



Lake Tahoe Unified School District English Learner Handbook

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Vision

*Discover and foster the unique talents
and potential of all students*

Mission

*Cultivating a collaborative, nurturing environment
which embraces diversity, promotes equity, and
develops confident lifelong learners resulting in
academic excellence, civic responsibility, and
emotional and physical wellness*

Navigate • Discover • Cultivate • Achieve

GUIDING PRINCIPLES FOR ENGLISH LEARNER PROGRAM

Home language fluency is valued as an essential component of bilingualism

Family engagement enhances student learning

All educators support English Learners to access core curriculum

The best instructional strategies support all students

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Indicates specific school site procedures



Indicates family resource

I. PROGRAM GOALS: 2021-2022 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Lake Tahoe Unified School District (LTUSD) English Learner Services programs are designed to meet the goals approved by the Board of Directors in the 2021-2022 LCAP. In line with LCAP goals, LTUSD will: support all students learning English with achieving English language fluency in listening, speaking, reading, and writing; ensure equal access to content area curriculum; Provide a pathway for progress and reclassification of students; Promote positive self-concepts and cross-cultural understandings for all students; Encourage opportunities for parent engagement in order to facilitate successful student outcomes; and Provide professional development to staff in the instructional and cross-cultural skills necessary to support the achievement of English Learners.

LCAP Goal Overview

For a detailed description of LCAP goals see [Appendix 1: Complete LCAP Goals with Descriptions and Actions](#).

Increase Student Achievement

Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and Students experiencing Homelessness

- 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments for all students including EL, SWD, Low Income, Foster Youth
- Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant

Provide High-Quality Instruction and Curriculum through Staff Support

Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum

- To which they have equitable access
- Aligned to standards that are guaranteed, viable, and rigorous
- That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice
- That is vertically articulated and scaffolded
- Consistently aligned across grade levels for the primary benefit of students

Support a Positive Climate and Culture

Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture

- Through language, cultural, and socio-economic support

- By supporting students in making their own unique contributions through participation in activities that promote academic, physical, and social-emotional well-being
- By connecting with, educating, and empowering families to participate in their student's learning and well-being and as partners in the school community.

II. STUDENT IDENTIFICATION, PLACEMENT, AND ASSESSMENT

This section includes a detailed description of the policies for Student Identification and Placement, as well as the processes for kindergarten through twelfth-grade English language assessment.

Student Identification and Placement

The Home Language Survey (HLS) is the tool used for English Learner program identification. The HLS is for students who have never previously enrolled in a California public school, and is completed by the parent/guardian at the time of registration. The purpose of the HLS is to determine whether the student should be assessed for English Learner services with the Initial ELPAC exam, and in doing so, determine their eligibility for identification as an English Learner.

All new students complete the state mandated *Home Language Survey (HLS)* as part of the enrollment process to determine the primary language. A copy of the *Home Language Survey* will be kept in each student's cumulative file.

School personnel, see [Appendix 2: Home Language Survey and Process for Use in the Identification of English Learners](#). This document includes HLS steps for determination of assessment, entry in CALPADS, updates in AERIES, and identification with the Language Fluency indicator.

Correction of Classification

During the first year of placement up until the beginning of the Summative ELPAC testing window, parents, administrators, and/or teachers can request a **Correction of Classification** in order to change the initial placement of the child. Once the Summative ELPAC testing window begins the opportunity for the Correction of Classification closes. A Correction of Classification can only be used once and is meant to determine best placement. For more information see [Appendix 3: CDE Quick Reference: The Correction of Classification Process](#).

Assessment

Students in grades TK – 12 identified as having a primary language other than English on the HLS, are assessed using the Initial English Language Performance Assessments for California, or ELPAC. This assessment will determine students' English levels and appropriate placement. Tools are available to support students while they take the assessment, including universal tools that all students can access, as well as designated supports or

accommodations for students who may require additional support based on their IEP or 504 plans.

The ELPAC has two separate assessments: the Initial ELPAC and the Summative ELPAC. Both Initial and Summative ELPAC assess the four language domains: listening, speaking, reading, and writing.

Initial ELPAC


The Initial ELPAC is given within 30 days of the first time of enrollment in any California school. Student performance is measured on a 3-point scale. The levels are: Level 1 – Minimally Developed; Level 2 – Somewhat/Moderately Developed; and Level 3 – Well Developed. If a student scores Level 3 they will be considered as Initial Fluent English Proficient (IFEP) and will not be entered into the English Learner program.

Summative ELPAC

The Summative ELPAC is given to all English Learners annually in the spring. The primary purpose of the Summative ELPAC is to measure the skills and growth of English Learners for the year. The information gained from the Summative ELPAC assists in determining progress as well as Reclassification of students as Fluent English Proficient (RFEP) in order to exit the program. Students will participate in the Summative ELPAC annually until reclassification.

Summative ELPAC student performance is measured on a 4-point scale. The levels are: Level 1 – Beginning to Develop; Students may know some English words and phrases; LEVEL 2 – Somewhat Developed; Students can often use English to communicate simple ideas; LEVEL 3 – Moderately Developed; Students can usually use English to learn new concepts in school; and LEVEL 4 – Well Developed; Students can consistently use English to learn new concepts in school.

III. PARENT NOTIFICATION

 LTUSD understands the importance of parents, guardians, and family members in the achievement of students. This section includes specific details regarding the Timeline and Procedures for Parent Notification

Timeline and Procedures for Parent Notification


All English Learner notifications will be translated into the student's home language for student populations exceeding 15% of student enrollment based on CDE census data, and for all student populations whenever possible. Documentation of parent communication will be maintained within the online Ellevation Education database. Parent/Guardian will receive the following required notifications:

- For students newly enrolled in a California school, notification of intent to assess the student's English language fluency with the Initial ELPAC will be provided prior to testing. [See Appendix 4: Sample Initial Notification to Test.](#)
- For students newly enrolled in a California school, notification of results of the Initial ELPAC within 30 days of the student's first date of enrollment in a California school. This notification will also include identification of the program placement indicated by the assessment results, either as an English Learner (EL), and as such entered into the EL program to receive EL services, or Initial Fluent English Proficient (IFEP), for which the student will not be identified as EL and will not receive English Learner program services. See [Appendix 5: Sample Notification of Initial ELPAC Results and EL Program Placement.](#) See also [Appendix 6: Sample Notification of Initial ELPAC Results Do Not Qualify for EL Program.](#)
- For all students in the EL program, notification annually of student's Summative ELPAC scores, indicating the student's language proficiency, program options, proficiency on basic skills assessment, and information about the district's performance levels in relation to other California districts. This notification will be provided within 30 days of the district's receipt of Summative ELPAC scores, or from the start of the school year. See [Appendix 7: Sample Annual EL Program Notification.](#)

IV. PROGRAM OPPORTUNITIES FOR ENGLISH LEARNERS

LTUSD offers opportunities for English Learners to develop strategies that lead to fluency in speaking, listening, reading, and writing. This section includes Specific Programs, ELD Instructional Model, and LTUSD ELD Curriculum.

Specific Programs

 In line with California Department of Education (CDE) guidelines, LTUSD offers the following programs in support of English language development:

Structured English Immersion Program (SEI).

A classroom setting where ELs who have not yet acquired reasonable fluency in English receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.

Two-Way Dual Language – Also Called Two-Way Bilingual Immersion (TWBI)


A language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. LTUSD offers a kindergarten through fifth grade Two Way Bilingual Immersion Program at Bijou Community School, which integrates English learners and native English

speaking students for instruction in Spanish and English. In this 90/10 model, 90% of instruction in kindergarten and first grade is in Spanish and 10% in English. Over the course of the primary grades, the percentage of instruction in Spanish decreases, while the percentage of instruction in English gradually increases. By fifth grade, instructional time in each language reaches a 50/50 ratio.

Heritage Language with Two-Way Bilingual Immersion (TWBI)

This program supports sixth through twelfth grade students participating in the Two-Way Bilingual Immersion program as well as native Spanish speakers. A language acquisition program that provides instruction to pupils utilizing English and a pupil's native language for both literacy and academic instruction. This enables non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency as well as meet content area academic achievement goals.

English Language Development (ELD) Instructional Model

 It is required that students receive ELD instruction to achieve both English language fluency and access to core content area curriculum. Students will be supported with both Designated ELD and Integrated ELD until they are reclassified .

Designated English Language Development

Designated ELD instruction is provided during a time set aside in the regular school day. It provides focused instruction on the state-adopted English language development (ELD) standards to assist English Learners in developing the English language skills necessary for academic content learning in English. All LTUSD students learning English will receive Designated ELD.

Integrated English Language Development

Integrated ELD Instruction is provided to all English Learners in the content-area class by addressing the state-adopted ELD standards in tandem with the state-adopted content standards. Integrated ELD includes specially designed academic instruction in English (SDAIE) and this instructional strategy may be used throughout the school day in all grade levels.

LTUSD English Language Development Curriculum

The Board of Education has approved the use of ELD curriculum and instructional resources at all grade levels. Curriculum is developed in line with California ELD standards and includes both online and traditional resources. See [Appendix 8: English Learner Curriculum Overview for Kindergarten through Twelfth Grade](#).


V. EXCEPTIONS AND WAIVERS

This section includes Waivers for Two-Way Bilingual Immersion and Program Exceptions.

Waivers for Two-Way Bilingual Immersion

Due to updated legislation, waivers for alternative English Language programs, such as Two-Way Bilingual Immersion, are no longer required.

Program Exceptions

 Program exceptions, typically referred to as “opting out” allow a parent to remove the student from ELD services. A parental choice to decline ELD services does not remove the student from the English Learner program. Students may only exit the English Learner program through the reclassification process or as indicated by their IEP. Students will continue to take the annual Summative ELPAC until they have met the criteria to exit the program as Reclassified Fluent English Proficient or as indicated by their IEP.

Monitoring Students for Whom Services Have Been Declined

If students are not making progress in developing English skills as appropriate, LTUSD has the responsibility to support students with evidence-based strategies for English Learners that will help them achieve developmentally appropriate progress. This is a civil rights obligation to the student. Consent for all exceptions must be renewed annually.

Procedures For Parental Exceptions:

1. Parents request and complete appropriate parental exception forms based on individual circumstances, as desired. See [Appendix 9: Decline English Language Development Services](#).
2. Exception forms are submitted to the site principal or school counselor.
3. The principal or counselor will explain English Language programs to parents.
4. The principal or counselor will evaluate individual student needs in granting or denying the request.
5. The principal or counselor will contact parents in writing regarding the parental exception decision.
6. The principal or program director will maintain exception forms in the student's Cumulative File, and forward a copy to the English Learner Services Coordinator.
7. Appeals can be made to the English Learner Services Coordinator.

VI. ENGLISH LEARNERS WITH DISABILITIES

This section includes procedures for Assessing Students with Disabilities, The Role of the IEP Team, Summative ELPAC vs. Alternate ELPAC, and Monitoring the Progress of Students with Disabilities.

California Department of Education (CDE) data shows that the percentage of English Learners who qualify for special education services is greater than the overall percentage of K-12 students who qualify for special education services in our state (CDE, 2019). See [Appendix 10: California Guide for Educating English Learners with Disabilities](#). The guide considers best practices, tiered systems of support, and state and federal policy to help teachers and school staff navigate practices and decision making that influence support for English Learners. It helps practitioners better determine if students need ELD supports, tiered supports, or special education supports. LTUSD staff will utilize the guide to help inform decisions about placement and program to align with statewide goals in support of students who are in one or both student groups with the idea of creating equity, access, and opportunity for all. LTUSD is committed to implementing effective systems that allow staff to carefully evaluate the needs and required supports of each student to avoid the dual identification of English Learners as students with disabilities if it is not an appropriate placement.

Assessing Students with Disabilities

English Learners with disabilities are afforded the opportunity to participate in both Initial and Summative ELPAC assessment based on state and federal law. A student's language proficiency level cannot be used to determine if a student has a disability. If a student is new to California, the Home Language Survey is used for language program identification.

School teams should consider appropriate placement and reclassification for students with disabilities based on student need. Depending on the Individualized Education Program (IEP) or the recommendation of the IEP team, students can test in the following ways:

- take the ELPAC without accommodations (use of universal tools and designated supports) as documented by the IEP team
- take the ELPAC with accommodations as documented by the IEP team and entered into the testing system TOMS
- take elements of the ELPAC while leaving certain components out due to the type of disability, based on IEP team recommendations. This is known as domain exemptions.
- take an alternate assessment aligned to ELD standards if the IEP team determines and documents that the student cannot participate in the regular assessment with the use of universal tools, designated supports, and/or accommodations.

The Role of the IEP Team


The IEP team plays a critical role in determining goals and outcomes for students. Particular attention should be given to how a student will be assessed (i.e. the level of accommodations or modification) or if alternate assessments are needed based on the cognition and language ability of the student not due to being an English Learner. When considering decisions for an English Learner with disabilities, IEP members should include, at a minimum, school administration, parents/guardians of the student, general and special education teachers who work with the student and a person or persons knowledgeable about language support for the English Learner under consideration.

Summative ELPAC vs. Alternate ELPAC

Most English Learners with disabilities participate in the ELPAC with the universal tools, designated supports, or accommodations. Some students will need an alternate form of assessment due to factors evidenced in their IEP. Most of these students are non-verbal or have very limited expressive and receptive language ability related to the severity of their disability and not to cultural or linguistic factors. These students will take an assessment known as the Alternate ELPAC. Students whose IEP indicates alternate assessment on CAASPP will also be assessed with the Alternate ELPAC.

Monitoring the Progress of Students with Disabilities

As for all English Learners, after the appropriate assessment and placement, LTUSD will monitor student progress and will provide opportunities for language development based on ELD standards. At least one element within the IEP should address the needs of the particular English Learner. Programming and reclassification will be considered in the IEP setting and in line with LTUSD guidelines for reclassification.

 Every IEP team meeting will ask the following questions:


- Is the student's language acquisition level a function of the student's disability?
 - What English language supports will best serve the student?
 - Is reclassification appropriate based on the student's disability and on the student's need for English language support?
-

VII. FAMILY AND COMMUNITY ENGAGEMENT

This section includes information about engagement opportunities for the parents, guardians, and families of English Learners including the English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC) and Cafecitos.

LTUSD is committed to engaging parents and guardians as partners in the educational decisions related to their children. Research continues to show evidence of benefits that parent involvement brings to overall student achievement in school. Parents and guardians are encouraged to participate as active members of any site or districtwide advisory group, especially those created to provide input on the policies and budgets related to English Learner programs. Family involvement is central to the following Guiding Principles for the English Learner Program: Home language fluency is valued as an essential component of bilingualism; and Family engagement enhances student learning.

Family and Community Engagement Opportunities

 LTUSD provides opportunities for family and community engagement through monthly English Learner Advisory Committee (ELAC) meetings for the parents and guardians of English Learners at every grade level. Additionally, LTUSD provides the opportunity for a representative from each ELAC to participate in the District English Learner Advisory Committee (DELAC). Parents and guardians are also encouraged to participate in the Cafecitos parent program which connects parents with community resources and allows for engagement with other families. For more information see Appendix 11: Calendar of Community Engagement Opportunities with Links to Join.

ELAC Guidelines

Each school site with 21 or more English Learners must form an English Learner Advisory Committee. Parent members are elected by parents or guardians of English Learners. Parents of English Learners constitute at least the same percentage of the committee membership as their children represent the student body. The school may also designate an existing school level advisory committee or subcommittee, such as the School Site Council, to fulfill the legal responsibilities of the ELAC if the advisory body meets those criteria. In order to combine ELAC with the School Site Council (SSC), the school must first establish a functioning ELAC that can make that decision for a period of up to two years and formally vote for that combination. Minutes of this agreement must be kept on file. Sites will elect at least one member of the ELAC to the DELAC. The ELAC is responsible for*:

1. Advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Assistance (SPSA);
2. Assisting in the development of the school's needs assessment, and ways to make parents aware of the importance of regular school attendance.

*Minutes of meetings where these items are on the agenda need to reflect the discussions held. The ELAC receives training to assist them in carrying out their legal responsibilities.

ELAC Meetings

Parents are encouraged to attend the monthly ELAC for their school at the following times and dates:

- Elementary ELAC – first Thursday of each month at 5:30. Attend with this [link](#).
- Middle School ELAC – first Monday of each month at 5:30. Attend with this [link](#).
- High School ELAC – last Wednesday of each month at 5:30. Attend with this [link](#).

DELAC Guidelines

School programs with at least 50 English Learners, and whose total enrollment includes at least 15% English Learners must establish a DELAC unless the LEA designates for this purpose a subcommittee of an existing districtwide advisory committee.

Parents/guardians of English Learners must make up the majority membership (51% or more) of the committee. School sites will elect at least one of its members as a site DELAC representative. The DELAC receives training in their roles and responsibilities so that the DELAC is able to advise the governing board on the following tasks:

1. Development of the EL Handbook for educational services for English Learners;
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;
4. Development of a plan to ensure compliance with any applicable teacher and paraprofessional requirements;
5. Administration of the Annual Language Census report;
6. Review and comment on EDCOE reclassification procedures;
7. Review and comment on the written notifications to be sent to parents and guardians;
8. Review and comment on the development of the LCAP.

Cafecitos Parent Group

Cafecitos is a parent group that meets weekly at the elementary level, and monthly at the middle school and high school. Its purpose is to provide a place for parents to learn about the educational system, ways to become involved in their children's education, programs for students identified as English Learners, attendance, and ways to help their students succeed. The meetings are held in Spanish and the structure of the group is informal. Elementary Cafecitos meets every Thursday at 5:30, sharing time with the ELAC on the first Thursday of each month. Attend with this [link](#). Secondary Cafecitos meet in conjunction with the secondary ELAC and can be attended using the links provided above.

VIII. MONITORING STUDENT PROGRESS

Progress monitoring informs staff, students, parents, sites, and the school district about both the individual progress of each student and the efficacy of district programs for English

Learners. LTUSD monitoring strategies will evaluate the progress of both English Learners and students who have exited the program as Reclassified Fluent English Proficient (RFEP) in the past 4 years.

Ellevation Education

Twice per year, teachers will provide input regarding the progress of all English Learners as well as that of students Reclassified as Fluent English Proficient (RFEP). Monitoring will utilize teacher input provided through the program [Ellevation Education](#). For students in kindergarten through eighth grade, progress monitoring will take place at the end of the first trimester and third trimester. For students in ninth through twelfth grade, progress monitoring will take place at the end of the first term, first semester and at the end of the second term, second semester. Staff at each site will review student data regarding progress including academic, behavioral, and social-emotional information and the programs provided for student progress. Ellevation Education also maintains a database of student progress information including teacher feedback, state and local content area assessments, ELPAC results, and grades. Students who have exited the program as Reclassified Fluent English Proficient (RFEP) will be monitored for four years to ensure they are making regular progress.

Monitoring Program Efficacy

Assessment data will also be used to evaluate the quality and allocation of site and district resources. More specifically, monitoring data will be used to:

- Identify students in need of additional assessment or instruction by site groupings
 - Identify school and grade level trends
 - Evaluate the effectiveness of the curriculum and curriculum improvement
 - Evaluate the effectiveness of support systems assistants and tutoring
 - Guide the allocation of resources for professional learning
-

Student Cumulative File

In addition to the documentation maintained in Ellevation Education database, each English Learner's Cumulative File must contain the following documentation.

- Home Language Survey – Print and file at time of registration
 - Initial ELPAC Assessment Results – Provided by English Learner Services (ELS)
 - Parent Notification of Assessment Results and Program Placement – Provided by ELS
 - Summative (annual) Assessment Results – Provided by ELS
 - Parent Reclassification Notification (if applicable) – Generated at site through Ellevation
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IX. CATCH UP PLAN

This section contains Guidance information on the Catch Up Plan, Expected Learning Outcomes, Components of Catch Up Plan, and Procedures for Using the Catch Up Plan.

Guidance

In compliance with State and Federal regulations, intervention plans must be implemented to assist English Learners while they are acquiring English. LTUSD provides a variety of interventions with the goal of providing all English Learners with access to core curriculum and mastery of content area standards, while also continuing to learn with instruction designed to support students through the mastery of English Language Development standards.

Expected Learning Outcomes

English Learner development can typically take five to seven years. Researchers categorize two types of language structures students work to master: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS is typically developed in about two years. Students tend to become proficient more quickly in oral communication skills. CALP can take five to seven years to develop. Instruction designed to meet both BICS and CALP is part of the ELA/ELD Framework and state standards so that students can reach levels of English that approximate English Only peers within a five-year timeline.

Components of Catch Up Plans


Catch Up Plans utilize all of the elements of effective best practices and strategies along with progress monitoring to determine appropriate levels of support for students. Teachers will provide suggested support as part of progress monitoring through Ellevation Education. Support may include the following components:

- Primary language support
- Specifically Designed Academic Instruction in English (SDAIE) strategies
- Primary language instruction
- Targeted instruction from bilingual teachers and instructional assistants
- Materials and texts in primary language (Spanish)
- Differentiated instruction and materials
- Reading intervention with a trained teacher
- ELD Newcomer intervention with trained teacher and or instructional assistant
- Individual tutoring through TRiO Educational Talent Search (ETS) program at the secondary level and Upward Bound at the high school level.
- After school and before school programs through TRiO ETS and Upward Bound
- Integrated ELD for all English Learners in content area classes
- Designated ELD for all English Learners


Procedures for Using the Catch Up Plan

Student progress will be regularly evaluated at each site using all available data and the success of interventions will be evaluated. When interventions outlined in the Catch Up Plan have not adequately supported a student, the site can employ the Student Study Team (SST). The SST provides for a more comprehensive examination of needs and appropriate programs and supports for those needs. The SST is a tool for intervention, and can also be a first step in identifying students requiring additional support through special education. The SST includes site leadership, parents/guardians, content specific general education teacher(s), and specialist(s) who can provide input based on the needs of the student.

X. RECLASSIFICATION

 Reclassification, also known as redesignation, is the process through which a student identified as participating in the English Learner program can exit the program. Once a student exits the program they are considered to be Reclassified Fluent English Proficient, and are no longer required to receive Designated and Integrated ELD support. This section contains the Reclassification Criteria, information about the Reclassification Process, and information related to the Reclassification of students with disabilities.

Reclassification Criteria

 A recommendation for Reclassification as English proficient (RFEP) will be based on four criteria required by the California Department of Education (CDE) and defined in local policies and procedures. The four required criteria are: Assessment of English Language Proficiency (ELP) using an objective assessment instrument, including, but not limited to the ELPAC; Teacher evaluation, including but not limited to, a review of the student's curriculum mastery; Parent opinion and consultation; and Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. LTUSD local criteria utilize the Summative ELPAC exam to demonstrate English proficiency, and allow students to demonstrate basic skills through a variety of assessments including the annual CAASPP test and the MAP test, which is given three times per year. Specific levels and descriptions for each of the criteria are outlined in [Appendix 11: 2021-2022 Reclassification Guidelines and Timeline](#).

Reclassification Process

Monitoring of all English Learners twice per year will provide the foundation for evaluating student progress toward reclassification. Site teams will meet regularly to review student data. When students meet the criteria for reclassification, a decision will be made regarding the students placement in conjunction with the site administrator, the parent or guardian, and the English Learner Services Coordinator.

Reclassification of Students with Disabilities

When an English Learner has been dually identified also as a student with a disability, the IEP team should regularly consider how to best support the student both with language acquisition and with their learning needs. English Learners with disabilities can be reclassified by the IEP team when the team agrees that reclassification best meets the educational needs of the student. When students recommended for reclassification by the IEP team do not meet the listed criteria, the reclassification process will include the Special Services Coordinator and the English Learner Coordinator, or their designee.

XI. STAFFING AND PROFESSIONAL DEVELOPMENT

LTUSD hires and trains teachers who meet the standards of the California Teaching Commission (CTC) when teaching English Learners. California has specific English Learner teaching authorizations that indicate that a teacher has had training in instructional strategies in support of English Learners. Additionally, administrators, teachers, paraprofessionals, and other staff receive ongoing training in an effort to provide continuous support using evidence-based strategies and effective practices.

Professional development opportunities are developed in line with LCAP goals and identified staff needs. Training may include but is not limited to data analysis, monitoring student progress, ELD teaching methodology for both designated ELD and Integrated ELD across the curriculum, support of Long Term English Learner (LTEL) students, assessment practices, creating safe and welcoming environments, and supporting English Learners with special education needs. Training with Ellevation Education provides instructional strategies, activities, and resources for ELD instruction at all grade levels and in all curricular areas. Professional development opportunities include districtwide trainings, site-based training, online support, and collaboration in teams by grade level, grade span, and site, as well as vertical articulation among sites.

XII. PROGRAM FUNDING

Lake Tahoe Unified School District committed to allocating sufficient funds to fully implement the programs and processes described in this English Learner Handbook, in support of the goals outlined in the LCAP. Funds are allocated following the mandates prescribed in Education Code, state and federal regulations, and LUTSD policies. Resources are used to provide each English Learner with learning opportunities in an appropriate program, including ELD and access to the core curriculum with appropriate support.

The provision of such services is not contingent on the receipt of state or federal categorical funds. Expenditures are subject to audit by external auditors and through Federal Program Compliance monitoring.

XIII. WEB-BASED RESOURCES

- ELPAC Website www.elpac.org
- CDE ELPAC www.cde.ca.gov/ta/tg/ep/
- Practitioners' Guide for Educating EL with Disabilities
<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>
- ELA/ELD Framework www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- ELPAC Parent Guide www.cde.ca.gov/ta/tg/ep/elpacparentguide.asp
- CDE Parent Notification www.cde.ca.gov/sp/el/t3/lepparent.asp
- ELPAC Final Regulations www.cde.ca.gov/ta/tg/ep/documents/elpacregs.doc
- Matrix Four assessment supports <http://bit.ly/2zVNEE5>
- 2017-18 California Student Assessment Accessibility for English Language Proficiency Assessments for California www.cde.ca.gov/ta/tg/ep/documents/elpacaccessibility2017.pdf
- CalEdFacts <http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>
- Definitions for Designated and Integrated ELD www.cde.ca.gov/sp/el/er/eldstandards.asp
- CA Ed.G.E. Initiative Changes Due to Prop. 58 www.cde.ca.gov/sp/el/er/caedge.asp
- Parent Notification Sample Letters www.cde.ca.gov/ap/el/
- Teacher Authorizations www.cde.ca.gov/ap/sp/el/er/elteachersfaq.asp
- Reclassification Guidance (April 28, 2017) www.cde.ca.gov/sp/el/rd/reclass1718.asp
- CDE Federal Program Monitoring 2016-17 English Learner (EL) Instrument
www.cde.ca.gov/ta/cr/documents/elinstrumentaug2016.pdf
- SP/BP 6174 and AR 6174 (September 2017) Education for English Learners (September 2017)
- AR 4126 Staff Teaching English Language Learners (3/6/2012)
- EL Road Map www.cde.ca.gov/sp/el/rm/

XIV. GLOSSARY OF ACRONYMS

AERIES - A student information system used at LTUSD

BICS - Basic Interpersonal Communication Skills

CALP - Cognitive Academic Language Proficiency

CALPADS - California Longitudinal Pupil Achievement Data System

CDE - California Department of Education

CUP - Catch Up Plan

DELAC - District English Learner Advisory Committee

ELA - English Language Arts
ELAC - English Language Advisory Committee
EL - English Learner
ELD - English Language Development
EO - English Only
ELPAC - English Language Proficiency Assessments for California
HLS - Home Language Survey
IEP - Individualized Education Program
IFEP - Initial Fluent English Proficient
LCAP - Local Control Accountability Plan
LCFF - Local Control Funding Formula
LEA - Local Educational Agency
LTEL - Long-term English Learner
RFEP - Redesignated Fluent English Proficient
SDAIE - Specifically Designed Academic Instruction in English
SEI - Structured English Immersion
SIS - Student Information System
SSID - Statewide Student Identifier
SST - Student Study Team
TBD - To Be Determined
TOMS - Test Operations Management System
UDL - Universal Design for Learning
504 - Section 504 is part of the Americans with Disabilities Act

XV. APPENDIX

[Appendix 1: Complete LCAP Goals with Descriptions and Actions](#)

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[Appendix 8: English Learner Curriculum Overview for Kindergarten through Twelfth Grade](#)

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[Appendix 10: California Guide for Educating English Learners with Disabilities](#)

[Appendix 11: 2021-2022 Reclassification Guidelines and Timeline.](#)