suspensions, expulsions, other discipline  
• Retentions in grades K–6  
• Dropouts  
• Percent Far Below Basic and Below Basic on California Standards Tests  
5.2 Is there an annual decrease in the percentage of ELs for each of the risk factors defined in the previous bullet? | • Single Plan document and annual accountability update  
• Consolidated Application and Reporting System (CARS) documents |
| 6. Students enrolled in alternative programs will master language skills in the primary language(s) of participating EL’s as well as English. | 6.1 What percentage of all students (ELs, EOs) participating in these programs score at/above Proficient in reading/language arts and mathematics on the state Standards Test in Spanish (STS) or a comparable measure of academic achievement in Spanish?  
6.2 What percentage of all students (ELs, EOs) participating in these programs score at/above Proficient in English Language Arts and Mathematics on the California Standards Tests? | • CDE accountability documents  
• Single Plan document and annual accountability update |
## Responsibilities by Month

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Pull Home Language Survey with a language other than English Listed&lt;br&gt;Enter information in Eagle Aeries&lt;br&gt;Language Proficiency Testing&lt;br&gt;Hand score CELDT Tests for EL Placement&lt;br&gt;LEP / FEP parent notification completed&lt;br&gt;Parental Exception Waiver made available to parents&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>Office Staff&lt;br&gt;EL Specialists, Counselors, Assistant Principals, Special Education Teachers who are trained in administering the CELDT&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>September/ October</td>
<td>Analysis of Student Performance Data – Begin annual self-study process&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years&lt;br&gt;Based on CELDT score and CST, begin reclassification process&lt;br&gt;ELAC meeting&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>District and Site Administration&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists, Parent members&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>October / November</td>
<td>Parent Conferences; 30-day follow-ups of newly reclassified students&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>November- January</td>
<td>DELAC – EL Master Plan review&lt;br&gt;Revision of CELDT Demographic Information&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>District Office, EL Specialists, Parent members&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>January / February</td>
<td>Copies of CELDT results put into CUM and to parents&lt;br&gt;6-month follow-ups of newly reclassified students&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>EL Specialists&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>February</td>
<td>R30 – Language Census&lt;br&gt;3rd quarter report card added to reclassification paperwork&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>District Office&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>March</td>
<td>Consultations with parents regarding reclassification&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>April</td>
<td>ELAC meeting&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>District Office, EL specialists, Parent members&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>April / May</td>
<td>DELAC</td>
<td>District Office, EL Specialists, Parent members&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>May/June</td>
<td>Reclassification of students paperwork filed in CUM&lt;br&gt;Parent notification of EL summer school&lt;br&gt;If appropriate, follow-up on those reclassified students within the last two years</td>
<td>District Office, EL Specialists, Parent members&lt;br&gt;EL Specialists&lt;br&gt;EL Specialists</td>
</tr>
<tr>
<td>June</td>
<td>Update reclassification status in Eagle Aeries</td>
<td>District Office</td>
</tr>
</tbody>
</table>
Part 7: Funding

State and Federal Requirements for Programs Serving English Learners
Relevant Categorical Program Monitoring Items:

EL 5: Adequate general fund resources are used to provide each English Learner with opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

District Goal

The goal of BHUSD is to ensure that financial plans and practices meet legal requirements, and programs operate to achieve the local educational agency’s priorities and goals for student success. Funds are allocated according to the guidelines set forth in Education Code, state regulations, and district policies. District expenditures are audited annually by the district’s Business Office and by external auditors.

General Funds

In BHUSD, the core program is supported by the general fund. General funds are disseminated to each school site to provide core curricular materials, instructional supplies, and other district services to all students including ELs in accordance with district and site goals. Core materials in English Language Arts and Math provide universal access supplements to help ensure that ELs have access to the core curriculum. The general funds provide adequate resources for appropriate delivery of instruction to ELs in SEI and mainstream settings.

EIA/LEP Funds

In the annual Consolidated Application, the district identifies use of Economic Impact Aid (EIA)/LEP funds. Services provided through EIA/LEP funds are designed to ensure that ELs develop proficiency in English as rapidly and effectively as possible and to address any difficulties in other areas of the core curriculum as a result of language. EIA/LEP funds are distributed to school sites annually based on their number of identified ELs and are to be utilized within identified parameters to enrich and supplement, not supplant the core program for identified students. The Coordinator of Special Projects allocates funds based on the Consolidated Application, meets with site administrators to ensure compliance, and monitors expenditures throughout the year. School principals coordinate the development of the school plan which prioritizes the needs based on data. The School Site Council and ELAC advise and approve the school plan and budget at each site. The DELAC gives input on the district level plan. Parents and staff are informed about funding and the school plan by the principal.

Other Supplemental Funding Sources/Resources
The Coordinator of Special Projects collaborates with other departments and site administrators in order to ensure compliance and strategically multi-fund categorical programs so that ELs will benefit from a variety of appropriate funding sources. Other categorical funding sources include Title I, Part A; Title II Professional Development; and Title III LEP. Additional programs supporting ELs include Before/After School Intervention classes in ELA and Math, the Beginning Teacher Support and Assessment (BTSA) Induction Academies for Standard 19: ELs, summer school ELD classes, and enrichment activities.
APPENDIX

APPENDIX A – TERMINOLOGY

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

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

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

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

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

**Core Curriculum**
Math, English, Science, Social Science. These are courses that are required for graduation and that are offered in SDAIE (Sheltered English) formats for English learners.

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

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

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

### GLOSSARY OF ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>BCLAD:</td>
<td>Bilingual Cross-cultural, Language and Academic Development</td>
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<tr>
<td>BTSA:</td>
<td>Beginning Teacher Support and Assessment</td>
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<tr>
<td>CCTC:</td>
<td>California Commission on Teacher Credentialing</td>
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<tr>
<td>CDE:</td>
<td>California Department of Education</td>
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<tr>
<td>CELDT:</td>
<td>California English Language Development Test</td>
</tr>
<tr>
<td>CLAD:</td>
<td>Cross-cultural, Language and Academic Development</td>
</tr>
<tr>
<td>CPM:</td>
<td>Categorical Program Monitoring</td>
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<tr>
<td>CST:</td>
<td>California Standards Test</td>
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<td>Economic Impact Aid / Limited English Proficient</td>
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<td>English Learner Advisory Committee</td>
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<td>SDAIE:</td>
<td>Specially Designed Academic Instruction in English</td>
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<td>SEI:</td>
<td>Structured English Immersion</td>
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<td>SSC:</td>
<td>School Site Council</td>
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<tr>
<td>SST:</td>
<td>Student Study Team</td>
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</table>
APPENDIX B - FORMS
HOME LANGUAGE SURVEY
ENGLISH VERSION

Name of Student: ___________________________  Surname / Last Name
First Given Name
Second Given Name

School: ___________________________  Age: _____  Grade Level: _____  Teacher Name: ___________________________

Date of Birth: ___________________________  Gender: ________

Directions to Parents and Guardians:

The California Education Code contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. 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 this legal requirement. 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.

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 teacher. Thank you for your cooperation.

__________________________  __________________________
Signature of Parent or Guardian  Date

Form HLS, Revised October 2005
Parent Questionnaire of Child’s Primary Language Fluency

Student’s Name __________________________  Grade: _______  Date: __________

Last                      First

Home Language: __________________________  Age: __________________

Beverly Vista  El Rodeo
Hawthorne  Horace Mann
Beverly Hills High  Moreno High

Dear Parent / Guardian:

Please assist us in evaluating your child’s ability to understand, speak, read, and write in your home language. When responding to the following questions, please compare your child to other children of a similar age who are native speakers of the language in your home country. Then check the one statement that best answers each question.

1. How well does your child understand the home language when it is spoken?
   - Does not understand.
   - Understands very little (a few words, phrases or expressions).
   - Understands with some limitations (often asks questions for clarification, needs statements repeated or restated, or is unable to complete tasks or follow specific directions).
   - Understands the home language completely.

2. How well does your child speak the home language?
   - Does not speak.
   - Speaks very little (a few words, phrases or expressions) and the meaning is sometimes unclear.
   - Speaks with some limitations (Is able to express him/herself, but expressions are awkward and / or contain errors in grammar or vocabulary).
   - Speaks the home language fluently with age-appropriate vocabulary and form.

3. How well does your child read the home language? Please take into account that most first and second graders are developing reading skills and while they may not be competent readers, may still be considered competent if their reading skills meet grade level expectations.
   - Does not read.
   - Reads very little and has little understanding of decoding and the reading process.
   - Reads with some limitations (Able to read some texts but lacks full comprehension and oral reading fluency).
   - Is a competent reader.

4. How well does your child write the home language (for students in grades 3-12)?
   - Does not write.
   - Writes very little (only produces a few words or phrases; sentences are awkward or contain serious errors in grammar and / or spelling that interfere with meaning).
   - Writes with some limitations (writing contains minor errors that do not interfere with meaning).
   - Is a competent writer.

Please feel free to use the space below to make additional comments about your child’s skills in the home language. Thank you for your cooperation.

________________________________________________________________________

Parent / Guardian Signature __________________________  Date ____________________
Dear Parents:

State and Federal laws require all school districts in California identify potential English learners and administer a state English proficiency test based on results of each student’s Home Language Survey. The name of the test is the California English Language Development Test (CELDT). Its purpose is to identify students who may be English Learners (EL) because students do not have sufficient English proficiency (listening, speaking, reading, and writing) to receive instruction only in English. The CELDT is given upon initial enrollment and each year for students who continue as identified English learners. This notification is to inform you of the most recent CELDT results for your child as:

☐ Initial Identification  ☐ Annual

The items circled indicate your child’s results on the most recent California English Language Development Test (CELDT):

<table>
<thead>
<tr>
<th>Overall CELDT English Proficiency Level – Based on CELDT Student Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>CELDT Sub-test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening/Speaking Proficiency Level (Grades K-12)</td>
</tr>
<tr>
<td>Reading Proficiency Level (Grades 2-12)</td>
</tr>
<tr>
<td>Writing Proficiency Level (Grades 2-12)</td>
</tr>
</tbody>
</table>

Based on the results of the CELDT and your child’s current English language proficiency growth, your child will be placed in one of the program options described below. Placement in an Alternative Program (AP) is made only if Parents of English learners request and have an approved Parental Exception Waiver. The AP program provides ELD and instruction using the student’s primary language.

- **Structured English Immersion (SEI) with daily English Language Development (ELD)**. This model provides an English acquisition process in which nearly all classroom instruction is in English but some native language support and Specially Designed Academic Instruction in English (SDAIE) is provided to make all instruction comprehensible for English learners at the beginning or early intermediate levels. English Language Development (ELD) is provided daily.

- **English Language Classroom (ELC)** is for students who are English learners (EL) and are working towards acquiring reasonable fluency in English. All instruction is in English with SDAIE strategies utilized to make curriculum understandable to English Learners. English Language Development (ELD) must be provided daily for all English Language Learners in the classroom or in a pull out with the English Language Coordinators.

- **Mainstream English Program (MEP)** is for students whose initial test results identify them as Fluent English Proficient (FEP) students. This classroom is designed for English only (EO), FEP students, and students reclassified as FEP. All instruction is provided in English with English curriculum materials.

- **Alternative Program (AP)** is for English learners with approved waivers submitted by parents. Instruction includes daily English Language Development (ELD) and instruction in core content subjects using English and the student’s primary language based on student’s need and language proficiency. English language instruction is increased as students acquire proficiency and skills in the English language.

**Note:** The AP Program may not be available in your school if there are less than 20 approved waiver requests for a specific grade level. To request a waiver parents must visit in person the school and: a) receive information on all program options including a description of the school’s Alternative Program; (b) Request and sign a waiver application per district policies and procedures; and (c) be informed of the process used by the school to approve, deny, or appeal a waiver request. The school will review each waiver and notify parents on the results (approval or denial) of the parent’s waiver request.

For more information on any program option described above, or further information on the process to apply for a Parental Exception Waiver, please contact your student’s school.

You are invited to request a conference to discuss your student’s CELDT results and instructional program. To schedule a conference, call ________. If you have other questions regarding the CELDT results or your student’s instructional placement, please feel free to contact the school office.

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 CELDT or your child’s instructional placement, or if you wish to observe the classroom, please contact the school office at during school hour.
WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION OF SPECIAL EDUCATION ENGLISH LEARNERS TO FLUENT ENGLISH PROFICIENT

For use for consideration of reclassification of English Learners with IEPs who do not meet regular district reclassification criteria.

Name: ___________________________ D.O.B: ______________ Date of Meeting: ____________________

Description of how either primary or secondary disability affects language (if applicable):

Grade First Entered School: _____ U.S. Entry Date: ______________ Years in EL Program: _____

Current English Learner Services: __________________________________________________________

THE TEAM CONSIDERED THE FOUR CRITERIA OF RECLASSIFICATION (EC 313(D)) IN ORDER TO ASSIST THE RECLASSIFICATION TEAM.

1. English Language Proficiency Assessment

Assessment Name: . CELDT or . Alternate Assessment(s):

Current School Year Data Date:
Overall Score/Level: _______; Listening Score/Level: _______; Speaking Score/Level: _______; Reading Score/Level: _______; Writing Score/Level: _______; 

Previous School Year Data Date:
Overall Score/Level: _______; Listening Score/Level: _______; Speaking Score/Level: _______; Reading Score/Level: _______; Writing Score/Level: _______; 

. Yes . No Student met language proficiency level criteria as assessed by CELDT or Alternate. If yes, proceed to question 2

(Note: For reclassification, Overall proficiency level must be early advanced or higher AND Listening intermediate or higher, Speaking intermediate or higher, Reading intermediate or higher, and Writing intermediate or higher.)

(If student not did not meet proficiency level)
. Yes . No . N/A (If student’s overall proficiency level was in the upper end of the Intermediate level) The IEP team reviewed other informal measures of proficiency and determined it is likely the student is proficient in English.

. Yes . No The IEP team has determined that the student’s disability impacts his or her ability to manifest English proficiency.

   If yes, explanation:
(If so) areas affected: Listening, Speaking, Reading, Writing
(Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with second language issues)

Yes. No Considering the disability, the IEP team has determined the student has reached an appropriate level of English Language Proficiency.

2. Teacher’s Evaluation of Student Academic Performance

Evaluation was based on: Classroom performance, District-wide assessments, Progress toward IEP Goals, Other:

Yes. No Student met academic performance indicators set by district. If yes, proceed to question 3

(If student did not meet academic performance indicators set by the district).

Yes. No The IEP team has determined that the deficit is due to the disability, and unrelated to English Language proficiency.

If yes, explanation:

Yes. No Considering the disability, the IEP team has determined the student has reached an appropriate level of academic performance.

3. Comparison of Performance in Basic Skills

Assessment(s) taken: CST, CMA, CAPA, CAHSEE Date:

Reading/Language Arts Score

Yes. No Student met performance criteria. If yes, proceed to question 4

(Note: Score in Reading/Language Arts (RLA) must be at least beginning of basic level to midpoint of basic – each district may select exact cut point.)

(If performance in basic skills criteria was not met)

Yes. No Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.

Yes. No Error patterns noted mirror the patterns of errors made by students with the same disability versus a language difference.

Yes. No Student has received ELD services for more than three years and academic progress in ELA is commensurate with that of peers who manifest similar disabilities who are not English learners.

Yes. No Considering the disability, the IEP team has determined that the student has reached an appropriate level of performance in RLA Basic Skills.

4. Parent Opinion and Consultation

Yes. No The parent/guardian participated in this discussion. Parent comments:

If no, an opportunity for parent consultation must be given before a final decision will be made by reclassification personnel.

Yes. No The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services.

Name of EL Representative in attendance for this discussion: ________________________________
This worksheet will be forwarded to the appropriate site English Language Reclassification representative. The final decision will be made through that process. Parent and Special Education Case Manager will be informed of the decision.
Instructions for Completing “Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient”

This form is to be used for the IEP team to consider whether or not to recommend to the district or site level Reclassification team or process that the student be classified as Fluent English Proficient. It is to be used when the student has not met regular reclassification criteria set by the district, and the team wants to consider whether or not the student’s disability is impacting their performance on the four criteria for reclassification as per Ed Code 313(D).

This form can be completed as part of a Special Education annual review, or addendum.

a. English Language Proficiency Assessment- This section considers performance on the CELDT or alternate form of English Language Proficiency assessment. If an alternate assessment is used, it must assess in the four areas of listening, speaking, reading and writing and produce a “level” score in each. The Ed Code requires that for a student to be reclassified, he or she must achieve an overall proficiency level of Early Advanced or higher, and also achieve at intermediate or higher in listening, speaking, reading and writing. If the student met those criteria, check “yes” and move to question #2.

If the student did not meet the required overall level of proficiency and required level in each of the tests, consider the next two questions.

• If the student’s overall proficiency is in the upper end of Intermediate, the team may review other informal measures of proficiency such as teacher and parent reports or observation by an expert in English Language Development. Check yes if the team feels it is likely the student is proficient in English.

• If the team feels that the student’s disability impacts his or her ability to demonstrate English proficiency, check yes and explain. Possible indicators is that the student demonstrates similar academic deficits in English as well as the primary language, or error patterns in speaking, reading, and writing are typical of other non-ELs with similar disabilities.

If either of the questions above are checked yes, the team may check yes to “Considering the disability, the IEP team has determined the student has reached an appropriate level of English Language Proficiency.

b. Teacher’s Evaluation of Student Academic Performance- Check the sources of data used by the teacher to evaluate academic performance. If the student met the academic performance indicators set by the district, check “yes” and proceed to question #3.

If the student did not meet the performance indicators set by the district, the team should consider whether it believes that the deficit in academic performance is due to the disability, unrelated to English Language proficiency. Indicators would be similar to those under question #1, for example, the student demonstrates similar deficits as other students with the same disability, or student shows similar performance errors in primary language as well as English. If the team feels that the issue is the disability rather the acquisition of English, check “yes.”

If the team checks “yes” to the above question, the team will also check “yes” to the statement “Considering the disability, the IEP team has determined the student has reached an appropriate level of academic performance.

c. Comparison of Performance in Basic Skills- Indicate the Basic Skills assessment(s) the student has taken. The Ed Code notes that the students score in Reading/Language Arts must be at least beginning of basic level to midpoint of basic. Check with your district to see the cut point that the district uses. If the student has met the cut point in Reading/Language Arts, check “yes” and proceed to question #4.

If the student did not meet the cut point for Reading/Language Arts, check all the following boxes that apply. If any of those boxes are checked yes, the team may also check “yes” to the statement “Considering the
disability, the IEP Team has determined that the student has reached an appropriate level of performance in RLA Basic Skills.

d. Parent Opinion and Consultation- Check yes if the parent or guardian participated in the discussion, and note their comments, if any.

e. Summary- For sections 1, 2 and 3, either
   • The student met the established criteria or
   • The IEP team has checked “yes” for the statement “Considering the disability, the IEP team has determined…”

For section 4, there must be evidence that the parent participated in the discussion. It is not required that the parent agree that the student be reclassified, but their opinion should be strongly considered.

If all the above criteria are met, the team can check the “yes” box in the summary statement “The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services.”

If the box is checked “no,” the team can consider reclassification again at another time. If the box is checked “yes” the form is sent to the appropriate site or district level English Language Reclassification representative. If it is determined that the student will be reclassified, Special Education Case Manager and parent will be notified. On subsequent IEPs in subsequent years, the student will be noted as an RFEP and the date of reclassification by the district noted. (not the date of the IEP meeting).

CELDT testing is no longer required. Place the Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficiency in the English Language Learner File.
Limited English Proficient (LEP) Supplement to Assist Student Study Team

Date: __________________

Student’s Name: ________________________________ Birthdate: ______________

Primary Language: ___________________________ Classroom Teacher: ______________
Grade: ________________________________ EL Teacher: _________________________

Test Data:

1. California English Language Development Test (CELDT): Date tested: ___________
      Listening _____ Speaking _____ Reading _____ Writing _____ Overall _________

2. Standardized Testing: (CST, CAT/6, district tests)

   English Language Arts:
   Name of test: ___________________________ Score: ________ Date: ________
   Name of test: ___________________________ Score: ________ Date: ________

   Writing:
   Name of test: ___________________________ Score: ________ Date: ________
   Name of test: ___________________________ Score: ________ Date: ________

   Math:
   Name of test: ___________________________ Score: ________ Date: ________
   Name of test: ___________________________ Score: ________ Date: ________

Background Information:

1. Number of years child has been in this country: ____________________________
2. Number of years child has been in this school: _____________________________
3. Number of years in EL Program: _______________________________________
4. Language spoken by adults at home: ____________________________
   yes                           no
5. Immigrant / refugee status: ______
6. Other pertinent background information: __________________________________________
   _____________________________________________________________________________
**BEVERLY HILLS UNIFIED SCHOOL DISTRICT**

**STUDENT LANGUAGE PROFILE FORM – RECLASSIFICATION**

Name: ____________________________  D.O.B.: __________________  Male/Female: ___________

Date:_________  Grade: ___________  School: _____________________________________

Date first identified as LEP: ______________  Primary Language: ______________

Reclassification initiated by: Classroom Teacher / EL Teacher-Specialist / Parent / Special Ed. Team ____________

<table>
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<tr>
<th>INITIAL RECOMMENDATION</th>
<th>1 Year Follow-Up</th>
<th>2 Year Follow-Up</th>
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<td>Writing: _________</td>
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<td><strong>CST or CMA Achievement Scores</strong></td>
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**6 Month Transition**

Concerns:__________________________

__________________________________

__________________________________

__________________________________

__________________________________

Number of years proficient in CST – ELA?: ____________  CST – Math?: ____________

EL Teacher Specialist: ____________________________  Site Administrator: ____________________________

Teacher: ____________________________  Parent: ____________________________
Student: __________________________________________
Request Form
California English Language Development Test (CELDT) Score

To: CELDT District Coordinator

Directions: Under state and federal law, schools and school districts are required to provide student CELDT results to schools receiving English learner students. Please complete the CELDT Score section of this form and return it to the receiving school immediately.

Receiving School’s Information

Today’s Date: ________________________
(mm/dd/yy)

Requestor’s Name

District

Phone
Fax
E-mail

Mailing Address
City
Zip Code

Student Information

Last Name
First
Middle
Other Name Used (Last, First, Middle)

Birth Date (mm/dd/yy)

Current Grade

Previously Enrolled School District

Current Enrolling School Site

Previous Enrolled School District

Current Enrolling School Site

Phone: __________________________

Phone: _________________

Fax # _________________

CELDT Score

Has student taken the CELDT? _____No _____Yes

SSID #: __________________________

If reclassified, provide date: ____________________

(If reclassified, please provide documentation.)

Complete the following for the student’s most recent CELDT administration:

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>Level</th>
<th>Date Testing Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
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<td>______________________</td>
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<tr>
<td>___________</td>
<td>_____</td>
<td>Test grade span ______</td>
</tr>
<tr>
<td>___________</td>
<td>_____</td>
<td></td>
</tr>
</tbody>
</table>

Overall

Comments: __________________________________________________________________________

School District

Signature (Previous Enrolled School Site Representative)

Printed Name

Date
MEMBERS PRESENT:

(Check Agenda Items covered at this meeting and reflected in minutes.)

ELAC RESPONSIBILITIES:

1. EL Program
   - Information Dissemination
   - Discussion
   - Action

2. EL Needs Assessment
   - Information Dissemination
   - Discussion
   - Action

3. R30 Language Census
   - Information Dissemination
   - Discussion
   - Action

4. School Attendance
   - Information Dissemination
   - Discussion
   - Action

5. Training – Legal Advisory Responsibilities
   - Information Dissemination
   - Discussion
   - Action

6. Election of DELAC member(s)
   - Information Dissemination
   - Discussion
   - Action

I. Welcome & Introductions

II. Approval of Minutes

III. Old Business
   The following is a summary of discussion/action(s) taken on the above-checked items:
   
   Parent Input/Advice/Comments:

IV. New Business
   The following is a summary of discussion/action(s) taken on the above-checked items:
   
   Parent Input/Advice/Comments:

V. Other
   Parent Input/Advice/Comments:

VI. Adjournment

Respectfully submitted,

__________________________________________________
ELAC Secretary
PARENT CONFERENCE INVITATION

Date

☐ Beverly Vista  ☐ El Rodeo
☐ Hawthorne  ☐ Horace Mann
☐ Beverly Hills High  ☐ Moreno High

To: ______________________

From: ___________________  
EL Teacher-Specialist

You are cordially invited to come to school to discuss ____________________________ English Learner language program on ____________ day, _________________, in room __________ at _____________ a.m. / p.m. You may bring an interpreter with you or, if you prefer, we will try to have one available for you.

Please tear off and return this portion to EL Teacher-Specialist.

Name of Student: ____________________________________________

_____ I can come at this time.

_____ I cannot come at this time.

_____ I will bring _________________________________ with me as my interpreter.

_____ I would like you to have an interpreter available, if one is available.

Signature of Parent / Guardian
Participation Criteria for Alternate Assessment to CELDT

Student: ___________________________ School: _______________ Date: _____________

Student ID #: _____________________ DOB: ___________ Grade: ___________ Primary language: _______________________

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the California English Language Development Test (CELDT) even with test variations, accommodations, and/or modifications. In order to assist an IEP team in determining whether a student should use alternate assessments, the criteria below may be considered.

If the answer to one or more of the criteria is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary test variations, accommodations, and/or modifications.

Circle “Agree” or “Disagree” for each item:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The student cannot take the CELDT even with test variations, accommodations, and/or modifications.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based on excessive or extended absences.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision to participate in an alternate assessment is not based primarily on a specific categorical program.</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.</td>
</tr>
</tbody>
</table>
English Learner (EL) After-school Assistance

Date: ______________________________

Beverly Vista   El Rodeo
Hawthorne   Horace Mann
Moreno High

To the parents of: ________________________________:

Our school is offering a free after-school assistance program for English Learner (EL) students from ___________ -- ___________ every ________________ and ________________ beginning on ________________. Your child will be able to get extra help in his / her homework assignments.

I urge your child to take advantage of this program. It will not be necessary for your child to attend every session, nor is it necessary for your child to stay the entire time.

Please sign and have your child return this letter on or before ________________ if you desire your child to participate. We look forward to seeing your child in the English Learner (EL) After-school Assistance program.

Sincerely,

__________________________
EL Teacher – Specialist

☐ Yes, I want my child to participate in English Learner (EL) After-school Assistance
☐ No, I do not want my child to participate in English Learner (EL) After-school Assistance

__________________________     _____________
Parent Signature   Date
APPENDIX C – BOARD POLICIES
The Board of Education intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.

To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the English language learners' academic achievement, their progress towards proficiency in English and the progress of students who have been redesignated as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

(cf. 6190 - Evaluation of the Instructional Program)

Type of Instruction

Students who are English language learners shall be educated through "sheltered English immersion" or "structured English immersion" during a temporary transition period not normally intended to exceed one year. "Nearly all" of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

The district has defined the term "nearly all" to mean that all instruction shall be in English other than peer tutoring.

When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of
Education or any locally developed assessments and using other criteria developed by the district, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is "overwhelmingly" in English. (Education Code 305; 5 CCR 11301)

An English language learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

* CELDT - Level 4 or 5
* STAR CST - Basic or above

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6171 - Title I Programs)

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)

Parental Exception Waivers

At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program.

Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation.

Legal Reference:
EDUCATION CODE
300-340 English language education for immigrant children
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
51101 Rights of parents to information
51101.1 Rights for parents of English learners
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54028 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sunsetting of programs
CODE OF REGULATIONS, TITLE 5
4320 Determination of funding to support program to overcome the linguistic difficulties of English learners
11300-11316 English Language Learner Education
11510-11517 California English Language Development Test
UNITED STATES CODE, TITLE 20
1701-1705 Equal Educational Opportunities Act
6312 Local education agency plans
6801-6871 Title III, Language instruction for limited English proficient and immigrant students

COURT DECISIONS
California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989

ATTORNEY GENERAL OPINIONS

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Guidelines for Reclassification of English Learners, September 2002
Accommodations for the California English Language Development Test, Revised 8/13/01

WEB SITES
CDE: http://www.cde.ca.gov
CSBA: http://www.csba.org

Policy BEVERLY HILLS UNIFIED SCHOOL DISTRICT
adopted: February 10, 2009 Beverly Hills, California
Definitions

English learner means 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, also known as a limited English proficient or LEP child. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or structured English immersion means 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 learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5 CCR 11511)

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the CELDT with those 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. (5 CCR 11516.5)

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

The district shall notify parents/guardians of their child's results on the CELDT within 30 calendar days. (5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (former Education Code 52164.1, 62002)

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

Not later than 30 calendar days after the beginning of the school year, 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. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the student's classification as English language learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
   a. The manner in which the program will meet the educational strengths and needs of the student
   b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
   c. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program
5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered
Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))

2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))

3. Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)

1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and 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

2. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Board of Education guidelines

Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. 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. (5 CCR 11309)

When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English 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 local assessments, local standards and teacher evaluations.

Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

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

Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)

In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) 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. (5 CCR
Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification/Redesignation

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

1. Demonstrated English language proficiency comparable to that of the district’s average native English language speakers

2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

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

The following measures shall be used to determine whether an English language learner shall be reclassified as fluent English proficient: (5 CCR 11303)

1. Assessment of English language proficiency utilizing the CELDT as the primary criterion, and objective assessment of the student’s English reading and writing skills

2. Participation of the student’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions

3. Parent/guardian opinion and consultation during a redesignation interview

   Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

4. Comparison of performance in basic skills, including performance on the English-Language Arts section of the California Standards Test

5. Objective data on the student’s academic performance in English

The Superintendent or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Superintendent or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help
ensure language and academic success for each English language learner.

Advisory Committees

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308)

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

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 comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist advisory members in carrying out their 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. (5 CCR 11308)

Regulation  BEVERLY HILLS UNIFIED SCHOOL DISTRICT
approved:  February 10, 2009      Beverly Hills, California