A Program Designed for Academic Excellence

FULLERTON SCHOOL DISTRICT

MASTER PLAN FOR ENGLISH LEARNERS
Fullerton School District Master Plan for English Learners

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Program Goal of the Fullerton School District

Provide high quality instructional programs for all students. It is recognized that English learner (EL) students have unique instructional needs, and that these needs vary from student to student. The program options outlined in the following pages are designed to address these diverse instructional needs of EL students. Although specific instructional programs may differ, the overall goals of each are the same.

The Overall Goals for all English Learner Programs

- Develop English fluency as effectively and efficiently as possible
- Provide equal opportunity for academic achievement for all students
- Provide cross-cultural understanding and positive self-concepts

All English learners shall be provided explicit instruction designed to develop proficiency in English in listening, speaking, reading, and writing until they are reclassified as Fluent English Proficient (rFEP).

In order to provide equal opportunity for academic achievement and prevent any substantive academic deficits, English learners receive instruction via the following:

- Dedicated English Language Development using adopted materials
- Integrated English Language Development throughout the school day
- Primary language support when necessary

All programs in the District shall be based on sound, research-based instructional theory and shall be adequately supported so that English learners achieve results at the same academic levels as their English proficient peers.

English learner program placement will be based upon oral language and academic skills assessment, previous educational experience, and parental consent.

Each school will implement a program to meet the purpose of the adopted District policy. Programs will be consistent with requirements of this policy, laws regarding the education of English learner (EL) students, and the needs of a diverse student population. Each program will be evaluated according to its effectiveness in achieving the purpose of this policy.

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 (CCTC).

To ensure that the District is using sound methods that effectively serve the needs of English learner students, the Superintendent or designee will, at a minimum, annually examine program results, including reports of the students' academic achievement and their progress toward proficiency in English, and report these results to parents and the school community.
I. Involvement

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

Synthesis of Requirements

The LEA provides parents of English learners with opportunities to be active participants in assisting their children to achieve academically.
PARENT INVOLVEMENT

Parent advisory committees are required at both District and school levels. The District English Learner Advisory Committee (DELAC) will hold at least four meetings during the school year to provide input on the programs conducted for EL students and to receive training regarding EL issues. These meetings will inform parents about the community and District programs to prepare them for participation for site, District, community and home activities.

The committee will be composed of representatives from each school. Parents of EL students will have the opportunity to vote for committee representatives. The majority of members will be the parents of current EL students. The chairperson must be a parent of an identified English Learner student, with the exception of an “exempt” position, the chairperson may not be an employee of the school district.

**English Learner Advisory Committee (ELAC) Requirements:**
Each school site with 21 or more English learner students will have an English Learner Advisory Committee (ELAC). English learner parent membership will be at least the same percentage as English learner students at the site.

- Members are chosen by election: All parents/guardians of English learners have an opportunity to vote
- Members receive materials and training related to carrying out their legal responsibilities
- The ELAC advises the principal and staff on topics related to English learners, including:
  - Development of School Plan for English learners and the school’s needs assessment
  - Administration of the annual language census
  - Efforts to make parents aware of the importance of regular school attendance
- Members elect representatives to the District English Learner Advisory Committee. All site ELAC documentation (calendar of ELAC dates, agendas, and minutes) must be kept at the site in the ELAC binder, and online under the Parent Involvement link, for District review and parent access

**Implementation of the Site ELAC**
The site administrator is responsible for establishing the ELAC. The principal or a designee coordinates meetings and communication/documentation between the site and the District’s Office of English learner programs and services. Elected officers conduct the meetings.

Elections for ELAC are conducted at each school site at the beginning of each school year. Membership composition must reflect the percentage of English learners in the school and includes parents and school staff (fewer than the number of parents). If a member must be replaced during the school year, the replacement serves for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.
ELAC Roles and Responsibilities

• The District EL Department will provide training on establishment of ELAC to site administrators/site personnel.

• The principal assists with planning the ELAC meetings and attends the meetings.

• The principal arranges an agenda planning session with the ELAC chairperson prior to each meeting.

• The school must post agendas in English and other languages (as per the 15% rule) 72 hours in advance at the site, and on the school website under the “Parent Involvement” link. Minutes are to be posted online no later than 30 days following the meeting.

• The ELAC conducts formal and advisory meetings, with agendas and minutes.

• The ELAC will develop and adopt by-laws and elect officers.

• During the school year, ELAC members receive training to carry out their duties:
  • Advise principal and school staff on the programs and services provided to English learners
  • Advise the School Site Council on the development of the school plan
  • Assist with the District/school’s needs assessment
  • Assist with school’s annual language census
  • Assist with school’s efforts to make parents aware of importance of regular school attendance

• Copies of ELAC agendas, minutes, sign in sheets, membership information, and parent handouts are kept in the ELAC binder for review. Per Ed Code translation required when 15% or more of the pupils enrolled in the school speak a single primary language other than English.

• At the first meeting of the year, the ELAC elects a representative to the District English Language Learner Advisory Committee.

• Childcare and refreshments are provided.

District English Learner Advisory Committee (DELAC) Requirements
The DELAC advises the school District Governing Board on all the following tasks:

1. Development of a District Master Plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement

2. Conducting of a District-wide needs assessment on a school-by-school basis

3. Establishment of District program, goals, and objectives for programs and services for English learners

4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements

5. Administration of the annual Language Census report

6. Review and comment on the District’s reclassification procedures

7. Review and comment on the written notifications required to be sent to parents and guardians
Other DELAC implementation provisions include:

• The DELAC meets at least 4 times per year

• The DELAC operates according to guidelines contained in its by laws

• The Program Coordinator for English Language Learner Programs or designee serves as District liaison to the DELAC. This person assists with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC

• The DELAC will communicate their ongoing events and advise the Superintendent and Governing Board at Board meetings that follow DELAC meetings

• The DELAC chairperson presides at meetings and signs all letters, reports, and other committee communications, with prior approval of the membership. In the chairperson’s absence, resignation, or inability to perform duties, the co-chair assumes these duties.

• The District provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.

**Forums and Activities to Help ParentsEffectively Assist Their Children Toward Educational Success and Advocate for Their Children Within the Schools and Community**

The goal has been established that parents of English learners at all schools in Fullerton will meaningfully participate in the education of their children. The following types of activities may be carried out at the district or site level to further this goal. This list is not all-inclusive:

• Communication in the home language. When 15% or more of the school’s students are speakers of the same language, the school will provide written translations of all school information in that language. All parents who are Limited English Proficient will be provided with oral translations in their primary language. When available, translators 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 held at the District level.

• School sites may assign a staff member and alternate to provide parent support at the site, and/or may employ a parent liaison.
• Parent meetings should be parent friendly; held at convenient times, and provide childcare, refreshments, and translation services.

• Parent training sessions shall be provided related to parental rights. Parents should be encouraged, in a variety of ways, to exercise these rights.

• The school shall encourage parent volunteerism by providing opportunities for parents to volunteer along with provide training on how to effectively participate in school.

• Training on school advocacy may be provided. Such training can include informational sessions on school operations and personnel to contact for assistance related to problems or concerns.

• The District provides ongoing staff development to all school staff on how to work with parents, including communication skills and sensitivity to diverse backgrounds, needs, and concerns.
II. Governance and Administration

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

Synthesis of Requirements

Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
IDENTIFICATION, ASSESSMENT AND DOCUMENTATION
Each school site’s administrator is responsible for coordinating the testing, placement, reclassification, and monitoring of English Learner students, and representing the school site at District English Learner assessment meetings.

ENGLISH LANGUAGE PROFICIENCY
New students whose Home Language Survey (HLS) indicates a language other than English* (questions 1, 2 or 3) will have their English language proficiency ascertained. If necessary, students will be assessed for English proficiency by the Fullerton School District Testing Center within 30 school days of enrollment. Each student’s Listening, Speaking, Reading, and Writing proficiencies in Transitional Kindergarten through Eighth grades will be assessed using the California English Language Development Test (CELDT).

Documentation of assessment and results will be placed in the student’s English Learner Portfolio. These portfolios must be housed and remain in the cumulative file when an English Learner student transfers or graduates.

Students in Transitional Kindergarten through Eighth grade who initially test Early Advanced or Advanced on all subtests of the CELDT will be considered Initial Fluent English Proficient (IFEP). They are never considered an English Learner.

TESTING PROCEDURES
School sites will continue to be responsible for and assist with the annual CELDT testing from August through October.

Once the Home Language Survey (HLS) is completed during registration and the answer to questions 1, 2, or 3 is a language other than English*:

- School sites inform the parent to call the FSD Testing Center to set up an appointment to take the CELDT
- School sites fax the Request Form to the FSD Testing Center immediately. The Testing Center will follow-up with the parent to ensure that testing is completed
- School sites enter the student as “TBD” in the State/Province - CA student information page

Once testing is completed, the Testing Center will forward a copy of all test results to the site administrator. A yellow English Learner Portfolio will be sent for those students who are designated English learners. For students who are not designated as English Learner students, a copy of the test results is placed in the student’s cumulative file.

The Testing Center will be responsible for entering all test results into PowerSchool/CALPADS.

* 52164.1. The superintendent, with the approval of the State Board of Education, shall prescribe census-taking methods, applicable to all school districts in the State, which shall include, but need not be limited to the following: A determination of the primary language of each pupil enrolled in the school district. The primary language of the new pupils shall be determined as they enroll. Once determined, the primary language need not be redetermined unless the parent or guardian claims there is an error. Home language determinations are required only once, unless the results are disputed by a parent or guardian.
The language proficiency assessment results (English Learner, Initial Fluent English Proficient, or English Only) and program placement (English learner program and English learner services’ codes) will be entered by the Fullerton School District Testing Center into the district data base and maintained to provide accurate data for CALPADS certification.

**PARENTAL RIGHTS**

Parents or guardians will receive written notification of initial language proficiency test results (in English and in primary language if applicable) and program placement via the Fullerton School District Annual or Initial Parent Notification letter. The program options available at the English Learner student’s school are described on this form. To request a change of program, a parent or guardian must visit the student’s school site and meet with the principal or designee.

As per Title III requirements, the Educational Services department will send parent pamphlet brochures that provide information on all English Learner services and programs for distribution at Back to School Night and/or Parent-Teacher Conferences.
Assessment for Initial Identification and Program Placement

Home Language Survey

Home Language other than English

CELDT
English Language Assessment:
Listening
Speaking
Reading
Writing
Grades K-8

English Only

Student is placed in the English Language Mainstream program

English Learner (EL)

CELDT Results: Proficiency Level

Student is placed in the appropriate EL program

Structured English Immersion Program

English Language Mainstream Program

Initially Fluent English Proficient (IFEP)

Student is placed in the English Language Mainstream program

Structured English Immersion Program

English Language Mainstream Program

Alternative Instruction: Parental Exception Waiver
## Assessment Instruments
### FOR ENGLISH LEARNERS

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- **DIBELS Next**: Literacy Skills
- **CARI**: Content Area Reading Indicators
- **CELDT**: Listening, Speaking, Reading, Writing
- **Express Placement Assessment**: English Learner Proficiency Placement
- **SBAC**: English Language Arts & Mathematics
- **FSD Benchmarks**: English Language Arts, Mathematics, Writing
- **Unit Assessments Systematic ELD**: EL Progress Monitoring
- **Report Cards**: All Subjects

[Image: A teacher and students working together]
III. **Funding**

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

**Synthesis of Requirements**

The LEA uses general funds for core instruction of English learners and LCFF Supplemental and Title III funds for services that supplement the core curriculum.
The Fullerton School District receives State and Federal funding sources to support English learner goals. Program funds that support English learner students include State Local Control Funding Formula Base and Supplemental funds and Title III Federal funds. General fund resources will also support EL programs and services.

**Local Control Accountability Plan (LCAP)**

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). The district engages engage parents, educators, employees and the community to establish the LCAP on an annual bases. The LCAP describes the district’s overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAP focuses on eight areas identified as state priorities as well as local priorities. The LCAP demonstrates how the district’s budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes for EL students.

The state eight areas identified to establish goals and actions to support EL academic achievement:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California’s academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

**Federal Title III**

The overarching purpose of Title III Part A funding, is to ensure that limited-English proficient (LEP) students, including immigrant children and youth, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. The nine purposes of the law include:

(1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
(2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;

(3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;

(4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instructional settings;

(5) to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;

(6) to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;

(7) to streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;

(8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring:

   (a) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and

   (b) adequate yearly progress for limited English proficient children, including immigrant children and youth; and

(9) to provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, predicated on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.
**Funding and Resources**
Funds are allocated following the funding mandates prescribed by the Education Code, state regulations and District policies. Funds are used to supplement the core educational program and not to supplant general fund monies. 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 to support all students’ academic achievement.

2. The LCAP Stakeholder Committee 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 Educational Services allocates funds based on the LCAP, meets with District administrators and school principals to ensure compliance, presents Single Plan for Student Achievement, LCAP and LEA Plan 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. The Principal assures that parents and staff are informed about funding and the site plan.

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 and school budget.
   c. DELAC gives input on the District level plan.

**Local Control Funding Formula - Base**
The District uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other District services 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 materials to help ensure that ELS have access to the core curriculum. The base program also includes District adopted ELD program materials.
Local Control Funding Formula - Supplemental

LCFF Supplemental funds are used to supplement the base program. These funds are used for supplemental services such as:

- Employment of supplemental teachers
- Para-educators
- Purchase of supplemental teaching materials
- In-service training for teachers and para-educators to develop instructional skills
- Support for parent involvement activities
- Intervention Services
- Parent training
- Translation services
- Other reasonable expenses related to the program for ELs

Services provided through LCFF Supplemental funds are designed to ensure that ELs develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have developed in other areas of the core curriculum as a result of language barriers. Each site receives LCFF Supplemental funds, based on their number of identified English learners, to provide services to identified EL students, purchase supplemental instructional materials and other, site-determined purposes.

Title I, Part A

School-wide programs under Title I, Part A permit a school to use funds from Title I to raise achievement for all students and improve the entire educational program of the school. School-wide programs are not required to identify particular children as eligible for services. Such schools can use their Title I funds in a flexible manner, as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive plan to help students meet the state’s challenging standards.

Title II

Title II, Part A, Teacher and Principal Training and Recruiting is a federal categorical program contained in the Consolidated Application. The purpose of Title II is to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

Title III

The Federal Title III program provides funds for supplementary programs and services for English learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows EL students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to the ELs. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement and related EL program activities.
Instructional programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the program.

Synthesis of Requirements

The LEA determines the effectiveness of its program for English learners and modifies the program as needed.

The LEA reclassifies English learners by following policies and procedures that are consistent with current legal requirements.
# RECLASSIFICATION AND MONITORING

## Roles and Responsibilities

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<th>PERSONNEL</th>
<th>RESPONSIBILITIES</th>
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| **Site Administrator**                   | • Attends required District assessment and reclassification training sessions  
• Oversees reclassification process in each school year and receives spreadsheet of potential candidates for reclassification from Educational Services Department  
• Reviews list of students eligible for reclassification  
• Solicits teacher recommendations for reclassification  
• Notifies parents of the recommendation for reclassification  
• Completes reclassification paperwork for English Learner portfolio  
• Sends completed list of reclassified students to Educational Services via spreadsheet  
• Initiates/ensures teachers complete RFEP monitoring forms.  
• Oversees two year monitoring process |
| **Classroom Teacher(s)**                 | • Evaluates student work and makes recommendations for reclassification  
• Monitors student progress for a two-year period following reclassification and completes RFEP Monitoring form  
• Implements recommended interventions |
| **District English Learner Support Staff** | • Distributes reclassification/monitoring lists of eligible students  
• Coordinates district’s reclassification/monitoring procedures  
• Ensures training for site administrators and English Learner support staff regarding reclassification and monitoring  
• Monitors all Special Education reclassifications  
• Collects lists of reclassified students from each site  
• Oversees collection and analysis of data regarding reclassified students  
• Oversees analysis of data regarding English Learner and RFEP students |
| **Testing Center**                       | • Generates each site’s list of eligible students for reclassification based on current data (September and January)  
• Generates lists of all students who were reclassified within last two years |
CDE ESTABLISHED GUIDELINES FOR RECLASSIFICATION OF ENGLISH LEARNERS

Assessment of English Language Proficiency
The California English Language Development Test (CELDT) or alternate assessment data, (as specified in the student’s individualized Education Plan (IEP) is used as the primary assessment criterion. Consider for reclassification those students whose overall proficiency level is Early Advanced or higher and;

- Listening and Speaking, is Early Advanced or higher
- Reading is Early Advanced or higher; and
- Writing is Early Advanced or higher

Students whose proficiency level is in the upper end of Intermediate on one subtest may also be considered for reclassification if additional measures determine the likelihood that the student is proficient in English. However, the overall proficiency level of the must be at the Early Advanced or Advanced level.

- Use most recent test data

The above reclassification levels are the same as the initial identification levels specified by the California Department of Education (CDE).

Teacher Evaluation
- Classroom academic performance, which approximates that of a native English speaker in English language arts and/or meet Individualized Education Plan (IEP) goals related to English language proficiency
- Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
- Fluent oral English language skills as observed by the classroom teacher per the SOLOM scale
- English writing skills, which enable the student to pass the grade level writing assessment (student must receive a rubric score of 3 or better on the Fullerton School District Writing Benchmark)

Parent Opinion and Consultation
- Provide notice to parents/guardians of their rights and encourage them to participate in the reclassification process; and
- Provide an opportunity for a face-to-face meeting with parent or guardian

Comparison of Performance in Basic Skills
1. A pupil’s score on the Fullerton School District English Language Arts District Benchmark at the mid point of Basic level (suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification).

2. For pupils in Kindergarten, First, and Second grades, reclassification decisions should be based on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results.

3. School sites and districts must monitor pupil performance for two years after reclassification.
RECLASSIFICATION CYCLE

Reclassification of English Language Learners to fluent English proficient is completed twice per year: September and February. A reclassification form and the required documentation must be completed and placed in the student's English Learner Portfolio. English learner students eligible for reclassification should meet the following criteria:

**Assessment of English Proficiency**
An overall score of Early Advanced or Advanced on the language assessment instrument (CELDT) or alternate assessment, with no subset score below the Intermediate level.

Yes

No

Student remains an English learner

**Comparison of Performance in Basic Skills**
A score at the midpoint of Basic level of proficiency on the district English Language Arts Benchmark.

Yes

No

Student remains an English learner

**Teacher Evaluation of Student Academic Performance**
* Classroom academic performance approximates that of a native English speaker in English Language Arts or meets IEP goals.
* Fluent oral English language skills as observed by the classroom teacher and evidenced on the SOLOM.
* English writing skills enable student to score a 3 or better on the Fullerton School District Writing Benchmark

Yes

No

Student remains an English learner

**Parent Opinion and Consultation**
* Provide notice to parents/guardians of their right to participate in the reclassification process
* Encourage participation in reclassification, including face-to-face conference

Yes

**Reclassification**
* Reclassify student as REFP
* Notify parents/guardians of reclassification
* Update student's record in school/district data systems
* Monitor student academic progress for 2 years
**RECLASSIFICATION PROCEDURES**

After meeting reclassification criteria, the teacher will schedule a meeting with the parent to discuss reclassification of the student. A parent or guardian must sign the form, which is then kept in the child's English Learner Portfolio within the Cumulative record.

**RECLASSIFICATION OF SPECIAL EDUCATION STUDENTS**

Students with disabilities are provided the same opportunities for reclassification as general education students. Local Individualized Education Program (IEP) teams may determine appropriate measure of English language proficiency and performance in basic skills, in accordance with local and State Board of Education approved reclassification guidelines.

**MONITORING AFTER RECLASSIFICATION**

English learner students who are reclassified fluent English proficient, RFEP, will be monitored for academic success for a minimum of two years. Each year, a list of candidates for reclassification will be generated and sent to each school site. Classroom teachers will monitor student’s English Language Arts Benchmark assessment, classroom performance, and report card grades. Principals and school site staff will develop and have an intervention plan in place to support reclassified student's performance level that drops below the average of native English-speaking peers. Reclassification monitoring will be documented by site teachers with the Reclassification Monitoring Record Form found in the English Learner Master Plan.

Each principal will maintain a list of reclassified students to ensure monitoring and make recommendations for interventions as necessary.
### Evaluation and Accountability: Roles and Responsibilities

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Director of Educational Services** | - Monitors selection of materials used in the classroom for delivery of English Language Development or core curriculum to English learners.  
- Supports sites in implementing the *Master Plan for English Learners*; monitors implementation of Master, Evaluation, and Monitoring Plans; reviews District and site English learner data.  
- Develops work plan, supervises, and works closely with English Learner Coordinator to English Language programs.  
- Reviews school site plans for English learners.  
- Monitors compliance and English Learner procedures at the site and District level. |
| **English Learner Coordinator**   | - Under the supervision of the Director, develops a work plan to monitor, coach, and support the work of classroom teachers at all District sites.  
- Assists Director with monitoring and compliance and English learner procedures at the site and District level.  
- Monitors the accuracy of English learner data in the District computer system (CALPADS).  
- Monitors student records and sites’ Powerschool system for accurate data collection and retrieval.  
- Coordinates testing, scheduling, and training of all staff administering CELDT.  
- Coordinates and facilitates all DELAC meetings.  
- Provides professional development opportunities for staff.  
- Oversees the District Language Assessment Center.  
- Meets with Professional Learning Community Teams to assist with any English learner needs. |
| **Site Administrator**           | - Monitors procedures and legal requirements pertaining to English learners at the school.  
- Monitors student placement of English learners and oversees reclassification process.  
- Monitors implementation of *Master Plan for English Learners* by classroom teacher.  
- Organizes school plan to provide appropriate services to English learner students.  
- Prepares school plan for Board of Education approval.  
- Works closely with the site English Learner Advisory Committee (ELAC). Informs parents of program results and resources to address student needs.  
- Meets with school and district staff to determine program effectiveness.  
- Implements and monitors process and procedures for identifying, testing, placing, and documenting English learner students, including primary language assessment and reclassification.  
- Informs staff of progress of identified students toward reclassification.  
- Provides input on professional development opportunities and needs for teachers of English learner students.  
- Assists with data collection and surveys. |
| **Classroom Teacher**            | - Implement specific English programs as described in *Master Plan for English learners* and provides instruction that meets District/State standards and State frameworks.  
- Ensures delivery of appropriate English Language Development (ELD) instruction.  
- Monitors English learner students’ progress; reviews and analyzes school/classroom data to modify instruction.  
- Reviews content, ELD standards and assessment procedures.  
- Determines/implements differentiated strategies for English learners and reclassified students.  
- Advocates in favor of support services for students not meeting grade level standards who may be at risk of retention or who require interventions in order to reach goals.  
- Attends Grade Level Intervention Team (GLIT) meetings and informs parents of progress and strategies to support students in meeting standards. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>* Evaluates District goals relative to our <em>Local Educational Agency Plan</em>, including implementation of the <em>Master Plan for English Learners</em>, student achievement, professional development, and evaluation and accountability</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>* Evaluates principals on accountability for an implementation of <em>Master Plan for English learners</em>&lt;br&gt; * Oversees compliance procedures relative to English learners’ programs.&lt;br&gt; * Evaluates District and school site data&lt;br&gt; * Meets with principals and directors to review plans, program modifications, timeline for implementation, and support services for school sites</td>
</tr>
<tr>
<td>Educational Services</td>
<td>* Monitors credentials of all personnel working with English learners&lt;br&gt; * Recruits and monitors placement of staff who work with English learner students</td>
</tr>
<tr>
<td>Personnel Services</td>
<td>* Monitors assessments used for evaluation of English learner students’ progress&lt;br&gt; * Oversees data collection, provides analysis, writes reports, prepares charts/spreadsheets depicting English learner students’ progress&lt;br&gt; * Shares results of evaluation with all stakeholders, including DELAC</td>
</tr>
<tr>
<td>Director of Assessment</td>
<td>* Provides support in the core subjects (English and/or primary language)&lt;br&gt; * Assists with student testing&lt;br&gt; * Supports the implementation of the <em>Master Plan for English Learners</em></td>
</tr>
<tr>
<td>Instructional Assistant</td>
<td>* Monitors/promotes child’s progress in academics, homework, attendance, and behavior&lt;br&gt; * Supports English learner in activities to promote student achievement&lt;br&gt; * Communicates regularly regarding student progress with their child, teachers, and school.&lt;br&gt; * Attends parent conferences and school functions (e.g. Open House, Conferences).&lt;br&gt; * Participates in school committees, i.e., ELAC, Site Council, etc.</td>
</tr>
<tr>
<td>Parents</td>
<td>* Attends school daily and strives for high academic achievement&lt;br&gt; * Participates in school activities&lt;br&gt; * Communicates regularly with parents, teachers, and support staff</td>
</tr>
<tr>
<td>Student</td>
<td>* Monitors/promotes child’s progress in academics, homework, attendance, and behavior&lt;br&gt; * Supports English learner in activities to promote student achievement&lt;br&gt; * Communicates regularly regarding student progress with their child, teachers, and school.&lt;br&gt; * Attends parent conferences and school functions (e.g. Open House, Conferences).&lt;br&gt; * Participates in school committees, i.e., ELAC, Site Council, etc.</td>
</tr>
</tbody>
</table>
MONITORING AND EVALUATION OF PROGRAMS

The District has established a process and criteria to determine the effectiveness of the program(s) provided to English learners.

To ensure ongoing assessment of performance in the provision of services to English learner students, the annual evaluation for site principals will include evaluation criteria specific to the implementation of a sound instructional program for English learners. Additionally, supervisors responsible for the evaluation of site principals will receive training in the instruction, evaluation, and monitoring of the program for English learner students. The training will be provided through the Fullerton School District professional development programs.

All students, including English learners, are monitored using a variety of measures; report cards, daily classroom performance, informal teacher observations, portfolio assessments, grade-level assessments, writing samples, district assessments, and state tests. English learner students’ individual scores, grade level, and site based scores on CAASPP assessments, and/or other appropriate state and local multiple measures are analyzed each year to determine the overall effectiveness of the total instructional program. The CELDT is given annually during the designated testing window to assist in program placement and to monitor progress.

The **English Learner Portfolio**, which must be present in the each student’s cumulative record file when the student transfers, will contain the following information:

- Home Language Survey
- Initial/Annual Title III letters
- CELDT results: Listening, Speaking, Reading and Writing for grades K-8
- Reclassification documentation if appropriate
- Two-year Monitoring Form (for students who have been reclassified Fluent English Proficient)

**Program Implementation**

All schools will implement the Fullerton School District *Master Plan for English Learners*. As part of the District’s Accountability Plan, school site personnel will adhere to their roles and responsibilities through the informal and formal evaluation process.

Ongoing training at the District and school site level will be provided to ensure understanding of the program requirements and effective implementation practices for delivering services to English learners. The Educational Services Department will work collaboratively to provide direction and support while monitoring the implementation of a compliant program.
EVALUATION AND ASSESSMENT

The assessment and accountability system allows for the collection and reporting of data using a standards-based, multiple measure model. The system identifies District-wide trends and detects individual student deficits that may occur within instructional programs. The effective use of achievement data for English learners, as well as other special need student populations, is described in the assessment system. Data collection and analysis to determine program effectiveness for English learners will be organized around the three program goals defined below:

Goal Statement
The Fullerton School District has adopted three program goals for English learners. The first goal is to develop English and literacy in each student as effectively and efficiently as possible. The second goal is to provide students an equal opportunity for academic achievement through both Dedicated and Integrated ELD, Structured English Immersion (SEI), or primary language instruction. The third goal is to promote a positive self-concept and cross-cultural understanding among all students. English language proficiency level disaggregated data will be collected to determine progress toward attaining program goals.

Goal 1: Increase English language proficiency
English language development data will be collected to determine:
1. The percentage of students whose CELDT scores increase by one proficiency level on an annual basis (AMAO1)
2. The percentage of students whose CELDT scores indicate English proficiency (AMAO2)
3. The percentage of students who score proficient on CAASPP assessments
4. The percentage of students reclassified from English learner to Reclassified Fluent English Proficient (RFEP) each year according to District standards

Goal 2: Provide equal opportunity for academic achievement
Achievement data will be collected to determine:
1. The percentage of English learner and reclassified students meeting grade level standards in language arts and mathematics
2. The percentage of English learner and reclassified students retained each year
3. Annual gains on CAASPP assessments for English learner and reclassified students
4. Annual gains in the percentage of English learner and reclassified students meeting grade level standards on multiple measure assessments
5. The percentage of English learner and reclassified students enrolled in GATE and accelerated courses
6. The percentage of English learner and reclassified students enrolled in Special Education programs and Special Day Classes

Goal 3: Promote cross-cultural understanding and positive self-concept.
Data will be collected to determine:
1. Differences in school attendance, mobility, and failing grades among English learner, reclassified, and English only students.
2. The participation rates of English learner, reclassified, and English only students in various extra curricular activities.
PROGRAM EVALUATION

Through the English Learner Subgroup Self Assessment tool, the Educational Services Department will provide an annual evaluation report with academic achievement and language development data to measure the effectiveness of services and instructional programs for English learners. The annual evaluation report will include:

• An assessment of the effective implementation of the Master Plan for English learners pursuant to State and Federal guidelines as defined in the Federal Program Monitoring review.
• The success of the District in meeting program goals outlined in the Master Plan for English learners.
• Recommendations to increase the effective implementation of the Master Plan for English learners and achieve program goals.

The Evaluation and Accountability Matrix describes an on-going process for the effective utilization of student achievement and language development data on two levels: District-wide and school site progress. District-wide results and recommendations of the annual evaluation report will be disseminated to the Board of Education, the District English Language Advisory Committee, and site principals. Dissemination of the annual evaluation report to appropriate bodies provides the mechanism for improving and modifying program implementation activities in the District.

At the school site level, a number of resources are available to monitor individual student progress and provide assistance for meeting accountability goals. School sites consistently use Illuminate Education, a data collection and assessment management system, as well as the Powerschool student information system to analyze student achievement data.

Types of data to consider in evaluating student progress:
• CAASPP Assessments
• District Multiple Measure Assessments
• Long Term English Learner Data
• K-8 CELDT Results
• Letter grades
• Attendance
• Percentage of retained students
• Student mobility
• Reclassification rates
• Number of English learners
• Parent survey results

Reporting Data to School Site Staff
To assist staff in analyzing school data and developing appropriate goals, reports have been designed to share school related data in a variety of aggregated and disaggregated formats. Such reports are available through the Illuminate Education and Powerschool data management systems. These reports include CELDT scores by school, grade level, and individual students, State testing reports, District multiple measure assessments, and student grades by trimester. Reports are generated by the District for each school to include reclassification by school site, CAASPP scores, and a longitudinal CELDT analysis for each English learner student. School sites receive extensive training on how to use the data management systems as well as how to analyze student achievement data to inform instruction.
Accountability Procedures
Data is collected, summarized in reports, and distributed to each school site, District administration, supervisors, and support staff. Professional development in the areas of Guaranteed and Viable curriculum, Response to Intervention, and Professional Learning Communities emphasize the need for using data to drive instruction and ensure its use for accountability purposes. District support staff and English Learner site support staff assist principals in identifying and implementing appropriate interventions and monitoring student progress.

Single School Plan for Student Achievement
Each school site must address the program needs of English learners through the implementation of the Single School Plan for Student Achievement. The plan must address the following:

1. Goals to improve the academic achievement for English learners
2. Description of specific actions to improve educational practice
3. Implementation and timeline
4. Expenditures related to English learner programs
### District Performance Expectations in English Language Development and Academic Subject Areas

<table>
<thead>
<tr>
<th>ELD CELDT Level</th>
<th>Structured English Immersion</th>
<th>English Language Mainstream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning 1</td>
<td>Beginning 1</td>
<td>Beginning 1</td>
</tr>
<tr>
<td>Early Intermediate 2</td>
<td>Early Intermediate 2</td>
<td>Early Intermediate 2</td>
</tr>
<tr>
<td>Intermediate 3</td>
<td>Intermediate 3</td>
<td>Intermediate 3</td>
</tr>
<tr>
<td>Early Advanced 4</td>
<td>Early Advanced 4</td>
<td>Early Advanced 4</td>
</tr>
<tr>
<td>Advanced 5</td>
<td>Advanced 5</td>
<td>Reclassified</td>
</tr>
</tbody>
</table>

**CELDT Scale Scores (K-8)**

CELDT Scale Score Ranges by Grade Level

<table>
<thead>
<tr>
<th>Timeline of Language Acquisition Progress</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
<td>4th Year</td>
<td>5th Year</td>
<td>6th Year</td>
</tr>
<tr>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
<td>4th Year</td>
<td>5th Year</td>
<td>6th Year</td>
</tr>
</tbody>
</table>

**District Reading Assessment (K-8)**

<table>
<thead>
<tr>
<th>Below Interim Benchmarks</th>
<th>Approaching Interim Benchmarks</th>
<th>At or above Interim Benchmarks</th>
<th>At or above Interim Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Interim Benchmarks</td>
<td>Approaching Interim Benchmarks</td>
<td>At or above Interim Benchmarks</td>
<td>At or above Interim Benchmarks</td>
</tr>
</tbody>
</table>

**CAASPP ELA and Math Grades (3-8)**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

**District Writing Assessment (K-8)**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
## ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>Goals</th>
<th>Measures</th>
<th>Analysis</th>
<th>School Accountability and Monitoring Resources</th>
</tr>
</thead>
</table>
| 1. Increase English language proficiency | • CELDT  
• CAASPP  
• FSD’s Multiple Measures  
• Express Placement Test (Systematic ELD)  
• Student grades  
• AMAO’s | • Disaggregate CELDT gains by proficiency level, language group, instructional program, and grade level  
• Examination of reclassification data by years in school District and type of instructional program  
• Disaggregate CAASPP results for English learner students | • Principal Assurance Checklist  
• Reclassification rates and student monitoring form  
• California ELD Standards  
• California ELA/ELD Framework  
• Classroom ELD Assessments |
| 2. Provide equal opportunity for academic achievement | • CELDT  
• CAASPP  
• FSD’s Multiple Measures  
• AMAO’s  
• Site Response to Intervention data | • Compare CAASPP results of English learner, reclassified, and English Only (EO) students  
• Disaggregate assessment data by grade levels, CELDT levels, and language groups  
• Compare progress rates of English learner, Reclassified, and English only students in District curricular programs  
• Compare percentages of English learner, Reclassified and English only students meeting grade level standards in English Language Arts and Mathematics | • Powerschool, CALPADS, and Illuminate data management systems  
• Classroom report cards  
• CELDT results  
• English Learner Parent Notification Form  
• Master Schedules |
| 3. Promote positive self-concept and cross-cultural understanding | • After school participation attendance logs  
• Mobility rates | • Disaggregate survey data by grade level, CELDT proficiency level, language group, and instructional program  
• Compare participation rates of English learner, Reclassified, and English only students in various extra-curricular activities | • School Accountability Report Card  
• Annual parent survey  
• Student survey |
PROGRAM MONITORING

**District Monitoring Process for Initial Identification**
The District has established a system of monitoring the entire documentation process of English learners through the use of the PowerSchool/CALPADS data systems. Each site's office manager enters Home Language Survey information into the State/Province-CA Student information page, including incoming students who require the CELDT as “To Be Determined” (TBD). Once official CELDT results are received by the District, students are entered in the PowerSchool/CALPADS system as either IFEP or as an English learner by District personnel. Parents receive written notification of the their child's identification status along with assessment results as well as an explanation of English learner services within 30 school days as required by law. Through this notification, parents of identified English learner students are also informed about program options through the Title III Parent Notification Letter. Parent’s receive a copy of this letter at home. A copy is also filed in the student’s English learner portfolio.

**District Monitoring Process for Reclassification**
The District provides a list of English learner students who meet reclassification criteria to each school site. Based upon teacher input and parent consultation, sites determine students to be reclassified. Each site then sends a final list of students for review to the District. Reclassification information is entered into CALPADS/Powerschool by District personnel. Parents receive a copy of the completed Reclassification Form and additional copy is filed in the student’s English Learner Portfolio.

**District Monitoring Process for ELAC**
The District annually provides the necessary English Learner Advisory Committee documents and training materials to each principal. ELAC documentation includes parent training opportunities, election procedures, bylaw guidelines, and tips on conducting meetings. The District monitors that all schools maintain a functioning ELAC through site visitations and the review of meeting agendas and minutes.

**INDIVIDUAL MONITORING**

**Language Arts/English Language Development/Mathematics Standards**
The results of the State mandated CAASPP English Language Arts and Mathematics assessments, as well as other multiple measures such as trimester English Language Arts and Mathematics District Benchmarks, content/course grades, and writing samples are used to assess student progress toward meeting proficiency levels in English Language Arts and Mathematic Standards. Students who are not meeting grade level standards are referred to the school site Student Intervention Team (SIT) to determine additional supports; in class, after school, and/or summer school interventions. Through the analysis of individual student data, determination of additional interventions will be made to assist in closing the achievement gap and/or increasing English learners language acquisition skills with their English Only counterparts.
Catch-up Plan Matrix for English learners

<table>
<thead>
<tr>
<th>Elements</th>
<th>Description</th>
</tr>
</thead>
</table>
| Standards           | • Content standards for language arts, mathematics, social studies, science and ELD Standards have been established and disseminated to all classroom teachers in grades K - 8th and Special Education teachers including Resource Specialists and Speech and Language teachers.  
                          • Lesson plans incorporate the Common Core Standards as well as the English Development Standards within lessons.  
                          • IEP goals are written for Special Education English learner students that incorporate ELD standards.  
                          • Ongoing training is provided to ensure that all teachers can articulate and implement the Common Core and ELD State Standards.                                                                                                                                 |
| District Benchmarks | • Benchmarks have been established to measure expected growth toward meeting grade level content and ELD standards.  
                          • Ongoing staff development on how to use data management systems will ensure that students are being placed in the appropriate setting and receive appropriate interventions.                                                                                     |
| Assessments         | • A process has been established to objectively assess English learners progress in ELD and the District’s core curriculum using multiple measures.  
                          • English learner students who are not meeting grade level standards and/or are not progressing in ELD will be referred to the Student Intervention Team to determine appropriate intervention.                                                |
| Interventions       | • English learners are provided with a variety of intervention opportunities. Rti is offered before, during, and/or after school for students who need additional support. Classroom interventions include small group differentiated instruction in the students’ areas of academic need.                                     |
| Evaluation          | • English Learner programs will be evaluated by District data evaluation systems to include ELSSA, CELDT results, Long Term English Learner data, CAASPP and multiple measure assessment results, and retention and reclassification rates.  
                          • Principals will provide a Principal Assurance Checklist to ensure that all program needs are being met.  
                          • School site visitations will occur on an annual basis to determine that English Learner program requirements are being implemented.                                                                                      |
Accountability for Systemic Change

**Implementation**
- District wide support led by Superintendent and Assistant Superintendents
- English Learner Department personnel
- Ongoing review: Mini-FPM annual reviews, site based teams, and Professional Learning Communities

**Outcomes**
- Implement effective program
- English learner access to English Language Development
- English learner access to core curriculum
- Decrease retentions, suspensions, and disciplinary referrals
- Increase GATE, Honor’s enrollment
- Reinforce respect and dignity

**Who/How?**

**English Learner Groups**
- District English Learner staff
- Site Administrators
- ELAC/DELAC

**Professional Development**
- Systematic ELD Institute
- Academic Vocabulary Training
- Thinking Maps Training

**Tools**
- Principal Assurances Checklist
- CELDT, CAASPP, District Benchmark Assessments
- English Language Development Standards and Textbooks
- PowerSchool, CALPADS, and Illuminate Education data management systems

**When?**

**Ongoing: District and Assessment Calendars**

**Products**
Teachers access to information/data regarding individual students’ identified need;
Annual English Learner Evaluation Report to Board of Education

**Why?**

Continued improvement for each English learner
Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

**Synthesis of Requirements**

Teachers assigned to instruct English learners are appropriately authorized or are actively in training. When the LEA has identified a shortage of such teachers, it has adopted and implemented measures to remedy such a shortage.

The LEA also provides appropriate professional development for staff responsible for the education of English learners.
PLAN TO REMEDY THE SHORTAGE OF QUALIFIED TEACHERS

The District's plan to provide qualified certificated staff for English learners includes three continuing tracks: hire qualified teachers; encourage bilingual/biliterate instructional aides to ascend a career ladder, and provide training for current teachers.

Recruitment and Employment
Interviews and Hiring: The District will aggressively recruit teachers with BCLAD, BCC, CLAD, LDS, SB1969, SB395, AB2913, CTEL or General Elementary credentials to create a hiring pool for schools needing qualified staffing. A file of qualified applicants will be maintained with special consideration given to hiring teachers who hold or are actively in training for one of the above credentials.

Dissemination of Job Announcements
Each spring when the Fullerton School District determines the number of classroom openings estimated to be available during the next school year, local, state, and county organizations are contacted to inform of and advertise vacancies. All job announcements specify the credential requirements for each position.

Job Fairs
The Fullerton School District will annually participate in various job fairs and conferences.

Instructional Assistants
Instructional assistants are an integral part of providing primary language support to English learner students. They must demonstrate capability in English and in the designated primary language. Proficiency in English and Spanish are determined by District developed exams and oral interviews. Assessments for other languages will be developed as the need arises. Instructional assistants working with English learners will be offered training to further develop the skills necessary for the position.
## Certifications/Authorizations for English Learners

<table>
<thead>
<tr>
<th>Certificates</th>
<th>Authorization</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AB2913 SB1969 SDAIE</strong></td>
<td>Authorizes the holder to teach Specially Designed Academic Instruction in English in the subject(s) and grade levels authorized by his/her basic credential.</td>
<td>45 clock hours of OCDE staff development training in methods of Specially Designed Academic Instruction in English, and completion of exam.</td>
</tr>
<tr>
<td><strong>ELD/SDAIE</strong></td>
<td>Authorizes the holder to teach English Language Development in a self-contained classroom and Specially Designed Academic Instruction in English in the subject(s) and grade levels authorized by his/her basic credential.</td>
<td>45 clock hours of OCDE staff development training in methods of Specially Designed Academic Instruction in English and English Language Development.</td>
</tr>
<tr>
<td><strong>SB395/AB2913 SDAIE</strong></td>
<td>Authorizes the holder to teach Specially Designed Academic Instruction in English in the subject(s) and grade levels authorized by his/her basic credential.</td>
<td>45-hour Commission approved SB395 staff development program.</td>
</tr>
<tr>
<td><strong>ELD/SDAIE</strong></td>
<td>Authorizes the holder to teach English Language Development in a self-contained classroom and Specially Designed Academic Instruction in English in the subject(s) and grade levels authorized by his/her basic credential.</td>
<td>45-hour Commission approved SB395 staff development program plus complete a subsequent 45-hour Commission approved SB395 program.</td>
</tr>
<tr>
<td><strong>CLAD</strong></td>
<td>Authorizes instruction to Limited-English-Proficient (LEP) students. Instruction for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). The CTEL (California Teacher of English learners) is the new test.</td>
<td>BY CTC approved coursework at a college/university meeting domains 1-3 OR by examination through NES, Tests 1-3 (CTEL) (Prep coursework available)</td>
</tr>
<tr>
<td><strong>BCLAD</strong></td>
<td>Authorizes instruction to Limited-English-Proficient (LEP) students. Instruction for English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE) and Content Instruction delivered in the primary language.</td>
<td>By examination through NES, Tests 1-6</td>
</tr>
<tr>
<td><strong>LDS</strong></td>
<td>Same authorization as the CLAD</td>
<td>No longer issued. CLAD replaced this certificate. (You may exchange your original LDS certificate for a CLAD certificate)</td>
</tr>
<tr>
<td><strong>BCC</strong></td>
<td>Same authorization as the BCLAD</td>
<td>No longer issued. BCLAD replaced this certificate. (You may exchange your original BCC certificate for a BCLAD certificate)</td>
</tr>
<tr>
<td><strong>GENERAL CREDENTIAL</strong></td>
<td>When using these credentials, the Commission recommends using only those individuals who possess skills or training in teaching ESL/ELD.</td>
<td>No longer issued.</td>
</tr>
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FULLERTON SCHOOL DISTRICT
DESCRIPTION OF SITE ENGLISH LEARNER RESPONSIBILITIES

Each administrator is responsible to ensure the following duties are carried out at their site. If the site administrator appoints a designee, this individual should be a certificated staff member. If an instructional aide is named as the site’s English Language Development Coordinator, he/she must work directly under the guidance of a certificated staff member.

**English Learner documentation responsibilities include:**

- Maintain accurate records of all English learner students at the site including annual CELDT results
- Arrange for CELDT testing of new students (within 30 days of enrollment) through the Fullerton School District Language Assessment Center
- Serve as the site contact person for all delivery and pick-up of CELDT materials.
- Attend CELDT training in August, and ensure that all staff administering the assessment is trained at the site
- Be responsible for entering English Learner student data into database*
- Annually file a copy of the Title III Parent Notification/Program Description Form
- Maintain "English Language Learner Portfolios" for each English learner student.
- Monitor the reclassification process for each student by (1) checking the CAASPP (score of at least mid-basic) for all students who have achieved Early Advanced or Advanced fluency on the CELDT; (2) completing the Reclassification Form and securing classroom teacher’s input; (3) obtaining the parent’s signature on the Reclassification form; (4) distributing and collecting the Reclassification Monitoring Record form to student's classroom teacher for two years after reclassification; and (5) identifying students who are to be considered for the reclassification option, administering the SOLOM, and coordinating the site Language Appraisal Team.
- Administrator coordinates at least four site English Language Advisory Committee (ELAC) meetings.

*This data may be entered by the office manager or clerk; however, it is the responsibility of the site Administrator to ensure that the data has been entered.
Professional Development Opportunities

The Fullerton School District has a strong commitment to provide all students with successful learning opportunities. In order to ensure the educational success of our English learner population, the District has developed a series of staff development opportunities based on research supported instructional principles to directly target English learners and their specific learning needs. Each training will begin with an examination of English learner CELDT scores, an analysis of how Fullerton School District English learners scored on CAASPP assessments in English Language Arts and the number of proficient English learner students at each school site. In addition, Annual Measurable Achievement Objectives (AMAO) 1, 2, and 3 will be addressed. These staff development opportunities will enhance and strengthen the necessary skills to provide high quality instruction to English learners. Staff development is planned to support the following blueprint:

**Blueprint for Instructing English Learners**

**Dedicated ELD**
Systematic ELD Instruction

- Language as a bridge, not a barrier.
- Dedicated instructional block focused on explicit English Language Development: Flexibility, Fluency, Accuracy.
- Students grouped and instructed by language proficiency levels (30 minutes daily).
- Learn and practice language needed to navigate content instruction: Oral to Print.
- Goal is to move students one proficiency level per year while building foundational language skills needed to access CCSS.

**Integrated Language Support**

English Language Arts, Mathematics, History/Social Studies, Science, Arts, and Technical Subjects

- Learning goals include both a content and language goal
- High leverage academic language
- Scaffolds:
  - Thinking Maps
    - Define, Compare/Contrast, Sequence, Cause and Effect, Description and Elaboration, Proposition and Support
  - Sentence Frames/Construction Charts
  - Instructional technology
  - Discussion Cards
  - Proficiency Level Points of Entry
- Explicit Oral and Written Language Practice
- Gradual Release of Responsibility
  - I Do It, We Do It, You Do It
Dedicated ELD

Systematic ELD
Based on the work of Susana Dutro, this institute provides teachers a framework and instructional units to provide English learners with a solid foundation in English. Teachers are provided an instructional blueprint for English learners; a means to teach language forms and functions, language patterns, and vocabulary. Teachers learn various instructional strategies and language practice structures to engage English learners in academic conversations.

Integrated ELD

Academic Vocabulary
Teachers receive training in Marzano’s Six Step Process for academic vocabulary instruction with a focus on interacting with new knowledge and practicing and deepening knowledge. Teachers are provided strategies for integrating vocabulary activities, games, and apps to increase student engagement and access to content. Teachers follow Isabel Beck’s Three Tiered Model of Vocabulary to focus on grade level Tier II and Tier III terms for direct instruction to increase students’ comprehension of academic texts.

Thinking Maps
Transitional Kindergarten through eighth grade teachers attend a training in Thinking Maps, a set of academic tools that support effective instructional practice and improve student achievement. Students develop a bank of visual maps based on eight specific thinking processes that enable them to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks. These graphic tools are highly effective research-based strategies that students are able to use across disciplines and support all students’ access to Common Core State Standards.

California ELD Standards (2012) and ELA/ELD Framework (2014)
The California English Language Development Standards and ELA/ELD Framework are integrated throughout and used as support documents in all professional development opportunities.
VI. Opportunity and Equal Education Access

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

Synthesis of Requirements

The LEA has notified parents of English learners about program choices and placement, including the opportunity to apply for a waiver.
ENGLISH LEARNER PROGRAM OPTIONS

The District offers the following program options to meet the needs of English learner students. Participation in an alternative bilingual classroom is based upon a Parental Exception Waiver, which is available in each school site’s office.

Regardless of the program option provided, each English learner is expected to make progress in English and in grade-level academics. The Board’s Policy (BP 6174) for English learners states: “The Governing Board intends to provide English learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the District’s academic standards.”

English Language Development instruction begins in Kindergarten and should equip participants in all programs the ability to participate effectively in English Language Mainstream language instruction:

**Transitional Kindergarten through Eighth grades:**

**Option I: Structured English Immersion**
This program is for students who have *less than reasonable fluency* in English and whose CELDT overall score ranges from the Beginning to mid-Intermediate level of proficiency. Instruction, textbooks and instructional materials are overwhelmingly in English. Students are offered primary language support for concept clarification when available. Contains strong Dedicated ELD instruction.

**Option II: English Language Mainstream**
This program is for students who have demonstrated *reasonable fluency* in English and whose CELDT overall score ranges from the mid-Intermediate to the Advanced level of proficiency. Class is taught in English with occasional primary language support when available. Continued ELD literacy instruction is provided. Support services in the mainstream program may include:

- Content instruction using SDAIE techniques
- Integrated ELD support, i.e., Thinking Maps, Academic Vocabulary Development
- Participation in Tier I, II, and/or III interventions
- Before and/or after-school intervention programs
- Tutoring
- Other appropriate services
Option III: **Alternative Bilingual Program**
Primary language instruction classes provide a program that utilizes the student’s primary language for academic instruction until the student develops sufficient English skills to successfully participate in an English instructional program. Daily ELD instruction will be provided to assist English learner students in acquiring English proficiency. This program will be offered only when there are twenty or more parental exception waivers at a grade level in the same language. In addition, because such a program necessitates specific instructional resources and materials in the student’s primary language, this option will only be used for those languages that have comprehensive programs and materials available. Annual evaluations will determine the need to provide continued primary language instruction for these students.

**DUAL IMMERSION**

The goal of the Dual Language Program is for students to develop bilingualism and biliteracy in both English and the partner language, demonstrate high levels of academic achievement, and cultivate positive cross-cultural attitudes. Balanced numbers of native English speakers and native speakers of the target language are taught literacy and academic content in both languages so that each group serves in the role of language model and language learner as their acquire language and knowledge in core academic areas.

**AT LEAST 30 MINUTES OF DAILY, PROFICIENCY SPECIFIC, ENGLISH LANGUAGE DEVELOPMENT WILL BE TAUGHT TO ALL ENGLISH LEARNERS.**
All of the instructional programs designed for English learners must contain the following components:

1. Explicit, well articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English learners;
2. Well articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE);
3. Structured activities designed to develop multicultural competency and positive self-esteem is woven throughout the core curriculum.

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<thead>
<tr>
<th>Type of Setting</th>
<th>Eligible Students</th>
<th>Curriculum Components</th>
<th>Staffing Requirements</th>
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</thead>
<tbody>
<tr>
<td>Structured English Immersion</td>
<td>English learners</td>
<td>• Explicit ELD daily: 30 minutes utilizing District adopted and supplementary ELD materials</td>
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<tr>
<td></td>
<td>• CELDT Level I (Beginning)</td>
<td>• Access to Core: Differentiated Instruction in English Language Arts, Mathematics, Social Studies, and Science with Integrated Language Support, Specially Designed Academic Instruction in English (SDAIE) strategies and materials</td>
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<td></td>
<td>• CELDT Level II (Early Intermediate)</td>
<td>• Art, Music, Physical Education: Mixed groups of EL, RFEP, IFEP, and EO students.</td>
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<td>• CELDT Level III (to mid-Intermediate)</td>
<td>• Primary Language Support: used to motivate, clarify, direct, support, and explain</td>
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<td>• CLAD, BCLAD, or equivalent</td>
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<td></td>
<td>• Primary language support provided by BCLAD teacher or bilingual instructional assistant</td>
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<tr>
<td>English Language Mainstream Setting</td>
<td>English learners</td>
<td>• Explicit ELD daily: 30 minutes utilizing District adopted and supplementary ELD materials</td>
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<tr>
<td></td>
<td>• CELDT Level III (mid-Intermediate)</td>
<td>• Access to Core: Differentiated Instruction in English Language Arts, Mathematics, Social Studies, and Science with Integrated ELD and SDAIE strategies</td>
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<td>• CELDT Level IV (Early Advanced)</td>
<td>• Primary Language Support: minimal, as needed</td>
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<td>• CELDT Level V (Advanced)</td>
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<td>• CLAD, BCLAD, or equivalent</td>
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<td>• Primary language support provided by BCLAD teacher or bilingual instructional assistant</td>
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<tr>
<td>Alternative Program: Parental waiver required</td>
<td>English learners</td>
<td>• Explicit ELD daily: 30 minutes utilizing District adopted and supplementary ELD materials</td>
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<tr>
<td></td>
<td>• All CELDT Levels</td>
<td>• Access to Core: primary language instruction and materials in Mathematics, Science, and Social Studies</td>
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<td>• Art, Music, Physical Education mixed groups with EL, RFEP, IFEP, and EO students.</td>
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<td>• As students gain proficiency in English, an increasing amount of content instruction transitions to English until the student is reclassified.</td>
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<td>• BCLAD or equivalent</td>
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VII. Testing and Learning

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

Synthesis of Requirements

Each English learner receives instruction in English Language Development (ELD) and the core curriculum.
ENGLISH LEARNER PROGRAM REQUIREMENTS

Although each school site is unique with varying demographics, English learner populations, and socio-economic status, all schools must provide:

- At least 30 minutes of Systematic English Language Development (ELD) for all English learner students
- Access to the Core Curriculum through Dedicated and Integrated ELD and strategies. Instruction is overwhelmingly in English, with appropriate primary language support when possible
- Classroom activities to promote positive self-esteem and cross-cultural understanding.

ELD PROGRAM

The Transitional Kindergarten through 8th grade core program at each school will be based ELA universal access materials as well as Supplemental instructional units through EL Achieve.

ELD Grouping Options

Whenever possible, in Structured English Immersion and Mainstream programs, English Language Development (ELD) instruction should be provided within the context of the English learner’s own classroom during the English Language Arts block. Just as English Only and Fluent English Proficient students are grouped for direct instruction during English Language Arts instruction; so should English learners be grouped for direct instruction in English Language Development.

Some schools have found that during Dedicated ELD time, assigning students to designated classrooms for ELD instruction is an effective way to: 1) group English learners by ELD levels, and 2) reduce the instructional load on individual teachers. For example, one teacher might provide ELD to English learners while a second teacher provides mainstream English Language Arts to English dominant students. Ideally, a teacher would group the English learners so that only one to two proficiency levels (adjacent) would be addressed in each instructional group. By doing so, the teacher could target the ELD instruction in a very focused manner. Students assigned to such groups might be from one classroom or may be grouped together from several classrooms. In addition, students may be within the same grade level or from adjacent grade levels.

Under some circumstances, providing ELD to English learners across two or more proficiency levels simultaneously may be necessary. This is especially true when a site has fewer English learners and there are only a few English learners in any particular grade or classroom. When more than two proficiency levels of English learners are represented in one instructional group, the teacher must design lessons that address the needs of the students’ varying proficiency levels through differentiated instructional questioning techniques.
The following are some possible grouping options for Dedicated ELD instruction:

At the school site level or grade level:
1. Cluster English learners in designated classrooms so that the designated classroom teacher provides ELD instruction.
2. Cluster English learners in designated classrooms by their language proficiency level so that the designated classroom teacher provides ELD instruction to students’ specific level (or two adjacent levels).
3. Develop a grouping system so that during the designated ELD time, only certain classroom teachers provide ELD instruction to all English learners and other classroom teachers provide language instruction to English dominant and/or Fluent English Proficient students.
4. While students are working in heterogeneous groups during the English Language Arts block, English learners work with the teacher for direct ELD instruction.

**PRIMARY LANGUAGE SUPPORT**

In order to support students in accessing the full educational program and achieving the District’s academic standards, a student, who upon initial proficiency identification on the CELDT is classified as an English learner, may be provided primary language support to ensure an equal opportunity to develop proficiency in English as rapidly and effectively as possible. The extent to which primary language support is available may be limited by availability of primary language support resources and/or qualified personnel.
GLOSSARY

AMAO
Annual Measurable Achievement Objective as established through Title III Accountability. There are three measures for AMAO:
  - AMAO #1 - percentage of English learners making annual progress in English acquisition
  - AMAO #2 - percentage of English learners attaining English proficiency on the CELDT
  - AMAO #3 - AYP requirements for English learner group at the LEA or Consortium

Alternative Program
A primary language instruction program is offered only when there are twenty or more parental exception waivers at a single grade level in the same language.

Bilingual Certificate of Competence (BCC)
Certification authorizing a teacher to provide primary language instruction, SDAIE (Specially Designed Academic Instruction in English) and ELD (English Language Development).

Bilingual Cross-Cultural Language and Academic Development (BCLAD)
Certification authorizing a teacher to provide primary language instruction, SDAIE (Specially Designed Academic Instruction in English) and ELD (English Language Development).

California English Language Development Test (CELDT)
An assessment given to establish English language proficiency and monitor annual progress of English acquisition. Kindergarten through 12th grade students are administered the following three sections: Listening & Speaking, Reading, and Writing.

Cross-Cultural Language and Academic Development (CLAD)
A credential authorizing a teacher to provide English Language Development and SDAIE instruction for English learner students. The assessment is called: CTEL (California Teacher of English Learners)

Cumulative Record File (CUM)
File that houses a student’s cumulative records.

Dedicated/Designated ELD
A protected time during the regular school day where teachers use English Language Development Standards as focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

English Language Development (ELD)
Instruction in English acquisition for students whose primary language is other than English.

ELD/Sheltered English Immersion (SEI)
Instruction targeted for non-English or very limited-English speaking students in Kindergarten through eighth grades. Instruction and materials are in English with some support in primary language when available. The focus of instruction targets English Language Development with support in other content areas using sheltered strategies.

English learner (ELL or EL)
A student for whom English is a second language who has not yet clearly developed the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to students of the same age and/or grade whose primary language is English.
**English Language Mainstream (ELM)**
For students who have demonstrated *reasonable proficiency* in English (using District criteria). Instruction, textbooks and materials are in English with occasional primary language support if necessary and available. Continued ELD literacy instruction.

**English Only Students (EO)**
Students whose primary language is English.

**Home Language Survey (HLS)**
A questionnaire completed by parents to determine primary language spoken within the home by student and parents.

**Initial Fluent English Proficient (IFEP)**
Student whose primary language is other than English, but whose English proficiency is comparable to that of the majority of students of the same age and grade whose primary language is English is designated IFEP.

**Integrated ELD**
English Language Development instruction provided throughout the day and across disciplines. Teachers with English learners use the English Language Development Standards in addition to focal English Language Arts/Literacy and other content standards to support the linguistic and academic progress of English learners.

**Language Development Specialist (LDS)**
A credential authorizing a teacher to provide English language development instruction for English learners.

**Limited English Proficient (LEP)**
Students whose primary language is other than English and who do not have the clearly developed English language skills of comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to students of the same age or grade whose primary language is English.

**Long Term English learner (LTEL)**
An English learner student who has been enrolled in an English learner program for 5 or more years and has not been reclassified.

**Primary Language**
The language a student first spoke or spoken in the home as identified by the student's Home Language Survey.

**Reclassification (R-FEP)**
The process by which English learner (EL) students are reclassified as R-FEP (Fluent English Proficient) after demonstrating sufficient English language skills development to succeed in the regular instructional program.
SDAIE (Specially Designed Academic Instruction in English)
Strategies for providing English learners comprehensible input to develop vocabulary and comprehension in the content subjects.

Structured English Immersion (SEI)
A methodology for Kindergarten through eighth grade students who have demonstrated less than reasonable fluency in English as measured by CELDT results. Instruction, textbooks, and materials are overwhelmingly in English, with primary language support when possible for concept clarification (not more than 20% of the school day). This program is designed for English learner students identified as needing specially designed instruction to allow for access to the core curriculum and progress in academic achievement. There is a strong focus on ELD instruction.