

Board Policy #:  
Adopted/Ratified: March 12, 2015  
Revision Date: September 24 2020

## **English Learner Redesignation Policy**

The Governing Board of Community School for Creative Education (“CSCE” or the “Charter School”) complies with all applicable state and federal laws and regulations regarding the education of students whose primary language is one other than English, referred to as “English Learners.” CSCE adopts this Policy to ensure high-quality language instruction and access to education for all students identified as an English Learner as defined below.

### **Definitions**

- **“English learner” (“EL”)** means an individual aged 3 through 21 who is currently enrolled or preparing to enroll in an elementary or secondary school whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. This includes an individual who was not born in the United States or whose native language is a language other than English; an individual who is a Native American or Alaska Native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Ed. Code § 306(a); 20 U.S.C. § 7801(25))
- **“Designated English Language Development”** means instruction during a time set aside in the regular school day for focused instruction on the state-adopted English language development (“ELD”) standards to assist English Learners to develop critical English language skills necessary for academic content learning in English. (5 CCR § 11300)
- **“Integrated English Language Development”** means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

### **Reclassification/Redesignation**

CSCE shall continue to provide additional and appropriate educational services to English Learners for the purposes of overcoming language barriers until the English Learners have:

- (1) Demonstrated English language proficiency comparable to that of the school’s average native English language speakers; and

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

(5 CCR § 11302)

English Learners shall be redesignated as fluent-English-proficient (“FEP”) when they are able to comprehend, speak, read and write 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; 5 CCR § 11303)

### **Criteria for Reclassification/Redesignation**

The following measures shall be considered to determine whether an English Learner shall be reclassified as fluent-English-proficient:

- (1) Assessment of English language proficiency utilizing the ELPAC as the primary criterion, and objective assessment of the student’s English reading, writing, listening and speaking skills. Examples of assessment data include, but are not limited to:
  - (a) Basic performance on the California Standards Test in English Language Arts
  - (b) Objective data on the student’s overall academic performance in English.
- (2) Recommendations of the student’s classroom teacher and any certificated staff with direct responsibility for teaching or placement decisions.
- (3) Parent/guardian participation and consultation.

(5 CCR § 11303)

Parent/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.

### **Follow-up / Monitoring of Redesignated Students**

The Executive Director or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring for three years 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.

(5 CCR § 11304)

The Executive Director or designee shall develop a process to monitor the effectiveness of CSCE's program for English language and academic success for each English Learner.

### **Documentation and Translation of Documents**

CSCE will maintain documentation of all assessments and evaluations, as well as all decisions and participants in those decisions in the student's permanent record. (5 CCR § 11305)

CSCE will translate certain records for those parents or guardians who speak a language group other than English representing 15 percent or more of the pupils enrolled in CSCE, as determined from the CALPADS data for the preceding year. Specifically, CSCE will provide all notices, reports, statements, or records sent to such parents or guardians in the primary language, in addition to being written in English, and parents or guardians may respond to CSCE either in English or the primary language. (Education Code § 48985.)

### **Program Evaluation**

To evaluate the effectiveness of the CSCE's educational program for English Learners, the Executive Director or designee shall report to the CSCE Board of Directors, at least annually regarding:

- (1) Progress of English Learners towards proficiency in English.
- (2) The number and percentage of English learners reclassified as fluent English proficient.
- (3) The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1.
- (4) The achievement of English learners on standards-based tests in core curricular areas.
- (5) For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR § 11309.
- (6) Progress toward any other goals for English learners identified in the Charter School's LCAP.
- (7) A comparison of current data with data from at least the previous year in regard to items #1-6 above.
- (8) A comparison of data between the different language acquisition programs offered by the Charter School, if applicable.

The Executive Director or designee also shall provide the CSCE Board of Directors Board with regular reports from any CSCE English learner advisory committees, if any.