

Master Plan of Services, Accountability Measures, and Procedures for English Language Learners

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Walnut Valley Unified School District
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This document is based on regulations outlined in the California Education Code and Federal Guidelines (Office for Civil Rights) the requirements of Coordinated Compliance Review and the mandates of the new federal legislation as outlined in No Child Left Behind. The superintendent, board of trustees, administrative staff, and District English Learner Advisory Committee (DELAC) have reviewed and approved this Master Plan for English Learners.

The purpose of this document is to provide a description and framework for the instruction of English Learners (ELs) in Walnut Valley Unified (WVUSD) schools and to incorporate the latest research findings and instructional practices into district programs. The four goals of English Learner education are:

1. To develop English language skills quickly.
2. To develop academic content knowledge.
3. To promote cross-cultural understanding.
4. To ensure accountability.

In order to produce a document incorporating these goals, the committee charged with its creation agreed to the following principles:

- The plan will include all program models in the district.
- The plan will be easy to understand and teacher-parent friendly.
- The master plan will be available to all district staff, parents, and community.
- This is a working document, open to growth and development, and will be updated on a continuing basis.

It is hoped that this plan will guide the user through the programs and processes used in WVUSD to teach ELs English, so that they may participate fully in the WVUSD programs

MISSION STATEMENT

All students will have the opportunity to become proficient in the use of the English language, access the core curriculum, and develop cultural awareness in a supportive, nurturing, low-stress environment that considers their specific needs and employs the latest and most effective methodologies. All students will progress at their own rates and will be instructed and encouraged to acquire English language proficiency as quickly and efficiently as possible.

GOALS

The Walnut Valley Unified School District serves a diverse student population in eastern Los Angeles County. In accordance with state guidelines, the district has implemented English language development programs to meet the needs of the EL population. In accordance with this, a master plan for the education of second language learners has been created. The purpose of this plan is to provide a framework for instruction of English Learners (ELs) and to acquaint teachers of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) with state and district policies, programs, and resources. With this in mind, the following goals have been established:

- To standardize and codify district programs in a user-friendly format.
- To establish standards-based student evaluation procedures.
- To align district programs with state policy.
- To provide all staff and parents with a comprehensive overview of EL instructional practices.
- To establish a continuum for EL instruction.
- To facilitate communication between school sites and the District Office.
- To facilitate communication between home and school.
- To ensure students a smooth transition to the core curriculum and ensure their academic success by rapidly and efficiently developing English language proficiency.

The California Department of Education requires that every school district prepare a district master plan for English learners, which includes the following components:

- Instructional programs and curriculum
- Evaluation

- Enrollment, identification, assessment, and placement of English learners
- Parent and community involvement
- Transition and reclassification
- Staffing and staff development

At the elementary level, the district provides primary language support while students are developing English language proficiency through two Structured English Immersion Centers. Two centers are set up for the target languages of Korean and Chinese. Students are then transitioned to English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) classes (Specially Designed Academic Instruction in English), where teachers trained to meet the needs of ELs provide instruction in the core curriculum. Primary language paraprofessionals provide support in the target languages when appropriate.

Students are identified, assessed, placed, and reclassified according to state guidelines. Students are tested annually thereafter to assess progress. All decisions require language assessment and parental input. The district recognizes that parental involvement in the process is fundamental to student academic success.

Middle school students are given intensive English language instruction through English Language Development (ELD) and SDAIE classes for core curriculum instruction. Primary language paraprofessionals are available for additional support.

High school students take ELD/SDAIE classes staffed by a qualified teacher trained in ELD/SDAIE methodologies, and in the SDAIE classes, paraprofessionals are available to provide additional support.

All teachers providing instruction meet or are in training to meet qualifications for teaching ELs, as established by the California Commission on Teacher Credentialing. Each school, with the aid of an English Language Development Liaison, is responsible for implementing programs which meet the needs of the school population. In addition, all instruction incorporates the latest materials and methodologies used in effective English language instruction.

Table of Contents

The WVUSD Master Plan for English Learners is organized following the guidelines established in the State Categorical Program Monitoring documentation.

I) Involvement.....1

I-EL1 Parent Outreach

Parents receive notifications and information in English and in one of the five major languages of the district, when appropriate.

I-EL2 ELAC

Parents are encouraged to participate in their child's education at the school site level through the English Learner Advisory Committee.

I-EL3 DELAC

Parents are encouraged to participate in development of English learner programs and services at the district level through the District English Learner Advisory Committee.

II) Governance and Administration.....4

II-EL4 Identification and Assessment

Students whose primary language is not English are identified, assessed, and reported. (See flowchart, Assessment for Initial Identification and Placement, page 8.)

II-EL4.1 Home Language Survey

The HLS is used to determine a student's primary language.

II-EL4.2 Initial English Proficiency Assessment

The California English Language Development Test (CELDT) is used to determine a student's initial English proficiency. (See chart, Composite CELDT Cut-scores for Fluency Levels, page 11.)

II-EL4.3 Initial Primary Language Assessment

The Bilingual Syntax Measure-Spanish, or district-developed or other assessments are used to determine a student's primary language proficiency.

II-EL4.4 Annual Assessment

The CELDT is administered annually to determine a student's current English language proficiency.

II-EL4.5 Parent Notification of Placement

Parents of English learners and fluent-English proficient students are notified of their child’s initial assessment results and program placement.

II-EL4.6 Annual Parent Notification of Assessment and Placement

Parents of English learners and fluent-English proficient students are notified annually of their child’s assessment results and program placement.

III) Funding.....10

III-EL5 General Funds

District funds are used to purchase all core-adopted curricular materials for all students including English learners.

III-EL5.1 Supplemental Funds

Supplemental funds are used to provide for supplemental services to English learners and do not replace general funds or site categorical funds.

IV) Standards, Assessment, and Accountability.....11

IV-EL6 Effectiveness of English Learner Programs

Program effectiveness is determined by monitoring changes in students’ English language proficiency and their grade-level academic success, and by monitoring program implementation.

IV-EL7 Reclassification of English Learners

*English learners are reclassified when they meet state CELDT and CST criteria. Teacher participation and parental consultation are part of the reclassification process. (See *Reclassification Summary Chart*, page 25.)*

IV-EL7.1 Two-year Monitoring Period

Reclassified fluent-English proficient (R-FEP) students are monitored for two years to ensure correct course placement, academic success, and academic support when needed.

IV-EL7.2 Required Documentation

Documentation of language and academic performance assessments (CELDT and CST) and documents pertaining to reclassification are kept in the English Learner Accumulative Folder in the student’s accumulative folder.

V) Staffing and Professional Development.....18

V-EL8 Appropriate Authorizations for Teachers

Teachers authorized to teach English learners hold, or are in-training, for one of the following:

BCC, BCLAD, CLAD, SB1969, LDS, SB395, AB2913, or CTEL.

V-EL8.1 Remediating a Shortage of Appropriately Authorized Teachers
Every effort is made to recruit teachers with appropriate authorizations and all new hires are notified of training requirements before contracts are signed.

V-EL9 High-quality Professional Development
On-going professional development and support are provided for teachers of English learners through the Language Development Office’s professional development courses, outside consultants and presenters, and local and regional conferences.

VI) Opportunity and Equal Educational Access.....20

VI-EL10 Placement in Classes
English learners are placed in classrooms where the language of instruction is English, unless a parental exception waiver has been granted.

VI-10.1 Structured English Immersion (SEI) and English-language Mainstream (ELM) Classes
Students with less than reasonable fluency in English are placed in SEI classes and take one class of ELD daily. Students with reasonable fluency in English are placed in ELM classes and take one class of ELD daily until they meet reclassification criteria.

VI-EL10.2 Specially-designed English Language Learner Curriculum
In SEI classes, instruction is designed to meet the specific linguistic and academic needs of students learning English. Primary language support may be provided in content area classes. In ELM classes students receive additional and appropriate services to meet their English language and content area needs. They do not receive Specially Designed Academic Instruction in English (SDAIE) or primary language support.

VI-EL11 Parental Notification of Program Placement
Parents are notified at the beginning of the school year of their child’s program placement and the right to apply for a parental exception waiver. WVUSD currently offers a Spanish bilingual waiver program at five elementary schools: El Dorado, Grant, McKinley, Nightingale, and Van Buren.

VI-11.1 Procedures for Parental Exception Waivers
The procedures for what parents, the school site, and the district must do regarding parental exception waivers and the timeline for acting on waivers are identified in Ed Code section 310.

VI-11.2 Granting Waivers

The circumstances when parental exception waivers may be granted are identified in Ed Code section 311.

VI-11.4 Denying Waivers

Parents must be informed in writing of the reason for the denial of a waiver and told of their right to appeal the decision.

VI-11.5 20-pupil Requirement for Waiver Classes

A waiver class must be offered at a site when 20 or more pupils at a given grade level have been granted a waiver.

VII) Teaching and Learning.....24

VII-EL12 Rapidly and Effectively Developing English Language Proficiency

Programs for English learners are designed to develop proficiency in English as rapidly as possible through daily ELD and core content instruction, regular monitoring of student achievement, and instructional decision-making based on assessment data.

VII-EL 13 Academic Instruction and Grade-level Content and Performance Standards

Academic instruction for English learners through SEI and ELM classes is designed to ensure students meet grade-level content and performance standards within a reasonable period of time.

VII-EL 13.1 Plan for Monitoring and Overcoming Academic Deficits

The plan for monitoring students and overcoming any academic deficits English learners may incur includes a “catch-up” plan, intervention classes, and supplemental programs.

Appendices:

English Learner Advisory Committee (ELAC) Handbook.....P29

Miscellaneous Notices and Forms.....P46

PART I: PARENT INVOLVEMENT

1. OUTREACH TO PARENTS: Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.

D) EL 1. The LEA outreach to parents of English learners includes the following actions

- a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations (20 USC 7012[e][2])**
- b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:**
 - **Attain English proficiency.**
 - **Achieve at high levels in core academic subjects**
 - **Meet challenging state academic standards expected of all students. (20 USC 7012[e][1])**
- c) When fifteen percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian are written in English and in the primary language. (EC48985)**

The district and school sites provide parents with written information in the three major languages spoken by families of English learners in the district; Mandarin, Korean, and Spanish. (20 USC 7012[e][2]) (See Appendix P47) The purpose is to involve parents in their child's education by informing them of their rights and the choices they may make regarding their child's education.

Parents are provided with information about how a child is identified as an English learner and about assessment and placement. They receive information about programs offered for fluent English students and those who are not yet fluent in English. They also receive information about supplemental programs, waiver programs, annual notification of English Language proficiency, and the criteria for reclassification. (See Appendix P64)

Parents of English learners are encouraged to participate in their child's education and be active in assisting their children to attain English proficiency, achieve academically at high levels, and meet state standards. Parents of English learners receive information about how to help their child achieve these goals from the district and the school site in written communications sent to the home. (20 USC 7012[e][1]) Parents are given information about the English Learner Advisory Committee and District English Learner Advisory Committees and are encouraged to participate.

- d) When the district has not made progress on meeting the annual measurable objectives, parents are informed of this lack of progress not later than thirty days after the failure to make progress occurs. (20 USC 6312[g][1][B][2].7012[b])**

I) EL 2. A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- a) Parent members are elected by parents or guardians of English learners. (5 CCR 11308[b]; EC 62002.5)**
- b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC62002.5, 52176[b])**
- c) The ELAC has advised the school site council (SSC) on the development of the Single School Plan for Student Achievement (EC 64001 [a])**
- d) The ELAC has advised the principal and staff on the school's program for English learners. (EC 52176[c], 62002.5)**
- e) The ELAC has assisted in the development of the school's:**
- Needs assessment**
 - Language census (R-30LC)**
 - Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176[c])**
- f) The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (EC 35147[c]; 5CCR 11308[d])**
- g) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5CCR 11308[b]) (EC 62002.5, 52176[b], 35147; 20 USC 6312[g][4]).**

Parents form an integral part of the educational process that results from the partnership among school, family, and community. In order for parents of English learners and reclassified fluent English proficient (R-FEP) students to participate, they must be well informed of all school site and district activities, procedures, and policies that directly affect their children. Parents are encouraged to participate in all committees, to advise at the school, district, and board levels on services for English learners and R-FEP children.

Whenever twenty-one or more English Learners are enrolled at a school site, the site has a functioning English Learner Advisory Committee (ELAC) that advises the school on programs and services for English learners. Parents of English learners are represented in at least the same percentage as the English Learner enrollment at the site. (EC 62002.5, 52176[b]) (See Appendix P29)

I) EL 3. An LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parent (not employed by the district) of English learners.

a) The DELAC has had the opportunity to advise the governing board on all of the following tasks:

- **Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c][1])**
- **Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])**
- **Establishment of district program, goals, and objectives for programs and services for English learners (5 CCR 11308[c][3])**
- **Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])**
- **Administration of the annual language census (5 CCR 11308[c][5])**
- **Review of and comment on the school district's reclassification procedures (5 CCR 11308[c][6])**
- **Review of and comment on the written notifications required to be sent to parents and guardians (EC 11308[c][7])**

b) The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d]) (EC 62002.5, 52176[a], 35147; 5 CCR 11308[d]; 20 USC6312[g][4])

District staff and DELAC members develop the annual training schedule to meet the parents' desire to be involved in the planning process. District staff meet with the DELAC Board members to determine and discuss pertinent committee issues. Meetings are posted on the district website in September and announcements are posted at the sites at least 72 hours in advance. Notices and handouts are translated whenever possible.

There is district-wide parent participation in the development of the LEA Plan and the Master Plan of Services and Accountability Measures for English Language Learners. Meetings are held in which parents are given an opportunity to provide input into the plan. At such meetings there are translators to assist in the three major languages in the district: Mandarin, Korean, and Spanish.

Individual sites hold various parent meetings and workshops specifically designed for parents of English learners. Translators are provided and special information sessions are included that address the academic and linguistic needs of EL students, their families and communities.

PART II: GOVERNANCE AND ADMINISTRATION

II. Governance and Administration: Policies, plans, and administration of categorical programs meet statutory requirements.

II) EL 4. The district has properly identified, assessed, and reported all students who have a primary language other than English. (20 USC 6312[g]; EC 62002, 52164; 5 CCR 11307, 11511, 11511.5)

EL 4.1 A Home Language Survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC 52164.[a])

All schools must determine the primary language of all pupils upon enrollment. The Home Language Survey Form (See Appendix P48) is included in every registration packet.

Registrars, school secretaries, and/or attendance clerks are trained yearly on the procedures for parents to complete the Home Language Surveys. They must review all completed Home Language Surveys. When at least one response on the HLS is marked in a language "other" than English, the signed (parent/guardian) original HLS is sent immediately to the Assessment Center at the district office.

The HLS is available at each school in the following languages: Arabic, Armenian, Chinese, Farsi, Hebrew, Italian, Japanese, Korean, Tagalog (Filipino), Portuguese, Punjabi, Russian, Samoan, Spanish, and Vietnamese. (See Appendix 49-63)

The Home Language Survey is administered only once.

*Transfer students: Because of the time delay in receiving CUM files from previous schools, parents will be asked to complete an HLS to register in WVUSD. Once the CUM file is received and in the event that the WVUSD HLS does not contain the same responses as the HLS in the CUM, the HLS from the previous school shall take precedence.

Every student's cumulative record must contain the Home Language Survey. It is the responsibility of the school to file all Home Language Surveys into student's cumulative record.

II- EL 4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, will be assessed for English proficiency by means of the state designated instrument California English-Language Development Test. (CELDT). (EC 52164.1[b]; 5 CCR 11307[a], 11511)

DESIGNATION OF ENGLISH FLUENCY

Initial English proficiency and placement in the instructional program will be determined from results of the state mandated California English Language Development Test (CELDT). All students who have not been tested previously with a state approved assessment for English language proficiency must be assessed with the CELDT within the first thirty calendar days after enrollment in order to determine EL or fluent English proficient status.

The initial identification assessment must be scored and sent to the school site to enable newly enrolled students to be placed in an appropriate program as quickly as possible.

Elementary School Testing Procedure

When the Home Language Survey indicates a language other than English, the school registrar will forward all the original Home Language Surveys to the Assessment Center at the District Office. Assessment technicians will conduct testing at the District Office or school site within 30 days of enrollment.

When testing is completed the following occurs:

- I. Parents and school staff are notified of test results.
- II. If the student is designated EL, parents are given an option letter to sign and determine placement.
- III. An ELD folder containing all testing results will be sent to the site ELD instructional aide for filing.
- IV. If the student is FEP, the parent will be notified and the test results will be filed in the student's CUM.

The Language Assessment Technicians maintain and update assessment records on a regular basis. FEP and EL lists are updated and published monthly and disseminated to the site principal, ELD liaison, and instructional aides. Other educational programs and support personnel receive EL/FEP lists upon request.

Middle and High School Testing Procedure

If the Home Language Survey indicates a language other than English on any of the first 3 lines, the school registrar will ask the parent/guardian to call the Assessment Center at the district office to make an appointment for testing prior to student's class scheduling.

The Assessment Center operates from 8:00 a.m. - 4:00 p.m. Language Assessment Technicians test students, keep records, translate materials and recommend placement. All assessment results are given to parents/guardians at the time of assessment when possible.

When testing is completed, the following procedures occur:

- I. If the student is EL, the parent will be notified and the assessment form indicating the student's test results will be given to the parent/guardian to take to the school for program placement. An ELD folder containing all the test results will be sent to the site ELD instructional aide for filing.
- II. If the student is FEP, the parent will be notified and the assessment form indicating student's test results will be given to the parent/guardian to take to the school for program placement. Test results will be sent to the school registrar to be filed in the student's CUM.

The Language Assessment Technicians maintain and update assessment records on a regular basis. FEP and EL lists are updated and published monthly and disseminated to the site principal, ELD liaison, and instructional aides. Other educational programs and support personnel receive EL/FEP lists upon request.

Reassessments

In the case of a claim made by a parent/guardian, teacher, or school site principal, that there is reasonable doubt about a student's designation as EL or FEP, the Assessment Center may reassess the student within 30 calendar days.

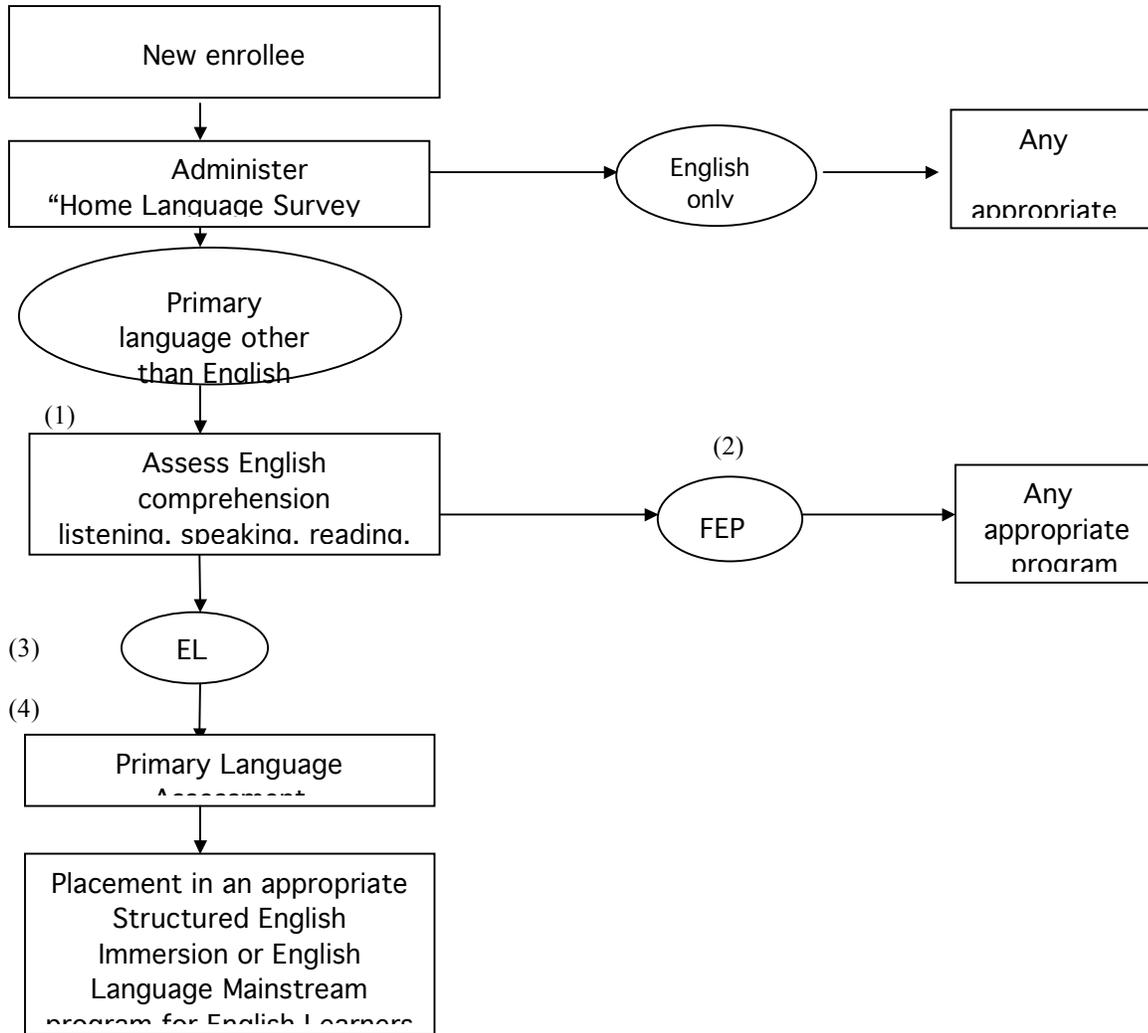
The pupil will be assessed in listening, speaking, reading, and writing proficiency in English and in the primary language, when possible.

The parents will be notified of the reassessment and designation of their child.

The CELDT is comprehensive and complete, therefore, the reassessment of a student within this 30-days period is not encouraged. Retesting reduces the reliability of the test results, therefore, only under special circumstances will it be readministered.

Initial Identification

(Complete within 30 school days of enrollment.)



- (1) English proficiency must be assessed with the use of the CELDT test. For purposes of initial identification, students in K-1 are assessed in listening and speaking. Students in grades 2-12 are also assessed in reading and writing.
- (2) Students in K-8 are designated FEP if their overall initial CELDT score is Early Advanced or Advanced. Students in grades 9-12 are designated FEP if their overall initial CELDT score is Advanced.
- (3) Students in K-8 are designated EL if their overall initial CELDT score is Beginning, Early Intermediate, or Intermediate. Students in grades 9-12 are designated EL if their overall initial CELDT score is Beginning, Early Intermediate, Intermediate, or Early Advanced.
- (4) Primary language assessments for Spanish speakers may include the Spanish IPT and/or CTBS. All other languages are assessed via a district designed informal interview.

II-EL 4.3 Each English learner is assessed in the primary language within 90 calendar days of Enrollment. (E 52164.1[c])

The California Education Code (EC313, 60810-60811, 62002) requires all schools to conduct an assessment of language skills of English learners whose primary language is other than English.

The primary language assessor must be a bilingual individual who is fluent in the student's home language, and is trained in correct procedures and scoring methods to administer the test. A primary language assessment follows identification as an EL student. (See Appendix P68)

II-EL 4.4 Each English learner is annually assessed for English proficiency (i.e., through CELDT) and academic progress. (5 CCR 11306, 11511)

Walnut Valley Unified School District began administering the California English Language Development Test in September of 2001. It is a test that all California districts are now using to test the English competency of their English Learners. Its purposes include identifying students who are limited English proficient, determining their level of proficiency, assessing their progress in listening, speaking, reading and writing, determining if they are eligible for reclassification, and determining funding for California school districts.

The CELDT test is administered at the district office for incoming kindergarten students and new students. Their test is termed “initial.” Occasionally, the Assessment Technicians will travel to a school site to administer the initial assessment to students.

For continuing students, the “annual” assessment is administered at the school site by a team of teachers, bilingual aides, and the district assessment technicians. The testing window is in the fall, and all annual assessments must be completed during this window. Test results are sent in to CTB-McGraw Hill, the publisher, and returned in the spring.

II-4.5 Parents/guardians of English learners and fluent English-proficient students have been notified of their child’s initial English-language and primary language proficiency results and program placement. (EC 52164.1[c], 5 CCR 11511.5)

All parents of newly enrolled English Learners (EL) and initial Fluent English Proficient (FEP) students are notified in writing of their child’s English language and primary language proficiency results. The notification also indicates the recommended program placement for the student.

Written notification is provided in English and in all languages that are spoken by 15% or more of the students in the school. The Assessment Results and Program Placement for English Learners form should be signed and placed in the English Learner file found in the student's cumulative folder. (See Appendix P64).

II-4.6 Parents/guardians of English learners have been notified annually of their child’s English-language proficiency assessment results and program placement. Parents of English Learners are notified annually of the English Language Proficiency Assessment results and program placement of their child. (EC 52164.1[c], 5 CCR 11511.5)

Annual notifications are mailed to the parent/guardian each school year, and contain full descriptions of the educational opportunities available to them within the district, and the opportunity to apply for a parental exception waiver. (See Appendix P80)

PART III: Funding

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

III-EL 5 Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. (20 USC 1703[f]; Casteñeda v. Pickard 648 F.2d 989, 1010, 1012-1013)

District funds provide for the basic educational needs for all students. All district core adopted curriculum materials are purchased through the general fund and are available for all students including English learners.

III-EL 5.1 Funds provided by Economic Impact Aid (EIA) and Title III for limited-English proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. (20 USC 6825[g]; 5 CCR 4320[a])

State and federal monies such as EIA/LEP, English Language Acquisition Program (ELAP), and Title III funds may supplement the basic program. Allowable expenses include, but are not limited to, bilingual paraprofessional, staff, and parent training, extra time for teachers to work with EL students, and supplemental instructional materials. These funds may also be used for summer school, and intervention programs. All supplemental funds are for grades K-12, except ELAP, which are for grades 4-8. Site funds are utilized to support site based programs, particularly in the areas of literacy.

PART IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

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

IV-EL 6 The LEA has implemented a process and criteria to determine the effectiveness of programs for English learners including

- a) **A way to demonstrate that the programs for English learners produce, within a reasonable period of time:**
 - **English language proficiency comparable to that of average native speakers**
 - **Academic results indicating that English learners are achieving and sustaining parity as academic achievement with students who entered the district school system already proficient in English**

- b) **An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level.**

Student Outcome Goals and Monitoring

The evaluation questions and standards used to determine effectiveness for each of the two student outcome goals are discussed below.

1. EL students will achieve English proficiency as rapidly and effectively as possible.

(a) Are EL students making adequate progress in learning English?

English learners will need to show growth as described in **one of three areas** each year to be considered as achieving reasonable progress in English.

1. The California English Language Development Test (CELDT)

To achieve progress a student will gain one (overall) CELDT proficiency level annually until reaching the level of Advanced or meeting reclassification criteria.

2. The Student Overall Language Observation Matrix (SOLOM)

The SOLOM will be used to assess **growth on the ELD Standards**. Teachers at all grade levels have been trained on the standards. In October and April, Language Arts teachers will assess ELs on the SOLOM matrix. In K-2, the SOLOM addresses listening and speaking. In grades 3-12 the SOLOM addresses listening, speaking, reading and writing. For each year in school, students will attain one level of growth on the SOLOM until reaching the level of FEP or meeting reclassification criteria. (See Appendix P71)

The levels of growth are aligned with California English Language Development Test (CELDT) stages: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

3. Grades

If it is impossible to have a comparative score for SOLOM or CELDT, the most current Language Arts grade will be used as a baseline score. A grade of “C” or better will be considered as showing reasonable progress.

(b) Are EL students making adequate progress in attaining English proficiency as defined by the state (At least overall Early Advanced and Intermediate in all sub-skill areas on the CELDT)?

The percent of students attaining English proficiency meets the Title III accountability requirements. The percentage increases every year until 46% of the selected EL cohort should gain proficiency in 2013-14. The annual percent of EL students reclassified should match or exceed the state average percent of reclassification.

L 2. EL and R-FEP students will achieve academic success.

(a) How are EL and R-FEP students achieving academically compared with English-only students?

- EL and R-FEP students will make comparable progress on the Benchmark assessments, formative assessments and CST when compared with district’s English-only students.
- EL and R-FEP students will have at least the same passing rate at the secondary level in content area courses as do English-only students.

- Writing achievement of R-FEP students will be comparable to English-only students in various state mandated writing assessments (the 4th and 7th grade CST Writing Assessment and CAHSEE Writing).
- EL and R-FEP students will acquire graduation credits at the same rate as English-only students.

(b) What is the percent of participation of EL and R-FEP students in advanced placement courses, honors courses and GATE courses compared to English-only students?

- The percent of EL and R-FEP student participation in these courses will be greater than or equal to the percentage of ELs and R-FEP students currently enrolled.

(c) What are the dropout and graduation rates for EL and R-FEP students compared with English only students?

- The dropout rate for EL and R-FEP students will be no higher than that for English-only students.
- For EL and R-FEP students, 80% or more of those whose four years of high school were completed in the district will graduate.
- Rate for passing the CAHSEE will be the same for EL students whose four years of high school were completed in the district as for their English only peers.

The district will look at Language Arts and Math scores on the California Standards Test (CST) for this category. Students who continue to improve until reaching “proficient” will be considered as making reasonable progress in Language Arts and Math. If they attain a score of 350 or more in subsequent years, they will be considered as achieving reasonable progress due to the increasing demands of grade level Language Arts and Math. If CST scores are unavailable grades will be used to determine growth.

Because data from other content areas are not consistently available from year to year to measure growth, the verbal and mathematical skills of students will provide a broad picture of skills that will apply to all content areas.

Program Implementation Goals and Monitoring

In addition to student academic goals, there are program implementation goals and criteria developed to monitor classroom practices and implementation of ELD standards-based instruction as well as grade level content standards-based instruction.

1. EL students will receive instruction that is appropriate to their language needs.

- Teachers who serve English Learners implement SDAIE strategies effectively in a rigorous standards-based academic course.

- Teachers implement strategies that enhance English Language Development when teaching standards-based subject area content.

2. EL students will receive an English Language Development program that has a sound theory base and is supported by valid research findings.

- Standards-based English Language Development programs for English learners should be based upon a sound theoretical foundation and their effectiveness should be supported by valid research findings.
- Teachers demonstrate the knowledge to implement these programs effectively.
- Teachers demonstrate the skills to implement these programs effectively.
- Teachers have sufficient materials and resources to implement these programs effectively.
- Teachers demonstrate effective use of adopted curriculum.

Regular classroom observations are conducted to monitor the above stated criteria.

Ongoing Mechanism to Improve Program Implementation

- Findings from site reviews are discussed with principal and pertinent staff and are used for site-specific plan development.
- School site representatives and/or ELD Program Specialist develop corrective action plan.
- ELD Program Specialist conducts ongoing reviews to assure appropriate implementation of corrective action plan.
- If there are serious compliance issues or if corrective action is not implemented after several reviews, a meeting with principal and pertinent staff is convened with the Coordinator of State and Federal Programs and Assessment and Superintendent of Elementary/Secondary Education.
 - A corrective action plan and timeline is jointly developed along with offers of assistance with additional training and/or resources.
 - The plan is submitted to the Coordinator of State and Federal Programs and Assessment to ensure implementation of the plan.
 - The Coordinator of State and Federal Programs and Assessment and Superintendent of Elementary/Secondary Education conduct a follow-up review.
- If the corrective action plan is still not implemented, Coordinator of State and Federal Programs and Assessment and Superintendent of Elementary/Secondary Education will make a recommendation to the Superintendent for administrative action to be taken.

IV-EL7: The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include but are not limited to a) Assessment of English-language (CELDT) (5 CCR 11303[a]), b) Assessment of performance in basic skills (5 CCR 11303[d]), c) Participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5CCR 11303[b]), d) Parent opinion and consultation during the reclassification process (EC 313; 5 CCR 11303[c]).

Staff will ensure that ELs are appropriately placed, by monitoring students continually through the school year. Once an EL has demonstrated through classroom performance and objective tests that he/she is ready to participate fully in all academic English instruction without special support, the student is reclassified as Fluent English Proficient (FEP). Reclassifications occur annually during the second semester of the school year. All ELs are assessed on a yearly basis using the CELDT.

The following criteria will be used to determine when an EL has developed the English language skills necessary to succeed in a regular English-only instructional setting and may be reclassified to Fluent English Proficient (FEP) status:

a. Objective Assessment:

1. K-12 students shall have an overall score of early advanced or advanced (level 4 or 5) with no skill proficiency level below intermediate on the CELDT.
2. Students in grades 2-12 shall score at or above 350 (Proficient) on the English Language Arts (ELA) section of the California Standards Test (CST).

b. Teacher Evaluation:

Teachers shall be asked for input on the progress and suitability of each student for reclassification. Criteria will include grades and classroom performance on various kinds of learning tasks, and achievement of standards.

c. Parental Involvement:

The Reclassification Committee will offer to meet with parents to explain the reclassification process and allow parents an opportunity to ask questions concerning the program and placement of their student. (See Appendix P91)

d. Monitoring:

All reclassified students will be monitored for two years following their reclassification to ensure correct designation and placement. (See Appendix P90)

Student Overall Language Observation Matrix (SOLOM)

The SOLOM is an informal rating tool that has proven a useful guide for teacher judgment of language proficiency as observed in a school setting. It can be used to determine English acquisition phase, diagnose student needs, and record the progress of individuals and groups. Some success has been reported in using the SOLOM to rate languages other than English, and it may be the best approach to obtain a rating of the home language when no standardized tests are available.

The SOLOM will be used to assess **growth on the ELD Standards**. Teachers at all grade levels have been trained on the standards. In October and April, Language Arts teachers will assess ELs on the SOLOM matrix. The SOLOM addresses listening, speaking, reading and writing. For each year in school, students will attain one level of growth on the SOLOM to be considered as achieving reasonable progress. If students achieve FEP status, they will have met this criterion. The levels of growth are aligned with California English Language Development Test (CELDT) stages: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The SOLOM is not a standardized test; rather it is a systematic observer rating of language proficiency. It has been used widely throughout California since about 1978 to supplement assessments garnered through standardized tests of language. Limited studies of its validity and reliability have been conducted, and the SOLOM was judged to be acceptable for evaluation purposes in at least two national studies of programs for ELs. A one-hour training session is recommended for those who will use the instrument.

The SOLOM should be used by persons who are native speakers of the language, and who are familiar with the student to be rated. Ideally, the classroom teacher will rate the English language proficiency of a student after several weeks of instruction. There is no test to be administered. The teacher just needs a few quiet moments to reflect on the language proficiency of a given student, and to select the description which most closely matches the current proficiency of that student.

A rating is immediately available, and can be used to group or re-group students for ELD lessons, to assist in determining which students require academic instruction in the primary language, to report student progress, or to guide refinements of instruction. (See Appendix P77)

IV EL 7.1 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed (20 USC 6841, 5 CCR 11304)

Students reclassified to R-FEP status receive follow-up monitoring for two (2) academic school years. The ELD Office provides the ELD Liaison at each site with a list of students who need follow-up monitoring. He/she collects documentation of the student's academic progress and has the current Language Arts teacher complete the "Reclassification Monitoring Form." (See Appendix P90) If any student's grades fall below "C" in any academic class, the reclassification team is convened to evaluate that student's progress and intervention measures are recommended. When the process is completed, the RFEP monitoring form needs to be filed in Cum folder.

IV EL 7.2 The LEA maintains in the pupil's permanent record documentation of the following a) Language and academic performance assessments, b) Participation in the reclassification process, c) Decision regarding reclassification. (5 CCR 11305)

The permanent accumulative folder has a special file for EL documentation that includes all of the above information and several other items for program placement and ongoing recording of EL student performance in acquiring English and in attaining academic proficiency.

PART V: STAFFING AND PROFESSIONAL DEVELOPMENT

V. Staffing and Professional Development: Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

V-EL-8. Teachers assigned to provide English-language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization.

All teachers of EL students hold, or are in training to receive, the appropriate credentials and authorizations to teach EL students. Certification and authorizations include BCC, BCLAD, CLAD, LDS, CCSD, or CTEL.

V-EL 8.1 On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage. (20 USC 6319[A][1]; EC 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

The district attends recruitment fairs sponsored by universities, colleges, and organizations. The Assistant Superintendent of Human Resources participates in recruitment efforts. Every effort is made to hire qualified teachers. Candidates with authorizations to teach English learners are given hiring priority. All new hires are notified of training requirements before contracts are signed. This is monitored by the Human Resources Office.

V- EL 9 The LEA provides high quality professional development to classroom teachers, principals, administrators and other school or community-based personnel that is

- a) Designed to improve the instruction and assessment of English learners** 20 USC 6825 [s][2][A]
- b) Designed to enhance the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for English learners** (20 USC 6825 [c][2][B])
- c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil’s English proficiency or the teacher’s subject matter knowledge, teaching knowledge, and teaching skills,** (20 USC 6825[c][2][C])
- d) Of sufficient intensity and duration to have a positive and lasting impact on the teacher’s performance in the classroom.** (20 USC 6825[c][2][D])

Staffing/Training

In order to be compliant with its Staffing and Training Plan, the district is committed to ensuring that English Learners receive instruction from an appropriately authorized teacher. Teachers assigned to teach English language instruction and/or core curriculum to English Learners (ELs) must be appropriately authorized to work with ELs or be actively in training. Teachers with English Learners in their classroom without the appropriate credentials must agree in writing to work toward authorization. The “in training” status should not exceed one year for AB2913, two years for CTEL and three years for BCLAD.

WVUSD is committed to serving English learners by providing on-going staff development. Throughout the year, personnel who work with English Learners, including classroom teachers, intervention teachers, site administrators, counselors, and bilingual paraprofessionals, are offered a variety of staff development provided by the ELD Office and the Los Angeles County Office of Education (LACOE). These standards-based/research-based trainings are designed to strengthen the instructional strategies for those who work with English and are provided at the district level or at the school site. The workshops may include but are not limited to the following:

- ELD Standards; ELD Strategies
- Assessment of ELs Using CELDT to inform instruction
- SDAIE Strategies Access to Core
- Literacy Strategies EL Program Compliance
- EL Master Plan Review EL Intervention Programs
- EL Intervention Program Supplemental Materials Training for ELs
- Differentiated Instruction in EL groupings

Paraprofessionals

Bilingual paraprofessionals are vital to the academic success of English Learners. Their assistance is particularly important for the beginning English learners to gain equal access to the core curriculum. Paraprofessionals from all language groups are encouraged to pursue a teaching credential through the district Paraprofessional Teacher Training Program (PTTP). As noted above, bilingual paraprofessionals are offered training annually through the District, in areas specifically designed for their areas of responsibility.

PART VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI. Opportunity and Equal Educational Access: Participants have equitable access to all programs provided by the LEA as required by law.

PLACEMENT OF ENGLISH LEARNERS IN ENGLISH-LANGUAGE CLASSROOMS

VI – EL 10.0 All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (EC 305, 306, 310, 311)

English learners will be placed in a classroom in which the language of instruction used by the teaching personnel is English, and in which teaching personnel possess a good knowledge of the English language. English learners with less than reasonable fluency in English will be placed in Structured English Immersion Classrooms for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English proficiency at the end of the transitional period, they may re-enroll unless the parents/guardians object. English Learners who have not been reclassified require English instruction provided by appropriately credentialed teachers.

VI – EL 10.1 Based on LEA criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests. (EC 305, 306, 310, 311, 5 CCR 11301)

Students with an overall CELDT score of Beginning or Early Intermediate are placed in an SEI setting. They may be in classes with mainstream students. They receive ELD and/or SDAIE instruction from teachers holding a CCTC issued EL authorization. Students may receive clarification in the primary language from a bilingual paraprofessional. Students in grades one through five whose primary language is Chinese or Korean may be placed, at parent request, in specialized SEI classrooms. They also receive ELD and/or SDAIE instruction from qualified teachers, and are instructed in English with primary language support. In compliance with CA Ed. Code Sections 300-400, students are placed in SEI for one year. However, should a student's academic needs warrant it, the student may re-enroll in an SEI classroom for up to three years.

English Learners who score Intermediate, Early Advanced, and Advanced on CELDT are placed in an ELM setting. Students not meeting this criteria may be placed in an ELM setting at parent's request. (See Appendix P92) Teachers who hold a CCTC issued EL authorization provide ELD and SDAIE instruction to these students.

VI-EL 10.2 The LEA has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC 306)

Structured English Immersion (SEI)

In this classroom all of the instruction is in English but with research-based curriculum and instructional strategies designed for children who are learning the language. Ideally, students should be grouped by their primary language and English proficiency level. This classroom incorporates English language development instruction, and simultaneous access to the core curriculum with SDAIE strategies and primary language support. It is recommended that ELD aides be provided for English learners who score at the Beginning (1) and Early Intermediate (2) on the CELDT. The support of an ELD aide is optional for students who score at the Intermediate (3) level or above on the CELDT. Bilingual paraprofessionals provide instructional support to the students in the classroom. Bilingual paraprofessionals do not provide ELD instruction.

English Language Mainstream (ELM)

This is a classroom where the students are either English Only (EO) speakers or have already acquired a reasonable fluency. Students who have reasonable fluency receive additional and appropriate services that allow them to meet both their English language and academic needs. It must be noted that English Learners in a mainstream classroom must receive 30 minutes daily English Language Development Instruction (ELD) at the elementary level and 60 minutes at the secondary level. Parents of English learners may request placement of their child into an English language mainstream classroom at any time during the year. Parents must complete and sign the option form. (See Appendix P64). This placement is not recommended for students who score at Beginning and Early Intermediate on the CELDT.

VI-EL 11.0 Parents and guardians of English learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program. (20 USC

6312[g][1][A]’ EC 48985; 5 CCR 11309[a])

Parental Information and Notification

Parents are notified by mail at the start of each school year as to the program placement of their EL students. The notification includes a description of the program placement and supplemental services available for EL students in the district. (See Appendix P81)

VI-EL 11.1 LEA procedures for granting parental exception waivers include the following:

1. Parents must request a conference with the school’s principal or designee when requesting a waiver for our Alternative Course of Study (Bilingual Program).

2. The waiver must be requested in person at the school.
3. Principals may request the following two types of waivers:
 - Student already possesses a good working knowledge in English when measured on the CST. Students must score at 5th grade level.
 - Student is 10 years or older and the informed belief of the Principal and educators that the alternative is better suited to meet their needs for a rapid acquisition of English.

These must be acted upon within 20 instructional days of receipt.

4. The third type of waiver is called a “Special Needs” waiver. These must be approved by the Superintendent. Special needs waivers include students with physical, emotional, psychological and special education needs.

These must be acted upon within 10 days after the 30 day placement in an English classroom or 20 instructional days, whichever is later. Once a waiver is granted, there is no need to repeat the 30-day special needs assessment in subsequent years. However, parents will need to sign a new waiver each year.

5. Sites must notify the ELD office as soon as a waiver request form is submitted.
6. The ELD Program Specialist will consult with the Assistant Superintendent of Educational Services, the site principal and teacher/counselors when determining waiver requests. Every effort will be made to grant such waivers.
7. The ELD Office will inform parents in writing of the waiver request. A letter issued by the ELD office will be mailed to the parent requesting such waiver and a copy to the site administrator. All waiver requests and notices to parents will be kept on file in the school office, as well as the ELD office

Waivers are not required when parents request a child move from a structured English immersion classroom into an English language mainstream classroom.

VI-EL 11.2 Parental exception waivers are granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (EC 310, 311; 5 CCR 11309[b][4]).

VI-EL 11.3 If a waiver is denied, parents and guardians are informed in writing by the principal or other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. (EC 310, 311; 5 CCR 11309[d])

VI-EL 11.4 Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. (EC 310)

If twenty or more waivers are submitted at a particular grade level at an elementary school, the district is required to provide an alternative program. Walnut Valley has not received a significant number of waiver requests for an alternative program, but is required by law to provide one should there be interest on the part of the parents.

PART VII: Teaching and Learning

VII. Teaching and Learning: Participants receive core and categorical program services that meet their assessed needs.

VII -EL 12 Each English learner receives a program of instruction in English language development in order to develop proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6825[c][1][A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; Casteñeda v Pickard 648 F.2d 989, 1009-1011)

General Program Overview

Walnut Valley Unified School District Programs for English Learners are aligned with the goals of the district LEA plan, EL Addendum and are geared to address the Nine Essential Program Components (EPC) as developed by the California Department of Education.

English Learners are placed in an instructional program consistent with EC 300-340 (from Proposition 227) based on their level of English proficiency. Students in Walnut Valley Unified are considered less than reasonably fluent in English if their overall score on the CELDT is below the cut score for the intermediate level (CELDT 3). Students who are less than reasonably fluent in English are placed in a Structured English Immersion (SEI) program for up to one year with the possibility of a one-year extension.

Students are considered *reasonably fluent* in English if their overall score on the CELDT is at or above the cut score for the Intermediate level (CELDT 3, 4 and 5). These students are placed in the English Language Mainstream (ELM) program with appropriate modifications until they are reclassified as Fluent English Proficient.

Students who have less than reasonable fluency in English will receive daily English Language Development (ELD), content based instruction that uses SDAIE (Specially Designed Academic Instruction in English) strategies, supplementary EL materials and the additional support of an ELD aide. Students will be taught by a fully credentialed teacher with training in using SBE-approved instructional materials. The goal of the SEI program is for students to acquire sufficient English in order to be transitioned into the ELM program in one year. Should a student's academic needs warrant it, the students may be reenrolled for an additional year.

Students who have demonstrated reasonable fluency in English are placed in an English Language Mainstream (ELM) program. These students receive daily English Language Development (ELD), content based instruction, and may utilize supplementary EL materials. Students are taught by a fully credentialed teacher with training in using SBE-approved instructional materials. The goal of the ELM program is to ensure that each English Learner achieves full proficiency in English and grade level academic achievement.

In both the SEI and ELM programs, student achievement is monitored regularly using curriculum-embedded and benchmark assessments. Teachers use the results of these assessments to monitor, adjust and differentiate instruction. Teachers receive on-going instructional assistance and in-class support through site and district specialists as well as external providers to support their implementation of SBE-adopted instructional materials.

VII-EL 12. Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6825[c][1][A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; Casteneda v. Pickard [5th Cir. 1981 648 F.2d 989, 1009-1011])

English Language Development (ELD) K-12

English Language Development refers to the integrated and coordinated program that is designed to ensure that English language skills are learned by EL students in an educationally appropriate setting within the legal guidelines of the education code. ELD is a course of daily instruction using adopted ELD curriculum and taught by a teacher who has been trained and certified in the appropriate theory, methodology, and instructional strategies for English language development. ELD instruction is required daily. ELD includes the instructional materials and methods that are used to ensure that EL students gain proficiency in oral language, reading and writing. Differentiated instruction and appropriate grouping based on the student's level of language development is a key component of ELD implementation. The content of the ELD lessons reflects the State English Language Development Standards. The curriculum that supports ELD instruction is based on state approved programs that have been demonstrated to be effective in promoting EL students' proficiency in English.

The following represent some of the various strategies that are utilized in an ELD program:

- Teaching units that are meaningful and relevant to students' background/environment
- Use of Total Physical Response (TPR)
- A low anxiety learning environment
- Use of comprehensible input and reliance on student prior knowledge
- Use of audio-visual, technology, gestures, cognates, realia, role playing, language-oriented games and context clues
- Modification of input when necessary, e.g., slower speech, clear enunciation, amplified vocabulary, controlled sentence length
- Use of cooperative learning groups, cross-age tutoring and peer tutoring
- Use of a variety of questioning strategies to confirm, clarify, and expand interaction opportunities among students
- Opportunities for successful classroom experiences
- Using the CELDT scores to inform and provide differentiated instruction in Listening, Speaking, Reading, and Writing areas

VII-EL 13. Academic instruction for English learners is designed and implemented to ensure that they meet the district’s content and performance standards for their respective grade levels in a reasonable amount of time. (20 USC 1803(f), 6312[c][1][M], 6825[c][1][B], EC 306.310; 5 CCR 11302[b]; Casteñeda v. Pickard [1981] 648 F.2d 989, (1009-1011)).

Structured English Immersion (SEI) K-12

The district has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC 306) Ideally, students should be grouped by their English proficiency level. The program incorporates English Language Development (ELD), Content Based Instruction that uses Specially Designed Academic Instruction in English (SDAIE) strategies, supplementary EL materials and primary language support as needed.

SEI and Primary Language (L1) Support

Walnut Valley Unified has two Specialized Structured English Centers for elementary students, grades 1-5. The Chinese SEI class meets at Castle Rock and the Korean SEI meets at Maple Hill Elementary.

The goals of the two Specialized Structured English Immersion Programs are:

- To provide core curriculum instruction in English with support in the target primary languages.
- Develop English language proficiency through extensive and intensive special English language instruction (ELD/SDAIE).
- Encourage self-esteem, self-awareness, and growth according to individual needs

Students identified as speaking a language other than English on the survey are assessed using the CELDT. Chinese and Korean speaking students in grade one who score Beginning on the CELDT and students in grades 2-5 who score Beginning or Early Intermediate are invited to enroll in the Structure English Immersion Centers. Students in the SEI classes are assessed annually for possible reclassification.

Each Structured English Immersion Center is staffed by one bilingual teacher and one part time bilingual paraprofessional. The number of students in each class is limited. Basic subjects are taught in English with support in the students’ primary language. At least 60% of instruction in core subjects is in English, with 40% in the primary language. Intensive English instruction takes place daily, and students participate in the regular programs for music, PE, and art/fine arts.

Students in the Structured English Immersion Centers receive the same core curriculum as their English speaking peers: the multi-graded content is specifically geared to students’ needs and toward assisting them in making the transition to the English-only classroom. As students advance academically, they are mainstreamed into regular classrooms for specific academic instruction when deemed appropriate according to predetermined criteria.

In other district SEI classrooms, bilingual paraprofessionals may provide primary language support to the students in the classroom. They work under the direction of an appropriately credentialed teacher and use specific instructional techniques that are research based effective methods for EL students. Bilingual paraprofessionals do not provide ELD instruction. The preview-review strategy and working in small groups are recommended for students who are at this level of English fluency.

English Language Mainstream (ELM) K-12

This is a program where the students are either English Only (EO) speakers or have already acquired a reasonable fluency (CELDT: Intermediate, Early Advanced or Advanced Levels). Students who have reasonable fluency receive additional and appropriate services such as SDAIE instruction that ensure the achievement of full proficiency in English and academic achievement at grade level. (20 USC 1703[f], 6841; Castaneda v. Pickard [5 Cir. 1981] 684 F.2d 989, 1009-1011) Parents and guardians of English learners may request placement of their child into an English Language Mainstream program at any time during the year. English Learners in an English Mainstream program must receive daily English Language Development instruction (ELD). This placement is not recommended for students who score at Beginning or Early Intermediate on the CELDT, especially in Reading and Writing.

ELD is a course of instruction that is considered completed when a student has demonstrated sufficient English language skills to access instruction in mainstream classes. Determination of such proficiency is based on CELDT scores, academic performance on standardized tests, WVUSD benchmark assessments, CAHSEE requirements, teacher appraisal and parental information. EL student progress toward English fluency is monitored regularly as part of the curriculum and also on an annual basis through the CELDT assessment. Students who demonstrate proficiency in English are reclassified as Fluent English Proficient Students (FEP).

VII-EL 13.1. The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. (20 USC 1803(f), 6312[c][1][M], 6825[c][1][B]’ EC 306. 310; 5 CCR 11302[b]; Casteñeda v. Pickard [1981] 648 F.2d 989, (1009-1011)).

Catch-up Plans for English Learners

If an EL does not achieve reasonable progress in learning English and/or in the content areas, excluding students who have an IEP, one or more of the following interventions will occur.

1. Meeting with parents
2. Referral to Student Study Team
3. Referral to counselor and/or administrator
4. Recommendations for tutoring or other special program
5. District/site consultation on intervention plan
6. Referral for outside counseling

SPECIAL EDUCATION

Individual Education Program (IEP) and 504 Accommodation Plan students

The Individual Education Plan (IEP) team determines the placement of each EL student that is also special education regardless of language proficiency. The placement of the special education students is not determined by the language needs but rather by the educational needs as determined by the IEP team. Supplemental materials and support services are provided for special education EL students. Teachers working with these students hold appropriate certification to work with EL students.

The requirements in a student's IEP or Section 504 Accommodation Plan are federal legal requirements and take precedence over the provision of Proposition 227. If either program or plan calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and Federal laws require that English learners with an IEP or a Federal 504 Accommodation Plan continue to receive the programs and services that address the student's special needs, including linguistically appropriate goals and objectives. At a minimum, instructional and linguistic services must include the provision of English Language Development (ELD) and full access to core curriculum as specified in the IEP.

Notification to Parents

State and federal law continues to require that parent notifications for English learners be provided in the parent's primary language when possible. Student assessments must be conducted in the student's primary language.

Services and Instruction

The IEP or Section 504 teams must determine which language of instruction is appropriate for English learners based on their particular disabilities and level of English proficiency. English learners must also receive English Language Development (ELD).

Credentials and Qualifications

All linguistic and academic services for English Learners with disabilities described in their IEP's or Section 504 Accommodation Plans must be provided by qualified teachers who have credentials that authorize instruction to students with disabilities and English learners. Special Education instruction must be provided by teachers with both a special education and the credential or certificate to work with ELs.

ADVANCED PLACEMENT

At the high schools, EL students are counseled and encouraged to enroll in Advanced Placement (AP) and College Preparatory Courses. When appropriate, all students have access to these classes that include Advanced Placement in Calculus, Computer Science, Biology, U.S. History, Art, and Foreign Language.