Jefferson Elementary School District
English Learner Plan

Approved by the District English Learner Advisory Committee – March 19, 2024

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Jefferson School District Background

OUR MISSION - What we do
We take collective responsibility for ensuring all students achieve at high levels.

OUR VISION - What we want to be
We want to be a collaborative, interdependent school district focused on student learning to meet the mission of the Jefferson School District. We envision a district in which staff:

- Demonstrate an unwavering commitment to developing the whole child (Whole Child)
- Seek and implement research-based strategies for improving student learning on a continual basis (Research-based)
- Monitor each student's progress and ensure mastery of all essential standards (Ensure Mastery)

CORE VALUES

- We believe our impact on today's students affects tomorrow's society.
- We believe the best interest of students should come first in our decision-making as a district.
- We believe in setting and supporting high expectations for learning and challenging students to achieve their ultimate success.
- We believe in personal accountability.
- We believe we should provide a well-rounded education in both academics and extra-curricular options for students, parents, and teachers to engage.
- We believe in planning for the future without forgetting the past.
- We believe a fully participating community provides the best education.
- We believe in creating a desirable workplace where people are valued, respected, and challenged.
- We believe we are responsible for ensuring a safe environment for our students, staff, and families.

DISTRICT BACKGROUND
Our community takes great pride in our schools. We value high academic expectations and personal growth for all students. The district believes a high-quality educational program is achieved through a shared responsibility among Trustees, staff, families, students, and community members. We are located in South Tracy in San Joaquin County. The district has four schools with an enrollment of over 3,000 Transitional Kindergarten through eighth-grade students. We continue to be among the top academic institutions in San Joaquin County, an outstanding accomplishment and a reflection of the dedication and talent of our students, parents, and staff.

PURPOSE
The District Plan for Services to English learners has been revised in order to provide the educational staff and community with up-to-date information regarding the legal requirements for English learner programs, including Structured English Immersion, English Mainstream with Support, Mainstream, English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and Primary Language Support. This plan explains and guides English learners' placement, assessment, reclassification, and monitoring practices. It addresses the programmatic needs of staffing, staff development, parent involvement committees, and instruction and curriculum implementation. A common understanding of goals, definitions, and procedures helps to ensure that English learners receive consistently implemented services designed to meet their linguistic and academic needs.
The current plan was developed through the joint efforts of staff, including members of the District English Learner Advisory Committee and district and site administrators, and submitted for comment and approval to the Jefferson School District Board. This working draft is intended to be reviewed by teachers and administrators and updated annually as subject to state and federal law changes.

2022-2023 Data:

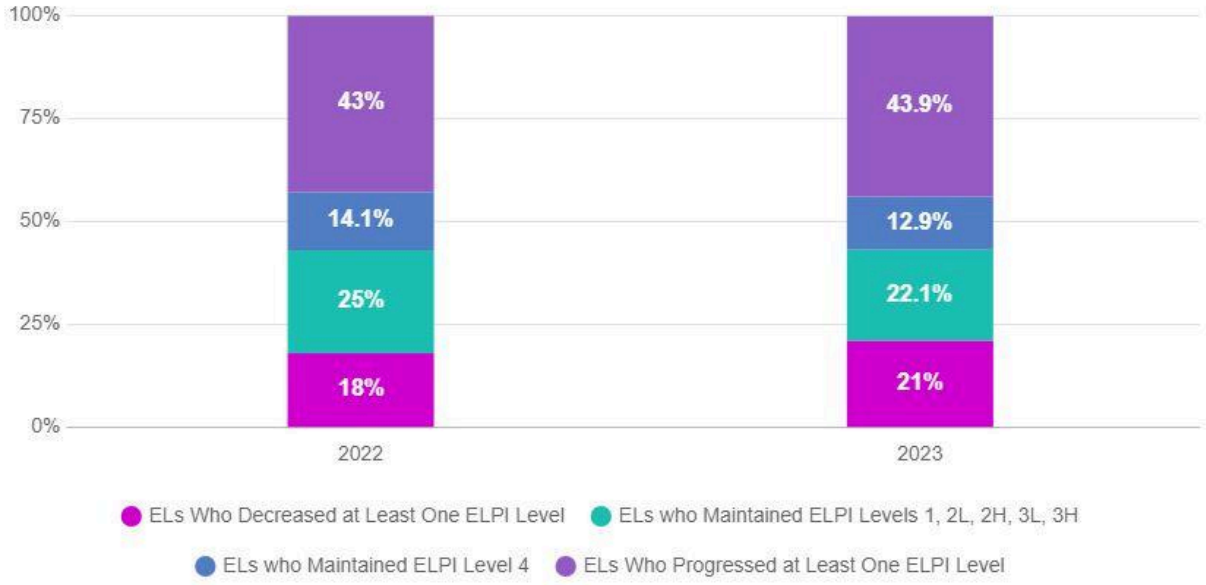
Number of English learners by site:

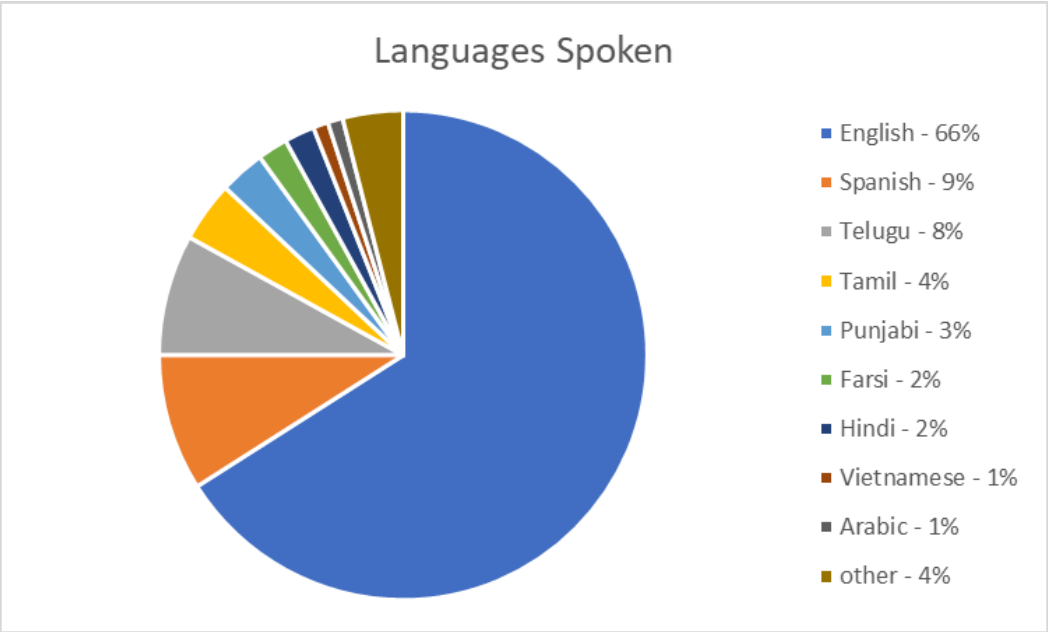
Jefferson	36 (13.3%)*
Monticello	56 (20.7%)*
Tom Hawkins	85 (31.5%)*
Anthony Traina	93 (34.4%)*

*(percent of ELs in the District)
District Total: 270 Students or 10.3% of our total JSD student population

District Totals by Summative English Learners Performance Assessment for California (ELPAC): % based on total ELs tested

Student English Language Acquisition Results
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.





*other languages are spoken: Urdu, Kannada, Cantonese, Mandarin, Filipino, Gujarati, Marathi, Pashto, Korean, Portuguese, Japanese, Khmer, Lao, Burmese, French, German, Hmong, Indonesian, Russian, Turkish, Tongan, Ukrainian, Rumanian, Bengali, Kachin, Nepali, Swahili, Malayalam, and Oriya

Number of Reclassified Students

2021-2022	80 Students		2022-2023	68 Students
Monticello	20		Monticello	17
Jefferson	24		Jefferson	16
Hawkins	16		Hawkins	19
Traina	20		Traina	16

Section I: Policy

District English Learner Policy
(5 CCR, 11301)
The goal of programs that serve English learners is to effectively, efficiently and rapidly develop English Language proficiency and ensure academic success. All English learners shall be provided explicit instruction designed to develop proficiency in English (in comprehending, speaking, reading, and writing).

In order to provide equal opportunity for academic achievement and prevent any substantive academic deficits, English learners shall receive instruction in the core curriculum via one or more of the following settings:

- Structured English Immersion- English learners will receive a specific curriculum to acquire English as a second language (ESL). Newcomer curriculum is for English learners who have English Language Proficiency Assessment for California (ELPAC) scores indicating level 1 or 2.

- English Language Mainstream- A program with native English speakers for English learners who have acquired some fluency in English as measured by the English Language Proficiency Assessment for California (ELPAC) level 1-4. English Language Learners receive all instruction in English with SDAIE and ELD techniques.

- Mainstream- A program with native English learners for English learners who already have acquired reasonable fluency in English as determined by the ELPA levels 3-4. Instruction is entirely in English with ELD or SDAIE techniques.

Site administrators are responsible for ensuring that all English learners receive the appropriate instructional services. All student placements will be based on parental choice, language assessment, and previous educational experience. Parental involvement in any decisions regarding their children's education is critical to the student's academic success.

English Learner Staffing and Professional Development
(5 CCR, 11985)
All teachers assigned to provide instruction to English Learners shall meet or be in training to meet qualifications established by the California Commission on Teacher Credentialing (BCLAD, CLAD, or SB1969 authorization). A maximum of three years is allowed for a non-CLAD teacher to receive authorization. The Director of Human Resources shall oversee the BCLAD, CLAD, and SB1969 process (CCR EL Item 6).

All personnel who work with English Learners, including administrators, teachers, and paraprofessionals, shall receive professional development in the areas of ELD, SDAIE, and the district master plan for English learners. JSD is implementing Guided Language Acquisition Training (GLAD) training for school staff. The site principals will arrange professional development. Staff Development days, as well as other professional growth opportunities, may be utilized.

Section II: Student Identification & Assessment

Each student enrolled in the school district must be assigned to one of the following categories:

1. Native English speaker (EO),
2. English learner (EL),
3. Fluent English proficient (FEP)
4. Reclassified fluent English proficient (R-FEP). The following procedures and guidelines are used to determine the official classification of each student (5 CCR, 11511).

Home Language Survey

The parent completes a Home Language Survey (see appendix) for each child upon registration at any of the district's schools. The school secretary is responsible for giving a copy of the registration form to the English learner coordinator and entering the home language information into the district student database.

Any response other than English to questions 1, 2, and/or 3 on the survey means that the student lives in a home where a language other than English is spoken and is considered a "potential English Learner." The student must be tested for English proficiency.

If English is the only language reported on the Home Language Survey, the student is designated "English only," and no further language assessment is required.

If the only response other than English language is for question #4, the student may be considered equivalent to an English-only (EO) student, and no assessment would be needed. However, the EL Coordinator may determine if an assessment is needed at a later time if the classroom teacher(s) believes the other language impacts student learning.

Initial English Assessment

The English Language Proficiency Assessment for California (ELPAC) is an initial assessment used to assess English proficiency.

- There are four parts to the ELPAC for grades 2-8: listening, speaking, reading, and writing. English learning students in grades K-1 are tested only on listening and speaking proficiency.
- All personnel who administer the ELPAC must be formally trained and calibrated annually.
- Trained personnel hand-score the listening and speaking portions.
- The ELPAC test is uploaded to the ELPAC website for the scoring of the reading and writing portions.
- All incoming students entering the district who are considered a "To Be Determined (TBD)" must be tested for English proficiency within 30 days of enrollment.
- For students who are identified as English learners, ELPAC assessment results are placed and recorded in the student's Aeries profile and kept in the CUM folder, which is located in each school office.

Program Criteria for Grades K-2:

1. Students previously identified in another school district as EL are designated EL in the school district.
2. In kindergarten, students with ELPAC oral English proficiency levels of 4 are designated as Initially Fluent English Proficient (I-FEP).
3. Students with ELPAC oral English proficiency levels 1, 2, and 3 are designated as EL.

Program Criteria for Grades 3-8:

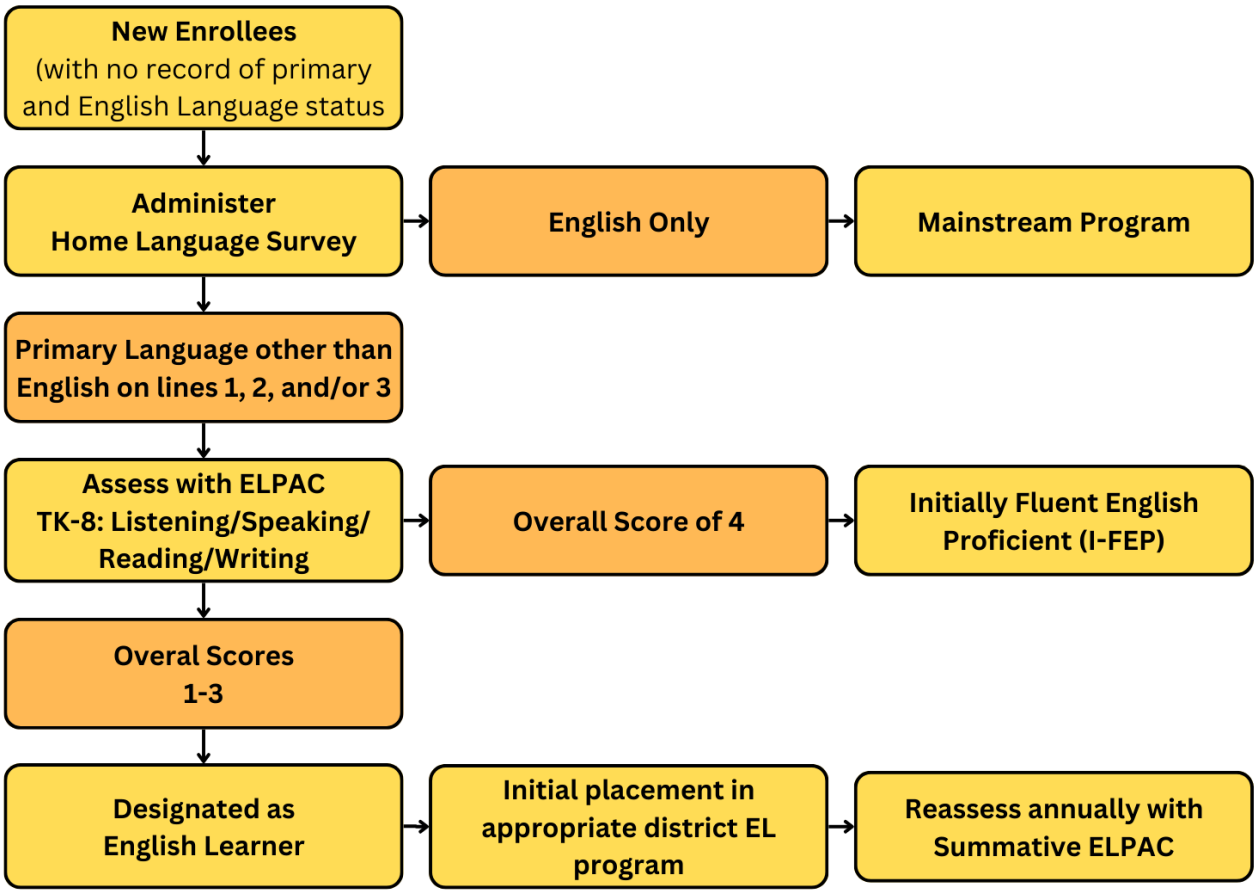
1. Students previously identified in another school district as EL are designated EL in the school district.
2. EL students previously reclassified in another school district will continue R-FEP status in the school district.
3. Students with ELPAC levels 1-3 are designated EL and will receive Structured English Immersion.
4. Students with an ELPAC level of 3 - 4 are designated EL and will receive English Mainstream with support.
5. Students with an ELPAC level of 4 will be reclassified as R-FEP.

Annual English Assessment: All English Learners will take the SPring ELPAC summative assessment until reclassification.

Parent Notification of Initial Testing

Parents must be notified of their child's initial identification test results each year. The District Office shall prepare parent notification letters with student test scores. Site administration will be provided a copy of the student score to be filed in the student CUM. The letters inform parents of their child's test results and designation after testing is completed.

Student Identification



Section III: Appropriate Student Placement

(5 CCR, 11302)
Each English learner identified in the school district will receive special instructional assistance to help develop English proficiency and promote academic success. The California Education Code mandates that all English learners be placed in an English language setting unless a parental exception waiver has been granted. All schools will provide two types of English Language programs. Students with less than reasonable fluency in English (levels 1 and 2) will receive a Structured English Immersion Program. English learners with intermediate or early advanced fluency skills (Levels 3-5) will receive an English Mainstream with Support program. All of these programs must provide the appropriate level of ELD and SDAIE instruction to each student. These common components are described in greater detail below.

Common Components
Each English learner will receive English Language Development (ELD) using appropriate instructional strategies and state-adopted ELD curriculum appropriate to each student's level of proficiency. Teachers will use the state-adopted ELD standards to guide them in planning their ELD lessons. Quality ELD instruction is imperative to academic success and is necessary for achieving native-like English fluency and transitioning into the mainstream English program.

Students are diagnosed in two areas to determine the appropriate level of ELD instruction. These two key areas are 1) Oral Language (listening and speaking) and 2) Written Language (reading and writing) as measured by the ELPAC and district and classroom assessments.

ELD strategies should be integrated into class lessons in order to differentiate instruction. Effective use of SDAIE techniques makes the content of each lesson understandable to the students without lowering learning expectations.

Quality instruction in an SDAIE lesson should reflect the following:

- A low anxiety environment
- Use of audio-visuals, gestures, cognates, realia, and other context clues
- Determination of student's prior knowledge
- Simplification of the input to the student (slower speech, clear enunciation, controlled vocabulary, controlled sentence length, etc.)
- Emphasis on vocabulary including multiple meanings, context clues and building on personal experiences
- Initiating cooperative language learning strategies
- Use of cognitive academic language learning strategies
- Use of a variety of techniques to check for understanding
- Use of preview/review strategies with ELL support staff
- Use of few idiomatic phrases and expressions
- An environment for developing successful and positive self-image
- Community-based education, field trips, etc.

Programs

Structured English Immersion
Description: The Structured English Immersion Program is taught in English using specific strategies to promote English language development with Specially Designed Academic Instruction in English (SDAIE) in the content areas. The purposeful use of a student's native language may be used for (but not limited to): 1) clarifying content, 2) utilizing preview activities, and 3) monitoring student comprehension. Using a student's home language is beneficial, but all English learners must learn to manipulate the English language successfully. Therefore, direct instruction in English is a major component of the program. Classes should be balanced as much as possible to prevent the segregation of English learners, encourage positive cross-cultural attitudes, and provide native English-speaking role models.

Goal: To ensure the rapid acquisition of English and academic success using SDAIE and ELD strategies, primarily focusing on redesignation. English Learner Levels: ELPAC 1-2

Staffing
The Jefferson School District ensures that teachers tasked with delivering English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and primary language instruction hold proper EL authorization. In accordance with California state law, teachers must have the appropriate authorization to instruct English Learners. Those responsible for ELD instruction must possess a Cross-cultural Language and Academic Development (CLAD) certificate or an equivalent qualification, while those providing primary language instruction should hold a Bilingual Cross-cultural Language and Academic Development (BCLAD) certificate or equivalent. The overall coordination of services for English Learners falls under the purview of the Coordinator of Curriculum and State and Federal Programs. Additionally, each school site has a designated EL Coordinator who oversees the assessment and documentation of English Learners at that specific location in collaboration with the site administrator.

English Mainstream with Support Program
Description: The mainstream program is taught in English using effective teaching strategies together with an ELD component. Teachers conduct all instruction in English. Teachers in the mainstream program will use Specially Designed Academic Instruction in English (SDAIE) in the content areas when necessary in order to deliver understandable lessons to their English learners. EL students are provided with additional and appropriate services based on individual student needs.

Goal: To ensure rapid acquisition and academic success comparable to their native English-speaking counterparts with the primary focus on reclassification. English Learner Levels: ELPAC-4
Staffing: Requires teachers appropriately certified with Bilingual Cross-Cultural Language and Academic Development (BCLAD), Cross-Cultural Language and Academic Development (CLAD), SB1969 or in training for authorization, not to exceed three years.

Evaluation of Instructional Program: Yearly objectives as outlined in this plan will be analyzed to determine program success. Site and district administrators will be responsible for collecting and disseminating data. Site administrators will be responsible for the ongoing evaluation of programs. This may include:

1. Regularly scheduled meetings with staff who serve EL students
2. Regular collection of data
3. Review of report card grades/district testing results
4. Review of promotion/retention results
5. Parent input.

Parental Exception Waiver
(5 CCR, 11309)

- Parents and guardians of English learners are notified of the opportunity to apply for a waiver: Annually and/or upon enrollment, parents must be informed of their right to apply for a waiver for their child. In grade levels with less than 20 approved waivers or schools with no bilingual programs, parents must be provided the opportunity to transfer to another school district with a bilingual class (depending on available space).

- The Parental Exception Waiver must be requested annually: Each spring, prior to the end of school, the school sites will send a letter to parents of bilingual students notifying them of the opportunity to reapply for a waiver. Waivers for the following school year may be signed in May or June.

- Parents must personally apply for the waiver: The teacher and other bilingual staff may assist parents with the completion of the waiver if requested by parents.

- Description of educational opportunities or materials: Each school site must provide parents with information explaining the state-approved English Learner programs and district-adopted materials used in each program.

- Waiver acceptance/denial timeline: Schools are to collect and process the waivers in the first thirty days of enrollment. Parents are to be notified of the program placement for their child.

- Explanation of waiver denial: Parents who have had their child's waiver denied must be informed in writing of the reason for the denial.

Section IV: Reclassification of EL Students (5 CCR, 11303)

English learners will be reclassified to Fluent English Proficient (R-FEP) status when they demonstrate the English oral and academic skills necessary to succeed in the school's regular instructional program. To be considered for redesignation in 2022-2023, students must meet the following requirements:

1. Demonstrate language proficiency with an overall ELPAC Score of 4 (or score of 3 or 4 on Alternate ELPAC).
2. Demonstrate academic proficiency by earning a score of 4 on the ELA CAASPP test (or level 3 when combined with a passing score on local assessment).
3. Demonstrate academic proficiency in the classroom by achieving a grade of C+ or higher in all core academic subjects.
4. Teacher and Principal recommendation.
5. Parent consultation.

The Reclassification Process

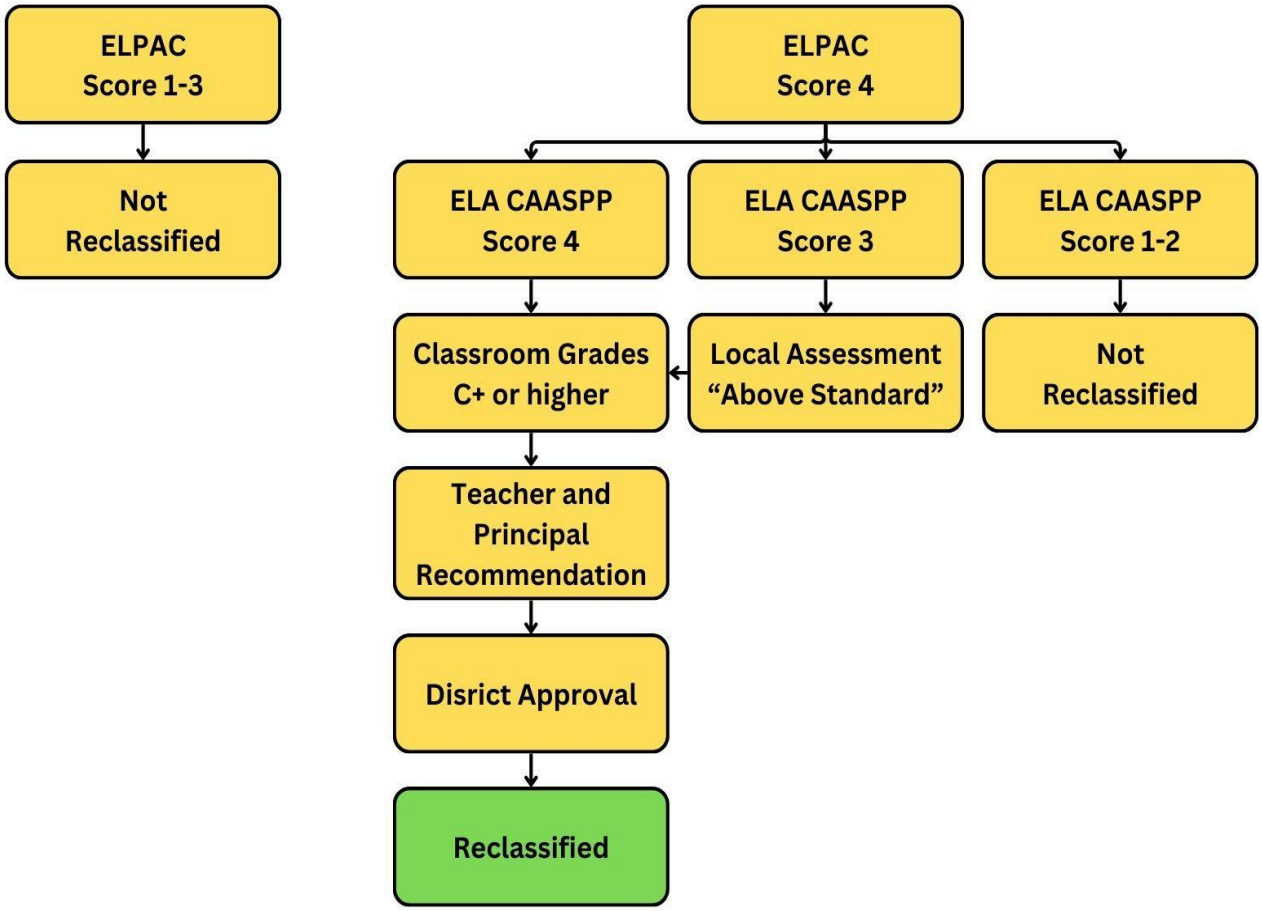
- The reclassification process occurs annually in the Fall of each year.
- Reclassification is initiated and conducted by the EL Paraprofessional/Aide and site administration. The redesignation of newly enrolled EL students may take place throughout the year.
- The EL Paraprofessional/Instructional aide will initially screen potential students for reclassification by identifying those meeting or exceeding the proficient status on the ELPAC and CAASPP assessments. The EL Paraprofessional/Aide will send the student's teachers a district redesignation form asking for current grades.
- The decision to reclassify is made by the team, which will include the classroom teacher, instruction aide, principal/vice-principal, district office administration, and parents. Reclassification forms will be filed in the student's CUM file

The Reclassification Follow-Up Review

Students who have been reclassified to R-FEP status have their academic performance monitored for four years. The bilingual instructional aide conducts the follow-up process and involves the review of achievement through scores and grades at a level equal to the average English-only student population.

Reclassified students not maintaining academic progress retain their R-FEP status but must be provided additional remedial instruction available to students in the regular program in order to alleviate the specific areas of underachievement. They shall be provided opportunities for interventions such as bilingual resource assistance, extended day, and/or summer school, as appropriate and available.

Student Reclassification



Monitoring Procedures
Students reclassified as fluent English proficient will be monitored for four years to ensure their continued success at grade level or better in the core curriculum and in English. The school site will maintain evidence of appropriate reclassification and monitoring of English Learners using the district-approved criteria, policy, and procedures including, but not limited to

1. A list of former EL students reclassified within the last 24 months.
2. Improvement on standardized tests
3. Academic achievement (teacher evaluation see attachment)

The District will report on the following and other analyses:
Data developed from student records:

- An ongoing comparison of reclassified students to native English-speaking peers in meeting district standards and achievement.
- The percentage of students reclassified to FEP each year.
- The average number of months in the ELD program based on Proficiency Level at entry, by grade, by home language, by program, and by family statistics as available.
- Year-to-year comparisons of reclassified students by the percentage of students reclassified, by home language survey, by grade level, by program type, by length in program, and by time since reclassification.
- The average improvement score on standardized tests.

Reports developed from teacher records will include:

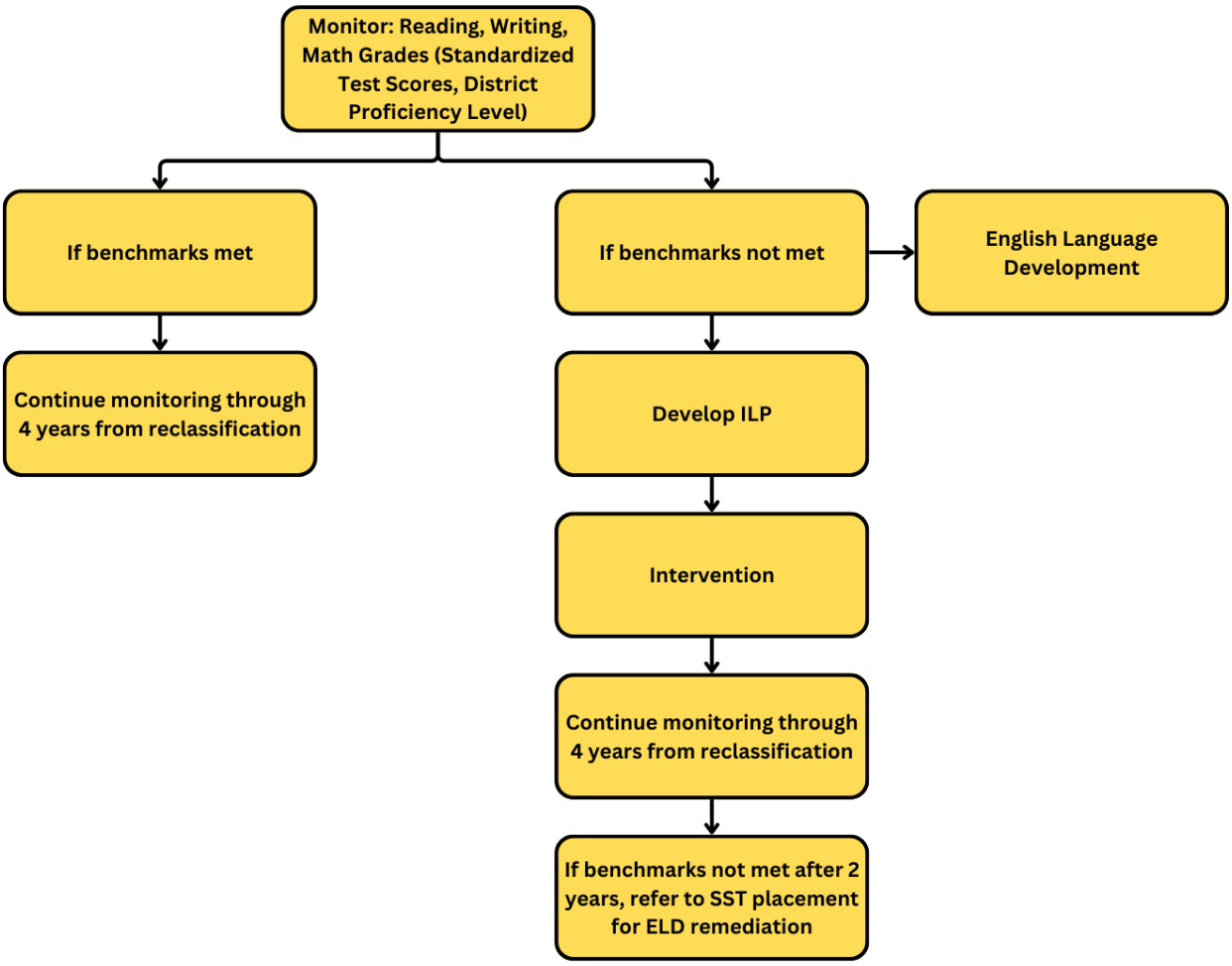
- In-service and schedules for teachers and paraprofessionals.
- Teachers qualified for ELD and SEI.
- Number of qualified teachers available.
- Number of qualified teachers needed.
- Plan to assist with any shortage in instruction.
- Copies of forms to notify teaching staff.

DELAC will present the reclassification evidence to principals. Principals will present site information to the ELAC and teachers.

What to do if monitoring criteria are not met:

1. Follow intervention procedures to place students in an appropriate program.
2. A Student Success Team will develop a plan for intervention in reading, math, language, and/or oral proficiency, including the possibility of providing ELD for remediation.

School District Monitoring Procedures for Reclassified Students



Program Evaluation and Objectives

The goal of program evaluation is to collect and disseminate student performance data. Each site is responsible for monitoring the program and analyzing student data to determine the program's effectiveness. Site administration will collect student results and analyze student progress on an annual basis. This will include student academic achievement and their progress toward proficiency in English. District staff will also monitor the redesignation process to ensure it is done in a timely manner, using appropriate procedures and assessments. Annually, schools will report student results to parents and the school community in the School Accountability Report Card (SARC). The District English Learner Advisory Committee (DELAC) will review results and make recommendations for the following year, and district or site administrators will report those results to the Board of Education.

1. Programs serving English learners will demonstrate that 80% of EL students are advancing one level for every year in the ELD program until Level 4 is reached. (Data Source: ELPAC test)
2. Programs serving EL students will aim to demonstrate that after three years in the school district, 80% of EL students are making one year's growth each year in the content areas of reading, math, and language as measured by scores. (Data Source: CAASPP)
3. Programs serving EL students will aim to achieve 80% of EL students meeting grade-level benchmarks after receiving services for three years.
4. Programs serving EL students will demonstrate that 80% of EL students (those with a minimum of 80% attendance) will be Reclassified Fluent English Proficient (R-FEP) after a maximum of 6 years. (Data Source: ELPAC, CAASPP)

Section V: Parent Involvement

Active parental involvement benefits students by increasing their academic achievement, improving behavior, lowering absenteeism, instilling positive school attitudes, and improving work habits. Parents of EL students need to be informed of their student's academic program and assist school staff in developing the best environment for his/her success. Each school will convene an annual meeting at which all parents of EL students will be welcomed and informed of the school's programs. Regular communication is very important. Correspondence should be in the parent's home language. School district notices shall be translated into Spanish or other languages as needed. Interpreters will also be provided as needed for conferences, SSTs, and IEP meetings.
(5 CCR, 11308)

Advisory Committees

School English Learner Advisory Committee (ELAC)

Each school with 21 or more EL students shall establish a School ELAC, which is legally constituted by an election of members. The site administrator is designated as the coordinator of the ELAC. The elected president will conduct the meetings. The parents of EL students may, by a majority vote of those present at the meeting, designate the School Site Council to represent EL students in lieu of the ELAC. This designation must be renewed annually. The mission of the ELAC shall be to assist in formulating, implementing, and monitoring the English Learners' instructional program for the school. It will also provide parents with education opportunities and training to become effective parents in their child's education.

District English Learner Advisory Committee (DELAC)

A DELAC shall be established whenever 51 or more English learners are enrolled in the school district. One representative from each school's ELAC shall be selected to serve on the DELAC. The mission of DELAC shall be to assist in formulating, implementing, and monitoring the overall district English learner instructional program.

Proposed Calendar for ELAC Meetings

- September - Election of members and new officers
- October - Review and plan annual calendar and elect district representative(s). Training of legal responsibilities.
- November - Overview of services for ELs (Coordinate with SSC and other committees.)
- January - Plan activities to make parents aware of the importance of regular school attendance.
- February - Conduct a comprehensive school needs assessment (Coordinate with SSC and other committees.)
- March - Review and discuss the language census.
- April - Review and revise the plan for English learners as described by the district
- May - Review and revise the plan for English learners as described by the district.

Section VI: Instructional Support

Safety Nets
A variety of safety nets, when offered, shall be available to all English learners to provide each student with additional opportunities outside regular classroom instruction to meet grade-level standards successfully. In addition to remedial instruction, intervention programs should be available to English Learners. The following is a partial list:

- Student Success Team (SST): Parents, students, and staff members meet to discuss the student's strengths and weaknesses, as well as to provide parents and classroom teachers with additional strategies and identify actions to be taken.
- Summer School: Students not meeting grade-level standards or recommended for retention must attend classes during the summer when available.
- Conditional Promotion: EL students not meeting standards who have exhibited growth and who, in the opinion of the school, would be best served through promotion to the next grade level can be conditionally promoted. They will receive appropriate interventions each year that they are conditionally promoted.

EL Paraprofessional/Instructional Aides
As an additional safety net, it is vital that EL students who are at risk of not meeting grade-level standards have access to the support of EL Paraprofessional/Instructional Aides. EL Paraprofessional/Instructional Aides include, but are not limited to, the following:

- Assist students individually or in small groups to help ensure academic progress.
- Provide primary language support under the guidance and supervision of a certificated teacher.
- Assist in the administration of the ELPAC.
- Interpret at parent/teacher conferences, back-to-school nights, open houses, and SST meetings as needed. (if bilingual in students' home language)
- Assist in home/school communications.

Jefferson School District EL Services Accountability

Ultimately, it is the responsibility of the site administrator to see that appropriate services are provided and documented.

District EL Service Coordinator Responsibilities:

- Oversee ELPAC exams
- Use flow chart for new students
- Input designation into Aeries with principal's secretaries
- Monitor candidates for reclassification, reclassification paperwork, and year after follow-up
- Communicate with site administrators, teachers, and EL Paras/Aides
- Monitor the use of curriculum
- DELAC committee member and meeting organization

Administrator Responsibilities:

- Create Individual Language Plans (ILP) and make sure all are signed each year
- Monitor CLAD/SADIE authorizations
- Maintain documents to verify compliance
- Assign teachers with appropriate credentials for EL students
- Monitor implementation the EL students' ILP's
- Congratulate and award students who are reclassified
- Meet with EL support provider to evaluate student test results and make placement decisions
- Notify parent of student placement, ILP
- DELAC/ELAC committee member

Teacher Responsibilities:

- Review student's progress report prior to first day of instruction
- Be aware of EL student's fluency, designation, and ILP
- Use ELD materials (or direct paraprofessional) and SADIE techniques when appropriate
- Document student progress on ILP progress report at each trimester
- Be aware of California ELD standards and use them in differentiating instruction and evaluating their English Language Development
- Submit lesson plans to EL Paraprofessional /Instructional Aide

EL Paraprofessional / Instructional Aide:

- Administer testing
- Attend training for new test, acquire certificate
- Complete the initial ILP progress report form for each child receiving services
- Provide instruction and instructional support for EL students
- Translate when necessary (if bilingual in student's home language)
- Meet with site administration to evaluate student test results and make placement decisions
- Maintain EL folder in student's CUM file

Section VII: Appendices

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____

2. Which language does your child most frequently speak at home? _____

3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

Jefferson School District
INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: *[Insert Last_Name]*, *[Insert First_Name]* School: *[Insert School_Name]* Date: *[Insert Date_Testing_Completed]*

State Student ID #: *[Insert Student_ID]* Date of Birth: *[Insert Date_of_Birth]* Grade: *[Insert Tested_Grade]*

Primary Language: *[Insert Primary_Language_Name]*

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. The Initial English Language Proficiency Assessments for California (ELPAC) identifies students as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child's English language proficiency level. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	Initial ELPAC Performance Level
Overall	Status: Score:
Oral Language (Listening and Speaking)	
Written Language (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an student.

Your child is participating in an Individualized Education Program (IEP), which is on file: *[Insert Yes or No]*

A description of how your child's program placement will contribute to meeting the objectives of the IEP, if applicable, is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The *[insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	*Jefferson School District*
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	
Parental Opinion and Consultation	
Comparison of Performance in Basic Skills	

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is percent. The graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion** program option (*EC* Section 305[a][2]). We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Structured English Immersion

Description: The Structured English Immersion Program is taught in English using specific strategies to promote English language development with Specially Designed Academic Instruction in English (SDAIE) in the content areas. The purposeful use of a student's native language may be used for (but not limited to): 1) clarifying content, 2) utilizing preview activities, and 3) monitoring student comprehension. Using a student's home language is beneficial, but all

English learners must learn to manipulate the English language successfully. Therefore, direct instruction in English is a major component of the program. Classes should be balanced as much as possible to prevent the segregation of English learners as well as to encourage positive cross-cultural attitudes and provide native English speaking role models.

Goal: To ensure rapid acquisition of English and academic success using SDAIE and ELD strategies, with the primary focus on re designation. English Learner Levels: ELPAC 1-2

English Mainstream with Support Program:

Description: The mainstream program is taught in English using effective teaching strategies together with an ELD component. Teachers conduct all instruction in English. Teachers in the mainstream program will use Specially Designed Academic Instruction in English (SDAIE) in the content areas when necessary in order to deliver understandable lessons to their English learners. EL students are provided with additional and appropriate services based on individual student needs.

Goal: To ensure rapid acquisition and academic success comparable to their native English speaking counterparts with the primary focus on reclassification. English Learner Levels: ELPAC-4

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact *[insert LEA contact name and information]* to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Jefferson School District
Initial Alternate English Language Proficiency Assessments for California (ELPAC) Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: *[Insert Last_Name], [Insert First_Name]* School: *[Insert School_Name]* Date: *[Insert Date_Testing_Completed]*

State Student ID #: *[Insert Student_ID]* Date of Birth: *[Insert Date_of_Birth]* Grade: *[Insert Tested_Grade]*

Primary Language: *[Insert Primary_Language_Name]*

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in a California public school and whose Individualized Education Program (IEP) identified the use of an alternate assessment. The Initial Alternate ELPAC identifies students with the most significant cognitive disabilities as an English learner (EL) student or as initial fluent English proficient. State and federal laws require us to assess your child and notify you of your child's language proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code* [*EC*] Section 310). This letter also identifies United States Code (U.S.C.) Section 6312(e)(3)(A)(i),(vi).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Results	Initial Alternate ELPAC Performance Level
Overall Status and Score	Status: Score:

Based on results of the Initial Alternate ELPAC, your child has been identified as an *[Insert Calculated_ELAS]* student.

A description of how your child's program placement will contribute to meeting the objectives of the IEP is identified in the current IEP (20 U.S.C Section 6312[e][3][A][vii]). Students with the most significant cognitive disabilities who are classified as EL students will take the Summative Alternate ELPAC every year until they are reclassified to fluent English proficient.

Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state alternate academic achievement measures. The Alternate ELPAC measures the *2012 California English Language Development (ELD) Standards* via the ELD Connectors at https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx, which are reduced in depth, breadth, and complexity for the student population. More information on reclassification guidance and criteria is located in the *ELPAC Information Guide* at https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide24.docx. The *[Insert LEA name]* exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	*Jefferson School District*
English Language Proficiency Assessment	Summative Alternate ELPAC Overall Performance Level 3
Teacher Evaluation	*[Insert teacher evaluation criteria]*
Parental Opinion and Consultation	*[Insert parental opinion and consultation criteria]*
Comparison of Performance in Basic Skills	*[Insert comparison of performance in basic skills criteria]*

Graduation Rate for English Learners

(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students with significant cognitive disabilities in this program is *[Insert graduation rate]* percent. Students are counted as graduates if they complete a certificate of completion. The graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest web page at https://dq.cde.ca.gov/dataquest/.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted alternate academic content standards, including ELD standards (20 U.S.C. Section 6312[e][3][A][iii],[v]; *EC* Section 306[c]). EL students who receive special education services should be placed in the EL instructional setting the IEP team determines will most effectively help the student meet the linguistically appropriate goals specified in the IEP (*EC* Section 56345).

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion** program option (*EC* Section 305[a][2]). We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered

designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Structured English Immersion

Description: The Structured English Immersion Program is taught in English using specific strategies to promote English language development with Specially Designed Academic Instruction in English (SDAIE) in the content areas. The purposeful use of a student's native language may be used for (but not limited to): 1) clarifying content, 2) utilizing preview activities, and 3) monitoring student comprehension. Using a student's home language is beneficial, but all English learners must learn to manipulate the English language successfully. Therefore, direct instruction in English is a major component of the program. Classes should be balanced as much as possible to prevent the segregation of English learners as well as to encourage positive cross-cultural attitudes and provide native English speaking role models.

Goal: To ensure rapid acquisition of English and academic success using SDAIE and ELD strategies, with the primary focus on re designation. English Learner Levels: ELPAC 1-2

English Mainstream with Support Program:

Description: The mainstream program is taught in English using effective teaching strategies together with an ELD component. Teachers conduct all instruction in English. Teachers in the mainstream program will use Specially Designed Academic Instruction in English (SDAIE) in the content areas when necessary in order to deliver understandable lessons to their English learners. EL students are provided with additional and appropriate services based on individual student needs.

Goal: To ensure rapid acquisition and academic success comparable to their native English speaking counterparts with the primary focus on reclassification. English Learner Levels: ELPAC-4

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact *information]* to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974

to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Jefferson School District
Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: *[Insert Last_Name]*, *[Insert First_Name]* School: *[Insert School_Name]* Date: *[Insert Date_Testing_Completed]*

State Student ID #: *[Insert Student_ID]* Date of Birth: *[Insert Date_of_Birth]* Grade: *[Insert Tested_Grade]*

Primary Language: *[Insert Primary_Language_Name]*

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner (EL) student. Each year, we are required to assess your child and notify you of your child's English language proficiency level. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii],[vi]).

Language Assessment Results
(20 U.S.C. Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	*[insert overall scale score]*	*[insert overall performance level]*
Oral Language	*[insert oral language scale score]*	*[insert oral language performance level]*
Written Language	*[insert written language scale score]*	*[insert written language performance level]*

Domain	ELPAC Performance Level
Listening	*[insert listening performance level]*
Speaking	*[insert speaking performance level]*
Reading	*[insert reading performance level]*
Writing	*[insert writing performance level]*

Your child is participating in an Individualized Education Program (IEP), which is on file: *[Insert Yes or No]*

A description of how your child's program placement will contribute to meeting the objectives of the IEP, if applicable, is identified in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The *Jefferson School Districts* exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	***Jefferson School District***
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	*[insert teacher evaluation criteria]*
Parental Opinion and Consultation	*[insert parental opinion and consultation criteria]*
Comparison of Performance in Basic Skills	*[insert comparison of performance in basic skills criteria]*

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	**Smarter Balanced Assessment Consortium or Local Measures**	**Other Measure**
English Language Arts	*[insert English language arts results]*	*[insert English language arts results]*
Mathematics	*[insert mathematics results]*	*[insert mathematics results]*

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is *[Insert graduation rate]* percent. The graduation rates displayed on the Graduate Data report, is available on the California Department of Education DataQuest web page at http://dq.cde.ca.gov/dataquest/.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]; *EC* Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at a minimum, a **Structured English Immersion** program option (*EC* Section 305[a][2]). We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Structured English Immersion

Description: The Structured English Immersion Program is taught in English using specific strategies to promote English language development with Specially Designed Academic Instruction in English (SDAIE) in the content areas. The purposeful use of a student's native language may be used for (but not limited to): 1) clarifying content, 2) utilizing preview activities, and 3) monitoring student comprehension. Using a student's home language is beneficial, but all English learners must learn to manipulate the English language successfully. Therefore, direct instruction in English is a major component of the program. Classes should be balanced as much as possible to prevent the segregation of English learners as well as to encourage positive cross-cultural attitudes and provide native English speaking role models.

Goal: To ensure rapid acquisition of English and academic success using SDAIE and ELD strategies, with the primary focus on re designation. English Learner Levels: ELPAC 1-2

English Mainstream with Support Program:

Description: The mainstream program is taught in English using effective teaching strategies together with an ELD component. Teachers conduct all instruction in English. Teachers in the mainstream program will use Specially Designed Academic Instruction in English (SDAIE) in the content areas when necessary in order to deliver understandable lessons to their English learners. EL students are provided with additional and appropriate services based on individual student needs.

Goal: To ensure rapid acquisition and academic success comparable to their native English speaking counterparts with the primary focus on reclassification. English Learner Levels: ELPAC-4

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Jefferson School District
Annual Alternate English Language Proficiency Assessments for California (ELPAC)
Parent Notification Letter
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: *[Insert Last_Name], [Insert First_Name]* School: *[Insert School_Name]* Date: *[Insert Date_Testing_Completed]*

State Student ID #: *[Insert Student_ID]* Date of Birth: *[Insert Date_of_Birth]* Grade: *[Insert Tested_Grade]*

Primary Language: *[Insert Primary_Language_Name]*

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner (EL) student. Each year, we are required to assess your child and notify you of your child's language proficiency level in English. We are required to inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code* [*EC*] Section 310). This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii],[vi]).

Language Assessment Results
(20 U.S.C. Section 6312[e][3][A][ii])

Results	Summative Alternate ELPAC Performance Level
Overall Status and Score	Status: Score:

A description of how your child's program placement will contribute to meeting the objectives of the individualized education program (IEP) is identified in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]). EL students with the most significant cognitive disabilities will take the Summative Alternate ELPAC every year until they are reclassified as fluent English proficient.

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students with the most significant cognitive disabilities to become proficient in English as rapidly as possible and to meet state alternate academic achievement measures. The Alternate ELPAC measures the *2012 California English Language Development (ELD) Standards* via the ELD Connectors at https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx, which are reduced in depth, breadth, and complexity for the student population. More information on reclassification guidance and criteria is located in the *ELPAC Information*

Guide at https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide24.docx. The *Jefferson School Districts* exit (reclassification) criteria are listed below.

Required Criteria (*EC* Section 313[f])	Jefferson School District
English Language Proficiency Assessment	Summative Alternate ELPAC Overall Performance Level 3
Teacher Evaluation	*[insert teacher evaluation criteria]*
Parental Opinion and Consultation	*[insert parental opinion and consultation criteria]*
Comparison of Performance in Basic Skills	*[insert comparison of performance in basic skills criteria]*

Academic Achievement Results
(20 U.S.C. Section 6312[e][3][A][ii])

Skill Area	California Alternate Assessments (CAAs) or Local Measures	Other Measure
English Language Arts	*[insert English language arts results]*	*[insert English language arts results]*
Mathematics	*[insert mathematics results]*	*[insert mathematics results]*

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students with significant cognitive disabilities in this program is [insert graduation rate] percent. Students are counted as graduates if they complete a certificate of completion. The graduation rates displayed on the Graduate Data report is available on the California Department of Education DataQuest web page at http://dq.cde.ca.gov/dataquest/.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted alternate academic content standards, including ELD standards (20 U.S.C. Section 6312[e][3][A][iii],[v]; *EC* Section 306[c]). EL students who receive special education services should be placed in the EL instructional setting the IEP team determines will most effectively help the student meet the linguistically appropriate goals specified in the IEP (*EC* Section 56345).

Language Acquisition Programs Offered

We are required to offer, at a minimum, a **Structured English Immersion** program

option (*EC* Section 305[a][2]). We also offer the following language acquisition programs:

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

Structured English Immersion

Description: The Structured English Immersion Program is taught in English using specific strategies to promote English language development with Specially Designed Academic Instruction in English (SDAIE) in the content areas. The purposeful use of a student's native language may be used for (but not limited to): 1) clarifying content, 2) utilizing preview activities, and 3) monitoring student comprehension. Using a student's home language is beneficial, but all English learners must learn to manipulate the English language successfully. Therefore, direct instruction in English is a major component of the program. Classes should be balanced as much as possible to prevent the segregation of English learners as well as to encourage positive cross-cultural attitudes and provide native English speaking role models.

Goal: To ensure rapid acquisition of English and academic success using SDAIE and ELD strategies, with the primary focus on re designation. English Learner Levels: ELPAC 1-2

English Mainstream with Support Program:

Description: The mainstream program is taught in English using effective teaching strategies together with an ELD component. Teachers conduct all instruction in English. Teachers in the mainstream program will use Specially Designed Academic Instruction in English (SDAIE) in the content areas when necessary in order to deliver understandable lessons to their English learners. EL students are provided with additional and appropriate services based on individual student needs.

Goal: To ensure rapid acquisition and academic success comparable to their native English speaking counterparts with the primary focus on reclassification. English Learner Levels: ELPAC-4

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact *[insert LEA contact name and information]* to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of EL students have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as EL students. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).