

# Master Plan for Services to English Learners



El Dorado Union  
High School District

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# Chapter 1

## Identification, Assessment, and Placement

Relevant Categorical Program Monitoring Items:

All pupils are placed in English-language classrooms unless a parental exception waiver has been granted.

Parents and guardians of English Learners are informed of the placement of their student in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their student.

# INITIAL IDENTIFICATION, ASSESSMENT, AND PLACEMENT

The process for initial identification and placement of students into an appropriate instructional program is shown in Figure 1 on page 10 and is explained in detail below. Student enrollment and assessment takes place at the student’s attendance area school with a staff member meeting with parents whenever possible.

## STEP 1: Registration, including completion of the Home Language Survey

Parents take their student(s) to their school in order to enroll. At the school, parents complete a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent enrolls the student in the district, and the results are maintained thereafter.

- If the answers to Items 1, 2, 3, and 4 are “English”, the student is classified as English Only (EO).
- If Item 1, 2, **or** 3 on the Home Language Survey is answered with a language other than English, the student is tested for English proficiency. (Continue to Step 2)
- If only item 4 on the Home Language Survey is answered with a language other than English, the school must determine whether to continue with assessment of English (go to step 2,) or to identify the student as Fluent English Proficient (FEP). The parent or guardian of the student will be interviewed by the person enrolling the student to determine whether the student continues with assessment or not.

## STEP 2: English Language Proficiency Assessment

State regulations require that if the student’s Home Language Survey indicates that a language other than English is used, the student’s English language proficiency must be assessed within 30 calendar days of initial enrollment. Students’ English language proficiency is assessed as part of the enrollment process by trained personnel. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and students.

The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT is a standardized language proficiency test designed to measure the English proficiency of non-native speakers. The following table shows the areas that are currently assessed using CELDT.

Grade Span	Areas Assessed
9th–12th Grades	Listening, Speaking, Reading, Writing

The student receives a score for each part of the test (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include: raw score, scale score and proficiency level. A preliminary score is calculated for the purposes of determining the student placement. These preliminary results are communicated to the parent in writing and include proficiency level results for each subtest. The official results override the informal scoring in those cases where the scores differ. The official results are sent to parents within 30 days of receipt by the district. CELDT results are maintained in the student’s EL folder (red folder) inside the CUM folder, and in the district’s student information system for future use in monitoring student progress and in program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the CELDT, the student will be given an alternative assessment determined by the IEP team according to individual student need.

On the basis of the English language assessment, students are classified as either Initially Fluent in English Proficiency (IFEP) or English Learner (EL).

- IFEP Students – The parents of IFEP students are informed of the results and given the same program options as those given EO (English Only) students. Placement is made on the same basis as for EOs. (See Step 1.)
- Students identified as English Learners proceed to primary language assessment (Step 3 below).

### **STEP 3: Language Classification and Primary Language Assessment**

An initial assessment of the EL’s primary language is conducted as soon as possible after the completion of English language assessment, as part of the enrollment process. Primary language assessment is conducted by a trained person fluent in the student’s primary language. The following are district-adopted primary language assessment instruments:

<b>Grades</b>	<b>Initial Primary Language Assessments</b>	<b>Languages</b>
9th–12th	LAS-Oral, reading, writing, given by trained school staff	Spanish

**\*Note:** Where there is a student that must be assessed in a language for which there is no person able to implement the informal primary language assessment in that language, the district shall seek a waiver of this requirement from the California Department of Education.

Results of the primary language assessment are placed in the student’s EL folder, entered in the district student information system and are used to support the identification of a student as an English learner. The results of the Home Language Survey, the language assessments (and any other information related to prior schooling, including transcripts, if available) are used to determine the degree of proficiency in English and the program placement for the student.

The following process is used to identify the most appropriate English language program for the student:

CELDT results indicate whether the student is **reasonably fluent in English** or not.

The criteria for reasonable fluency in English include:

1. Student's overall proficiency level is Intermediate, **and**
2. Proficiency in subtests are also Intermediate, Early Advanced or higher, **and**
3. Proficiency in each subtest area is **not** intermediate or higher. The subtests are Listening, Speaking, Reading, and Writing.

If the student is **reasonably fluent in English** by these criteria, then the placement is the **English Language Mainstream (ELM) program**. Additional support services may be recommended, as appropriate. The student will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE techniques
- Tutoring
- Participation in strategic interventions
- Before and/or after school intervention programs
- Primary language support
- Migrant Education support
- Other appropriate services

#### **STEP 4: Parent Notification of Assessment Results and Program Options**

Upon completion of the testing, the parents are notified of the assessment results and are given a description of the program placement (see Step 5). Preferably in a meeting, parents are provided an explanation and discuss the benefits of each. This information is also provided to parents in writing in a language designed to be readily understandable to the parent.

Once the program options have been explained, the parents of English Learners are informed of their right to apply for a parental exception waiver. This information is also provided in writing, using language and materials designed to be readily understandable to the parent.

#### **STEP 5: Program Placement**

The principal or designee assigns an English learner to an appropriate English language program based on the student's assessment data.


The parent may decide to request a Parental Exception Waiver from the requirement that English Learners be placed in an English Language Classroom.

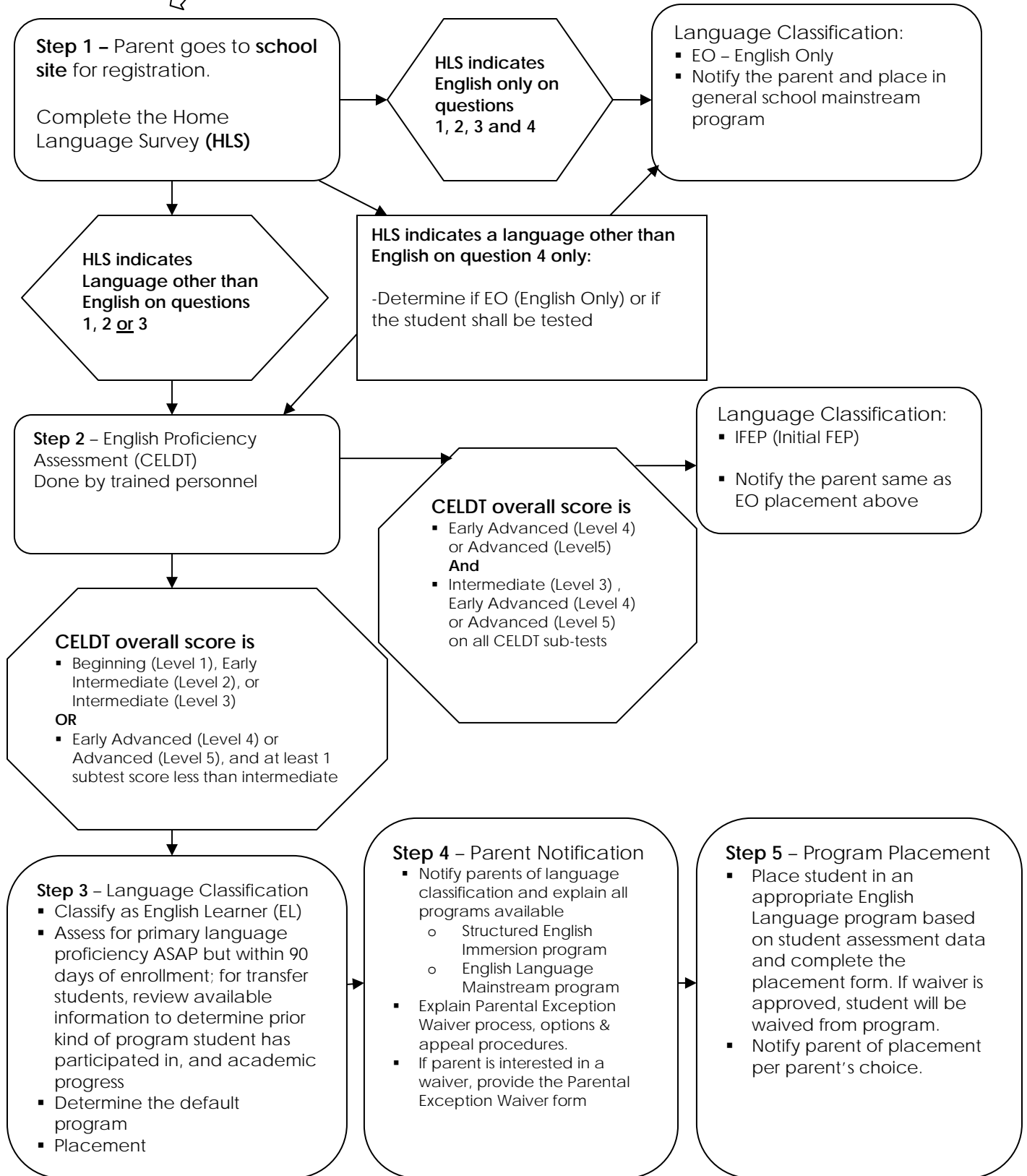
**Each Parental Exception Waiver shall be evaluated on its individual merit. Parental Exception Waivers must be submitted each school year.**

If after the programs have been explained, a parent elects to have their English learner, who is “less than reasonably fluent,” placed in the English Language Mainstream program, no Parental Exception Waiver is necessary and the district will honor the parent’s informed request. The parent may be asked to sign and date a written request to document the request was made if the request was not made in writing.

A copy of all Parental Exception Waivers, and requests to be placed in an English Language Mainstream program, are placed in the cumulative record of the student. The information is entered into the district student information system for electronic storage of the approval, denial, or request.

If the parental exception waiver request is denied, the parent may appeal. Appeal procedures are explained in Chapter 5.

**Figure 1: Initial Language Proficiency Assessment, Identification and Placement Process**  
 Begin here 



# **TRANSFER STUDENTS**

## **Transfers from other California schools**

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status (EO, IFEP, and EL). These students do not need to go through the EDUHSD initial identification process. If the parent provides the student's records, staff will use this information to make an appropriate placement. If not, staff must contact the former district in order to obtain information regarding language proficiency, HLS and other assessment results. Preliminary information may be obtained by phone or fax. Records are obtained from the previous school/district, and entered into the district's recordkeeping system. The district of origin is required by education code to provide English learner identification and assessment information. EDUHSD staff will take all initiative necessary to obtain this information. If these records or information cannot be acquired within ten days of enrollment, English and primary language assessments precede and the identification/notification placement process is implemented per the above description.

## **Transfers from out of state or from other countries**

The five-step language assessment, classification and placement process shown in Figure 1, page 10, will be followed for students entering EDUHSD who are new to the state or from another country. The date the student is enrolled in the district is entered into the student's records and the student database system and is used as the date they first enrolled in a California school and (when appropriate) the date they first enrolled in a US school.

## **TRAINING FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT AND PARENTAL OPTIONS/INFORMED CONSENT**

The district provides ongoing training for administrators and staff on legal requirements and district procedures relating to the implementation of this EL Master Plan including:

- initial identification;
- program placement and procedures; and,
- parental options and informed consent, including the Parental Exception Waiver process.

The persons who participate in the training include, but are not limited to district and site administrators, teaching staff, staff members who work with EL students and student records; office staff members responsible for registration; EL specialists, special education teachers, aides, and specialists; and any other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their student.

# Chapter 2

## Instructional Programs

Relevant Categorical Program Monitoring Items:

Each English learner receives a program of instruction with English Language Development in order to develop proficiency in English as rapidly and effectively as possible.

Academic instruction for English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

# PROGRAM COMPONENTS FOR ENGLISH LEARNERS

The El Dorado Unified High School District offers two options to English Learners:

(1) Mainstream English program, (2) Mainstream with an ELD class and BCLAD/CLAD/SDAIE teachers. Each of these options are designed to ensure that students acquire English language proficiency and prevent or recoup any academic deficits that may have developed in other areas of the core curriculum while learning English. All options contain the following required components:

- Well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed to teach English to non-English speakers;
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language instruction, primary language support and/or Specially Designed Academic Instruction in English (SDAIE); and,
- Structured activities designed to develop cultural proficiency and positive self-esteem.

All EL students, regardless of the option in which they are enrolled, are expected to make progress in English proficiency and in mastery of grade level standards.

## Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, in-class assignments or assessments in the primary language. It may be provided within the Structured English Immersion or Mainstream English Programs by a teacher who is bilingual, a trained bilingual Para-educator or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, assist the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts.

Even where daily primary language is not supported by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. A site EL Technician can assist teachers to prepare classroom displays that include the primary language, noting important English-Spanish cognates, and resources that students may use at home. School libraries should be stocked with age-appropriate bilingual dictionaries, fiction and non-fiction in the primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom enrolling English Learners should have some primary language support materials.

When 15 percent or more of the students enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian must be written in English and in the primary language. (See Chapter 5)

## **ENGLISH LANGUAGE DEVELOPMENT**

English Language Development (ELD) is a component of all program options. The ELD component is aligned with the California English Language Development standards. The teaching of English within the program is based on the student's level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the English Language Arts (ELA) standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. ELD instruction occurs daily for all EL students until reclassified to fluent English proficient. It is a systematic, explicit component of the EL student's total educational program. There is no maximum amount of time that might be devoted to ELD. However, the following are the minimum daily ELD times: High School requires at least one period per day.

The district has endorsed systematic ELD as the approach to be implemented, 9–12. Within this approach, ELD is standards-driven, systematically planned, and follows a scope and sequence of language skills to ensure students learn English within a reasonable amount of time. It is designed to teach ELs beginning at their proficiency levels bringing them, at least, to the next proficiency level, thus ensuring that instruction is differentiated to meet student needs.

It is recommended that when available students will be grouped by proficiency level for ELD instruction. In order to make sure that student progress is the focus, whenever possible the ELD instructional group should not include students at more than two adjacent proficiency levels. The specific plan for accomplishing this grouping will be decided at the school level, based on an analysis of the levels existing within the school's EL population. The grouping is flexible allowing students to move through the levels upon meeting the criteria for more advanced groups. The following examples serve to provide an idea of the range of options.

### **Instructional Grouping for ELD**

Students at the secondary school level receive at least 1 period daily of ELD. Students at CELDT Levels 4 and 5 might receive ELD within the English Language Arts class. Here the teacher is required to provide ELD and ensures progress toward reclassification. Where ELD is integrated into the English Language Arts class, the classes are monitored to ensure that ELD instruction is effectively implemented.

## **Instructional Materials**

The district has adopted materials for use in the delivery of ELD instruction, to teach the state ELD standards. Because such adoptions occur on a cyclical basis, specific titles are not given in this plan. However, current lists of district-adopted materials are available at the school site, and at the district Department of Curriculum and Instruction. In implementing the adopted materials, teachers will use a district approved ELD program guide that uses the ELD Standards to organize instruction.

## **Monitoring Student Progress**

Assessments are used within the district to monitor the progress of English Learners in acquiring English skills. These include, but are not limited to, the following:

- California English Language Development Test (CELDT)
- Curriculum-embedded assessments from the leveled ELD materials
- District-developed benchmark assessments
- Student work samples – for example, student writing, oral reports, etc., evaluated using standards-based rubrics
- CAHSEE
- CST

## **ACCESS TO GRADE LEVEL CORE CONTENT**

English Learners are provided with access to EDUHSD’s well-articulated, standards-based core curriculum program. In all program models, the materials are standards-based and either the same as, parallel to, or contain equivalent content (i.e. secondary specialized courses) as those used in mainstream English classes.

In mainstream settings, the core instruction occurs in English, with use of Specially Designed Academic Instruction in English (SDAIE).

Instructional materials in all content areas are carefully reviewed by appropriate district adoption committees. The adopted materials must be state-approved and standards based and include a strong EL instructional support component. Parallel materials in Spanish and English are adopted to support primary language courses. The district is committed to consistent use of materials on a district-wide basis. In the case that parallel materials are not available, another standards-based curriculum will be used to parallel as closely as is possible.

Updated lists of adopted materials will be made available from the Department of Curriculum and Instruction. A variety of strategies are incorporated into classroom instruction.

The following table shows how these approaches work together with Leveled ELD to provide a comprehensive approach to academic language development.

Leveled ELD	Reading/ Language Arts	History/ Social Science	Math	Science	Other Subjects
	<div style="border: 1px solid black; padding: 5px;">           Use of strategies to teach <u>language structures and vocabulary</u> for students to learn English         </div>	<div style="border: 1px solid black; padding: 5px;">           Use of strategies to make <u>language structures and vocabulary</u> relevant to content         </div>			
		<div style="border: 1px solid black; padding: 5px;">           Use of strategies to make <u>content</u> comprehensible:           <ul style="list-style-type: none"> <li>▪ Access to Core/Integrated Curriculum to scaffold instruction</li> <li>▪ Culturally responsive pedagogy</li> </ul> </div>			

The approaches outlined above use the following to help make instruction comprehensible and meaningful to students:

- Teachers contextualize instruction by using non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification. Students use a variety of resources in the environment so they construct meaning;
- Teachers modify language to deliver instruction such as wait time, questioning, pacing and highlighting;
- Student-centered instruction, allows students to work with concepts and the language of those concepts in a variety of ways to demonstrate mastery of the content standard (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc.);
- Content teaching and assessment is linguistically and culturally responsive;
- The teaching and use of language structures and vocabulary develop student comprehension
- Accommodations are planned and purposeful in the learning environment;
- Activities encourage, engage and support students to risk active use of their developing language;
- Teachers emphasize the major ideas and/or organize principles that underlie the content so students access concepts in an organized logical sequence;
- Teachers frequently check for understanding and allow equitable student participation in demonstrating knowledge;
- Teachers integrate assessment and instruction throughout the planning implementation phase to diagnose student development by using student observations, portfolios, journals and analysis of student work;
- Classroom assessments allow for accurate measure of the mastery of grade level core content standards and/or use of academic language structures taught;
- Students are provided access to large collections of appropriate age-level literature in the classroom and school libraries.

Primary language support provided by a teacher who is bilingual or a trained bilingual Technician, is a further means of increasing access, as is the use of primary language materials.

Students are allowed to use their primary language at any time, especially to develop and organize fluent and coherent thoughts whenever they need to communicate knowledge, questions, or other information.

## **ENGLISH LANGUAGE PROGRAM OPTIONS**

The following descriptors and charts describe the English Language classroom programs available in EDUHSD.

### **English Language Mainstream**

The English Language Mainstream classroom is California’s default program for students who met the criteria for “reasonable fluency”. The classroom would also contain English Only students, Fluent English Proficient, and some English Learners with “less than reasonable fluency” whose parents have requested this program.

The English Language Mainstream classroom is one in which English Learners continue to learn English and at the same time have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction may include Specially Designed Academic Instruction in English (SDAIE) strategies.

English Language Mainstream is an English Language classroom program, in which primary language support or instruction may also be provided, but instruction is overwhelmingly or nearly all in English.

## **FLEXIBILITY OF PROGRAMMING TO MEET STUDENT NEEDS**

There are four distinct groups of EL students:

- Newly arrived ELs with adequate formal schooling;
- Newly arrived ELs with limited formal schooling;
- Long term ELs (more than 6 years as ELs) who are not meeting benchmark or expected progress; and,
- ELs who are meeting benchmarks and making expected progress toward language and academic goals.

Programs will be designed to meet the needs of students in each of the groups identified above as discussed below:

### **Newly-Arrived English Learners with Adequate Formal Schooling**

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. Depending on their English proficiency upon initial enrollment, they may need an additional year of high school in order to master English and meet high school exit examination and course requirements for graduation. Students with official records will be granted credit for coursework completed in their native country so that they can meet high school course requirements and graduation standards within a reasonable amount of time.

### **Newly-Arrived English Learners with Inadequate Formal Schooling**

English Learners with little or no prior schooling typically score at the beginning level of reading and writing in their primary language, and have low skill levels in mathematics and other content areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a secondary level academic program. These students need an academic program that will address their primary language literacy needs, and a flexible high school program that will allow them to fulfill high school graduation requirements with an additional one to two years.

### **Long Term English Learners**

These students have more than six years of uninterrupted schooling in the United States. Long term ELs often have high oral fluency in English, and in some cases have attained a “reasonably fluent” level of proficiency, but have incurred academic deficits and have not yet achieved the academic criteria to qualify for reclassification. In determining placement, it is important to first analyze the student’s academic and linguistic assessment data and then consider the following in regard to the student’s educational history, in order to determine what academic deficits have been incurred due to the time spent learning English:

- The student’s number of years in U.S. schools
- The history of the ELD instruction the student has received; and,
- The history of the student’s instructional program

Students in this category will receive the following:

- An accelerated standards-based articulated ELD curriculum, either through an English Language Arts class with accommodations and interventions for the student’s level of English proficiency, or an intervention class that addresses both ELD, language and literacy skills.

- Placement in an English Language Mainstream or SEI setting for the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher using SDAIE strategies.
- Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet high school graduation.
- Intervention support (at least during the school day but may include before and/or after the school day).

### **ELs Who are Meeting Benchmarks**

ELs are offered ELD for each of the five levels of proficiency as part of the Mainstream English settings. Student placement in a given ELD course is based on initial assessment scores on the CELDT for new students, annual CELDT, and curriculum embedded tests. Each ELD course is designed to take one year. Flexibility for students to move up during the year, when assessment results indicate they met the criteria for entry into the next level is built into the school's master schedule. Students may need additional support to avoid repeating the course. Students will receive credit toward graduation for all ELD courses, including any that have been repeated. ELD courses shall be monitored for effective implementation to ensure students are progressing through the courses within the time frame of the design. The goal of ELD is for students to develop proficiency in English as rapidly as possible. Students are supported to develop at their own pace to move up ELD levels whenever necessary.

Change in ELD levels will be based on the data including, but not limited to, the following:

- District approved CELDT progress indicators;
- District-wide end of semester ELD standards-aligned Mastery Test results;
- Classroom performance samples;
- ELD curriculum-embedded assessments; and,
- Teachers' anecdotal recommendations based on daily observation and student work examples.

The principal or designee conducts periodic review (at least twice within the semester) to look at the students progression.

# Chapter 3

## Monitoring of Student Progress and Reclassification

Relevant Categorical Program Monitoring Items:

The Local Education Agency (LEA) reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:

- a. Assessment of English-language proficiency (CELDT)
- b. Assessment of performance in basic skills: California Standards Test for English-Language Arts
- c. Teacher evaluation that includes, but is not limited to, the pupil's academic performance.
- d. Parent opinion and consultation during the reclassification process
- e. CAHSEE

# MONITORING OF STUDENT PROGRESS

## Annual Assessments

Student progress is monitored at least annually, based on a set of district-adopted and state mandated assessments. The assessments in use are shown in pages 23–25. These assessments are used to determine English language proficiency, evaluate students' academic performance and determine program effectiveness.

District-adopted formative assessments are given regularly during the year to monitor students' progress in English language development (reading, writing, listening and speaking), language arts, and math. Curriculum embedded assessments in language arts are taken in English and/or in Spanish by ELs in the ELM. If a language group other than Spanish increases in size to the point where primary language alternative programs are necessary or desirable, then assessments in that language will be adopted.

State-mandated STAR tests (California Standards Tests, CAHSEE), are taken by all students regardless of their language classification.

A third group of assessments, which includes the CELDT are for English Learners only and are taken as annual assessments.

Students on Individualized Education Programs (IEPs) may be given alternative assessments in place of the CSTs and CELDT as allowed by the state and identified on their IEP.

## Use of assessment data for instructional planning

Teachers use the language arts and mathematics curriculum embedded assessments to analyze student progress every 6 to 8 weeks, planning to differentiate instruction and provide classroom interventions as appropriate. CELDT data are used for instructional grouping in ELD courses. Teachers use formative assessments in ELD, to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of these data. CST test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed benchmarks for growth on these assessments will be accelerated and/or moved to more advanced groups/classes.

## Ongoing Review of Student Progress

Student assessment and program progress is monitored regularly as part of the school system of curriculum implementation. When an English learner is not making adequate progress, additional support, intervention and action are necessary.

## ASSESSMENTS GIVEN TO ENGLISH LEARNERS

### ENGLISH LANGUAGE DEVELOPMENT ASSESSMENTS

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	9-12	<ul style="list-style-type: none"> <li>▪ Assesses listening, speaking, reading and writing in English</li> <li>▪ State mandated instrument</li> <li>▪ Used to measure Annual Measurable Achievement Objectives for NCLB Title III.</li> <li>▪ Used for state-wide accountability</li> </ul>	<p><u>Initially:</u> Within 30 calendar days from date of registration</p> <p><u>Annually:</u> July 1- October 31</p>	<p><u>Initial:</u> Trained staff person</p> <p><u>Annually:</u> Trained staff person</p>
Other curriculum embedded assessments (to be determined)	9-12	<ul style="list-style-type: none"> <li>▪ To be identified by the Department of Curriculum and Instruction</li> <li>▪ Program evaluation, inform instruction and determine effective / best practices.</li> </ul>	Periodically throughout the year	Counselor or designee

### PRIMARY LANGUAGE DEVELOPMENT ASSESSMENTS

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Language Assessment Scales(LAS)	9-12	<ul style="list-style-type: none"> <li>▪ Standardized assessment of Spanish language and literacy skills. Used to determine placement and Spanish language fluency</li> </ul>	<p><u>Initial:</u> Within 30 calendar days from date of registration</p>	<p><u>Initial:</u> Trained staff</p>

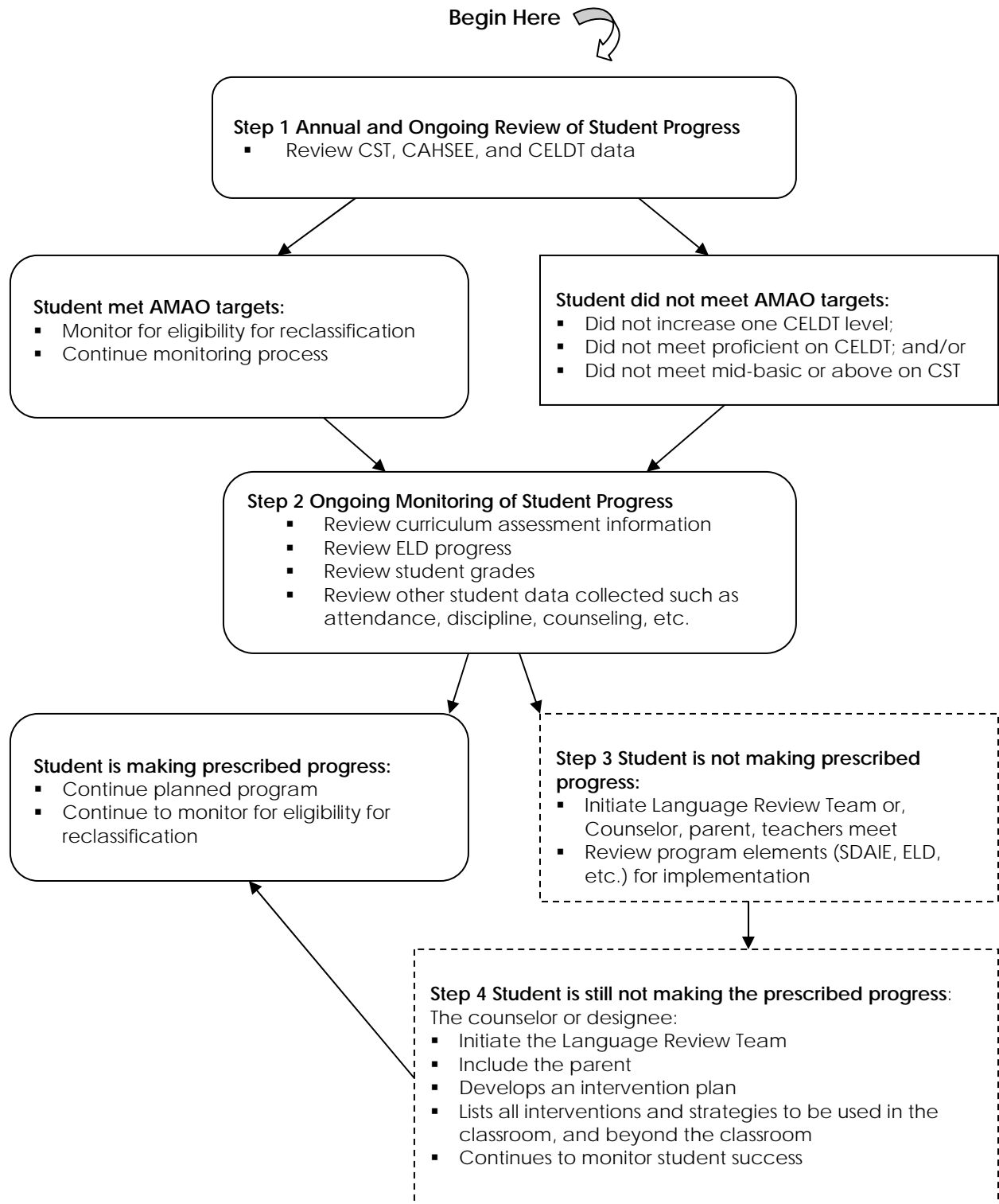
**ACADEMIC ACHIEVEMENT – ASSESSMENTS IN ENGLISH**

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Standards Tests	9–11	<ul style="list-style-type: none"> <li>▪ Criterion referenced tests assessing student’s mastery of grade level standards in English Language Arts, Mathematics, Science and Social Studies</li> <li>▪ State mandated instruments</li> <li>▪ Used to measure Adequate Yearly Progress for federal No Child Left Behind accountability</li> <li>▪ Test to determine student competency in English (reading, writing) and mathematics</li> </ul>	According to a testing schedule established by the State	High school staff in special testing sessions
	10–12	<ul style="list-style-type: none"> <li>▪ Required for high school graduation</li> <li>▪ Students retake each part until achieving a passing score</li> <li>▪ Used to determine reclassification eligibility at grades 10–12 Included in the Academic Performance Index Annually in spring Teacher California High School Exit Examination (CAHSEE)</li> </ul>		

**ACADEMIC SKILLS ASSESSMENTS IN SPANISH**

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Standards Test in Spanish (STS)	9–11	<p>Criterion referenced test: Part of state-mandated STAR testing program</p> <ul style="list-style-type: none"> <li>▪ Administered to Spanish speaking students who have:               <ol style="list-style-type: none"> <li>(1) been in school 12 months or less;</li> <li>(2) received academic instruction in Spanish during the same school year</li> </ol> </li> <li>▪ Used for determining program implementation and effectiveness.</li> </ul>	Annually in spring	Trained Staff

Figure 2: Ongoing Student Monitoring



## **Annual Review of Student Progress**

At least each spring, the Principal or designee at each school site collects and reviews the CST test results, the CELDT scores, other assessment data, student grades, and teachers' recommendations, for all EL students. On the basis of this review, Principal or designee identifies those students who are eligible for reclassification. The district's criteria are shown in the table on pages 28–29. These criteria include multiple measures of:

- English language proficiency (listening, speaking, reading and writing);
- Academic achievement in reading, writing and mathematics, measured in English
- Teacher's evaluation of student's curriculum mastery as demonstrated by successful participation and achievement in grade-level classes; and,
- Consultation with parent for their opinion and input during the process of reclassification.

The principal or designee notifies parents and guardians of their right to participate and be consulted in the decision to reclassify their student. The school provides an opportunity for the parent or guardian to attend the Reclassification Team (RT) meeting (see the section on reclassification below). The meeting is scheduled at a time convenient for the parent/guardian. If unable to attend, the parent may communicate his/her opinion in writing or via phone call. The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with parents of ELs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal; and,
- Invite parents to a group meeting to explain that their student has met all the criteria to be reclassified, and explain that staff will monitor their student's academic performance for at least two additional years. Students are also included in this meeting. Staff is available for individual consultation.

## **RECLASSIFICATION PROCESS AND CRITERIA**

The reclassification decision is made by a reclassification team (RT), after considering the evidence regarding the student's performance, and in full consultation with the parent (See Figure 3 on page 28). The membership of the Reclassification Team includes: the counselor or designee, content classroom teacher(s), ELD teacher, parent, and any other relevant specialists. After the team has made a determination, and made recommendations regarding the student's future placement and educational needs:

- The counselor or designee fills out the district Reclassification Form;
- Copies are given to the parent;
- A copy of the reclassification form is placed in the student's red EL folder;
- The student's record is then coded as reclassified in the district student information system;

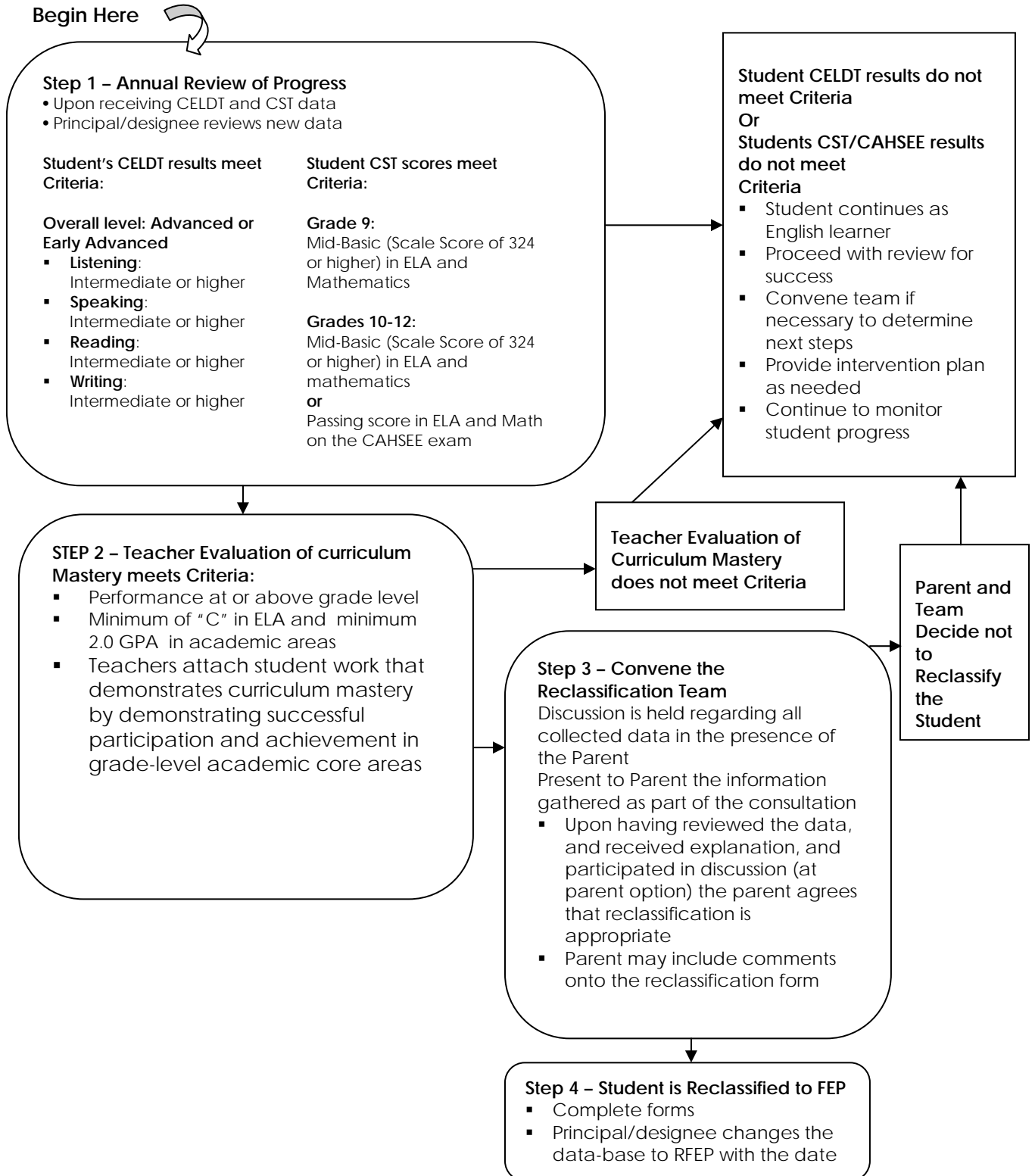
- The EL site coordinator updates the reclassification form at each monitoring period documenting continued progress toward proficiency in the content areas;
- If after two years of monitoring post-reclassification students have demonstrated sufficient progress, forms are placed in the student’s EL folder; and
- The EL folder is placed in the cum. Students who do not make continued progress shall continue to be monitored.

### RECLASSIFICATION CRITERIA

Area	Data Gathered	Reclassification Criterion
English Language Proficiency	Most recent CELDT test	Overall level: Advanced or Early Advanced <ul style="list-style-type: none"> <li>▪ Listening: Intermediate or higher</li> <li>▪ Speaking: Intermediate or higher</li> <li>▪ Reading: Intermediate or higher</li> <li>▪ Writing: Intermediate or higher</li> </ul>
Academic Achievement	Most recent California Standards Tests in English Language Arts (ELA) and Mathematics	<b>Grades 9:</b> Mid-Basic (Scale Score of 324 or higher) in ELA and Mathematics <b>Grades 10-12:</b> Mid-Basic (Scale Score of 324 or higher) in ELA and mathematics <b>or</b> Passing score in ELA and Math on the CAHSEE exam
Teacher Evaluation	Teacher’s recommendation form, student samples, and current report card and other assessment information may inform reclassification	<b>Grades 9-12:</b> <ul style="list-style-type: none"> <li>▪ Minimum of 2.0 grade point average and minimum “C” grade in ELA</li> <li>▪ Teachers attach student work that demonstrates curriculum mastery by demonstrating successful participation and achievement in grade-level academic core areas</li> </ul>
Parent Consultation	Description and results of consultation with parents documented on the reclassification form	<ul style="list-style-type: none"> <li>▪ Upon having reviewed the data, and received explanation, and participated in discussion (at parent option) the parent agrees that reclassification is appropriate</li> <li>▪ Parent may include comments onto the reclassification form</li> </ul>

**Figure 3: The Reclassification Process**

The annual reclassification process begins as soon as official CELDT and CST results are received by the school.



## PROVISION FOR SPECIAL EDUCATION STUDENTS

English Learners who receive Special Education services may not receive different treatment than those who do not receive Special Education services (34 C.F.R. section 104.4(b)(1)(i)-(iv) and 28 C.F.R. section 35.130(b)(1)(i)-(iv). If a student has an Individualized Education Program (IEP) the following procedures are followed:

### **Students with mild/moderate disabilities**

The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. The student's Case Manager is included as a Reclassification Team member. If a student in this situation fails to meet the reclassification criteria within the expected time frame, an IEP team will determine further services needed including assessment accommodations to be used. Prior to making this determination a thorough assessment is conducted and the IEP includes a statement of the student's development of proficiency in English.

### **Students with moderate/severe disabilities**

Reclassification of students with moderate to severe disabilities is often difficult to determine the district will consider the reclassification of these students with care. Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. The decision shall be made in such a way that provides the best benefit to the student and their family. The IEP team participates in the decision of reclassification.

## FOLLOW-UP MONITORING OF THE PROGRESS OF RECLASSIFIED STUDENTS

Site principal/designee monitors the progress of reclassified ELs at the end of each grading period and upon receipt of annual accountability assessment data for at **least two school years** following a student's reclassification. Student performance on achievement and performance measures is documented on the student's reclassification form. If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held and the EL Review Team meets to develop an intervention plan for the student. Students are not reclassified back to EL. Services that may be provided include but are not limited to:

- Specialized academic assessment;
- Tutoring;
- Specialized reading instruction;
- English Language Development instruction;
- Primary language support;
- Participation in benchmark, strategic or intensive interventions provided by the school;  
and
- Development of a success plan.

# Chapter 4

## Staffing and Professional Development

Relevant Categorical Program Monitoring Items:

Teachers assigned to provide English Language Development, or instruction for English Learners to access the core curriculum, are appropriately authorized (or must have emergency EL authorizations and be actively enrolled in training for a permanent English Learner authorization).

The LEA promotes high-quality professional development opportunities to classroom teachers, principals, and administrators that are:

- a. Designed to improve the instruction and assessment of English Learners;
- b. Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners;
- c. Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills; and,
- d. Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

## STAFFING AND CERTIFICATION

The district ensures that all teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. Teachers assigned to provide ELD and SDAIE instruction must be properly authorized or hold emergency authorizations and are “actively pursuing” authorization. “Actively pursuing” authorization means that the teacher is making annual progress that will result in his/her authorization. Newly hired teachers who do not hold the appropriate authorization must sign an agreement stating that they will actively pursue the needed credential. All teachers who provide ELD and/or SDAIE must be appropriately authorized with a Cross-cultural Language and Academic Development (CLAD) certificate or the equivalent.

Teacher hiring and placement decisions are based on student and program needs, including EL enrollment data, and other relevant factors.

## REQUIRED TEACHER AUTHORIZATIONS

Type of Instruction	Proper Authorization
ELD	CLAD, BCLAD, SB1969/SB395/AB2913 or equivalent
SDAIE	CLAD, BCLAD, SB1969/SB395/SB2913 or equivalent

Whenever open teaching positions require BCLAD/CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. If fully credentialed candidates holding the BCLAD/CLAD are not available, teachers in training for BCLAD/CLAD may fill the positions as long as they acquire an emergency BCLAD/CLAD and complete all requirements within the required time specifications. These teachers are required to sign an agreement to actively pursue the needed credential within the required time frame. Each spring, during the preparation for submission of the annual Language Census (R-30) Report, the Educational Services Department collects information from teachers.

## HIRING PRIORITIES AND PROCEDURES

The highest priority is given to the hiring of CLAD or equivalent certified teachers. These teachers should be placed in mainstream classrooms with English Learners. Teachers may receive bilingual support in the primary language to help them clarify, explain, motivate, and direct students.

The second priority is given to hiring teachers who are in the process of obtaining a CLAD or equivalent credential. Such teachers will acquire an emergency CLAD authorization, agree to obtain CLAD, and enroll in an approved training program for CLAD.

Job applications, eligibility interviews, and processing procedures for teaching positions are facilitated through the district Human Resources Department. Interviews for teachers are held at the district level.

### **Instructional Technicians**

Where funds are available, instructional technicians may be assigned to classrooms with English Learners to provide primary language support to teachers. Bilingual instructional technicians demonstrate their capacity to speak, read, and write fluently in the target language by an assessment facilitated through the Department of Human Resources. Assignment of Bilingual instructional technicians to classrooms where the teacher is not fluent in the target language and is in training for BCLAD receives the highest priority.

## **DISTRICT AND SITE TRAINING**

Professional development on this EL Master Plan is provided to district and site staff through a carefully planned program. Key features of the plan and procedures to be implemented at all sites will be emphasized. This training is ongoing with at least annual update to all faculty and staff.

Equally important is a focus on preparing teachers for effectively implementing standards-based curricula utilizing strategies that maximize access for English Learners.

## **MONITORING OF PROFESSIONAL DEVELOPMENT AND SUPPORT**

The site principal, and the Departments of Human Resources, and Curriculum and Instruction monitor teacher professional development related to English Learner services. Teacher authorizations are monitored to ensure that all staff members working with English Learners receive relevant professional development and support. The Department of Human Resources monitors the progress of teachers in training until they fulfill their agreements to complete EL authorizations.

# Chapter 5

## Parent and Community Involvement

Relevant Categorical Program Monitoring Items:

The LEA outreach to parents of English Learners includes all the required items.

A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets all requirements.

An LEA with 51 or more English Learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners.

# PARENTAL EXCEPTION WAIVER PROCEDURES

All information shared with or presented to parents must be in their native language when 15% or more of the school's students are speakers of the same language. However, every effort is made to provide critical information to individual language speaking parents and students in a way the parent and student understands (i.e., emergency procedures, major educational processes, discipline and attendance requirements, etc.).

The process for initial identification and placement of students into an appropriate instructional program, and parental exception waivers are shown in forms. Student enrollment and assessment takes place at the student's attendance area school.

Parents may submit a waiver described in Education Code section 305 that requires an English Learner be placed in an English Classroom. This request is called the Parental Exception Waiver. The waiver request is submitted by the parents/guardians of a student who has been identified as an English Learner, based on their student's assessment results. Parents receive an explanation of the default site program placement, all program options and alternative model options, and the goals of each.

English Learners in Special Education who's Individualized Educational Program (IEP) requires primary language services are not subject to the waiver process. The IEP acts as the waiver.

## **There are two types of Parental Exception Waivers:**

- Type A: Student who already knows English
- Type B: Student 15 years and older

## **School sites provide the assistance necessary for parents to:**

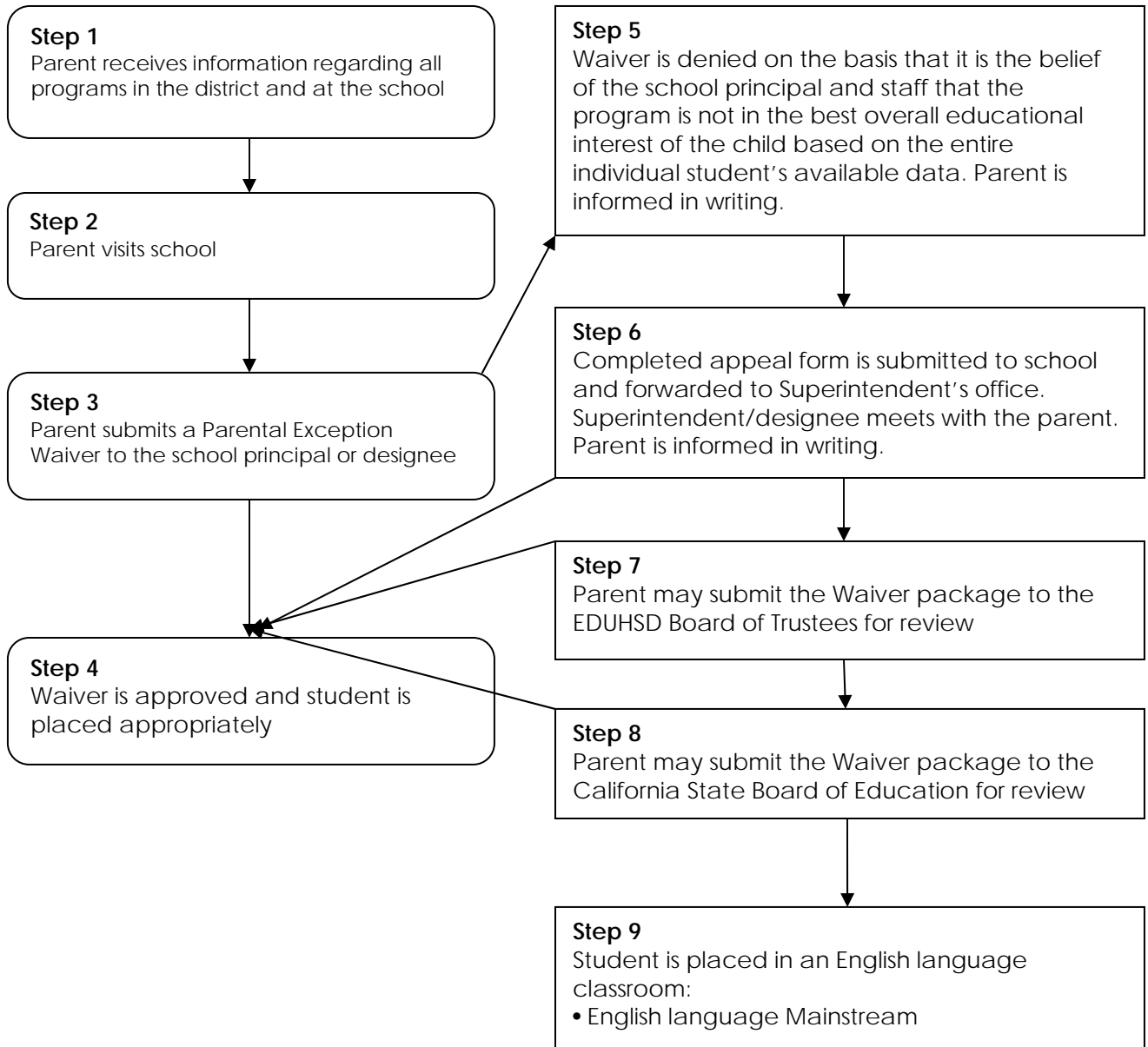
- Identify the type of Parental Exception waiver they need;

## **WAIVER APPROVAL PROCESS**

- The parent must identify and submit a waiver for their student each school year;
- The waiver shall be granted by the site person who oversees the EL Program
- Each waiver is considered on its individual merits;
- Parental Exception Waivers must be acted on within 10 instructional days of submission to the school principal;
- Parental Exception Waivers may be requested and submitted at any time; and,
- Each year, parents will be provided descriptions of all English Language Program options.

Parents shall be encouraged to keep their student in the program until the student is reclassified.

**Figure 4: Parental Exception Waiver and Appeal Processes**



## **ANNUAL NOTIFICATION OF PARENTAL EXCEPTION WAIVER PROCESS**

Each year EL parents will receive:

- Their student's annual assessment results;
- Information regarding all the district program options; and,
- An opportunity to review the Parental Exception Waiver processes and submit such a waiver.

The school shall also share specific information about the site implementation of the program options including, but not limited to, staffing, curriculum and models. Schools should use all opportunities to repeat information regarding program options throughout the school year.

The Superintendent or designee will monitor schools to ensure compliance with the procedures and related policies and laws described above. The Superintendent or designee will make recommendations to the EDUHSD Board of Trustees regarding any necessary enhancements to the implementation of this plan.

## **PARENT ADVISORY COMMITTEES**

### **IMPLEMENTATION OF THE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)**

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

The following requirements pertain to the formation of ELAC:

- Parent members are elected by parents of English Learners;
- Parents of English Learners constitute at least the same percentage of committee membership as their student represent of the student body; and,
- All parents/guardians of English Learners have an opportunity to vote.

The ELAC advises the school site council (SSC) on the development of the Single School Plan for Student Achievement.

The ELAC advises the principal and staff on the school's program for English Learners. The ELAC assists in the development of the school's:

- Needs assessment;
- Language Census (R-30); and,
- Efforts to make parents aware of the importance of regular school attendance.

The ELAC receives training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

ELAC members have an opportunity to elect a representative to the District English Learner Advisory Committee (DELAC).

Other topics related to English Learners, may also be of interest to the ELAC in addition to, but not in place of the above mentioned required items. These topics might include:

- Meeting the social and academic needs of ELs;
- Communication with the parents and the broader community;
- Strengthening coordination with the district, and DELAC to provide programs for all students with approved waivers;
- Review of academic performance measures for EL students.
- Improving parent-teacher conferences; and,
- Number of parental exception waivers requested

ELACs are monitored by the district office. Guidance for the implementation of the ELACs is provided. ELAC members will be provided with a handbook with training materials and sample bylaws. However, the ELAC may adopt its own bylaws. It may also elect officers within its membership.

### **Implementation of Site ELAC**

The site principal or designee is responsible for establishing ELAC and monitoring that ELAC has fulfilled their responsibilities. The principal or a designee will:

- Assist the ELAC membership to develop meeting agendas;
- Assist the ELAC membership in selecting meeting dates;
- Schedule and hold planning and general membership meetings;
- Monitor ELAC membership;
- Membership may include school staff and community members;  
(Community members and school staff together should constitute fewer in number than parents of English Learners)

## **IMPLEMENTATION OF THE DELAC**

If EDUHSD has more than 51 parents of English Learners the district must have a DELAC.

The DELAC advises the EDUHSD Board of Trustees on at least the following:

- A timetable for and development of a district Master Plan for English Learner Services, taking into consideration the Local Educational Agency Plan (LEAP) and Single Plan for Student Achievement from the school sites as these plans relate to English Learners;
- A district-wide needs assessment on a school-by-school basis;
- The district program, goals, and objectives for programs and services for English Learners;
- The plan to ensure compliance with applicable teacher or aide requirements;
- District student reclassification procedures;
- Written parent notification of initial school enrollment; and,
- The district's Consolidated Application.

Other Areas that may be of interest to the DELAC may include, but are not legally required:

- The findings and conclusions of any evaluation of EL services;
- The results of compliance monitoring reviews (Categorical Program Monitoring or CPM);
- A cumulative report of the number of waiver applications processed; and,
- Program evaluation results.

The DELAC meets sufficiently to plan, discuss, and provide advice on all required items. The District Office will support the DELAC. This department assists with:

- Agenda preparation, meeting notices and arrangements for meetings.
- The district provides all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.

## **ACTIVITIES TO HELP PARENTS EFFECTIVELY ASSIST THEIR STUDENT TOWARD EDUCATIONAL SUCCESS AND ADVOCATE FOR THEIR STUDENT WITHIN THE SCHOOLS AND COMMUNITY**

The following goal has been established: Parents of English Learners at all schools in the EDUHSD will participate meaningfully in the education of their student. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

- Site Council
- ELAC
- DELAC

## Communication in the home language

When 15 percent or more of the students enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian must be written in English and in the primary language. Interpreters are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST meetings, suspension and expulsion conferences and hearings, and for all due process actions. As stated before, when any parent or student of any language background is in need of critical information regarding the student's education, due process, or safety, all possible resources shall be sought out and/or made available.

- School sites may assign a staff member and alternate to provide parent support at the site.
- Parent meetings should be parent friendly.
- Parent training sessions may be provided on parental rights and responsibilities.
- The school encourages parent volunteerism by providing parents with opportunities to volunteer and by providing training sessions for volunteers.
- Parent training on how to successfully advocate for their student may be provided. Such trainings may include informational sessions on school operations and who to go to for assistance related to problems or concerns.
- The district provides ongoing staff development on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns.
- The district provides families new to the U.S. opportunities to learn about the EDUHSD school system.
- The district coordinates activities that originate in the various departments and schools in order to effectively provide services to parents.
- The district continues to participate in and support community sponsored activities that target parents, families, teachers and administrators.
- The district continues to promote cultural competency, sensitivity, and understanding so parents, teachers, site and district administrators can work collaboratively for the advancement of the English learner.

# Chapter 6

## Evaluation and Accountability

Relevant Categorical Program monitoring Item:

An LEA operating NCLB program, implements and monitors approved LEA plans.

The LEA conducts an evaluation of programs and services to English Learners.

## EVALUATION AND ACCOUNTABILITY

Every employee of the EDUHSD is accountable for ensuring that programs are optimally implemented and effective. All district personnel are expected to follow the procedures specified in this Master Plan.

Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such modifications meet the standards set by the EDUHSD board of Trustees and that they are consistent with state and federal law.

### MONITORING OF EL MASTER PLAN IMPLEMENTATION

#### GOAL 1: PROGRAM IMPLEMENTATION AS DESCRIBED IN THE MASTER PLAN FOR ENGLISH LEARNERS

District and site staff will periodically monitor implementation of all programs. The primary goal of the monitoring is to ensure that every school in the district has optimally effective and compliant programs for ELs. This monitoring will consist of the following three major aspects:

##### Document Reviews

All schools will conduct annual monitoring by means of review of key files and documents, including but not limited to using the CASA report. The CASA report has been systematically modified to include items related to programs and services for EL students. District personnel are available to assist sites in completing the CASA report. The site uses this report of findings as a basis for revision of the school plan.

##### Ongoing Staff Development Support

District designees will help organize site staff development and assist with classroom coaching for sites. They will assist with the document reviews and have lead responsibility for organizing in-depth reviews and any needed follow-up.

Our monitoring process:

- Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;

- Promotes full involvement of all stakeholders (administrators, teachers, parents and students) in all phases of planning, implementation and evaluation activities;
- Provides for high levels of coordination between district-level and site-level improvement efforts; and
- Ensures that program evaluation is an integral part of school improvement initiatives and activities.

School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Principals are provided with training on the requirements of the Master Plan and on their role in assuring complete implementation at their sites.

## **GOAL 2: MASTERY OF ENGLISH**

- The CELDT is administered annually according to the state calendar. Results are analyzed between January and March. A report of finding is presented to the Board of Trustees in May/June.
- Reclassification data are collected in the fall and spring semesters or when deemed necessary.
- An analysis of CELDT growth (AMAO's) by district, school, language group and program is completed and presented to the board in November.

## **GOAL 3: ACADEMIC SUCCESS**

- CST performance data in English Language Arts and Mathematics are analyzed each fall by the school sites. The analyses includes cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group. The district conducts district-wide analysis for AMAO 3 determination and reports to the board in November.
- District personnel provide school sites the CAHSEE scores each spring and fall, and assists schools in the analysis.
- Data on the other indicators related to high school success are collected by high school staff and reported in standardized formats across schools. These indicators might include A-G coursework, college acceptance, college retention, etc.

## EVALUATION AND ACCOUNTABILITY: ROLES AND RESPONSIBILITIES

Role	Responsibilities
<b>Student</b>	<ul style="list-style-type: none"> <li>▪ Attends school daily, arrives on time, and works for high achievement</li> <li>▪ Participates in school activities</li> <li>▪ Communicates regularly with parents, teachers, and support staff</li> <li>▪ Participates in all assessment activities</li> </ul>
<b>Parent</b>	<ul style="list-style-type: none"> <li>▪ Monitors and promotes EL's progress in academics, homework, attendance, behavior</li> <li>▪ Supports EL in activities to promote student achievement</li> <li>▪ Communicates regularly re: student progress with student, teachers and school</li> <li>▪ Attends parent conferences and school functions (e.g., Open House, conferences)</li> <li>▪ Participates in school committees – ELAC, Site Council, etc.</li> </ul>
<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>▪ Implements specific EL programs and services as described in Master Plan for English Learners and provides instruction that aligns with state frameworks and district/state standards and effective best practices for English Learners</li> <li>▪ Ensures effective delivery of appropriate ELD instruction</li> <li>▪ Monitors ELs' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures</li> <li>▪ Determines/implements differentiated strategies for ELs and RFEP students</li> <li>▪ Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals</li> <li>▪ Attends team meetings and informs parents of progress and strategies to support students in meeting standards.</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>▪ Monitors all aspects of staffing for and instruction in EL programs, according to the Master Plan</li> <li>▪ Is responsible for all procedures and legal requirements pertaining to ELs at the school</li> <li>▪ Monitors placement of ELs, oversees reclassification process, and monitors the implementation of parent participation and notifications at the site</li> <li>▪ Reports to district administrators on implementation of EL programs and services as required</li> </ul>
<b>EL Coordinator</b>	<ul style="list-style-type: none"> <li>▪ Implements annual testing, primary language assessment, and reclassification protocols</li> <li>▪ Monitors the accuracy of ELs' data in the district computer system, including information of waiver results</li> <li>▪ Informs staff of students identified for possible reclassification</li> <li>▪ Serves as a resource for the Student Study Team, and Reclassification Team</li> <li>▪ Provides staff development for teachers of EL students</li> <li>▪ Assists with data collection, analysis, and surveys</li> <li>▪ Assists with grade-level collaboration or departmental grouping recommendation</li> <li>▪ Assists with parent involvement activities</li> <li>▪ Facilitates ELAC meetings;</li> </ul>

Role	Responsibilities
<b>Counselor</b>	<ul style="list-style-type: none"> <li>▪ Assists with initial placements, using the Master Plan for ELs and assessment data</li> <li>▪ Monitors progress of ELs toward meeting language, academic, and multicultural benchmarks</li> <li>▪ Assists with interpretation of student assessments, and collaborates with teachers, the site EL Coordinator, and others in devising individual program modifications and interventions, as needed</li> <li>▪ Supports the implementation of the Master Plan for ELs</li> </ul>
<b>District English Learner Advisory Committee (DELAC)</b>	<ul style="list-style-type: none"> <li>▪ May request to examine program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role</li> <li>▪ Completes all legal requirements as outlined in Chapter 5</li> </ul>
<b>Assistant Superintendent</b>	<ul style="list-style-type: none"> <li>▪ Supports sites in implementing the EL Master Plan by providing ongoing professional development and technical assistance to individuals or groups of individuals as requested by the principal or as need indicates</li> <li>▪ Monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan; reviews district and site EL data</li> <li>▪ Monitors and supports implementation of the LEA and Title III Plans</li> <li>▪ Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners</li> <li>▪ Develops work plan for, supervises, and works closely with site EL Coordinator</li> <li>▪ Meets with principals to review site plans for and implementation of services to ELs</li> <li>▪ Monitors compliance and EL procedures at the site and district levels</li> <li>▪ Provides ongoing training for site EL Coordinator, teachers, Para-educators, parents, and support staff (e.g., administrative assistants and school office staff)</li> <li>▪ Works with principals, and Assistant Superintendent of Human Resources to produce EL staffing plan to ensure timely recruitment, hiring and training of teachers for EL assignments</li> </ul>

**EXPECTED BENCHMARKS FOR STRUCTURED ENGLISH IMMERSION PROGRAM**

<b>OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM</b>	<b>Level 1 Beginning</b>	<b>Level 2 Early Intermediate</b>	<b>Level 3 Intermediate</b>	<b>Level 4 Early Advanced Not English Fluent</b>	<b>Level 4 or 5 Early Adv. or Advanced English Fluent</b>	<b>Reclassified or Post Reclassification</b>	
<b>Timeline toward reclassification based on CELDT overall score at time of initial enrollment year</b>							
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	6 <sup>th</sup> year	
			1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
				1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
				1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	
					1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
					1 <sup>st</sup> year	2 <sup>nd</sup> year	
<b>Expected Performance Level on California Standards Test - English Language Arts (CST-ELA)</b>	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced	
<b>Expected Performance Level on California Standards Test - Mathematics (CST-Math)</b>	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced	

**EXPECTED BENCHMARKS FOR LATE-EXIT DEVELOPMENTAL ALTERNATIVE MODEL**

<b>OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM</b>	<b>Level 1 Beginning</b>	<b>Level 2 Early Intermediate</b>	<b>Level 3 Intermediate</b>	<b>Level 4 Early Advanced Not English Fluent</b>	<b>Level 4 or 5 Early Advanced or Advanced English Fluent</b>	<b>Reclassified or Post Reclassification</b>
<b>Timeline toward reclassification based on CELDT overall score at time of initial enrollment year</b>	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	6 <sup>th</sup> year
		1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
			1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
				1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
					1 <sup>st</sup> year	2 <sup>nd</sup> year
<b>Expected Performance Level on Standards Test in Spanish (STS)</b>						
<b>Expected Performance Level on California Standards Test - English Language Arts (CST-ELA)</b>	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced
<b>Expected Performance Level on California Standards Test - Mathematics (CST-Math)</b>	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced

# Chapter 7

## Funding

Relevant Categorical Program Monitoring Item:

Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English Language Development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

Categorical funds supplement the academic core program and do not supplant services.

## FUNDING

The district is committed to allocating sufficient funds to fully implement the EL Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to supplant general fund money obligations. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The School Board approves the district *Superintendent's Goals and Objectives*. This is a plan to meet the needs of all students.
2. The Superintendent's Cabinet identifies and prioritizes needs, based on the Superintendent's Goals and Objectives and data analysis, and allocates funds and other resources to support those needs.
3. The Director of Federal and State Programs allocates funds based on the Consolidated Application, meets with district Area Administrators and school Principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
4. The Principal coordinates development of the school level plan and prioritization of needs based on data, meets with the School Site Council and ELAC groups before they approve the school plan and budget.
5. Site and District Advisory Committees take the following roles:
  - a. The School Site Council provides input regarding school plan development/revision and approves the school level plan;
  - b. ELAC members advise and give input on the school level plan;
  - c. DELAC gives input on the district level plan

## GENERAL FUND RESOURCES

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, necessary allocation of site administration, and other district services (for example, transportation, library, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that ELs have access to the core curriculum. The base program also includes District adopted ELD program materials. The district provides primary language instructional materials for students enrolled in bilingual and dual immersion alternative programs.

## **SUPPLEMENTAL FUNDS**

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners.

# THE APPENDIX

## Glossary

## Glossary of Terms

**AMAO:** *Annual Measurable Academic Objective.* A NCLB, Title III accountability measure related to the education of English Learners. AMAO targets, having to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT), are established for all districts in the state by the state. Districts receiving federal Title III funds and failing to meet these targets for 2 or more successive years are subject to state sanctions.

**AMO:** *Annual Measurable Objective.* The AMO is part of the state's implementation of the federal system of accountability under *No Child Left Behind*. Annual targets are set for all schools and districts in the state for the percent of students scoring Proficient and Advanced on the California Standards Tests in English Language Arts and Mathematics. All schools and districts in the state are evaluated against meeting the annual targets. Schools and districts receiving Title I funds are subject to sanctions if they fail to meet all targets for two or more successive years. The targets apply to English Learners as well as other significant subgroups in the school/district.

**API:** *Academic Performance Index.* A California state accountability measure that combines results from several state assessments and data elements. Each school in the state is assigned an improvement target on the API. Schools that consistently fail to meet targets may be subject to state sanctions.

**APRENDA 3:** A standardized, norm-referenced test given to English Learners in Spanish to measure achievement in Language Arts and Mathematics. This test was replaced by the Standards-based Test in Spanish (STS) and is no longer given.

**BCC:** *Bilingual Certificate of Competence.* BCC is a certificate that supplements the base teaching credential. It authorizes a teacher to teach students in a language other than English (as listed on the certificate.) The BCC also authorizes a teacher to teach English Learners a program of English Language Development (ELD) and Specially Designed Academic Instruction (SDAI) in English and/or another language. The BCC and BCLAD are equivalent. (See Chapter 4)

**BCLAD:** *Bilingual Cross-Cultural, Language, and Academic Development.* The BCLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach students in a language other than English (as listed on the certificate.) The BCC also authorizes a teacher to teach English Learners a program of English Language Development (ELD) and Specially Designed Academic Instruction (SDAI) in English and/or another language. The BCLAD and BCC are equivalent. (See Chapter 4)

**CABE:** *California Association for Bilingual Education.*

**CAHSEE:** *California High School Exit Examination.* Students must pass this state examination in order to receive a High School diploma.

**CATESOL:** *California Association of Teachers of English to Speakers of Other Languages.*

**CDE:** *California Department of Education.* The CDE is the state agency that regulates and monitors public schools in California.

**CELDT:** *California English Language Development Test.* A state test required to be given to students, who's Home Language Survey (HLS) indicates a language other than English, when the student first enrolls in a California school. The test identifies the English proficiency level of the tested students. Those identified as English Learners are tested annually each fall until they are reclassified to Fluent English Proficient.

**CLAD:** *Cross-Cultural, Language and Academic Development.* The CLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach English Learners a program of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

**CPM:** *Categorical Program Monitoring.* A state review process focused on determining whether a district's programs and practices are in compliance with federal and state law and regulations.

**CST:** *California Standards Tests.* State tests administered annually to all students, 2<sup>nd</sup>-11<sup>th</sup> grades. The results are used in API, AYP, and Title III calculations.

**CTEL:** *California Teacher of English Learners.* The CTEL is a series of examinations leading to a CLAD or BCLAD certificate. The examinations would be in lieu of acquiring the certificates through university coursework.

**DELAC:** *District English Learner Advisory Committee.* An advisory committee that advises the district's governing board on programs and services for English Learners as identified in California Education Code.

**EIA-LEP:** *Economic Impact Aid/Limited English Proficient.* A state funding source.

**EL:** *English Learner.* English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP student. This student has been assessed with CELDT and has not developed fluent proficiency in English. EL is also known English Language Learner (ELL).

**ELA:** *English Language Arts.*

**ELAC:** *English Learner Advisory Committee.* The ELAC is a committee that advises the principal and school staff on programs and services for English Learners. Education Code requires four tasks of ELAC.

**ELD:** *English Language Development.* ELD is a broad term encompassing all aspects of learning the English language for ELs. It includes speaking, listening, reading and writing at developmentally appropriate language levels.

**ELL:** *English Language Learner.* (see EL)

**ELM:** *English Language Mainstream.*

ELM is an English language classroom where the program and instruction is overwhelmingly in English. English Learners, with reasonable fluency in English, study alongside English Only, IFEP, and RFEP students. (See Chapter 2)

**EO:** *English Only.* An EO is a student with no home language other than English.

**ESL:** *English as a Second Language.*

Typically refers to courses for learning the English language for those who are not fluent in English.

**FEP:** *Fluent-English-Proficient.* FEP

students are those students with a home language other than English, whose oral and written English skills approximate those of native English speakers as measured by CELDT and/or other criteria.

**Focused Approach to Frontloading:** A

teaching methodology in which the teaching of vocabulary and language structures, needed to participate fully in the content of the upcoming lesson in content coursed of study, both verbally and in writing, are integral.

**GATE:** *Gifted and Talented Education.*

GATE is a supplemental program for identified students.

**HLS:** *Home Language Survey.* A uniform

census process and tool identified by the CDE. This survey asks parents four (4) questions about a student's language(s). The HLS is given to parents for every student enrolled in a California public

school. It is also used by many private schools participating in public programs. (See Chapter 1)

**IEP:** *Individualized Education Plan.* An

IEP is developed for students in Special Education. It identifies and coordinates the programs and services to be given to a student identified in need of a program of Special Education.

**IFEP:** *Initially Fluent English Proficient.*

A student classified as IFEP met the criteria for fluent English proficient upon initial language assessment using CELDT.

**L1:** The language that has been identified as the student's primary or home language.

**L2:** The second language the student acquires (usually refers to English).

**Language Census, R-30:** An annual report to the CDE in which the district identifies the number of English Learners and FEP students at each school by language group and grade level and other pertinent information regarding the instructional programs and services the EL students receive.

**LAS (Language Assessment Scales):**

A norm-referenced standardized test used to determine language proficiency with parts in listening/speaking, reading and writing. EDUHSD uses the Spanish version to assess Spanish speaking English Learners upon first enrollment in a California public school.

**LEA:** *Local Education Agency.* Usually refers to a school district, but may also refer to a County Office of Education, or an independent charter school.

**LEP:** *Limited-English-Proficient.* The term used in federal legislation to refer to English Learners.

**Newcomer:** A student who is a recent immigrant to the United States from another country.

**OCR:** *Office for Civil Rights.* The OCR is a branch within the U.S. Department of Education.

**Overwhelmingly in English:** A term used in Education Code 300 – 311 but is left to be defined by the school district. In EDUHSD, a school day in which instruction is overwhelmingly in English allows up to two class periods or subjects to be taught to English Learners using their primary language with all other subjects being taught in English.

**Parental Exception Waiver:** The Parental Exception Waiver is a process by which a parent may waive the right of their student to be placed in an English language classroom where s/he would receive instruction nearly all in English as defined in the district. An approved waiver allows the student to be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. The process is outlined in Chapter 5.

**Primary Language (L1):** The language, other than English, identified on the Home Language Survey. Usually the first language the student learns to speak or the language other than English spoken at home.

**Primary Language Support:** The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

**R-30, Language Census:** An annual report to the CDE in which the district identifies the number of English Learners and FEP students by school, by language group and grade level and other pertinent information regarding the instructional programs and services the EL students receive.

**Reclassification:** A process to change a student's classification from English learner (EL) to Fluent English Proficient (RFEP). This occurs when a student meets the district criteria and no longer requires language learning support. The student may, however, still be in need of additional academic support if not proficient in an academic subject area(s).

**Red Folder:** A folder which contains all relevant information regarding the language and academic progress of ELs. The orange folder is stored in, and is part of, the student's permanent Cumulative Record folder at the school of attendance.

**RFEP:** *Reclassified to Fluent-English-Proficient.*

**RT:** *Reclassification Team.* The RT is group of school staff (teachers and administrators) and the parent. The RT considers the EL student's data to determine whether to reclassify the student from EL to RFEP.

**SABE:** *Spanish Assessment of Basic Education.* SABE is a standardized test that measures Spanish academic achievement in reading, language and math. SABE was replaced by the Aprenda 3 and is no longer given to students.

**SDAIE:** *Specially Designed Academic Instruction in English.* A methodology used by teachers who possess the competency to make academic content comprehensible to EL students.

**SEI:** *Structured (or Sheltered) English Immersion.* An English language acquisition process for young student in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. EDUHSD's goal is for students in this program to develop academic proficiency in English. Instruction is nearly all in English. (See Chapter 2)

**SSC:** *School Site Council.* The SSC is a group of school staff, parents and sometimes students. The SSC advises the principal on development of the school plan, including allocation of funds. SSC has the responsibility to approve the school plan before it is sent to the Governing Board.

**STS:** *Standards-based Test in Spanish.* The STS is a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards. Used for the first time statewide in 2006-07. The STS replaces the APRENDA 3.

**Title I:** Title I is a federal program authorized in NCLB that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement as described in the local education Agency (LEA) plan.

**Title III:** Title III is a federal program authorized in NCLB that provides supplementary funds to help improve the education of English Learners by assisting them in learning English and meeting state academic standards.