



Oxford Preparatory Academy

Board Policy

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EDUCATION FOR ENGLISH LEARNERS

Oxford Preparatory Academy (OPA) intends to provide English Learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the school's regular course of study.

An English Learner, also known as a limited English proficient student, 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. (Education Code 306)

English Learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards. The school's program shall be based on sound instructional theory and adequately be supported in order to assist students in accessing the full educational program.

The Executive Director or designee shall ensure that all staff employed to teach English Learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The Executive Director or designee shall encourage parent and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Executive Director may provide an adult literacy program for parents/guardians and community members that leads to English fluency.

Identification and Assessment

The Executive Director or designee shall maintain procedures which provide for the accurate identification of English Learners and an assessment of their proficiency and needs in the area of listening, speaking, reading, and writing in English.

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

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

The test(s) shall be administered between 60 calendar days before the date of first enrollment in the school or 30 calendar days after the date of first enrollment, but not before July 1st of that school year.

The test(s) shall be administered in accordance with 5 CCR 11511-115167.

Variations and accommodations in test administration may be provided pursuant to 5 CCR 11516-115167. Any student with a disability shall be allowed to take the test(s) with those accommodations for testing, which 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 deemed appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP. (5 CCR 11516-11516.7)

Once identified as an English Learner, a student shall be annually assessed for language proficiency until he/she is redesignated as English proficient based on identified criteria. The summative assessment of the state's designated English language proficiency test shall be administered to the student during a four-month period after January 1, as determined by the California Department of Education. (Education Code 313)

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.6. Variations and accommodations in test administration may be provided to English Learners pursuant to 5 CCR 11516-11516.6.

Any student with a disability who is identified as an English Learner shall be allowed to take the assessment 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. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11516-11516.7; 20 USC 1412)

Parental Notifications

The school shall notify parents/guardians of their child's results on the Test(S) within 30 calendar days following receipt of the results from the test contractor. (5 CCR 11511.5)

At the beginning of each school year, parents/guardian shall be informed of the placement of their child in a structured English immersion program, and shall be notified of an opportunity

to apply for a parental exception waiver (Education Code 310; 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 the following: (Education Code 440; 20 USC 7012)

1. The reason for the student's classification as an English Learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description 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. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English Learners, and the expected rate of graduation from secondary school if applicable
 - d. 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 be enrolled in the program or to choose to allow student to be enrolled in an alternate program
5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.

Placement of English Learners

Students who are English Learners shall be educated through an English Immersion. Nearly all the classroom instruction in the school's 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)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is delivered in English as the primary language.

For purpose of determining the amount of instruction conducted in English in the English immersion classroom, "nearly all" shall be defined as follows:

Nearly all is defined as the majority of instruction is in English. Occasionally the student's primary language is used for clarification when possible.

In addition, English Learners shall receive direct language development through a structured program taught by and English Language Specialist or CLAD credentialed teacher. He or she shall continue to receive these services until a 'reasonable level' of English Proficiency is acquired.

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

- Scored intermediate or higher on the appropriate tests(s). Student performance to be monitored by local measure of assessment
- At any time during the school year, the parent/guardian of an English Learner may have his/her child moved from the pull out/push-in program. (5CCR 11301)

Parental Exception Waivers

When allowed by law, the parent/guardian of an English Learner may submit a request that his/her child be exempted from placement in an English Development program. (Education Code 310-311)

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

A waiver request shall be granted in accordance with law unless the CEO/Principal and educational staff have determined that an alternative program would not be better suited to the student's overall education development.

If the Executive Director or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular meeting. The Board may decide not to hear the appeal, in which case, the Executive Director shall be final. If the Board hears the appeal, the Executive Director shall send the Board's decision to the parent/guardian within seven working days.

Reclassification/Redesignation

The school shall continue to provide additional and appropriate educational services to English Learners for the purposes of overcoming language barriers until they: (5 CCR 11392)

1. Demonstrate English language proficiency comparable to the school's average native English speakers.

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

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

The following measures shall be used to determine whether an English Learner shall be reclassified as fluent English proficient: (Education Code 313; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state designated tests(s).
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.
3. Parent/guardian opinion and consultation. The Executive Director or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.
4. Student performance on a statewide assessment of basic skills in English.

The Executive Director or designee shall monitor the progress of reclassified students to ensure their correct classification and placement (5 CCR 11304)

Students shall be monitored for at least two years following their reclassification. As part of this evaluation, the Executive Director or designee shall identify whether the student needs additional academic support to ensure his/her language and academic success.

Advisory Committees

At a school with more than 20 English Learners, a parent/guardian advisory committee shall be maintained to serve the advisory functions specified in law (5 CCR 11308)

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

The school's English Learner Advisory Committee (ELAC) shall advise the Board on at least the following tasks: (5 CCR 1138)

1. The development of district/school's master plan of education program and services for English Learners, taking into consideration the school site plans for English Learners
2. The schoolwide needs assessment
3. Establishment of a school-wide program, goals and objectives for progress 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 assessment
6. Review of and comment on the school's reclassification procedures
7. Review of and comment on the written notification required to be sent to parent/guardian pursuant to 5 CCR 11300-11216

In order to assist advisory members in carrying out their responsibilities, the Executive Director or designee shall ensure that committee members receive appropriate training and materials. The training shall be planned in full consultation with the members (5 CCR 11309)

Program Evaluation

To evaluate the effectiveness of the school's educational program for English Learners, the Executive Director or designee shall report to the Board, at least annually, regarding the progress of English Learners who are at risk of being classified as long-term English Learners, the achievement of English Learners on standard-based tests in core curricular areas, and a comparison of current data with data from at least the previous year. The Executive Director or designee also shall provide the Board with regular reports from the school's schoolwide English Learner advisory committee as appropriate.

Long-term English Learner means an English Learner who is enrolled in grades 6-8 who has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test or any successor test, and scores of nearly met or not met on components of the CAASPP. (Education Code 313.1)