

Exhibit 2-6174 Education for English Language Learners

MASTER PLAN FOR ENGLISH LEARNERS

The major goal for the District's English Learners is to develop fluency in English as rapidly and effectively as possible and achieve academic success by meeting district content and performance standards. In order to meet this goal, the district provides a continuum of programs for the English Learner to include a Learning Lab pull out program, which incorporates State-Board adopted materials for English Language Arts. The materials for grades 4-8 are stand-alone standards-based intervention materials. English Learners who are redesignated as Fully English Proficient have met district criteria established to ensure that they have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the district's average native English-language speakers.

The purpose of the Master Plan is to provide clear direction to district staff regarding programs and accountability for English learners. A common understanding of our goals and procedures helps to ensure that our English Learners receive consistently implemented services designed to meet their linguistic and academic needs.

The GRAVENSTEIN UNION SCHOOL DISTRICT Board approved the English Learners Master Plan on FEBRUARY 20, 2002

INITIAL IDENTIFICATION AND PLACEMENT OF STUDENTS

Legal Requirements (EL 4 & EL 5)

EL 4—The district has properly identified, assessed, and reported all students who have a primary language other than English.

EL 4a—A home language survey (HLS) is used to determine the primary language and is on file for each student in the district, including migrant, special education, and continuing school enrollees.

EL 4b—Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state designated instrument. Pupils in kindergarten and grade one shall be assessed in reading and writing communication only to the extent that comparable standards and assessments in English and language arts are used for native speakers of English.

EL 4c—The district has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing, within 90 calendar days of initial enrollment. .

EL 4d—All parents of EL and FEP students have been notified in writing of their child’s English-language and primary-language proficiency assessment results.

EL 5—All English learners shall be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program.

EL 5a—English learners with less than reasonable fluency in English have been placed in structured English immersion for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English proficiency at the end of the transitional period, they may be reenrolled unless the parents or guardians object.

EL 5b—English learners have been placed in an English-language mainstream classroom with assistance in a pullout intervention program (Learning Lab). The district has established criteria to determine when English learners have acquired reasonable fluency (a good working knowledge) in English.

At any time, including during the school year, a parent or guardian of an English learner may have his or her child moved out of the pull-out Learning Lab Intervention program and put into an English-language mainstream classroom only.

EL 5c—English learners who have been granted parental exception waivers are offered an alternative program. Individual schools with 20 or more students of a given grade level which 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. Thus, if 20 or more pupils of a given grade level receive a waiver, the school must provide such a class; but if less than 20 of a given grade level receive a waiver, the school must either provide such a class or allow the pupils to transfer to another district that provides such a class.

HOME LANGUAGE SURVEY

OFFICE PROCEDURES

The parent of each student new to our district shall complete and sign a Home Language Survey at the time of enrollment. This is kept on file at the school.

English Language

1. If English only is listed in all four categories, the school will file the Home Language Survey in the student’s cum file.

Other Languages

- If the survey is completed with English as a response to the first three questions and a language other than English to the fourth, the student’s name is added to the school listing of Fully English Proficient (FEP) students. The survey is filed in the student’s cum file.

- If the answer to any of the first three questions is a language other than English, the parent/guardian will be given the Home language Survey in his/her native language.
- If a language other than English is tested in any of the first three categories, the student classification is an English Learner (EL). The school office will copy the Home Language Survey and give it to the staff member giving the CELDT. The Office will prepare a file for the student's EL records. On the file, in ink, the student's name, birthdate and day of registration are written.
- For all English Learners (EL), an (orange flag) will be placed on the front of the student's cum file indicating he/she is an English Learner.

PLACEMENT OF EL STUDENTS

English Language Proficiency Assessment for English Learners
To be completed within 30 school days of initial enrollment.

1. The California English Language Development Test (CELDT) must be administered to all students who have at least one response other than English (excluding the fourth question) on the Home Language Survey. Trained school staff will administer the test.
2. The district will use the State adopted cut scores for the five proficiency levels for each skill area (speaking/listening, reading, and writing) of the CELDT. Students will be identified through those scores as the following:
 - Beginning,
 - Early Intermediate
 - Intermediate
 - Early Advanced
 - Advanced
3. Once the student's overall proficiency level is determined, the determination of EL or FEP can be made as the following:
 - EL: Beginning, Early Intermediate, or Intermediate Level
 - FEP: Early Advanced or Advanced Level
4. Students with an overall score in the upper end of the Intermediate proficiency level or the lower end of the Early Advanced levels will be designated after review of other test scores, report card grades, and input from parents and teachers.

PRIMARY LANGUAGE ASSESSMENT FOR EL STUDENTS

To be completed within 90 calendar days of initial enrollment

1. All EL students are further assessed for primary language proficiency in listening and speaking for K-1, listening/speaking, reading and writing for all others.

CLASSROOM PLACEMENT

1. Classrooms with English Learners have English/Language Arts materials that are state board approved and meet state approved grade level standards. In addition, English Learners receive ELD instruction from a certificated, credentialed teacher. For this support instruction each student will be placed in a group commensurate with his/her level of English language development skills. A student who scores at a Beginning level will be assigned to a Structured English Immersion program in the Learning Lab. All other students are assigned to a mainstream English class with some assistance (pull-out) in the Learning Lab. Because of the size of our school, some of the structured English Immersion program will operate in the mainstream English class.

RECORDING INITIAL TEST SCORES AND PARENT NOTIFICATION PROCEDURES

1. If the student is designated as FEP (Fluent English Proficient), the school staff (with assistance from the CELDT tester):
 - Adds the students' name to the roster of FEP students.
 - Files a copy of the assessment results and any other assessment materials in the student's EL file.
 - Mails home the Parent Notification of Assessment Results letter and places a copy of the letter in the student's EL file.
 - Places the EL file in the student's cum.

2. If the student is designated as EL (English Learner), the staff:
 - Add the students name to the roaster of EL students.
 - Files a copy of the assessment results and any other assessment materials in the student's EL file.
 - Mails home the Parent Notification of Assessment Results letter and places a copy of the letter in the student's EL file.
 - Starts an Individual Student Language Profile and records the student's test scores on it.

INSTRUCTIONAL PROGRAM PROGRAM DESCRIPTION

Legal Requirement
(EL 3)

EL 3—The District is providing services to English Learners to ensure that they are acquiring English Language proficiency and recouping any academic deficits, which may have been incurred in other areas of the core curriculum.

EL 3a—Each English learner receives a program of instruction in English language development in order to develop proficiency in English as rapidly as possible.

EL 3b—English Learners are meeting district content and performance standards for their respective grade levels in core curricular areas.

The district will ensure that English Learners acquire English and learn grade level academic content simultaneously by implementing a standards-based state board approved program in the regular classroom and in the Learning Lab. Additional assistance is given to English learners with before school tutoring and summer school.

PLACEMENT OF ENGLISH LEARNERS

Structured English Immersion Program (SEIP)

The Structured English Immersion Program at Gravenstein Union School District is a simultaneous program providing instruction in English and the core curriculum. The instruction will be appropriate for students learning English as a new language. Students who do not have reasonable English fluency will be placed in a Structured English Immersion Program for a period not normally intended to exceed one year.

Reasonable fluency is defined as a proficiency level of Early Intermediate or above on the California English Language Development Test (CELDT).

Students will be taught all aspects of English language skills (listening/speaking, reading, and writing), and will also be taught academic subjects using sheltered instructional methodology for children who are learning English. Instruction is in English. Instructional materials are written in English.

Students will receive additional support for the development of their English language skills through a pullout program. Learning Lab teachers and/or instructional assistants will provide 20 to 120 minutes of instruction, depending on need. Students are grouped based on language proficiency for this pullout program.

Mainstream General Education Program

This program provides instruction in English in classrooms identified as mainstream or general education classrooms. These are general education classrooms that enroll students who are either native English speakers or have acquired “reasonable fluency” in English. The district defines reasonable fluency as follows:

Reasonable fluency is defined as a proficiency level of Early Intermediate or above the California English Language Development Test (CELDT).

Additional support for second language students is provided through a daily 20 to 30 minute pullout program. This program provides continued instruction in English language development and acquisition of reading and writing skills. Textbooks and materials used in the classroom are designed for students who speak, understand, read and write English fluently. Students in a

mainstream classroom may receive additional support/tutoring in the core curriculum (reading/language arts, math, social studies/history, and science/health).

Because of the scattered numbers of students at the district's school(s), mainstream English language and Structured English Immersion classrooms will operate in the same room.

(Parental exception waiver)

Alternative Primary Language Program

In an alternative program, instruction is in both the primary language and English. Unless there are 20 students at a grade level who receive a waiver, Parents who want to exercise the parental exception waiver will be granted an interdistrict transfer to apply to a district that offers an alternative primary language program.

Parents who wish to exercise this option need to contact the Superintendent's Office to request a waiver and obtain an interdistrict transfer. Students need to be enrolled in an English-only classroom for a period of 30 days before a waiver request is granted.

English Learners who have been granted a parental exception waiver are placed in alternative programs. The school principal(s) will maintain records of students who are participating in the Alternative Programs as a result of parental exception waivers.

STAFFING AND PROFESSIONAL GROWTH

Legal Requirements (EL 6 & EL 7)

EL 6—The district shall ensure that all teaching personnel assigned to provide instruction as described in EL 3 are qualified to provide the instructional services to English learners.

EL 7—The district provides an adequate inservice training program, which results in qualifying existing and future personnel to provide appropriate instructional services to English learners.

PART A: 2000-2001 Demographics

GRAVENSTEIN UNION SCHOOL DISTRICT is an elementary school district with certificated teachers in all kindergarten through eighth grade classrooms. The district's 533 students attend three school(s). The average teacher per pupil ratio is 1 to 24.

GRAVENSTEIN UNION SCHOOL DISTRICT currently has an English Language Learner population of 18 students at Gravenstein School and 6 students at Hillcrest School. These students have been identified through the mandated State test, California English Language Development Test (CELDT). The primary language for 100% of these students is Spanish.

Using assessment results, the following has been determined regarding our English learners:

- All English learners receive English language development at the appropriate level as identified from the assessment.

- In addition to English language development provided by the certified teacher, students receive supplemental instruction in English language development from the Learning Lab.
- All English learners with less than reasonably fluency are placed in a Structured English Immersion (SEI) program.

The district has a staff of 30 classroom teachers.

Based on data from the R-30 Language census reports from the past three years, the English learner population has fluctuated between (number) and (number) students.

Because of the fluctuating/increasing numbers of English learners over the past five years, the district's goal has been to have all teachers SDAIE trained.

PART B: Program Description

All students who show primary languages other than English on their Home Language Surveys are administered the California English Language Development Test (CELDT) within 30 days of enrollment. Based on test results students are placed in appropriate programs.

PART C: Recruitment and Employment

Recruitment practices to obtain qualified staff members include a statement on the vacancy announcements that preference will be considered for qualified candidates who hold CLAD/BCLAD certificates, or have a SDAIE certificate. Dissemination of notices of a vacancy includes the placement office at Sonoma State University, Sonoma County Office of Education, local colleges, local newspapers, and other higher educational placement offices.

Historically, the turnover rate of certificated employees is low. In addition, the district has experienced declining enrollment over the last couple of years. (Number) probationary and (number) temporary teachers have (CLAD/ 1969/ 395/SDAIE, etc.) certificates.

PART D: Training

GRAVENSTEIN UNION SCHOOL DISTRICT is committed to staff development that upgrades the skills of its staff. The district pays for SDAIE training for teachers. The district is also:

- Participating in literacy training for K-8 teachers which includes meeting the needs of second language learners
- Participating in dialogue regarding effective programs for English Learners
- Participating in district level discussions and training in EL and in diversity

We have a very low faculty turnover and the district is in declining enrollment. We expect to have few, if any, new teachers in the near future. Our efforts are to get staff trained through CLAD/BCLAD or SDAIE programs.

PART E: Evaluation

GRAVENSTEIN UNION SCHOOL DISTRICT will evaluate this plan as part of the Schools Based Coordinated Program evaluation each year. The report will include progress made in reducing the shortage of qualified staff as well as projecting the numbers of English learners expected to be enrolled.

The report will examine each part of the plan to determine the degree of implementation and the effectiveness of these efforts. The report will conclude with a reanalysis of the plan and the reconsideration of activities, timelines, and the estimated date when the district expects to be fully compliant with staff requirements.

PART F: Timeline, Hiring and Training Staff

Year	Hiring CLAD/BCLAD	SDAIE TRAINING	Authorization CLAD/BCLAD Or SDAIE
2001-2002	4 teachers	20 teachers	
2002-2003			
2003-2004			
2004-2005			
Totals			

REDESIGNATION

**Legal Requirement
(EL 1)**

EL 1--Each English learner who meets the established multiple redesignation criteria is reclassified as fluent English Proficient (FEP). Each former English learner who has been redesignated as FEP has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with them in the school’s regular instructional program.

Redesignation

The district has adopted language redesignation criteria and procedures. (Board Policy 6174) These criteria and procedures shall be used to determine when English learners have developed the English skills necessary to succeed in English.

Yearly Assessments

At the beginning of each school year (from the first day through October 31st) the designated staff member in the district administers the California English Language Development Test (CELDT) to all returning English learners who have not been redesignated Fully English Proficient (FEP).

- Kindergarten and First Grade—Listening/Speaking
- Second through Sixth Grade—Listening/Speaking, Reading/Writing

A student with an overall proficiency level of Early Advanced and skill area proficiency level of Intermediate in all three skill areas (listening/speaking, reading and writing) should be considered for redesignation.

Redesignation Process

1. Redesignation

A student may be redesignated from English Learner (EL) to Fluent English Proficient (FEP) when it can be established that the student has the English language skills 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.

2. Criteria: Student redesignation will include:

- a) Teacher evaluation of the student's English language proficiency and curriculum mastery.
- b) Objective assessment of the student's English comprehension and speaking proficiency.
- c) Objective assessment of the student's English reading and writing skills.
- d) Parental opinion or consultation during a redesignation interview.
- e) Objective data on the student's academic performance in English.

3. Standards: The following standards should be met:

- a) The classroom teacher's evaluation shows that the student's skills in English are comparable to those of native English speakers of the same age and grade level. This is measured at 19 or above on the SOLOM and classroom work sample.
- b) The student's overall proficiency level on the CELDT is at early advanced and skill area proficiency levels are at or above intermediate in all three skill areas (listening/speaking, reading, and writing).
- c) The student's scores on the SAT 9 (a nationally normed test) in reading and math are at the 25th percentile or above.

-OR-

The Redesignation Team determines the student has established a pattern of continuous improvement in the SAT 9.

d) Parental opinion is that redesignation from English Learner (EL) to Fully English Proficient (FEP) is appropriate for the student.

4. Procedure

- a) The redesignation review process begins when either (a) or (b) occurs:
 - 1) During annual assessment using the CELDT a student scores at the early advanced level and skill area proficiency levels are at or above intermediate in all three skill areas (listening/speaking, reading, and writing).
 - 2) A need for redesignation review is recommended by the teacher, parent(s), or administrator.
- b) Upon notification that a redesignation study is needed, the principal or designee:
 - 1) Sets a date for a meeting with the classroom teacher, parent, and student when appropriate.
 - 2) Notifies parent of meeting using Parent Redesignation letter and makes further contact as necessary to ensure parent participation.
 - 3) Assures that the student assessment data covering the Standards is up-to-date and available for review at each meeting.
- c) The meeting of the classroom teacher, parent, student and administrator is held to evaluate the student's performance. Redesignation to Fluent English Proficient (FEP) occurs when the team members agree that the five criteria have been met.
- d) The district "Redesignated Review Process" form is used to document the team's decision. A copy of the completed form is given to the parent at the end of the meeting.

5. Dissemination of Redesignation Results:

The Parent Notification of Redesignation Review Process is given to the parent after the decision is made at the redesignation review meeting or the letter is sent home if the parent did not attend.

The original of the Student Redesignation Review Process is placed in the student's file. Copies are given to the parent and classroom teacher. When the student is redesignated as FEP appropriate changes are made to the school English Language roster.

Follow-up for Redesignated Students

1. Individual Student Level:

To assure the student redesignated as FEP is still succeeding in an English-only situation, a redesignated student will be monitored by the principal and/or classroom teacher on a yearly basis. This will be documented in the student's English Learner file.

At any time after designation to FEP, the student may be re-evaluated on the recommendation of teacher, parent, or administrator by calling for a Student Study Team meeting.

Possible outcomes of the Student Study Team (may) include the following recommendations:

- a) Counseling/friendship groups
- b) Participation in a school intervention such as Learning Lab, Before / After School Tutoring or Summer School.
- c) Referral for Special Education Assessment
- d) Consideration of possible retention.

2. School/District Level:

Data will be collected and reviewed to ensure that the district or site has evidence that demonstrates that former EL students have not left with any substantive academic deficits. (Percentage of EL students meeting district's standards in reading, language arts and mathematics).

PARENTAL EXCEPTION WAIVERS

Legal Requirement (EL 8)

EL 8—The district has established procedures for parental exception waivers, which include prior, written, informed consent, an annual request, and a personal visit to the School, to apply for the waiver. The district provides full descriptions of the different educational program choices and of all the educational opportunities available to the student, as well as descriptions of the materials to be used. The educational program choices offered may not consist exclusively of courses taught only in English.

EL 8a—Parents and guardians of English learners are notified of the placement of their children in either a structured English Immersion program or an English-language mainstream program on a yearly basis and are provided full descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers. The three types of waivers are for:

1. Children who already know English
2. Older children (10 years or older)
3. Children with special needs (physical, emotional, psychological, or educational).

EL 8b—The school shall act upon all parental exception waivers by following the district's policy and procedures, which include:

1. Timelines that are consistent with state regulatory provisions
2. Availability of alternative program(s), which do not exclusively consist of courses taught only in English.
3. Reason for denials, which must be in writing and individually determined

4. Appeal of denials

A district's policy and procedures must ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement.

PARENTAL/GUARDIAN WAIVER PROCESS FOR ENGLISH LEARNERS

The GRAVENSTEIN UNION SCHOOL DISTRICT has established through Board adopted Administrative Regulation 6174 the process for Parental Exception Waivers. This process meets all current code requirements.

Within 30 school days of each school year, a letter is mailed home to the parents/guardians of all English learners informing them that their child has been placed in an English Language classroom. The letter describes all the educational opportunities available to their child. The letter notifies parents/guardians of the opportunity to apply for a parental waiver exception and gives the telephone number of a district employee to call for further information. A copy of the letter sent to the parent is placed in the student's English learner file.

WAIVER PROCESS AND TIMELINE

1. Notification of placement letter mailed home to parents/guardians within 30 school days of the first day of school.
2. Student will remain in an English language classroom for at least 30 days before a waiver request can be acted upon.
3. Parents/guardians must personally visit the school to request a waiver.
4. At the time of request for a waiver, the principal will provide the parent/guardian with a written description, and at their request a spoken description of the Structured English Immersion Program, English language mainstream program, and any alternative courses and/or educational opportunities offered by the district and available to the student, including the educational materials used.
5. The principal will consult with the superintendent and then act upon waiver requests within 20 instructional days of receipt of their request.
6. The principal will consult with the superintendent and act upon waivers applied for under 311© (Students with Special Needs) within 10 days following the required 30 calendar days of Structured English Immersion. If the school denies a waiver request, the school must provide the reason in writing. The parent/guardian may appeal the denial to the superintendent.

THE WAIVER PROCESS

Proposition 227 permits parents/legal guardians to request waivers to participate in a program where “much or all” of the instruction is in a language other than English. A waiver requires “prior written informed consent”. A meeting is to be held to inform the parent of the district’s programs and how to apply for a waiver should s/he decide to do so. As part of the waiver process, the parent is to receive a full written description of the following:

- The intent and content of the structured English immersion program and English-language mainstream classes.
- Any alternative courses of study offered by the district and available to the student
- All educational opportunities offered by the district and available to the student
- The educational materials to be used in the different educational program choices.

Program Description

Below, is a written description of our programs that the principal must give the parent who requests a waiver. If a parent elects to request an application for a waiver, s/he should receive a written copy of the program descriptions.

1. All second language students are tested until redesignation every September/October using the State mandated California English language Development Test (CELDT). The CELDT contains both written and oral components. The test assesses individual student proficiency in comprehending oral English, listening, speaking, reading, and writing. English learners in kindergarten and first grade are assessed in the listening and speaking portions only. Students in second through sixth grades are assessed in all four areas. The reading and writing portion of the CELDT are in English in order to assess progress toward meeting the English language Development standards. Each year you will receive written notification of your child’s test results.
2. Your child’s teacher has received special training to work with second language students. This training includes English language development and “sheltering” curriculum content for English learners. Based on English language proficiency levels as indicated on the CELDT, English learners receive additional instruction in English language development. (For this additional instruction, your child leaves his/her classroom for 20-120 minutes a day depending on need.)
3. Our school uses state board adopted standards-based curriculum for English language development.
Lessons are sequential and go through the following stages:
 - A listening stage, where students are not expected to give a response
 - An early speaking stage, where a student responds with one or more words
 - A stage where speech is emerging, and the student answers with words or

- phrases
- An intermediate fluency stage, where the student responds with expanded sentences and greater fluency.

Students are introduced to reading and writing as appropriate to their stage of language acquisition.

4. Since we are a small school district, our classes combine the structured English immersion program and the English-language mainstream program in the same classroom. Textbooks and instruction in the classroom are in English. The district uses a state board adopted standards-based Language Arts program as the primary reading/language art curriculum.

The Waiver

The principal will tell the parents that they may request a waiver in order for their child/children to participate in a bilingual program. Parents/guardians of English learners are permitted to apply for a waiver for their student to be in a classroom where “much or all” of the instruction is in a language other than English.

1. Parents may request a waiver option for three categories of children:
 - *Children who already know English:* The child already possesses good English language skills as measured by standardized tests of English vocabulary comprehension, reading, and writing. The child must score at or above the state average grade level, or about the fifth grade level, whichever is lower.
 - *Older children:* The child must be at least ten years old. The principal and educational staff must have an “informed belief” that an alternative course of educational study would be better suited to the child’s rapid acquisition of basic English language skills.
 - *Children with special needs:* The student already has been placed for a period of not less than 30 days during the 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 that an alternate course of educational study would be better suited to the child’s overall educational development.
2. Parent/guardians may request a waiver from the school principal. Parents must come to the school in person to request a waiver. The parent may appeal the principal’s decision to the superintendent.
3. The principal will act on all parental waivers within 20 instructional days of receipt of the request.
4. Parental exception waiver requests for Students with Special Needs will not be acted on during the 30-day placement in an English language classroom. These requests will be acted on no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission, whichever is later.

5. The principal will grant parental exception waivers unless s/he and the educational staff have determined that an alternative program would not be better suited for the overall educational development of the student. The principal will give his/her decision in writing.

6. Parents who have requested and been granted exception waivers would need to apply for an Interdistrict transfer. The district will grant the transfer. The student will need to be accepted by the district offering a bilingual program. Parents are responsible for providing transportation to and from the receiving district. The principal will facilitate the interdistrict transfer process for all parents/guardians who have been granted a parental exception waiver.

7. If the parental exception waiver is denied, the parent/guardian shall be informed in writing that s/he may appeal the decision to the Superintendent within 10 days of receiving the waiver denial.

8. The principal will file all documentation including the date s/he met with the parent, written waiver request, a written copy of her/his decision regarding the waiver, and a copy of the interdistrict transfer request.

PARENT ADVISORY COMMITTEES

Legal Requirement (EL 9)

EL 9—The district and school sites, as required, have functioning English Learner Advisory Committees meeting all legal requirements.

EL 9a—Whenever 21 or more English learners are enrolled at a school site, the site has a Functioning English Learner Advisory Committee (ELAC) on programs and services that has met all of the following requirements:

1. Has been elected by the parents or guardians of English learners at the site.
2. Has advised the principal and staff on:
 - a) The development of detailed school plan for English learners submitted to the governing board.
 - b) The development of the school's needs assessment.
 - c) Administration of the school's language census.
 - d) Efforts to make parents aware of the importance of regular school attendance.
3. Has had an election of members in which all parents of English learners have had an opportunity to vote and in which the parents or guardians of English learners elect the parent members of the committee.
4. Has had the opportunity to elect at least one member of the district's EL advisory committee or has participated in a proportional regional representation scheme when there are 31 or more parent advisory committees in the district.

5. Has received training materials and training, planning in full consultation with committee members in carrying out their legal responsibilities.

EL 9b—Whenever 51 or more English Learners are enrolled in a district, the district has Established a functioning district EL advisory committee (DELAC) on programs and services for English learners or a subcommittee that has met all of the following requirements:

1. Has had the opportunity to advise the governing board on at least the following:
 - a) A timeline for 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.
 - b) Conducting a district-wide needs assessment (on a school-by-school basis).
 - c) Establishment of a district program, goals, and objectives for programs and services for English learners.
 - d) Development of a plan to ensure compliance with applicable teacher or aide requirements.
 - e) Administration of the language census.
 - f) Review of and comment on the written notification of initial enrollment as required in 5 CCR.
 - g) Review of and comment on any waiver request.
 - h) Review of and comment on the district reclassification procedures.
2. Has received training materials and training, developed in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

By vote of the parents of English Learners at the school(s), the responsibilities of the English Learner Advisory Committee (ELAC) can be formally delegated to the School Site Council. The vote is taken every three years (2002, 2005, 2008, etc.) A representative from the second language community and a CLAD credential teacher are members of the/each Site Council. The bylaws of the Site Council reflect their membership. Site Council members annually receive training regarding their role and membership. Site Council members annually receive training regarding their role and responsibilities regarding the school program. Site Council minutes reflect discussion of and recommendations to the principal on all the requirements as outlined under EL 9a.

Our district currently has fewer than 21 English Learners at the site(s) or fewer than 51 at the district level. The School Site Council included discussion and recommendations for English Learners as part of the annual evaluation and School Plan revision process.

FUNDING Legal Requirement

(EL 10)

EL 10—Adequate basic resources are available for English Learners. EIA (Economic Impact Aid) funds are used to supplement the district’s general funds for English Learner materials.

EL 10a—Adequate basic general fund resources are available to provide each English Learner with learning opportunities in an appropriate program, which includes ELD and the California standards-based core curriculum.

EL 10b—EIA-LEP funds are used to meet the academic needs of English Learners. These funds supplement, but do not supplant, existing resources at the school site.

The GRAVENSTEIN UNION SCHOOL DISTRICT is committed to serving the needs of its English Learners. The district budget reflects this commitment. Adequate basic general fund resources are provided to English learners with learning opportunities in an appropriate program. The district’s EIA-LEP funds are used to supplement English Learner materials.

Each English Learner is provided with district-adopted textbooks. The district budget reflects a per pupil apportionment for instructional supplies.

In addition to basic ELA textbooks, instructional materials, and library books, the district further supports the needs of its English Learners through the following programs/expenditures from the general budget:

- Purchase of state board adopted (2002) intervention materials (grades 4-8) for English Language Development
- Administrative support
- District Art program
- Interventions for students who need additional support for academic achievement such as the Learning Lab, before school tutoring and summer school.
- Staff development
 - SDAIE training
 - Differentiated instruction
- Consultation for program improvement/compliance

The District School Site Council reviews the Consolidated Application for funding Categorical Programs, Part 1, each spring at the May meeting. Each September, the School Site Council reviews and discusses the program budget developed by the District.

ADDED TO BP 6174 AS EXHIBIT 2: March 8, 2006

**GRAVENSTEIN UNION SCHOOL DISTRICT
Sebastopol, California**