

Lennox School District

K - 8



English Learner Master Plan 2010-2011

Lennox School District
English Learner (EL) Master Plan

Table of Contents

Introduction.....Pg. 3

I. Involvement..... Pg. 4

- a. Outreach to Parents
- b. DELAC
- c. ELAC

II. Governance and AdministrationPg. 37

- d. Student Identification and Parent Notification
- e. English Learners with Disabilities
- f. Annual Assessment for English Language Development and Academic Progress

III. Funding.....Pg. 41

- g. General Fund Expenditures
- h. Economic Impact Aid and Title III

IV. Standards, Assessment and Accountability.....Pg. 42

- i. Program Evaluation
- j. Reclassification

V. Staffing and Professional Development.....Pg. 46

- k. Teacher Authorization and Assignment
- l. Professional Development

VI. Opportunity and Equal Educational Access.....Pg. 48

- m. EL Program Descriptions
 - i. Structured English Immersion (SEI)
 - ii. English Language Mainstream (Mainstream Education-ME)
 - iii. Early-Exit Transitional Bilingual Education (TBE)
 - iv. Dual Language Program (DL)
- n. Parent Notification of Placement and Opportunity to Apply for a Waiver

VII. Teaching and Learning.....Pg. 61

- o. ELD
- p. Access to the Core
 - i. English Language Instructional Programs
 - ii. Primary Language Instructional Programs

Introduction

The Lennox School District English Learner (EL) Master Plan has been revised and written to comply with Categorical Program Monitoring (CPM) guidelines and requirements. This version reflects the district's current practice for 2010-2011 and will be updated on an annual basis. The guidelines set-forth by CPM in the EL Ongoing Program Self-Evaluation Tool (OPSET, 8/13/2008) guided this version. As described in the EL OPSET, the common goals for English learners in the Lennox School District are:

1. English Learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6893; EC 300[f]; 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302 [b]; Castañeda v. Pickard [5th Cir.1981] 648 F. 2d 989)

The EL Master Plan is not a philosophy statement; it is a guidance document. It is not necessary that it address any other aspect of instruction or district management that is not directly related to the seven items required under CPM. The primary intended audience is the Governing Board, Lennox staff, and DELAC members. However, it is a public document and therefore will be available to everyone that requests it.

I. Involvement

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

The Lennox School District is committed to ensuring that the families of English learners are meaningfully involved in the education of their children. Each site has a parent center and parent liaison to help organize meetings, workshops and other events to meet the needs of the families and students. Through the District English Learner Advisory Committee (DELAC) and the English Learner Advisory Committee (ELAC) at each school, parents have the opportunity to advise the school and district administration on the results of needs assessments and their recommendations for program improvement.

The District provides many opportunities for parents to meet and learn how to support their children's education including attaining English proficiency and mastering all California content standards. The involvement of families in the work of the schools will ensure that students achieve at high levels in all academic subjects.

DELAC

Districts with 51 or more English learners enrolled are required to establish a functioning District English Learner Advisory Committee (DELAC) that advises the Governing Board on programs and services for English learners. Parents/guardians have the opportunity to elect one or two members to the DELAC annually. The Lennox DELAC meets the following requirements:

Advises the Governing Board regularly on at least the following tasks:

- The development and ongoing revision of a district master plan for English learners.
- The results of a district-wide needs assessment.
- The district's goals and objectives for English Learners.
- Ensures compliance with applicable teacher or aide credentialing and certification requirements and advises on any needed plan to remedy if necessary.
- Review of the district language census report (R-30).
- Review and comment on the written notifications sent to parents and guardians.
- Review and comment of parent exception waiver process.
- Review and comment on the district reclassification procedures.

ELAC

A school site with 21 or more ELs has a functioning English Learner Advisory Committee (ELAC) that meets the following:

- Parent members are elected by parents or guardians of ELs.
- Parents of ELs constitute at least the same percentage of the committee membership as their children represent the student body.
- School may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC.
- The ELAC advises the School Site Council (SSC) on the development of the Single Plan for Student Achievement and advises the principal and staff on the school's program for ELs.

Each year staff from the Lennox School District provides training materials and training to DELAC and ELAC committee members to ensure that the members are able to carry out their responsibilities.

DELAC and school-site ELAC bylaws can be located on the following pages.

BYLAWS FOR DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE
Lennox School District

Article One
Name of the Council

This council shall be known with the name of

"District English Learners Advisory Committee" (DELAC)

Article Two
Purpose of the Committee

A. The purpose of this committee shall be to advise in matters pertaining to the District and its educational program, specifically:

1. Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plans for Student Achievement.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Administration of the annual language census (R-30 LC Report, procedures, and forms).
6. Review and comment on the district reclassification procedures.
7. Review and comment on the written notifications required that be sent to parents and guardians pursuant to Education Code.
8. Any waiver request affecting programs and services for English learners.

B. In addition, the committee shall perform the duties that have been or may be assigned to it by the Board of Trustees of the Lennox School District and make such recommendations as the committee, in its judgment, feels to be appropriate and of benefit to the district.

Article Three
Members of the Council

DELAC must be made up of members representing each of the schools in the school district in the following way:

- I. The parents at each school in the district shall elect one representative and an alternate to the council no later than October of each year. LMS6 and LMS7/8 will each elect a representative and an alternate.

- II. The elected representatives and alternates must be parents of English learner students in the schools in the Lennox School District.
- III. Parents of students who are employed by the district cannot be elected as representatives unless
 - a) They are elected by the parents of the school they represent
 - b) The representatives, that at the same time are employed by the district, do not reach 50% of the total representation of the council, or
 - c) They cannot hold an officer position role of the council.
- IV. The elected representative and alternate from each school must attend each of the meetings established by the council and any other special or emergency meetings when it is required.
- V. Only the elected representatives have voice and vote in the meetings on decisions in the council.
- VI. The elected alternates shall have voice but not vote in the regular meetings of the council unless one of the representatives is absent.
- VII. The role of the representative in the council shall have the duration of two years and shall be able to be re-elected for two periods except in the case of the LMS6 representative whose term is for one year only.
- VIII. When one of the representatives cannot attend the meetings, they have the responsibility to send the alternate.
- IX. The alternate that attends the meeting in place of the representative shall be authorized by the council to have a vote.
- X. If one of the representatives does not attend three consecutive meetings, the alternate shall be named representative and the school must elect a new alternate.
- XI. In the case that the representative of the school does not attend the meetings regularly or is absent three consecutive times, that in its place the alternate will automatically remain as representative and the school will need to elect a second representative and an alternate.
- XII. In case the school does not have representation at the council, someone must be elected as soon as possible.

Article Four
The Officials of the Council

The Board of Directors of the council is formed by:

- A President
- A Vice-president and
- A Secretary

All of the officials of the Board of Directors of DELAC must be elected by the total council in the following way:

- A. All the representatives have the right to run as candidates to any of the positions as long as they are not employed by the district.
- B. The alternates also have the right to be candidates to one of the official positions as long as they are authorized by over 50% plus one of the representatives.
- C. The election of the candidates shall be done through a written ballot in the month of October of each year.
- D. The naming of officers shall be elected by counting the majority of the votes of the present representatives.
- E. The election will be valid as long as 50% plus one of the representatives of all the schools are present in the meeting.
- F. The roles of President, Vice-president and Secretary shall be given to the elected representatives and will start their functions starting the first Tuesday in November of each year.
- G. The naming of the officers of the Board of Directors shall have the duration of two years starting on the date of the change.
- H. In case one of the officers resigns or is asked to resign by the Board of Directors for whatever reason, a successor shall be named to the role at the first council meeting following the resignation and shall follow the rules established in A through E of the present article.

Article Five
Responsibilities of the Representatives and Alternates

The responsibilities of the representatives and alternate members of this council are the following and are subject to change depending on the needs of the council:

Article Six
Responsibilities of the Officials of the Council

Some of the responsibilities of the officials of the council are as follows:

President

- A. Preside over the meetings of the council of the District English Learner Advisory Committee (DELAC).
- B. Keep informed and inform the council about all issues related to English learners in the district.
- C. Name or suggest formations of special committees within the council.
- D. Establish the agenda for the monthly meetings in cooperation with a district official.
- E. Sign all the required documents that are necessary.
- F. Other duties as assigned.

Vice-president

- A. To preside over the meetings and do the functions of the President in the absence of the President.
- B. Coordinate the activities of all the special committees.

Secretary

- A. Take notes of the minutes of the meetings.
- B. Maintain the registers including lists of the membership, calendars of activities and meetings of the council and special committee meetings.
- C. Send thank you letters to potential speakers for their participation in special events.
- D. Send and maintain information with all the representatives and alternates of the schools, making sure that they all have the most current information.

Sub-committees

Sub-committees shall be appointed as required to promote the objectives of the advisory committee.

Article Seven

Council meetings will take place the first Tuesday of each month at 5:00 P.M. and they will have the duration of an hour and 30 minutes. In case there is a pending issue, the meeting can be prolonged with the approval of the entire council. If extra meetings are scheduled, all members need to know the reason with enough time.

Meetings are to start no later than 5:10 pm with the representation of 4 different schools (representatives or alternates). In the case that 4 schools are not present at 5:10 pm, the meeting shall be cancelled.

Article Eight Exclusions

- A. Discussion or consideration of individual personnel shall be ruled out of order by the President. These topics are properly reserved for administrators and the Board of Trustees by the Education Code and district policies.
- B. In accordance with the Education Code, the selection and evaluation of personnel are not within the responsibilities of the Advisory Committee.
- C. The duties described in this policy shall not abridge or limit the duties, responsibilities and prerogatives imposed or conferred upon employees by other district policies. In all matters under consideration, district board policies shall prevail.

Article Nine Amendments

These bylaws may be amended at a regular meeting by the committee by a two-thirds vote provided that such amendments are submitted by mail to the members on week prior to the meeting.

Article Ten
Ratification

The bylaws shall be in effect when adopted by two-thirds vote of the District English Learner Advisory Committee.

The district and school sites have functioning English Learner Advisory Committees (ELAC) meeting all legal requirements.

SCHOOL-SITE ENGLISH LEARNER ADVISORY COMMITTEE

Lennox School District

Schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC) that provides advice to the site administration on programs and services for English learners. All of the schools in the Lennox School District have sufficient English learners to meet this criterion and have formed ELACs. The committees are established using the process below:

1. Formation

The Committees are formed by informing through writing and in parent meetings of the function of the ELAC and their opportunity to belong. Elections are held in which all parent/guardians of English learners have an opportunity to vote by ballot and in which they elect the parent members of the committee.

2. Membership Requirements

The ELAC will be composed of parents, staff and one other member. The parents of English learners will be represented on the committee in at least the same percentage as the percentage of English learners at the school site. Due to possible conflict of interest, members of the ELAC and the District English Learner Advisory Committee may not also serve concurrently on the Lennox School District Governing Board. Parent members may not also be employees of the Lennox School District, but may serve in the capacity of “other member”. All members must be able to attend the ELAC meetings.

3. Training

Members receive annual training in the legal requirements of the ELAC in order to assist members in carrying out their responsibilities.

4. Advice

The ELAC advises the principal and staff on topics relating to English learners, including at the minimum:

- The development of a detailed school plan for English learners, which is submitted to the governing board as part of the Single Plan for Student Achievement.
- The administration results of the school’s needs assessment.
- The results of the school’s language census (R-30 Report).
- Efforts to make parents aware of the importance of regular school attendance.

Delegating Authority for English Learner Advisory Committee (ELAC) Responsibilities to the School-Site Council (SSC)

Compliance regulations allow for a school to consolidate or combine their English Learner Advisory Committee (ELAC) with the School Site Council (SSC). Should a school site consolidate their ELAC with their SSC, strict guidelines have been established to govern the consolidation process. All sites either maintain a separate ELAC or have voted to consolidate the ELAC with the SSC, a process that is revisited every year.

Schools wishing to consolidate their School Site Council with their ELAC must follow the process identified below:

1. An election is held to select ELAC members as described above. Parents of English learners select the parents who will represent them as members of the ELAC.
2. At the first ELAC meeting, ELAC members are trained on their responsibilities and discuss the option of delegating those responsibilities to the SSC.

3. The ELAC must meet at least three times as a separate committee before deciding to delegate their responsibilities to the SSC. A vote is taken at the third meeting, and if the committee agrees to delegate those responsibilities, a representative of the ELAC appears at the next SSC meeting to present this motion.
4. During this SSC meeting, the members are trained on the responsibilities of the ELAC. They vote to accept or not accept those responsibilities. If the committee members agree to accept those responsibilities, they are added to the other work of the SSC. Documentation of the requirements and advice to the school administration are kept in the minutes of the SSC meetings. When the SSC assumes the responsibilities of the ELAC, the SSC by-laws are followed.
5. This process is conducted annually if the ELAC is considering the delegation of their responsibilities.

Separate Functioning ELAC

The EL parent officers conduct the ELAC meeting. The principal or designee assists in coordinating and publicizing the meetings. All ELAC meetings are open to the public and will be publicized in the languages used by the parent community. When the ELAC is a separate committee, the by-laws that follow this section are followed.

The school's ELAC committee shall be composed of the following:

- No more than 10 members.
- The principal or designee.
- The school's EL coordinator or other designee elected by certificated staff members.
- Parents of EL students attending the school; membership of EL parents must be (at least) in proportion to the total number of EL students at the school and the representatives must be elected by other parents of ELs.
- ELACs may have one other elected school personnel who does not meet the above criteria.
- One parent alternate member who functions in the absence of one of the regular members.

Term of office:

Members of the committee shall serve for at least a one-year term. At the conclusion of a member's term, such members may be elected to another term.

Voting Rights:

Only parents of EL students shall be entitled to vote and may cast that vote on any committee matter submitted to a vote. A selected alternate may vote in the absence of the absent representative. Absence ballots shall not be permitted.

Termination:

Membership shall automatically terminate should a member no longer meet membership requirements.

DELAC Representative:

One or two representatives from the site ELAC are elected by the parents to represent their school for to the District English Learner Advisory Committee (DELAC). This election occurs on a yearly basis.

Site ELACs are provided a district-approved format for their by-laws. The district approved ELAC by-laws follow this section.

ELAC Bylaws - Jefferson Elementary School

Lennox School District BYLAWS FOR THE ENGLISH LEARNERS ADVISORY COMMITTEE

Article 1

Role of the English Learners Advisory Committee

The English Learners Advisory Committee shall carry out all duties and responsibilities assigned to it by policies and guidelines set forth by the California Department of Education. These duties include:

1. Development of the school plan regarding English learners programs.
2. Conducting the school's needs assessment.
3. Reviewing and providing input on administration of the school's language census.
4. Efforts to make parents aware of the importance of regular school attendance.

Article 2

Members

Section 1 – Method

Elections for membership on the English Learners Advisory Committee will be held within four weeks prior to participation in any program requiring an English Learners Advisory Committee. Parent members will be selected as follows:

1. A general meeting is called including all parents of English learner students.
2. The role and responsibility of the ELAC is explained.
3. The principal or meeting facilitator can entertain nominations from the floor, the group may select a nomination committee, or interested parents can sign up to have their name placed on a ballot.
4. All nominees must be informed before nominations and elections to assure they understand the duties, responsibilities and terms of office.
5. Place the names of nominees on the ballot. The ballot should include persons willing to serve as chairperson, vice-chairperson and secretary, members at large and two representatives to the District English Learners Advisory Committee.
6. Distribute ballots with the opportunity for write-in candidates.
7. Selection will be by greater plurality of all ballots returned.

Section 2 – Term of Office

All members of the English Learners Advisory Committee shall serve a two-year term.

Section 3 – Voting Rights

Each member shall be entitled to one vote and may cast their vote on each matter submitted to a vote of the council. Proxy or absentee ballots shall not be permitted.

Section 4 – Termination of Membership

A member shall no longer hold memberships should he or she cease to have children in the school, or no longer meets the membership requirements under which he or she was selected. Membership shall automatically terminate for any member who is absent from three consecutive regular meetings. The committee by affirmative vote of two-thirds of all the members can suspend or expel a member for actions that go beyond those responsibilities set in policy by the board of education.

Section 5 – Vacancy

The committee itself will fill vacancies on the English Learners Advisory Committee. A vacancy is either of the two subdivisions; parent or other school community members will be filled by a majority vote of that subdivision in which the vacancy occurs.

Section 6 – Alternates

Alternates can be selected at the discretion of the English Learners Advisory Committee. Alternates will be able to participate in the meeting but will have no voting rights.

Article 3

Section 1 – Officers

The officers of the English Learners Advisory committee shall be a chairperson, vice-chairperson, secretary, and two representatives to the District English Learners Advisory Committee.

Section 2 – Election and Term of Office

The officers of the English Learners Advisory Committee shall be elected once every two years by the members of the committee and shall serve for two years. Elections will be held within four weeks after the beginning of the school year.

Section 3 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by a special election of the English Learners Advisory Committee for the unexpired portion of the term.

Section 4 – Chairperson

The chairperson shall preside at all meetings of the English Learners Advisory Committee and may sign all letters, reports, and other communications of the English Learners Advisory Committee. In addition, the

chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the English Learners Advisory Committee from time to time.

Section 5 – Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the English learners Advisory Committee.

Section 6 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the English Learners Advisory Committee and shall promptly transmit to each of the members, to the District English Learners Advisory Committee or District Superintendent, Project Director, and to such others as the English Learners Advisory Committee may deem appropriate, copies of the minutes of such meetings; maintain committee records at the school site; keep a register of the addresses and telephone numbers of each member of the English Learners Advisory Committee which shall be furnished to the secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the English Learners Advisory Committee.

Section 7 – Representative to the District English Learners Advisory Committee

The duties of the representatives to the District English Learners Advisory Committee shall be to represent the site English Learners Advisory Committee and to promptly transmit to the site ELAC information provided at the DELAC. The representatives shall perform other duties as from time to time may be assigned by the chairperson or by the site English Learners Advisory Committee.

Article 4

Section 1 – Regular Meetings

The English Learners Advisory Committee shall meet regularly meet during the school year. All meetings will be open sessions with opportunity to address the committee.

Section 2 – Adjourned Meetings

An adjourned meeting can be called at the end of a regular meeting to complete agenda items on a newly established meeting date. All adjourned meetings will be open sessions with opportunity to address the council.

Section 3 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the English Learners Advisory Committee, with notice sent to the parents 72 hours in advance of the meeting. All special meetings will be open sessions with opportunity to address the council.

Section 4 – Place of Meetings

The English Learners Advisory Committee shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 5 – Decisions of the English Learners Advisory Committee

All decisions of the English Learners Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance provided a quorum is present.

Section 6 – Quorum

A majority constitutes a quorum for the transaction of business.

Section 7 – Delegation of Responsibilities to the School Site Council

Following three months of operation, the ELAC members may vote to vest their interest in the School Site Council and therefore merge with that group. The School Site Council agenda and minutes must reflect that the School Site Council has voted to accept the responsibilities of the ELAC. From the point of merging, the School Site Council agenda must address all the ELAC responsibilities.

Section 8 – Duration of Merger

The merger is for a maximum of two years. Every two years thereafter, all parents of English learner students must be given the opportunity to vote to continue the merger of the two committees.

Article 5

Section 1- Amending the Bylaws

Amendments to the bylaws can be made by the ELAC.

ELAC Bylaws – Buford Elementary School

Lennox School District BYLAWS FOR THE ENGLISH LEARNERS ADVISORY COMMITTEE

Article 1

Role of the English Learners Advisory Committee

The English Learners Advisory Committee shall carry out all duties and responsibilities assigned to it by policies and guidelines set forth by the California Department of Education. These duties include:

1. Development of the school plan regarding English learners programs.
2. Conducting the school's needs assessment.
3. Reviewing and providing input on administration of the school's language census.
4. Efforts to make parents aware of the importance of regular school attendance.

Article 2

Members

Section 1 – Method

Elections for membership on the English Learners Advisory Committee will be held within four weeks prior to participation in any program requiring an English Learners Advisory Committee. Parent members will be selected as follows:

1. A general meeting is called including all parents of English learner students.
2. The role and responsibility of the ELAC is explained.
3. The principal or meeting facilitator can entertain nominations from the floor, the group may select a nomination committee, or interested parents can sign up to have their name placed on a ballot.
4. All nominees must be informed before nominations and elections to assure they understand the duties, responsibilities and terms of office.
5. Place the names of nominees on the ballot. The ballot should include persons willing to serve as chairperson, vice-chairperson and secretary, members at large and two representatives to the District English Learners Advisory Committee.
6. Distribute ballots with the opportunity for write-in candidates.

7. Selection will be by greater plurality of all ballots returned.

Section 2 – Term of Office

All members of the English Learners Advisory Committee shall serve a two-year term.

Section 3 – Voting Rights

Each member shall be entitled to one vote and may cast their vote on each matter submitted to a vote of the council. Proxy or absentee ballots shall not be permitted.

Section 4 – Termination of Membership

A member shall no longer hold memberships should he or she cease to have children in the school, or no longer meets the membership requirements under which he or she was selected. Membership shall automatically terminate for any member who is absent from three consecutive regular meetings. The committee by affirmative vote of two-thirds of all the members can suspend or expel a member for actions that go beyond those responsibilities set in policy by the board of education.

Section 5 – Vacancy

The committee itself will fill vacancies on the English Learners Advisory Committee. A vacancy is either of the two subdivisions; parent or other school community members will be filled by a majority vote of that subdivision in which the vacancy occurs.

Section 6 – Alternates

Alternates can be selected at the discretion of the English Learners Advisory Committee. Alternates will be able to participate in the meeting but will have no voting rights.

Article 3

Section 1 – Officers

The officers of the English Learners Advisory committee shall be a chairperson, vice-chairperson, secretary, and two representatives to the District English Learners Advisory Committee.

Section 2 – Election and Term of Office

The officers of the English Learners Advisory Committee shall be elected once every two years by the members of the committee and shall serve for two years. Elections will be held within four weeks after the beginning of the school year.

Section 3 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by a special election of the English Learners Advisory Committee for the unexpired portion of the term.

Section 4 – Chairperson

The chairperson shall preside at all meetings of the English Learners Advisory Committee and may sign all letters, reports, and other communications of the English Learners Advisory Committee. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the English Learners Advisory Committee from time to time.

Section 5 – Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the English learners Advisory Committee.

Section 6 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the English Learners Advisory Committee and shall promptly transmit to each of the members, to the District English Learners Advisory Committee or District Superintendent, Project Director, and to such others as the English Learners Advisory Committee may deem appropriate, copies of the minutes of such meetings; maintain committee records at the school site; keep a register of the addresses and telephone numbers of each member of the English Learners Advisory Committee which shall be furnished to the secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the English Learners Advisory Committee.

Section 7 – Representative to the District English Learners Advisory Committee

The duties of the representatives to the District English Learners Advisory Committee shall be to represent the site English Learners Advisory Committee and to promptly transmit to the site ELAC information provided at the DELAC. The representatives shall perform other duties as from time to time may be assigned by the chairperson or by the site English Learners Advisory Committee.

Article 4

Section 1 – Regular Meetings

The English Learners Advisory Committee shall meet regularly during the school year. All meetings will be open sessions with opportunity to address the committee.

Section 2 – Adjourned Meetings

An adjourned meeting can be called at the end of a regular meeting to complete agenda items on a newly established meeting date. All adjourned meetings will be open sessions with opportunity to address the council.

Section 3 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the English Learners Advisory Committee, with notice sent to the parents 72 hours in advance of the meeting. All special meetings will be open sessions with opportunity to address the council.

Section 4 – Place of Meetings

The English Learners Advisory Committee shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 5 – Decisions of the English Learners Advisory Committee

All decisions of the English Learners Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance provided a quorum is present.

Section 6 – Quorum

A majority constitutes a quorum for the transaction of business.

Section 7 – Delegation of Responsibilities to the School Site Council

Following three months of operation, the ELAC members may vote to vest their interest in the School Site Council and therefore merge with that group. The School Site Council agenda and minutes must reflect that the School Site Council has voted to accept the responsibilities of the ELAC. From the point of merging, the School Site Council agenda must address all the ELAC responsibilities.

Section 8 – Duration of Merger

The merger is for a maximum of two years. Every two years thereafter, all parents of English learner students must be given the opportunity to vote to continue the merger of the two committees.

Article 5

Section 1- Amending the Bylaws

Amendments to the bylaws can be made by the ELAC.

ELAC Bylaws - Huerta Elementary School

Lennox School District BYLAWS FOR THE ENGLISH LEARNERS ADVISORY COMMITTEE

Article 1

Role of the English Learners Advisory Committee

The English Learners Advisory Committee shall carry out all duties and responsibilities assigned to it by policies and guidelines set forth by the California Department of Education. These duties include:

5. Single School Plan.
6. School Needs Assessment
7. Annual Language Census
8. Importance of School Attendance

Article 2

Members

Section 1 – Method

Elections for membership on the English Learners Advisory Committee will be held within four weeks prior to participation in any program requiring an English Learners Advisory Committee. Parent members will be selected as follows:

8. A general meeting is called including all parents of English learner students in the month of September.
9. The role and responsibility of the ELAC is explained.
10. The principal or meeting facilitator can entertain nominations from the floor, the group may select a nomination committee, or interested parents can sign up to have their name placed on a ballot.
11. All nominees must be informed before nominations and elections to assure they understand the duties, responsibilities and terms of office.
12. Place the names of nominees on the ballot. The ballot should include persons willing to serve as chairperson, vice-chairperson and secretary, members at large and two representatives to the District English Learners Advisory Committee.
13. Distribute ballots with the opportunity for write-in candidates.
14. Selection will be by greater plurality of all ballots returned.

Section 2 – Term of Office

All members of the English Learners Advisory Committee shall serve a one-year term.

Section 3 – Voting Rights

Each member shall be entitled to one vote and may cast their vote on each matter submitted to a vote of the council. Proxy or absentee ballots shall not be permitted.

Section 4 – Termination of Membership

A member shall no longer hold memberships should he or she cease to have children in the school, or no longer meets the membership requirements under which he or she was selected. Membership shall automatically terminate for any member who is absent from three consecutive regular meetings. The committee by affirmative vote of two-thirds of all the members can suspend or expel a member for actions that go beyond those responsibilities set in policy by the board of education.

Section 5 – Vacancy

The committee itself will fill vacancies on the English Learners Advisory Committee. A vacancy must be filled by a parent of an English language learner, and must be filled by majority vote.

Section 6 – Alternates

Alternates can be selected at the discretion of the English Learners Advisory Committee. Alternates will be able to participate in the meeting but will have no voting rights.

Article 3

Section 1 – Officers

The officers of the English Learners Advisory committee shall be a chairperson, vice-chairperson, secretary, a representative to the District English Learners Advisory Committee (DELAC), and an alternate representative. Members who already hold a position of president, vice-president, or secretary may fill the representative and the alternate representative positions.

Section 2 – Election and Term of Office

The officers of the English Learners Advisory Committee shall be elected once a year by the members of the committee and shall serve for one year. Elections will be held in September.

Section 3 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by a special election of the English Learners Advisory Committee for the unexpired portion of the term.

Section 4 – Chairperson

The chairperson shall preside at all meetings of the English Learners Advisory Committee and may sign all letters, reports, and other communications of the English Learners Advisory Committee. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the English Learners Advisory Committee from time to time.

Section 5 – Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the English learners Advisory Committee.

Section 6 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the English Learners Advisory Committee and shall promptly transmit to each of the members, to the District English Learners Advisory Committee or District Superintendent, Project Director, and to such others as the English Learners Advisory Committee may deem appropriate, copies of the minutes of such meetings; maintain committee records at the school site; keep a register of the addresses and telephone numbers of each member of the English Learners Advisory Committee which shall be furnished to the secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the English Learners Advisory Committee.

Section 7 – Representative to the District English Learners Advisory Committee

The duties of the representatives to the District English Learners Advisory Committee shall be to represent the site English Learners Advisory Committee and to promptly transmit to the site ELAC information provided at the DELAC. The representatives shall perform other duties as from time to time may be assigned by the chairperson or by the site English Learners Advisory Committee.

Article 4

Section 1 – Regular Meetings

The English Learners Advisory Committee shall meet regularly meet during the school year. All meetings will be open sessions with opportunity to address the committee.

Section 2 – Adjourned Meetings

An adjourned meeting can be called at the end of a regular meeting to complete agenda items on a newly established meeting date. All adjourned meetings will be open sessions with opportunity to address the council.

Section 3 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the English Learners Advisory Committee, with notice sent to the parents 72 hours in advance of the meeting. All special meetings will be open sessions with opportunity to address the council.

Section 4 – Place of Meetings

The English Learners Advisory Committee shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 5 – Decisions of the English Learners Advisory Committee

All decisions of the English Learners Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance provided a quorum is present.

Section 6 – Quorum

A majority constitutes a quorum for the transaction of business.

Section 7 – Delegation of Responsibilities to the School Site Council

Following three meetings, the ELAC members may vote to vest their interest in the School Site Council and therefore merge with that group. The School Site Council agenda and minutes must reflect that the School Site Council has voted to accept the responsibilities of the ELAC. From the point of merging, the School Site Council agenda must address all the ELAC responsibilities.

Section 8 – Duration of Merger

The merger is for a maximum of two years. Every two years thereafter, all parents of English learner students must be given the opportunity to vote to continue the merger of the two committees.

Article 5

Section 1- Amending the Bylaws

Amendments to the bylaws can be made by the ELAC.

ELAC Bylaws – Moffett Elementary School

Lennox School District BYLAWS FOR THE ENGLISH LEARNERS ADVISORY COMMITTEE

Article 1

Role of the English Learners Advisory Committee

The English Learners Advisory Committee shall carry out all duties and responsibilities assigned to it by policies and guidelines set forth by the California Department of Education. These duties include:

1. Development of the school plan regarding English learners programs.
2. Conducting the school's needs assessment.
3. Reviewing and providing input on administration of the school's language census.
4. Efforts to make parents aware of the importance of regular school attendance.

Article 2

Members

Section 1 – Method

Elections for membership on the English Learners Advisory Committee will be held within four weeks prior to participation in any program requiring an English Learners Advisory Committee. Parent members will be selected as follows:

1. A general meeting is called including all parents of English learner students.
2. The role and responsibility of the ELAC is explained.
3. The principal or meeting facilitator can entertain nominations from the floor, the group may select a nomination committee, or interested parents can sign up to have their name placed on a ballot.
4. All nominees must be informed before nominations and elections to assure they understand the duties, responsibilities and terms of office.
5. Place the names of nominees on the ballot. The ballot should include persons willing to serve as chairperson, vice-chairperson and secretary, members at large and two representatives to the District English Learners Advisory Committee.
6. Distribute ballots with the opportunity for write-in candidates.
7. Selection will be by greater plurality of all ballots returned.

Section 2 – Term of Office

All members of the English Learners Advisory Committee shall serve a two-year term.

Section 3 – Voting Rights

Each member shall be entitled to one vote and may cast their vote on each matter submitted to a vote of the council. Proxy or absentee ballots shall not be permitted.

Section 4 – Termination of Membership

A member shall no longer hold memberships should he or she cease to have children in the school, or no longer meets the membership requirements under which he or she was selected. Membership shall automatically terminate for any member who is absent from three consecutive regular meetings. The committee by affirmative vote of two-thirds of all the members can suspend or expel a member for actions that go beyond those responsibilities set in policy by the board of education.

Section 5 – Vacancy

The committee itself will fill vacancies on the English Learners Advisory Committee. A vacancy is either of the two subdivisions; parent or other school community members will be filled by a majority vote of that subdivision in which the vacancy occurs.

Section 6 – Alternates

Alternates can be selected at the discretion of the English Learners Advisory Committee. Alternates will be able to participate in the meeting but will have no voting rights.

Article 3

Section 1 – Officers

The officers of the English Learners Advisory committee shall be a chairperson, vice-chairperson, secretary, and two representatives to the District English Learners Advisory Committee.

Section 2 – Election and Term of Office

The officers of the English Learners Advisory Committee shall be elected once every two years by the members of the committee and shall serve for two years. Elections will be held within four weeks after the beginning of the school year.

Section 3 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by a special election of the English Learners Advisory Committee for the unexpired portion of the term.

Section 4 – Chairperson

The chairperson shall preside at all meetings of the English Learners Advisory Committee and may sign all letters, reports, and other communications of the English Learners Advisory Committee. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the English Learners Advisory Committee from time to time.

Section 5 – Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the English learners Advisory Committee.

Section 6 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the English Learners Advisory Committee and shall promptly transmit to each of the members, to the District English Learners Advisory Committee or District Superintendent, Project Director, and to such others as the English Learners Advisory Committee may deem appropriate, copies of the minutes of such meetings; maintain committee records at the school site; keep a register of the addresses and telephone numbers of each member of the English Learners Advisory Committee which shall be furnished to the secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the English Learners Advisory Committee.

Section 7 – Representative to the District English Learners Advisory Committee

The duties of the representatives to the District English Learners Advisory Committee shall be to represent the site English Learners Advisory Committee and to promptly transmit to the site ELAC information provided at the DELAC. The representatives shall perform other duties as from time to time may be assigned by the chairperson or by the site English Learners Advisory Committee.

Article 4

Section 1 – Regular Meetings

The English Learners Advisory Committee shall meet regularly meet during the school year. All meetings will be open sessions with opportunity to address the committee.

Section 2 – Adjourned Meetings

An adjourned meeting can be called at the end of a regular meeting to complete agenda items on a newly established meeting date. All adjourned meetings will be open sessions with opportunity to address the council.

Section 3 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the English Learners Advisory Committee, with notice sent to the parents 72 hours in advance of the meeting. All special meetings will be open sessions with opportunity to address the council.

Section 4 – Place of Meetings

The English Learners Advisory Committee shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 5 – Decisions of the English Learners Advisory Committee

All decisions of the English Learners Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance provided a quorum is present.

Section 6 – Quorum

A majority constitutes a quorum for the transaction of business.

Section 7 – Delegation of Responsibilities to the School Site Council

Following three months of operation, the ELAC members may vote to vest their interest in the School Site Council and therefore merge with that group. The School Site Council agenda and minutes must reflect that the School Site Council has voted to accept the responsibilities of the ELAC. From the point of merging, the School Site Council agenda must address all the ELAC responsibilities.

Section 8 – Duration of Merger

The merger is for a maximum of two years. Every two years thereafter, all parents of English learner students must be given the opportunity to vote to continue the merger of the two committees.

Article 5

Section 1- Amending the Bylaws

Amendments to the bylaws can be made by the ELAC.

ELAC Bylaws – Lennox Middle School

Bylaws for Lennox Middle School

Article 1 Name of Council

The name of the council shall be the Lennox Middle School Site Council representing Lennox Middle School grades 7th/8th and the Lennox Middle School 6 Small Learning Community.

Article 2 Role of the Council

The Single Plan for Student Achievement shall be developed and recommended by the School Site Council, annually. The School Site Council, following approval of the Single Plan for Student Achievement by the district governing board, shall have ongoing responsibility to review with the Principals, teachers, other school personnel, pupils, parents, and community members, the implementation of the Single Plan for Student Achievement, and to assess periodically the effectiveness of such a program. Modifications or any improvement to the Single Plan for Student Achievement shall be developed, recommended, and approved or disapproved in the same manner. The School Site Council shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

Article 3 Members

Section 1 – Size and Composition

The School Site Council shall be composed of 12 members.

The needs and resources of the Single Plan for Student Achievement Plan require that membership include broad representation of parents, students, and staff, including all socioeconomic and ethnic groups represented in the school attendance area. Representation on the School Site Council shall be: (2) parent representatives shall be elected by parents of the LMS 7th/8th site, (1) parent representative shall be elected by parents of the LMS 6 site (2) student representatives shall be elected by the 7th/8th grade Lennox Middle School student body, (1) student representatives shall be elected by the Lennox Middle School 6 student body, site (3) classroom teacher representing LMS 7th/8th grade shall be elected by teachers at the site, (1) classroom teacher representing LMS 6 shall be elected by teachers at the site, and (1) other school personnel representative shall be elected by other school personnel at either site alternating between both school sites every term. The council shall be constituted to ensure parity between (a) the Principals, classroom teachers, and other school personnel; and (b) an equal number of parents. Each representative component shall have an alternate present at the meeting and have voting power if a member is absent.

Classroom teachers shall constitute the majority of those persons representing school staff.

Council members representing parents and/or community members may be employees of the school district but may not serve as a parent/community representative at the site of employment.

Section 2 – Term of Office

All members of the council shall serve for a two-year term, except for LMS 6 parent and student representatives who shall serve a one year term. However, in order to achieve staggered membership, one-half (or the nearest approximation thereof) of the members representing parents or community members and one-half (or the nearest approximation thereof) of the members representing teachers and other school personnel (except the principal) shall serve for a one-year term only during the first year of the Council's existence. After the first year of the Council's existence, all terms shall be two years in duration. At the first regular meeting of the Council, a chance method shall be used to determine which members shall serve one-year terms. Once a member's term has expired, at least one year shall elapse before such member may be selected to an additional term. In 2006-2007, LMS 6 elected a parent/student representative for a two year term. The Council shall honor the election of said parent/student representative by allowing that individual to serve out the 2006-2007 term in his/her elected capacity as a parent/student representative and, thereafter, serve the 2007-2008 term solely in the capacity of a parent/student alternate. Having served from 2006 through 2008, said Council member will have completed his/her two-year term.

Section 3 – Voting Rights

Each member shall be entitled to one vote, may cast that vote on each matter submitted to a vote of the council. With exception of the Principals who shall share one vote. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

Section 4 – Termination of Membership

A member shall no longer hold membership should he or she cease to be a parent, student, and/or employee of Lennox Middle School or no longer meets the membership requirements under which he or she was selected (e.g. parent becomes employed by the district). Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three meetings. The council, by affirmative vote of two-thirds of all of the members, can suspend or expel a member.

Section 5 – Transfer of Membership

Membership in the School Site Council is not transferable or assignable. Membership is based on elections only.

Section 6 – Resignation

Any member may resign by filing a written resignation with the local school district governing board.

Section 7 – Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by the alternate. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

Article 4 Officers

Section 1 – Officers

The officers of the School Site Council shall be a chairperson, vice-chairperson, secretary, and such other officers as the council may deem desirable.

Section 2 – Election and Term of Office

The officers of the School Site Council shall be elected by the SSC members, annually, at the first meeting of the new school year, and shall serve for one year or until each successor has been elected.

Section 3 – Removal

Any officer may be removed by a two-thirds vote of all members sitting on the School Site Council whenever, in the judgment of the council, the best interests of the council would be served.

Section 4 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification or otherwise shall, by special election, be filled by the School Site Council for the unexpired portion of the term.

Section 5 – Chairperson

The chairperson shall preside at all meetings of the School Site Council and may sign all letters, reports, and other communications of the School Site Council. In addition, the chairperson shall perform all duties incident to the office of the chairperson and such other duties as may be prescribed by the School Site Council. The chairperson will develop the meeting agenda with the facilitator.

Section 6 – Vice Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as may be assigned by the chairperson or by the School Site Council.

Section 7 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special. of the School Site Council.

Section 8 – Facilitator

The facilitator shall transmit to each of the members true and correct copies of the minutes of such meeting, see that all notices are duly given in accordance with the provisions of these bylaws, be custodian of the School Site council records, keep a register of the address and telephone number of each member, and, in general, perform other duties as may be assigned to the office by the chairperson or by the School Site Council.

Article 5 Committees

Section 1 – Standing and Special Committees

The School Site Council may establish and abolish such standing or special committees, as it may desire. No standing or special committee may exercise the authority of the School Site Council.

Section 2 – Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees.

Section 3 – Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member.

Section 4 – Rules

Each committee may adopt rules for its own government consistent with these bylaws and with rules adopted by the School Site Council or with policies of the governing board.

Section 5 – Quorum

Unless otherwise provided in the decision of the School Site Council designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority (half of the committee, plus one) of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6 – Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

Article 6 Meetings of the School Site Council

Section 1 - Regular Meetings

The School Site Council shall meet regularly at least seven times per year for no more than two and a half hours per meeting.

Section 2 - Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3 – Place of Meetings

The School Site Council shall hold its regular monthly meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4 – Notice of Meetings

Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each member not less than 72 hours or more than two weeks prior to the date of such meeting.

Section 5 – Decision of the School Site Council

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6- Quorum

The presence of 51% of the total membership (half of the membership plus one) shall be required in order to constitute a quorum necessary for the transaction of the business of the School Site Council. No decision of the School Site Council shall be valid unless a majority of the members then holding office concur therein by their votes.

Section 7 – Conduct of Meetings

All regular and special meetings of the School Site Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof. Robert's Rules of Order shall be reviewed at the first meeting of each school year.

Section 8 - Meetings Open to the Public

All regular and special meetings of the School Site Council and of its standing or special committees shall be open at all times to the public.

Section 9- Amendments

The bylaws were amended on December 01, 2008 by a majority vote.

ELAC Bylaws Felton Elementary School

Lennox School District BYLAWS FOR THE ENGLISH LEARNERS ADVISORY COMMITTEE

Article 1

Role of the English Learners Advisory Committee

The English Learners Advisory Committee shall carry out all duties and responsibilities assigned to it by policies and guidelines set forth by the California Department of Education. These duties include:

1. Development of the school plan regarding English learners programs.
2. Conducting the school's needs assessment.
3. Reviewing and providing input on administration of the school's language census.
4. Efforts to make parents aware of the importance of regular school attendance.

Article 2

Members

Section 1 – Method

Elections for membership on the English Learners Advisory Committee will be held within four weeks prior to participation in any program requiring an English Learners Advisory Committee. Parent members will be selected as follows:

1. A general meeting is called including all parents of English learner students.
2. The role and responsibility of the ELAC is explained.
3. The principal or meeting facilitator can entertain nominations from the floor, the group may select a nomination committee, or interested parents can sign up to have their name placed on a ballot.
4. All nominees must be informed before nominations and elections to assure they understand the duties, responsibilities and terms of office.
5. Place the names of nominees on the ballot. The ballot should include persons willing to serve as chairperson, vice-chairperson and secretary, members at large and two representatives to the District English Learners Advisory Committee.
6. Distribute ballots with the opportunity for write-in candidates.
7. Selection will be by greater plurality of all ballots returned.

Section 2 – Term of Office

All members of the English Learners Advisory Committee shall serve a two-year term.

Section 3 – Voting Rights

Each member shall be entitled to one vote and may cast their vote on each matter submitted to a vote of the council. Proxy or absentee ballots shall not be permitted.

Section 4 – Termination of Membership

A member shall no longer hold memberships should he or she cease to have children in the school, or no longer meets the membership requirements under which he or she was selected. Membership shall automatically terminate for any member who is absent from three consecutive regular meetings. The committee by affirmative vote of two-thirds of all the members can suspend or expel a member for actions that go beyond those responsibilities set in policy by the board of education.

Section 5 – Vacancy

The committee itself will fill vacancies on the English Learners Advisory Committee. A vacancy is either of the two subdivisions; parent or other school community members will be filled by a majority vote of that subdivision in which the vacancy occurs.

Section 6 – Alternates

Alternates can be selected at the discretion of the English Learners Advisory Committee. Alternates will be able to participate in the meeting but will have no voting rights.

Article 3

Section 1 – Officers

The officers of the English Learners Advisory committee shall be a chairperson, vice-chairperson, secretary, and two representatives to the District English Learners Advisory Committee.

Section 2 – Election and Term of Office

The officers of the English Learners Advisory Committee shall be elected once every two years by the members of the committee and shall serve for two years. Elections will be held within four weeks after the beginning of the school year.

Section 3 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by a special election of the English Learners Advisory Committee for the unexpired portion of the term.

Section 4 – Chairperson

The chairperson shall preside at all meetings of the English Learners Advisory Committee and may sign all letters, reports, and other communications of the English Learners Advisory Committee. In addition, the

chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the English Learners Advisory Committee from time to time.

Section 5 – Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the English learners Advisory Committee.

Section 6 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the English Learners Advisory Committee and shall promptly transmit to each of the members, to the District English Learners Advisory Committee or District Superintendent, Project Director, and to such others as the English Learners Advisory Committee may deem appropriate, copies of the minutes of such meetings; maintain committee records at the school site; keep a register of the addresses and telephone numbers of each member of the English Learners Advisory Committee which shall be furnished to the secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the English Learners Advisory Committee.

Section 7 – Representative to the District English Learners Advisory Committee

The duties of the representatives to the District English Learners Advisory Committee shall be to represent the site English Learners Advisory Committee and to promptly transmit to the site ELAC information provided at the DELAC. The representatives shall perform other duties as from time to time may be assigned by the chairperson or by the site English Learners Advisory Committee.

Article 4

Section 1 – Regular Meetings

The English Learners Advisory Committee shall meet regularly meet during the school year. All meetings will be open sessions with opportunity to address the committee.

Section 2 – Adjourned Meetings

An adjourned meeting can be called at the end of a regular meeting to complete agenda items on a newly established meeting date. All adjourned meetings will be open sessions with opportunity to address the council.

Section 3 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the English Learners Advisory Committee, with notice sent to the parents 72 hours in advance of the meeting. All special meetings will be open sessions with opportunity to address the council.

Section 4 – Place of Meetings

The English Learners Advisory Committee shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 5 – Decisions of the English Learners Advisory Committee

All decisions of the English Learners Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance provided a quorum is present.

Section 6 – Quorum

A majority constitutes a quorum for the transaction of business.

Section 7 – Delegation of Responsibilities to the School Site Council

Following three months of operation, the ELAC members may vote to vest their interest in the School Site Council and therefore merge with that group. The School Site Council agenda and minutes must reflect that the School Site Council has voted to accept the responsibilities of the ELAC. From the point of merging, the School Site Council agenda must address all the ELAC responsibilities.

Section 8 – Duration of Merger

The merger is for a maximum of two years. Every two years thereafter, all parents of English learner students must be given the opportunity to vote to continue the merger of the two committees.

Article 5

Section 1 - Amending the Bylaws

Amendments to the bylaws can be made by the ELAC.

II. Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements.

The Lennox School District properly identifies, assesses, and reports all students who have a primary language other than English following the guidelines established under (5 CCR 113086). English learners are assessed annually to monitor their progress in acquiring English using the CELDT and district measures. Their academic progress toward mastery of California content standards is assessed annually and on an ongoing basis using the California STAR battery of assessments and local district measures (5 CCR 11511.1{b}). Parents are notified of the initial and annual test results in a timely fashion using the notification letters in this section. (Please see Attachments A, B, & D)

Initial Enrollment Procedures

The following section describes the process used to enroll students new to Lennox. When a student who has previously attended a U.S. school enrolls in the Lennox School District, staff will make every effort to obtain the students' cumulative record as soon as possible. If the district has not received the student's records within 20 days of enrollment, staff will proceed with the initial enrollment process described below.

Home Language Survey

At the time of enrollment, California public schools are required to determine the language spoken in the home of 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 at the time of initial enrollment. This is part of the District's enrollment procedure at each school site. If the student has completed an HLS prior to the initial enrollment in Lennox, this HLS is honored. This includes an HLS that was submitted by a parent/legal guardian at the time of enrolling their child in the Lennox State Preschool. The HLS remains on file for each student in the district, including transferring the HLS from the state preschool to the elementary school upon enrollment. This information will assist schools in planning appropriate instruction for all students.

(Please see Attachment C)

Note: Education Code Section 52164.1 states that the primary language of new pupils shall be determined as they enroll. Once determined, the primary language need not be redetermined unless the parent or guardian claims there is an error. Home language determinations are required only once, unless the results are disputed by a parent or guardian. The CELDT must be administered to any student whose parent or guardian completed any of the three questions on the HLS by indication a language other than English. The answer to the fourth question is not required but may be considered by school district personnel when making the decision whether to administer the CELDT. Once a student has been identified as an English learner and takes the CELDT, the student must be reclassified in order to no longer take the CELDT.

English Language Proficiency Assessment

All students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the HLS, must be assessed in English language proficiency within 30 calendar days of initial enrollment (Day 1 of school). The California English Language Development Test (CELDT) is administered for this purpose. District staff scores initial assessments and preliminary scores are reported to parents and teachers **(Please see Attachment A & B)**. The official scores are reported to parents and teachers when they are received from the test contractor.

Primary Language Proficiency Assessment

All identified English learners are assessed for primary language proficiency within 90 days of first enrollment. The Quick Informal Assessment (QIA) in Spanish is administered to determine the language proficiency of students whose home language is Spanish. For students that speak languages other than Spanish, an Informal Language Assessment (survey) is completed by the parent and it assists with the appropriate placement of the student. The survey is filed in the student's cumulative folder.

(Please see Attachment E & F)

Notification of Results of Initial Assessment

Parents are notified of the completion and results of their child's initial English language and primary language assessment results within 30 calendar days after the beginning of the school year or during the school year, within two weeks of the child being placed in the educational program. **(Please see Attachments A)**

Placement of Students

Students who score on the CELDT at the Early Advanced or Advanced level overall with no sub-test below Intermediate are classified as Initial Fluent English Proficient (I-FEP) and placed in a mainstream program. Students whose overall CELDT score is Beginning, Early Intermediate, Intermediate, or those who have any sub-test score below Intermediate are classified as English learners (EL) and are placed in the appropriate English language instructional program. Parents are notified of their opportunity to apply for a waiver into a primary language instructional program.

(Please see Attachments A, B, & D)

English Learners with Disabilities

ELs with disabilities and an Individualized Education Program (IEP) or 504 Plan will be assessed for English proficiency using the CELDT. The IEP document will identify any accommodations or modifications used to administer the CELDT or an alternate assessment for the CELDT if so specified in the student's IEP or 504 Plan. The student will be placed in the instructional program that the IEP team recommends to best meet the student's instructional objectives. ELs with disabilities will have ELD goals in their IEP and will be assessed annually to ensure acquisition of English and progress toward academic goals **(Please see Attachment H)**

Annual Assessment for English Language Development and Academic Progress

English Language Development (ELD)

EL students in the Lennox School District are assessed annually using the CELDT during the annual assessment window. In addition, interim progress in English acquisition is monitored using a standards based ELD monitoring tool. This information is communicated to parents and is held in the students' cumulative folder. Teachers may also use ELD curriculum embedded assessments to monitor students' progress in acquiring English.

Progress Toward Mastery of California Content Standards

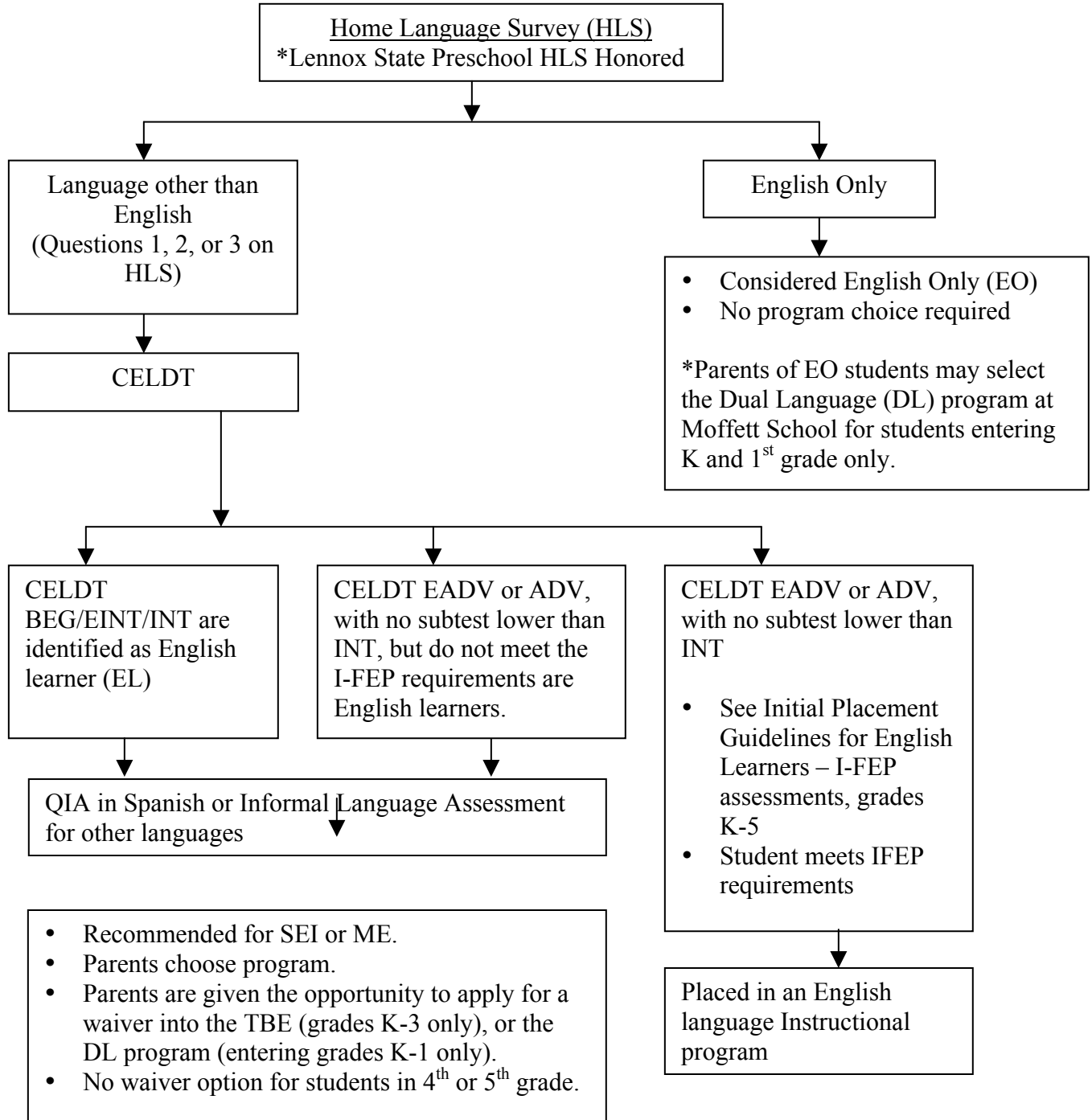
All EL students in grades 2-8 take the California STAR battery of assessments each year. All EL students also take common standards based assessments at grades 2-8 four-six times each year in reading/language arts and math for grades K-8. Tests are administered in the language appropriate to the EL student's program choice and description (see Section VI, program descriptions for language assessments). In addition to the common standards based

assessments, teachers in grades 2-8 have developed formative assessments that may also be used to monitor EL student progress.

The district is developing common language arts assessments for grades K-1. K-1 teachers have developed formative assessments that may also be used to monitor EL student progress on content standards.

All common standards based assessments will available in Spanish and English in the 2010-11 school year.

Initial Enrollment Procedures Placement Flow Chart K-8



- Program options for 4th and 5th grade EL students, upon initial enrollment, are the SEI and MEP programs only.
- Initial Placement Guidelines (**Please see Attachment A**)

III. Funding

Allocation and use of funds meet statutory requirements for allowable expenditures.

Lennox uses general funds for core instruction of ELs and uses EIA/LEP and Title III funds for services that supplement the core. Adequate basic resources are available for English learners. All categorical funds are used to supplement and not supplant the base program for English learners.

Use of Funds

All core materials are purchased through General Funds. The State Department of Education administers funding for categorical programs through the Consolidated Application. These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English learners.

The Lennox School District operates a school-wide Title 1 program at each site. A school-wide program permits a school to use funds from Title I, Part A, other Federal education program funds and resources, to raise academic achievement for all the students, including English learners and improve the entire educational program of the school. School-wide programs can use their Title I, Part A funds in the manner they choose, as long as they engage in researched based strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive plan to help students meet the State's challenging standards.

Economic Impact Aid (EIA) and other categorical funds supplement the district's base program. Services to English learners are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have been incurred in other areas of the core curriculum.

Title III funds are used for supplementary programs and services for English Learners. Activities include the provision of instruction and instructional support services related to English Language Development and academic progress in the core curriculum to ensure that EL students meet grade level standards. Programs also provide staff development opportunities to school staff assigned to EL populations. Title III funds are also used for instructional support, curriculum development, parental involvement, and related EL student program activities.

This program is intended to support the efforts of each school to improve instruction, auxiliary services, school environment, and school organization to meet the academic and linguistic needs of EL students at that school.

IV. Standards, Assessment, and Accountability

Categorical programs meet state standards, are based on the assessed needs of program participants and achieve the intended outcomes of the categorical program.

The Lennox School District evaluates the effectiveness of all the programs for English learners annually through the collection and analysis of qualitative and quantitative data related to EL achievement. Assessment results from state and local measures are examined and compared to progress in previous years and also compared to students from each of the different programs that have the same level of English proficiency.

The annual *program evaluation* for English learners measures progress toward the following goals:

1. English learners will increase one level of proficiency as measured by the CELDT test.
2. English learners will reach and attain CELDT levels Early Advanced or Advanced with no sub-score below Intermediate) within 5 years of attendance in California schools.
3. English learners who attain CELDT levels Early Advanced or Advanced Proficient will not drop below that score.
4. English learners who have been in California schools for five or more years will score proficient on the STAR battery of assessments and local standards based assessments in English language arts and mathematics.
5. In addition to the above, students who enter the Dual Language (DL) Program at the beginning of Kindergarten will score proficient in their primary language on state criterion referenced tests by grade 2 and proficient in their second language on state criterion referenced tests by grade 4. EO and I-FEP DL students will score proficient in their second language by grade 4 as assessed on local grade-level standards based assessments in language arts.

Each year the district will measure the progress of each EL toward goals 1-4 and all the EL students in the Dual Language program toward goals 1-5. We will disaggregate the data used to measure these goals in the following ways:

- By CELDT proficiency level
- By years in U.S. schools
- By program participation

Looking at the data in this way will allow us to pinpoint areas of strength and concerns in our programs. It will also help us identify specific students who may require extra support or interventions to meet their goals.

Reclassification

The Lennox School District reclassifies students from EL to Reclassified Fluent English Proficient (RFEP) at the point when specialized EL services are deemed no longer needed for ELs to be successful in the mainstream educational program. This decision is made using criteria that include assessment of English language proficiency, the California Standards Test scores in English language arts, performance on a district writing assessment, teacher evaluation and parent consultation. Once students are reclassified, they remain reclassified, or RFEP on their language status for the rest of their educational careers.

Criteria Used for Reclassification

English learners are reclassified to fluent English proficient based on the following multiple criteria:

Notes:

- *English learners at grades K-2 are not usually considered for reclassification in Lennox. Parents or teachers may request an individual review of a student if he/she believes the student meets reclassification criteria. The CELDT score data, in addition to common, standards based assessments are examined to determine if the student is able to function at a level commensurate with his or her peers who speak only English.*
- *EL Special Education students considered for reclassification adhere to the following reclassification criteria, but the California Modified Assessment (CMA) score of 325 and their IEP assist in determining reclassification.*

Grades 3 – 5 Achievement Data

- Most recent scale score of 325 or higher on the California Content Standards Test: English Language Arts.
- DRA (only if Language Arts CST score is between 325 and 329)
 - Score of Proficient or above is needed.
 - (*DRA is an additional measure for students that are at the borderline of CST criteria)
- California English Language Development Test (CELDT)
 - Overall score Early Advanced or Advanced with no sub score below Intermediate
- Teacher Evaluation: Classroom grade of ‘C’ or better
- Writing Performance Standards
 - Score of Proficient or above on District Rubric
- Parent Consultation

Grades 6 - 8 Achievement Data

- Most recent scale score of 325 or higher on the California Content Standards Test: English Language Arts.
- California English Language Development Test (CELDT)
 - Overall score Early Advanced or Advanced with no sub score below Intermediate
- Teacher Evaluation: Use of the ELD progress monitoring document/tool
- Writing Performance Standards:
 - Score of Proficient or above on District Rubric
- Parent Consultation

Grades 9-12 Achievement Data

- Most recent scale score of 325 or higher on the California Content Standards Test: English Language Arts.
- California High School Exit Exam (CAHSEE): English Language Arts
 - Proficient or higher
- California English Language Development Test (CELDT)
 - Overall score Early Advanced or Advanced with no sub score below Intermediate
- Teacher Evaluation: GPA 2.0
- Writing Performance Standards:
 - Score of Proficient or above on District Rubric
- Parent Consultation

Process for Reclassification

- 1.) Coordinator of Categorical Programs generates a list of all ELs eligible for reclassification under the CST and CELDT test score criteria in February. LMS has a second reclassification window in October.
- 2.) Staff Development Specialists (SDS) at each site review their lists for accuracy and missing data.
- 3.) Students who have met the reclassification criteria are referred to the School Reclassification Team using the *English Language Learner Reclassification Form (Please see Attachment I)*.
- 4.) The School Reclassification Team consults with the students' teachers and/or counselors.
- 5.) Site invites parents to meet with SDS, teachers and administrators as needed for consultation and to make recommendations.
- 6.) If the School Reclassification Team decides that the student has achieved a high level of English language proficiency and English curriculum mastery comparable to native English speakers at his/her grade level as evidenced under the multiple criteria guidelines, the student is recommended for reclassification to fluent English proficient.
- 7.) The reclassification results are communicated to the parents orally and in writing. Parents must sign the *English Language Learner Reclassification Consultation Form (Please see attachment I)*.
- 8.) For those who do not pass the reclassification writing prompt, SDS communicates areas of need by grade-level to corresponding classroom teachers to assist in the development and growth of these areas.
- 9.) May/June retesting only for those who did not pass the reclassification writing prompt in February after intense writing instruction.

Monitoring the Progress of Reclassified Students

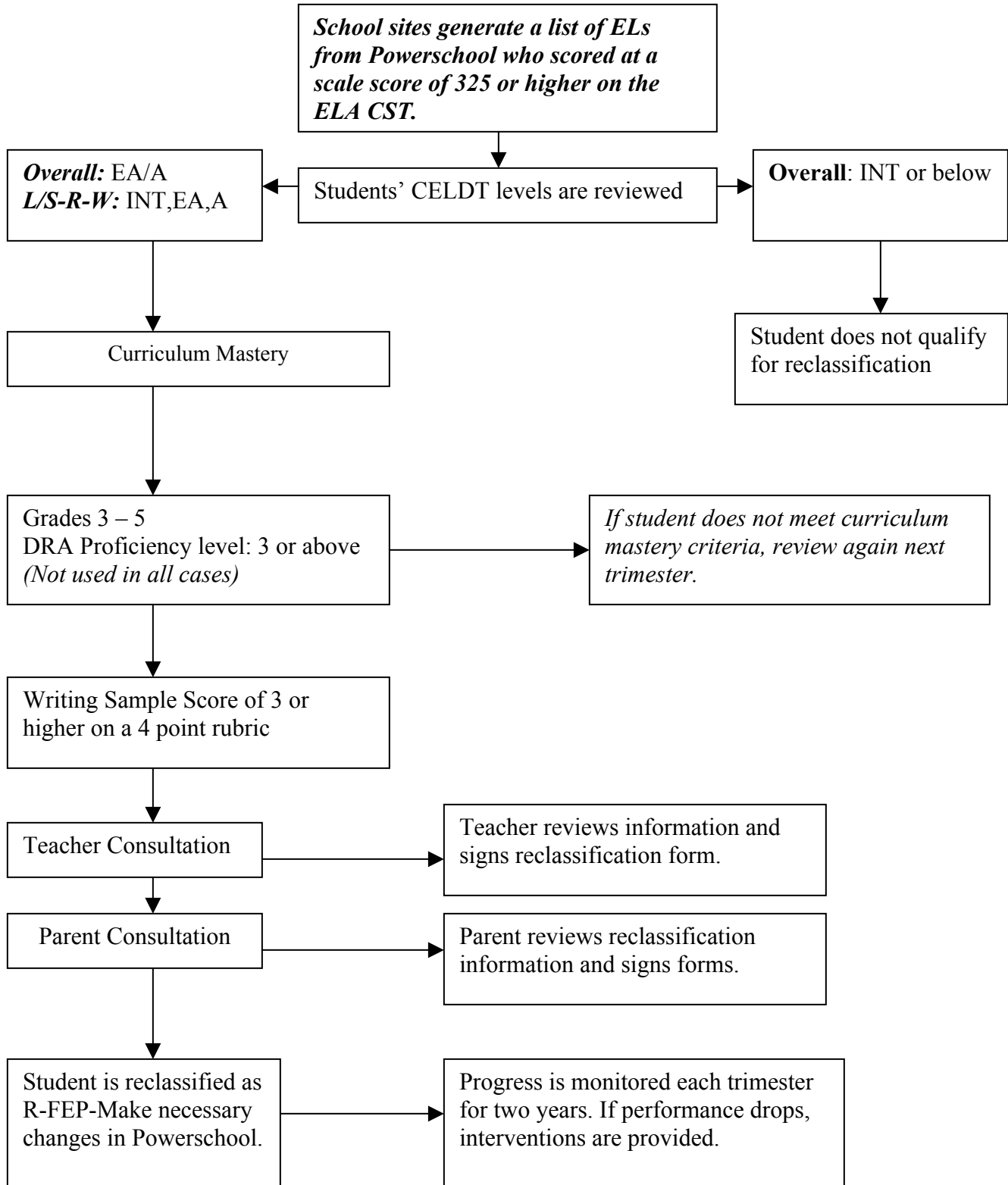
The site administrator designates personnel, usually the SDS, to coordinate the monitoring of recently reclassified students. All students are monitored at the end of each trimester/semester during the initial 24-month period following reclassification. Additionally, at the high school level, graduation checks are monitored twice a year by the student's counselor.

If a student is not making satisfactory progress after reclassification, SDS/principal meets with the teacher to discuss an instructional plan including any additional support available such as after-school tutoring, primary language support, and that specialized support is provided. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing, or math instruction
- Placement in reading, writing, ELD, or math support class
- After-school academic support
- Intersession classes

Lennox School District Reclassification Flow-Chart

Grades 3-8



V. Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

Staffing

The district ensures that all teaching personnel whose assignment includes English learners will hold appropriate certification to provide the necessary instructional services for English learners. Teachers assigned to provide ELD, SDAIE, and primary language instruction must be properly authorized or “actively pursuing” authorization, with signed agreement on file in the Personnel Department. Hiring and placement of teachers are based on student and program need. All teachers in Lennox are authorized to serve English learners. The district hires only staff with the authorizations needed to serve English learners and actively recruits new staff whom hold bilingual authorizations.

Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers

Whenever there are open teaching positions in Lennox, the Personnel Department requires candidates to hold credentials to serve ELs in English and/or their primary language.

Appropriate Use of Bilingual Paraprofessionals (Teaching Assistants-TAs)

Bilingual teaching assistants contribute specialized skills and support in an English learner program and work and plan closely with teachers. The district requires at least 48 units of post-secondary education or an Associate’s degree and a passing score on a local assessment to ensure that paraprofessionals who work in the classroom are highly qualified. Preference is given to candidates who are highly qualified and bilingual.

Professional Development

The district provides an ongoing in-service training program, which results in qualifying existing and future personnel to provide appropriate instruction services to English learners.

Priority

The Lennox School District is committed to providing focused professional development and training for all staff, including administrators, teachers, teaching assistants, counselors and district office personnel, to ensure that they have the skills and strategies needed to work effectively with English learners. This includes both the training necessary to obtain required authorizations and on-going development to ensure that staff provide research based practices in the instruction of Lennox’ ELs.

High-quality professional development includes the following principles based on the Academic Program Survey (APS):

1. Integrates academic content standard with student performance and achievement data.
2. Provides time for all teachers to learn in a meaningful manner with feedback and coaching opportunities.
3. Includes evidence-based assessment of training outcomes to provide a foundation for future planning.
4. Is based in the most current research on best practices for English learner success.
5. Clear expectations for trainers, coaches, administrators, and teachers.
6. Demands mutual accountability: the Instructional Services Department facilitates the provision of professional development and staff are held accountable for implementing it.
7. Provides opportunities for reflection, collaboration, and progress monitoring of EL students.

Specific EL Training Options

Training will address the following:

- Master plan policies, procedures, and guidelines
- ELD, SDAIE, and primary language instruction; effective strategies and practices
- Teaching for skill transference in language arts instruction
- Implementation of the simultaneous language acquisition, dual language program model; strategies and best practices
- Differentiation of instruction based on student's English language proficiency levels.
- Interpreting and instructing the Spanish Language Arts Standards for teachers who teach in Spanish
- Assessment and data analysis to monitor student progress and inform instruction
- Parent outreach to maximize meaningful participation in the education of their children

Overview and Monitoring

The Instructional Services Department has a system to monitor the professional development. Needs assessments are filled-out by participating teachers and the end of the year and the information is used to develop professional development for teachers of EL students. Managers keep records of staff participation and completion of professional development activities completed by each staff member at the site and district level.

VI. Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the local educational agency (LEA), as required by law.

All English learners are placed in English-language classrooms automatically unless a parental exception waiver has been granted for an alternative, bilingual program. All students receive instruction in English for at least 30 days during their first year of enrollment in California schools.

Newly enrolled students who score on the CELDT at the Early Advanced or Advanced level overall with no sub-test below Intermediate are classified as Initial Fluent English Proficient (I-FEP) and placed in a mainstream program. Students whose overall CELDT score is Beginning, Early Intermediate, Intermediate, or those who have any sub-test score below Intermediate are classified as English learners (EL) and are placed in the appropriate English language instructional program. Parents are notified of their opportunity to apply for a waiver into a primary language instructional program.

Parents of students who are identified as English learners are informed of the program options available in the Lennox School District at the time of enrollment and in the spring of each school year. Parents are given the opportunity to choose the program they feel best meets the special needs of their child/children. (EC 310, 311) The District offers several program options for students and all help them learn how to understand, speak, read, and write in English. All programs for English learners meet the guidelines for instructional materials and instructional minutes as defined in the Nine Essential Program Components (EPCs).

Lennox School District Programs for English Learners – Overview

The common goals for English Learners in the Lennox School District are:

1. English Learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6893; EC 300[f]; 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302 [b]; Castañeda v. Pickard [5th Cir.1981] 648 F. 2d 989)

All programs for English learners in the Lennox School District build knowledge in core content with the goal that all EL students become proficient in the California content standards. Programs are designed to meet the educational needs of English learners by including English Language Development (ELD) and the use of Specially Designed Academic Instruction in English (SDAIE) strategies. These strategies help make the content instruction meaningful for students who are learning both new content and a new language simultaneously.

In addition to English language instructional programs, parents in Lennox have the choice to have their children instructed in Spanish through one of three bilingual programs. Lennox offers an early exit transitional bilingual program, a dual language program and a language academy program. Each of these programs ensures rapid acquisition of English while supporting students in learning content through instruction in Spanish, which is the language that is most understandable to them. Full descriptions of each program follow this section. All three of these programs require that parents apply for a parental exception waiver.

The **Transitional Bilingual Education Program**, grades K-3 only, serves English learners whose primary language is Spanish and who are less than reasonably fluent (students enter at CELDT overall levels 1 and 2) in English from kindergarten through third grade. The goal is rapid transition to English language instruction while supporting content mastery through instruction in Spanish. Instruction is mostly in Spanish with an increase in instruction in English at each grade-level and as the students become more proficient in the English language. This program is for children from kindergarten through the third grade and is available at the elementary sites, except Moffett School.

Lennox also offers a **Dual Language Program**, the program admits students entering grades K and 1 only. The program has a goal of achieving full bilingualism and biliteracy for all students in both English and Spanish. Instruction is 50% in English and 50% in Spanish. English learners at all levels of English proficiency and native speakers of English are accepted into the program. The program is housed at Moffett School and will comprise of grades K-3 for the 2010-2011 school year.

The third bilingual program is the **Language Academy** for newcomer students in grades six through eighth. This program seeks to ensure rapid acquisition of English. EL students are supported in learning content with instruction in Spanish or with SDAIE strategies for students with other primary languages. This program serves English learners who are less than reasonably fluent in English (CELDT overall Levels 1 and 2) and have been in U.S. schools for two or fewer years.

Note: The IEP team determines placement of each special education student regardless of language proficiency.

Lennox School District Program Descriptions for English Learners

English Language Instructional Programs

Structured English Immersion (SEI) is for EL students who are *less than reasonably fluent* in English. In Lennox, this is defined as students who score at CELDT Overall levels 1 (Beginning), 2 (Early Intermediate), or 3 (Intermediate). ***The goal of this program is rapid acquisition of English while engaging in academic instruction in English.*** The features of this program include:

- Instruction is nearly all in English, meaning 100% of direct instruction is in English.
- Spanish/Other languages may be used for clarification, explanation, and support as available, with text materials available in Spanish if needed or requested.
- EL students receive English language development daily.
- Core instruction is differentiated, for example, utilizing SDAIE strategies for English learners according to their English proficiency level.
- Students transition from this program to Mainstream English when they reach reasonable fluency in English (CELDT overall Levels 4 or 5).
- SEI is available at all school sites and at all grade levels.

Mainstream English (ME) is designed for EL students who are *reasonably fluent* in English. In Lennox, this is defined as students who score at CELDT levels 4 or 5 (Early Advanced or Advanced). Parents may request that their child be placed in a Mainstream English Program at any time. Lennox identifies EL students who do not meet ME criteria (CELDT levels 1, 2, 3), but are placed in this program by parental request, as *MEP*. Instruction is differentiated for students to ensure meaningful access to all content.

- Instruction is all in English
- EL students receive English language development daily
- Core instruction is differentiated, for example, utilizing SDAIE strategies for English learners according to their English proficiency level.
- ME is available at all school sites and at all grades levels.

Note: Students in the SEI program may be grouped in the same classroom with students in the ME program and instruction will be differentiated to meet each student's needs.

Catch-up Plan

Since research shows that children who are learning new content in a language that they have not yet achieved proficiency in often incur academic delays while acquiring English, {August & Shanahan (2006), Genesee et al (2006), Goldenberg (2003), Rolstad et al. (2005)} the Lennox School District is developing a "Catch Up Plan" that identifies benchmarks of minimal achievement that are a function of the students language proficiency and the number of years they have been enrolled in U.S. schools. The district is creating a menu of interventions that address both language development and mastery of content standards to ensure that all ELs recoup any academic deficits in a timely manner. This plan is reviewed annually.

Lennox School District Catch Up Plan
Expected Minimal Rate of Achievement for English Learners
In English Language Instructional Programs
(SEI, ME)

Years of Continuous Instruction

English Proficiency by CELDT level or ELD Standards Based Tool	<i>Year</i>	<i>1</i> →	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	Key FBB -Far Below Basic BB -Below Basic B -Basic P -Proficient A -Advanced Proficient
	CELDT						
	<i>1</i> <i>Beginning</i>	FBB	BB*	Interventions	Referral	N/A	
	▼ <i>2</i> <i>Early</i> <i>Intermediate</i>	BB	BB	BB*	Interventions	Referral	
	<i>3</i> <i>Intermediate</i>	B	B	B	B*	Interventions	
	<i>4</i> <i>Early</i> <i>Advanced</i>	B	B	B	B	B-P	
	<i>5</i> <i>Advanced</i>	P	P	P	P	P	

- The academic proficiency levels outlined in this chart refer to the minimal expected performance level in all standards-based academic assessments.
- This represents the floor, not the ceiling of expected levels of student performance. Our goal is for higher levels of achievement, but a student should not be considered for retention or course failure if performance is at the range described here.
- The * denotes student performance levels that indicate a student requires attention and *may* require intervention. Those students should be monitored for content mastery, English language acquisition, and effort on the CELDT test.
- On a trimester review basis, if a student is not meeting the expected level of academic performance as a function of their English proficiency and time in CA schools, that student should be provided interventions targeted to the area of need.
- “Interventions” refers to academic interventions in the identified area of need, either English language acquisition or content area instruction. Menu of interventions include, but are not limited to:
 - Student/teacher/parent conference
 - Tutoring
 - Specialized reading, writing, or math instruction
 - Placement in reading, writing or math support class
 - After-school academic support
 - Intersession classes
- “Referral” means referral to Student Study Team for further analysis.
- For students in the TBE program, the age of students, number of years in the country, and other factors must be considered in determining appropriate interventions. Older students who have been in U.S. schools consistently and have not made progress require careful consideration and attention.

Newcomers

Newcomer students who enter after third grade will be placed in an SEI program with intensive instruction as needed to ensure rapid acquisition of English and mastery of content standards. Because their instruction is predominately in English, no waiver is required for participation. The intensive instruction may include, but is not limited to the following services:

- Additional ELD
- 1:1 or small group instruction
- Primary language support
- Intensive interventions based on leveled language proficient in language arts and mathematics
- Additional in-class support
- After school and inter-session instruction
- Computer Assisted Learning

Bilingual Instructional Programs

The Lennox School District offers three different bilingual instructional programs for its EL students. There is a transitional bilingual program for EL students at grades kindergarten-grade 3 and a dual language program for students at grades kindergarten-3 for the 2010-2011 school year. A language academy program for newcomer students exists at grades 6-8 at LMS 6 & 7/8. Each has different goals for students and is fully described below. Bilingual programs are available to all students who meet the criteria for that particular program.

Parents are offered the opportunity to select the program that fits their own child's/children's needs. Each includes English language development, academic instruction in English and some degree of academic instruction in the Spanish language. Parental exception waivers are required and obtained for each student participating in these programs each year.

The common goals for English Learners in bilingual programs in the Lennox School District are:

1. English Learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6893; EC 300[f]; 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302 [b]; Castañeda v. Pickard [5th Cir.1981] 648 F. 2d 989)

The **Transitional Bilingual Education (TBE)** is for EL students whose primary language is Spanish and enter at CELDT levels 1 (Beginning) and 2 (Early Intermediate). Parents choose Spanish language instruction initially to develop content knowledge for their children while they are learning English.

- The ***goal of this program is rapid transition to English language instruction.***
- Initial instruction is mostly in Spanish with an increase of instruction in English at each grade-level and as the students become more proficient in the English language.
- EL students receive daily instruction in English language development.
- This program is for students in grades K-3 only.
- Students transition from this program to either the SEI program or the ME program when they reach fourth grade or when they reach CELDT Overall level 4 (Early Advanced) or higher.
- Parents may choose to move their children to an English language instructional program at any time.
- This program is an option at Buford, Felton, Huerta, and Jefferson Schools only.
- This program requires a parental exception waiver

TBE Program Instructional Design and Benchmarks of Expected Achievement

The goal of this program is the rapid transition to English language instruction while minimizing any academic deficits that may occur while students acquire proficiency in English. It is a 4-year program from kindergarten through third grade, although students may exit before the fourth grade at parent request or when a student reaches CELDT Overall level 4 (Early Advanced) or higher and Basic or above on standards based assessments in English language arts. Below is a description of the breakdown of core instructional time in each grade and each language. The numbers represent the minutes of teaching in each core area.

Instructional Minutes by Language of Instruction for Students in the Transitional Bilingual Education Program

Grade	Spanish Language Arts (SLA) Reading/Writing	English Language Arts (ELA) Reading/Writing	English Language Development (ELD)	Math English	Math Spanish	Science/ Social Science English	S/SS Spanish
Kinder	60	0	60	0	50	0	30
1 st	105	45	45	Math Facts- 15 min. Once concepts have been mastered in primary language	60	45 To Include an activity in English Preview/Review	
2 nd	90	60	45	45 minutes total: Math Facts- 30 (Problem of the Day)-15	45	30	0
3 rd	60	90	45	90	0	30	0

- Notes:
- Students in grades 1-3 receive 200 minutes of physical education every two weeks.
 - Teachers will teach for skill transference in language arts. They will explicitly teach students in Spanish the forms and functions that will facilitate and transfer to English. Teachers will also provide accelerated instruction in English language arts to give extra emphasis to the features of English that are unique to the English language during ELA.
 - Students who are not proficient in English language arts by the end of third grade will be placed at the beginning of fourth grade in a Structured English Immersion (SEI) program with language and academic interventions as needed until students become proficient in English.

Below are sample class schedules for the Transitional Bilingual Education Program for grades K-3.

Sample TBE Daily Schedules

Kinder	Content Area	Instructional Minutes	1st Grade	Content Area	Instructional Minutes
8:15 – 9:15	SLA	60	8:15 – 10:00	SLA	105
9:15-10:15	ELD	60	10:00 - 10:15	Math Facts	15
10:15 – 11:05	Math	50	10:35 – 11:35	Math	60
11:05 – 11:38	Sci/S.S.	30	12:20 – 1:05	ELD	45
			1:05 – 1:50	ELA	45
			1:50 – 2:35	Sci./S.S.	45

2nd Grade	Content Area	Instructional Minutes
8:15 – 9:45	SLA	90
9:40 - 10:15	Math Facts	30
10:35 – 11:35	Math	60
12:20 – 1:20	ELA	60
1:20 – 2:05	ELD	45
2:05 – 2:38	Sci./S.S.	30

3rd Grade	Content Area	Instructional Minutes
8:15 – 9:15	SLA	60
9:15 - 10:00	ELD	45
10:20 – 11:50	ELA	90
11:50 – 12:20	Math Facts	30
1:05 – 2:05	Math	60
2:05 – 2:38	Sci./S.S.	30

All students in Lennox receive the required 200 minutes of physical education every two weeks. The way P.E. is delivered can happen in one of three ways at the discretion of the site administrator.

1. PE substitutes for social studies or science on an alternating basis.
2. P.E. is given during the mid-day recess after the student lunch.
3. All other classes are shortened by a few minutes to accommodate P.E. on the schedule.

On the next page is a chart describing the language and academic benchmarks in Spanish and English by year in the program for students in the Transitional Bilingual Education Program. It includes the assessments that will be used for progress monitoring and the expected performance levels for each at the end of every year in the program. Because the majority of students enter Lennox at kindergarten, both grade level and years in U.S. schools are placed together. For students who enter after kindergarten, one should look at the expectation levels by the corresponding year in U.S. schools.

Transitional Bilingual Educational Program – Expected Rate of Achievement

Grade Level/ Year/ End of Year Benchmarks	Spanish Assessments	English Assessments
Kindergarten- First Year U.S. Schools	<ul style="list-style-type: none"> • Spanish Standards Based Assessments • Spanish Grade Level Common Formative Assessments • Spanish Math Assessments • Spanish Writing Assessment • STS (gr. 2-3) 	<ul style="list-style-type: none"> • CELDT • ELD Standards Tool • CST (grades 2-3)
	<p>Minimal End of Year Benchmark</p> <ul style="list-style-type: none"> • Proficient or Advanced on all assessments 	<p>Minimal End of Year Benchmark:</p> <ul style="list-style-type: none"> • CELDT Level 1 or 2 • ELD Standards Tool-Level 1 or 2 • Far Below Basic on Academic Assessments
First Grade- Second Year U.S. Schools	<ul style="list-style-type: none"> • Spanish Standards Based Assessments • Spanish Grade Level Common Formative Assessments • Spanish Math Assessments • Spanish Writing Assessment • STS (gr. 2-3) 	<ul style="list-style-type: none"> • CELDT • ELD Standards Tool • CST (grades 2-3)
	<p>Minimal End of Year Benchmark:</p> <ul style="list-style-type: none"> • Proficient or Advanced on all assessments 	<p>Minimal End of Year Benchmark</p> <ul style="list-style-type: none"> • CELDT Level 2 or 3 • ELD Standards Tool-Level 2 or 3 • Below Basic on All Assessments
Second Grade- Third Year U.S. Schools	<ul style="list-style-type: none"> • Spanish Standards Based Assessments -SBA 1, SBA 2, SBA 4 • Spanish Grade Level Common Formative Assessments • Spanish Math Assessments • Spanish Writing Assessment • STS (gr. 2-3) 	<ul style="list-style-type: none"> • CELDT • ELD Standards Tool • CST (grades 2-3) • English Standards Based Assessments -CSTM/SBA 3, CSTM/SBA 5 • English Grade Level Common Formative Assessments • English Math Assessments • English Writing Assessment
	<p>Minimal End of Year Benchmark</p> <ul style="list-style-type: none"> • Proficient or Advanced on all assessments 	<p>Minimal End of Year Benchmark</p> <ul style="list-style-type: none"> • CELDT Level 3 • ELD Standards Tool-Level 3 • Basic on All Content Assessments
Third Grade- Fourth Year U.S. Schools	<ul style="list-style-type: none"> • Spanish Standards Based Assessments -SBA 1, SBA 2 • Spanish Grade Level Common Formative Assessments 	<ul style="list-style-type: none"> • CELDT • ELD Standards Tool • CST (gr. 2-3) • English Standards Based Assessments -CSTM/SBA 3, SBA 4, CSTM/SBA 5 • English Grade Level Common Formative Assessments • English Math Assessments • English Writing Assessment
	<p>Minimal End of Year Benchmark</p> <ul style="list-style-type: none"> • Proficient or Above 	<p>Minimal End of Year Benchmark:</p> <ul style="list-style-type: none"> • CELDT and ELD Standards: Level 4 • Basic or above on Assessments

The **Dual Language Program (DL)** is for ELs at all CELDT levels and native speakers of English whose parents choose for them to become **fully bilingual and biliterate in English and Spanish**.

- Instruction is 50% in English and 50% in Spanish in all content areas with the language of instruction alternating daily.
- All students have two teachers; one who teaches in English and another who teaches in Spanish.
- The program expectation is grade level academic achievement in the students' primary language by grade 2 and in their second language by grade 4.
- Parents are asked to commit to keeping their children in the program throughout their student's elementary school years.
- Students receive daily instruction in either Spanish or English language development.
- The instructional minutes for each core subject follow the guidelines developed by the California Department of Education, Essential Program Components.
- This program will eventually extend from kindergarten to eighth grade.
- This program is available at Moffett School only and admits new students entering at K and 1st grade only.
- This program requires a parent waiver.

Dual Language Program Instructional Minutes

Grade	Language Arts Spanish (SLA)/ English (ELA)	Language Development Spanish (SLD)/ English (SLD)	Math English/Spanish	Science Social Studies <i>Art/Music/P.E.</i> English/Spanish
<u>Kinder</u>	75	30	45	30
1 st	150	60	75	45
2 nd	150	60	90	35
3 rd	150	60	90	65
4 th	120	60	90	65
5 th	120	60	90	65
6 th -8 th	TBD	TBD	TBD	TBD

Dual Language Program - Student Assessment Plan - 2010-2011

Assumptions:

Students will participate in all district and state common assessments. The language of the district benchmark assessments will alternate by trimester and grade level based on teacher and administrator recommendations.

Students will also take curriculum embedded and teacher created interim assessments (common formative assessments-CFAs) per the requirements of the district curriculum guides/pacing plans and teacher determined needs.

In addition to the district assessments, students in the Dual Language Program will be assessed yearly in the CELDT, CST, STS and the BSM Spanish language assessment. The CELDT will be administered in the Fall and the BSM in the early Spring. The BSM Spanish language assessment scores will be reported to the classroom teachers.

Teachers will meet at least each trimester to evaluate this student assessment model and revisions to the student assessment plan will be made as necessary to meet the needs of the students and to ensure the best measuring of student mastery of standards.

Achievement expectations for students who enter the Dual Language Program in Kindergarten are as follows:

- All students will progress one level of language acquisition per year in each language as measured by the CELDT and the Spanish BSM and students who are fluent will remain fluent.
- Students will move one level of proficiency per year in district common assessments.
- Students will reach proficiency in the mastery of content standards in their native language by the end of second grade. This will be measured by state assessments (CST and STS) and district benchmark assessments.
- Students will reach proficiency in the mastery of content standards in their second language by the end of fourth grade. This will be measured by state assessments (CST and STS) and district benchmark assessments.
- All students will take both CST and STS each year. District assessments will be administered in only one language.

Rationale for Assessment Schedule

- Staff do not want to over-test students. To that end, the district common benchmarks will only be given in one language per the schedule that follows with a few exceptions as noted. This schedule will be revisited at the end of each school year and may be altered based on staff input.
- Teachers will administer interim assessments (curriculum embedded tests, teacher-made tests, short standards based assessments) in both languages to inform classroom instruction and to be able to communicate student progress in both languages to inform classroom instruction.
- Because the majority of students speak Spanish as their primary language, that language will be used for assessment more predominantly with the youngest students and move to an even amount of assessment in each language as students move through the program.
- The report card will reflect student progress in their primary language (L1). A supplemental report card will reflect an SLD effort grade for EO/IFEP students. In addition, effort grades for Reading and Writing will be reported for the second language the students are acquiring (L2). Team teachers will complete the report cards together.

Common Assessments Language of Assessment

Grade level	Language Arts	Math	Writing	ELD/SLD
Kindergarten Assessments	Letters and sounds Site Words District SBA/Benchmark	District SBA/Benchmark	District Assessment	District Assessment CELDT/BSM Spanish Both
	Tri-1 –	Tri-1-	Tri-1-	
	Tri-2-	Tri-2-	Tri-2-	
	Tri-3-	Tri-3-	Tri-3-	
1st Grade Assessments	District SBA/Benchmark Letters and sounds (if not yet mastered)	District SBA/Benchmark	District Assessment	District Assessment CELDT/BSM Spanish Both
	Tri-1-	Tri-1-	Tri-1-	
	Tri-2-	Tri-2-	Tri-2-	
	Tri-3-	Tri-3-	Tri-3-	
2nd Grade Assessments	District SBA/Benchmark	District SBA/Benchmark	District Assessment	District Assessment CELDT/BSM Spanish Both
	Tri-1- SBA1 Span. (Week 6) SBA2 Span. (Week 11)	Tri-1-	Tri-1-	
	Tri-2- CSTM/SBA3 Eng. (Week 16) SBA4 Span. (Week 22)	Tri-2-	Tri-2-	
	Tri-3- CSTM/SBA3 Eng. (Week 28)	Tri-3-	Tri-3-	
3rd Grade Assessments	District SBA/Benchmark	District SBA/Benchmark	District Assessment	District Assessment CELDT/BSM Spanish Both
	Tri-1- SBA1 Span. (Week 6) SBA2 Span. (Week 11)	Tri-1-	Tri-1-	
	Tri-2- CSTM/SBA3 Eng. (Week 16) SBA4 Span. (Week 22)	Tri-2-	Tri-2-	
	Tri-3- CSTM/SBA3 Eng. (Week 28)	Tri-3-	Tri-3-	

SBA = Standards Based Assessment

The **Language Academy Program (LA)** is for *students at CELDT levels 1-2 who have been in U.S. schools for two full years or fewer and score Basic or below on curriculum embedded assessments*. It is for students at grades 6-8 only.

- The goal of this program is **rapid transition to English language instruction**.
- Students receive instruction in Spanish in all core subject areas initially and transition to English instruction as the students become more proficient in English. Students whose primary language is not Spanish will receive instruction in the core subjects in a sheltered English setting.
- Students receive one or more periods of reading/language arts instruction daily as needed.
- Students also receive a Language Experience component to develop life skills with English language terminology to a high level of competency in their second language acquisition.
- Students receive one or more periods of mathematics instruction daily.
- Students receive one period daily of English language development.
- This program is for students in grades 6-8 only and is available at LMS 6 and LMS 7-8.
- Students exit this program when they reach CELDT level 3 (Intermediate) or higher and the Language Assessment Team has determined that the student is prepared for an English instructional program.
- Parents may request that their child be placed in an English language instructional program at any time.
- This program requires a parent waiver.

Parental Exception Waiver Process

All parents of English learners have the right to apply for a waiver out of English language instructional programs and into bilingual instructional programs. A signed and approved waiver is required for students to participate in the Transitional Bilingual Program, Dual Language Program, and the Language Academy.

A full description of all instructional programs for English learners is provided to parents at initial enrollment and annually in the month of May. They are given this information in written form as well as through parent informational meetings and individual conferences. Parental exception waivers are granted unless the educational staff determines that a bilingual program would not be better suited for the educational development of the student.

Guidelines Regarding Parental Exception Waivers

As per Sections 305, 306, 310, 311 of the California Education Code:

1. Parents must be provided with written notification of the student's placement, all educational opportunities available, and the opportunity to apply for a waiver.
2. Parents are advised of their rights to select an alternative program of education for their child.
(Please see Attachment G)

Section 311 of CA Ed. Code describes the three circumstances in which a Parental Exception Waiver may be granted:

1. Children who already know English
2. Older Children: The child is age 10 years or older
3. Children with special needs (children less than 10 years old)

The parents are always fully informed of their right to refuse to agree to a waiver. All waivers are acted upon within 20 days of receipt.

Appeals Process

In the event that a waiver is denied parents are informed of the following procedure:

1. The parent/guardian must write a letter to the Superintendent appealing the decision.
2. The Superintendent or his designee reviews the appeal.
3. The Superintendent or his designee meets with the parent to inform him/her of the final decision.
4. In the parent/guardian does not agree with the decision he/she may appeal to the Board of Education.
5. A written summary is provided to all parties.

VII Teaching and Learning

Participants receive core categorical program services that meet their assessed needs.

English learners receive core and categorical program services that meet their assessed needs. Each EL receives English Language Development and meaningful core content instruction. In addition, English learners receive supplemental services utilizing categorical funding to accelerate their progress in acquiring academic English and mastering the California content standards. Services are provided to English Learners to ensure that they:

- 1. Attain English proficiency, through a program of English language development in order to develop proficiency in English as rapidly and effectively as possible.*
- 2. Succeed at core academic subjects, through academic instruction for ELs, that is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time, as is expected of all children.*

The Lennox school district has developed and implemented 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.

English Language Development Program

English learners receive English Language Development (ELD) instruction appropriate to their grade and their proficiency level. Students at all grades are grouped for ELD based on their proficiency level with no more than two adjacent proficiency levels grouped together. English learners receive ELD until they meet reclassification criteria and thereafter if needed.

Grades K – 5

- ELD is provided to each English learner in a self-contained setting.
- Students receive 30 minutes of daily instruction in ELD at kindergarten and 45 minutes of daily ELD instruction at grades 1-5.
- At some sites, teachers use a team teaching model in which students and/or teachers move for ELD instruction to form student groups of no more than two adjacent proficiency levels together.
- At some sites, students are placed with their teacher of record by proficiency level and ELD instruction is delivered by the homeroom teacher.
- All teachers monitor interim progress in ELD using a standards based ELD tool and annual progress using the CELDT.

Grades 6 – 8

- ELD is provided to each English learner in an ELD class.
- Students receive 45 minutes (one period) of daily instruction in ELD at grades 6-8.
- Long-term English learners, students who have been in U.S. schools for 5 or more years without reaching reclassification criteria, receive daily ELD. These students are eligible for strategic interventions if they meet the assessment criteria for placement in those materials.

All teachers monitor interim progress in ELD using the standards based ELD tool and annual progress using the CELDT irrespective of the setting for ELD instruction.

ELD Curriculum Scope and Sequence

The Lennox School District K–8 ELD curriculum is based on the California ELD Standards. These standards delineate what the students should know and be able to do in listening, speaking, reading, and writing in English at each proficiency level and are organized by grade span (K-2, 3-5, 6-8). The document specifies the linguistic pathway English learners take toward mastery of the California English Language Arts (ELA) Standards as effectively and efficiently as possible.

Essential Elements of Effective ELD Instruction

Curricular Focus – Standards Based

- Teachers utilize California ELD standards, the ELD pacing guide, and ELD planner when planning lessons/units.
- Teachers integrate instruction of listening, speaking, reading, and writing skills appropriate for each student’s proficiency level

Materials

- Teachers use Rigby materials for K-5 instruction.
- In grades 6-8 High Point and Inside are used for ELD instruction.
- Teachers have adequate State Board of Education adopted and/or approved materials and use them daily.

Essentials of Effective ELD Instruction

Assessment

- Teachers perform curriculum-embedded assessments based on the California ELD Standards. Teachers analyze student writing, reading, and speaking samples to diagnose and prioritize student instructional needs.
- Teachers monitor interim progress in ELD using a standards based ELD tool.

Strategies – Appropriate and Differentiated

Teachers provide, at the appropriate grade and language proficiency level:

- Activities that are clearly focused on preparing students to successfully achieve a clear performance objective.
- Ample practice and reinforcement differentiated by student’s proficiency level.
- Appropriate oral practice activities and presentations that are comprehensible and contribute to English language growth development.
- Direct vocabulary instruction.
- Grammar and conventions instruction balanced with contextualized models that focus on the unique features of the English language.
- Daily read alouds of non-fiction and fiction texts to focus on developing comprehension and literary analysis skills.
- The use of engagement strategies and structured academic talk to hold all students accountable for thinking and participating.

Strategies to Differentiate Instruction

Teachers differentiate instruction according to each student's proficiency level by ensuring that:

- Each teacher has no more than two adjacent levels of proficiency together.
- Each teacher provides students with appropriate instruction and practice. They also provide classroom and homework assignments according to student's age and proficiency level.
- Teachers create an environment that encourages ELs to experiment with increasingly complex English vocabulary and structures in a supportive and meaningful way

Monitoring and Assessment of Student Progress in ELD

An English learner's progress in English Language Development is monitored and evaluated as a group and individually using statewide instruments, district-wide assessments, and classroom-embedded instruments. Data from the following assessment measures are used to monitor student progress and modify programs:

Statewide Tests:

California English Language Development Test (CELDT)

- The CELDT is a state test that school districts must give to all ELs as required in Education Code sections 313, 60810, and 60812. The test is used to identify new students who are English learners, in kindergarten through grade 12, monitor their progress in learning English, and to help decide when they are proficient in English.
- The CELDT assesses listening, speaking, reading, and writing skills for students in grades kindergarten through grade 12. The CELDT at all grade levels is based on English Language Development Standards. The listening and speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students. As soon as the testing contractor scores the tests, the results are returned to the school district. The school district prepares a report of the results for each student.

Grade Level Content (Core Program)

The Lennox School District bases its grade-level content in mathematics, science, language arts, history/social science, ELD, physical education, and visual/performing arts on the California Standards for each content area. They are challenging and focused, reflecting the most important ideas and skills all students must achieve. The standards reflect broad consensus building, are balanced, accurate and sound, assessable, and useful for employment and lifelong learning. They represent a new emphasis, one that focuses on quality learning for all students not merely access for all.

The implementation of high expectations allows every student, every parent, every teacher, every administrator, and every member of the Lennox community to share common expectations of what students should know and be able to accomplish.

Core Program Materials

Grades K-5	Grades 6-8
<p><i>Language Arts</i></p> <ul style="list-style-type: none"> English Language Arts/Spanish Language Arts -Reading, Houghton Mifflin, 2002 -Lectura, Houghton Mifflin, 2002 	<p><i>Language Arts</i></p> <ul style="list-style-type: none"> Language Arts -Literature and Language Arts, Holt Publishers, 2002 -Lectura, Houghton Mifflin, 2002
<p><i>ELD</i></p> <ul style="list-style-type: none"> English Language Development -On Our Way to English, Rigby, 2003 -English Learner Handbook, Houghton Mifflin, 2002 	<p><i>ELD</i></p> <ul style="list-style-type: none"> ELD -High Point, Hampton Brown 2000 (English Learners) -Inside
<p><i>Math</i></p> <ul style="list-style-type: none"> Mathematics -Harcourt Brace Mathematics, Harcourt Brace 	<p><i>Math</i></p> <ul style="list-style-type: none"> Mathematics -Grade 6: -Harcourt Math, California Edition, Harcourt School Publishers -Harcourt Matemáticas, Edición de California, Harcourt School Publishers -Grade 7: -Prentice Hall, Pre-Algebra California Edition -Spanish Student Edition, Prentice Hall Mathematics Alegbra 1 -Grade 8: -Prentice Hall Algebra 1, California Edition -Algebra Structure and Method Book 1, The Classic California Edition McDougal Little
<p><i>History/Social Science</i></p> <ul style="list-style-type: none"> History/Social Science -History and Social Science for California, Scotts Forseman, 2006 	<p><i>History/Social Science</i></p> <ul style="list-style-type: none"> Science -Focus on Earth, Prentice Hall -Focus on Life Science, Prentice Hall
<p><i>Science</i></p> <ul style="list-style-type: none"> Science -Houghton Mifflin Harcourt, 2007 	<p><i>Science</i></p> <ul style="list-style-type: none"> History/Social Science -McDougal Littell-California Middle School Social Studies Series (English and Spanish)

Academic Instruction

A program of academic instruction appropriate to the students' English proficiency level provides meaningful access to the core curriculum. Content instruction is delivered in English, and in Spanish in the Transitional Bilingual Education Program, Language Academy, and the Dual Language programs. The teacher incorporates methods of teaching that are highly effective in supporting English learner's development in English language proficiency while content is being delivered. To meet content area objectives and language development objectives, teachers differentiate instruction using, for example, SDAIE strategies, total physical response, white boards and a variety of student engagement strategies.