

HARVEST RIDGE COOPERATIVE CHARTER SCHOOL
ENGLISH LEARNER POLICY

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 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)

Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 4304)

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 English Language Proficiency Assessments for California (ELPAC). (5 CCR 11511)

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

Any student with a disability shall take the EPLAC 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)

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

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:

- The manner in which the program will meet the educational strengths and needs of the student
- The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
- Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Reclassification/Redesignation

The school 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: (5CCR 11302)

1. Demonstrated English language proficiency comparable to that of the school'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 criteria shall be used to determine whether an English language learner shall be reclassified as fluent English proficient:(5CCR 11303)

1. Assessment of English language proficiency utilizing the ELPAC 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
4. 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.
5. Comparison of performance in basic skills, including performance on the English-Language Arts section of the California Standards Test
6. Objective data on the student's academic performance in English

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