



Master Plan for English Learners

B.E.L.L.S. "Building English Language Learner Success"

Board Approved May 27, 2008

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Acknowledgements

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Introduction

San Gabriel Unified School District Mission Statement

"It is the mission of the San Gabriel School District, in partnership with the Community, to prepare its students for their future as productive citizens and lifelong learners.

We are committed to provide a balanced curriculum, supportive programs and practices, and an environment that encourages students to reach their maximum potential."

Program Goal

The San Gabriel Unified School District's goal for English language learner programs is to equip students for academic success. The District Master Plan for English Learners is designed to support development of English learners' fluency in English and proficiency in the District's core curriculum as quickly and as effectively as possible. The programs and services contained in this plan were developed based on State and federal laws, District Board policies, and research-based best practices in instruction for English learners. Program effectiveness is monitored using assessment data from testing and daily instruction. Programs are modified as needed based on information from assessments, parents, teachers, and staff.



Master Plan for English Learners

B.E.L.L.S. "Building English Language Learner Success"

Part 1: Initial Identification, Assessment, & Program Placement

State and Federal Requirements Categorical Program Monitoring (CPM)

EL 4. The district has properly identified, assessed, and reported all students who have a primary language other than English.

Initial Identification, Assessment, and Program Placement

The San Gabriel Unified School District (SGUSD) identifies, assesses and reports all students who have a primary Language other than English. All completed forms and copies of documents pertaining to language testing for English learners are maintained in the folder entitled *English Language Learner File* in the student's cumulative file and in the student's file at the Language Assessment Center. Results of testing are entered into the District database for future reference and monitoring of student progress. The process for identification of English learners (EL) has been outlined in Chart 3.

Step 1: Registration and the Home Language Survey

Parents go to the neighborhood school site to enroll a student in the District. A Home Language Survey (HLS) is filled out for every student at initial enrollment in SGUSD as part of the registration process. After parents complete the HLS, a site designee determines whether the child must be tested. If the answers to questions 1, 2, and 3 are 'English,' the student is classified English Only (EO), the parent is notified, and given information on placement in the Mainstream English Program. When a language other than English is identified on Question 1, 2 and/or 3, the student will be assessed for language proficiency in both English and the student's primary language. *Education Code* Section 60810 requires school districts to use individual results from the California English Language Development Test (CELDT) as the primary indicator for the initial identification of English learners.

Step 2: Language Testing

A. English Language Testing

The California English Development Test (CELDT) is California's state test of English language proficiency. The CELDT is required to be administered within 30 calendar days upon initially enrolling in a California public school for all students whose home language is not English. In SGUSD, English language testing occurs as close to the initial day of enrollment as possible provided all immunization requirements have been verified. Same or next day appointments are the norm. English testing takes place at the District Assessment Center, located at the District Family Resource Center (DFRC). The first administration of the CELDT is used to determine if a student is fluent English proficient or an EL. English learners are required to take the CELDT each year during the annual assessment window of

July 1 to October 31 until they are reclassified as fluent English proficient (R-FEP). The CELDT assesses listening and speaking skills in kindergarten and first grade. The test for students in grades two through twelve covers four skill areas: listening, speaking, reading, and writing. Students receive an overall proficiency level score and proficiency scores for each of the skill areas. The California English Language Development Test (CELDT) for EL candidates in kindergarten and first grade includes assessment in Listening and Speaking; for grades 2-12, the CELDT includes listening, speaking, reading and writing as shown in Chart 1.

Chart 1- CELDT Score Types

K and Grade 1	Grades 2-12
Overall Proficiency Level	Overall Proficiency Level
Skill Area Proficiency Level <ul style="list-style-type: none"> • Listening • Speaking 	Skill Area Proficiency Level <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing

There are five proficiency levels on the CELDT: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced; and four grade spans of the test (kindergarten through grade two, grades three through five, grades six through eight, and grades nine through twelve). Each grade span test includes content tailored to the appropriate grade levels and aligned with the English language development (ELD) standards. The English language performance levels (Chart 2) range from 1-5 as indicated on the CELDT by Beginning (B), Early Intermediate (EI), Intermediate (I), Early Advanced (EA), and Advanced (A).

Chart 2 - CELDT Proficiency Levels

5- Advanced
4- Early Advanced
3- Intermediate
2- Early Intermediate
1- Beginning

Students receive a scale score and a performance level score for each language skill tested as well as an overall score. The assessor calculates a preliminary score to guide appropriate program placement. The test is then forwarded to the publisher for official scoring. Upon

receipt of the official score, the preliminary score will be updated to reflect the official score. The official CELDT report for each student provides the following:

- An overall English proficiency level and scale score for all parts of the test combined
- A scale score and a proficiency level for each skill area tested (listening, speaking, reading, and writing)
- A combined scale score for listening and speaking and a comprehension score that is an average of the scale scores for listening and reading.

The overall scale score is calculated by weighting each skill-area (listening speaking, reading, writing) as 25 percent of the total. Students in kindergarten and first grade are assessed in only listening and speaking, with each area accounting for 50 percent of the total score.

B. Primary Language Testing

State regulations also dictate that primary language testing take place within 90 calendar days of enrollment when triggered by the HLS. Trained personnel who are fluent in the student's primary language administer and score the assessments. Language proficiency in Spanish is assessed using the Spanish BSM and Spanish IPT for reading and writing. Proficiency in Chinese and Vietnamese is assessed with a District -developed instrument and/or the Student Oral Language Observation Matrix (SOLOM-C for Chinese or SOLOM-V for Vietnamese). When first language assessment for other languages is not available, parents complete a background information questionnaire which accompanies the HLS.

Step 3: Parent Notification

Upon completion of English language testing, parents are notified of the results and given a description of available program options. Written notification to parents is provided in English and the appropriate primary language (Spanish, Chinese, Vietnamese) when 15% or more of district/school students speak the same language. The percentage of students speaking the same language is based on district census data (R-30) submitted to the California Department of Education (CDE). The results of the HLS and language testing determine the options for program placement. In the case of a transfer student, a review of transcripts and previous program participation are also used to inform program placement. Based on the preliminary testing information, students are classified as either Initially Fluent English Proficient (IFEP) or English Language Learner (ELL). Students scoring at the Advanced level (5) on the initial administration of the CELDT are considered IFEP. Parents

of IFEP students are informed of the test results and provided information on placement in the Mainstream English Program. Parents of identified English learners receive information regarding English learner programs in SGUSD and placement for their child, as well as opportunities to request a waiver for alternative programs.

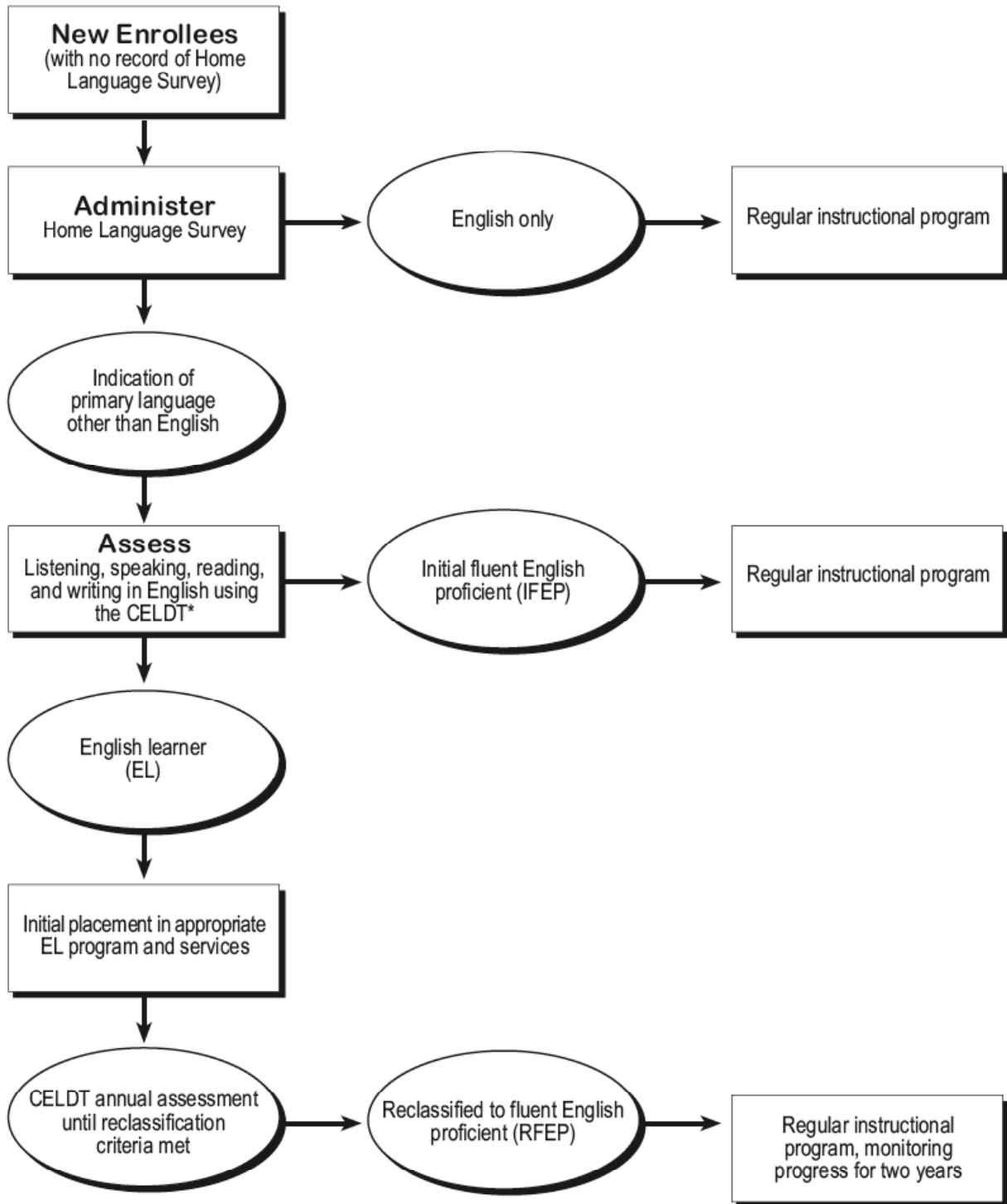
Step 4: Program Placement

At the time of parental notification, all placement options are explained to parents of English learners. Once the school identifies a student as Limited English Proficient (LEP) or an English language learner (ELL), parents receive a packet of information explaining the various program options, a complete description of materials used in those programs, and procedures related to the waiver process. Available program options in San Gabriel Unified School District vary according to English proficiency level and grade level as described in "Instructional Settings." English learners are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. Procedures for Parental Exception Waivers are explained in detail in Part 5.

Mainstream English Program by Parent Request

At any time, including during the school year, a parent of an English learner may elect to have the student moved into the Mainstream English Program by completing the corresponding form: *Request for Removal from Structured English Immersion*. Parents may choose to opt out of a program for the student but cannot opt out of appropriate ELL services provided to the student as required by law, such as ELD instruction, CELDT testing, interventions, etc.) *State and federal laws require that all students whose primary language is other than English should be assessed for English-language proficiency, and parents and guardians cannot remove (opt out) their children from this requirement. The legal basis for requiring English-proficiency testing is that all students have the right to an equal and appropriate education and any English-language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right* (CELDT Assistance Packet, Section III, CDE; March, 2007). Students in this category continue to receive ELD daily and receive specialized support in core content classes to meet their linguistic and academic needs.

Chart 3: Decision Guide for Initial Identification of English Learners (complete within 30 calendar days of enrollment)



* Reading and writing not administered in kindergarten and grade one.



Master Plan for English Learners

B.E.L.L.S. “Building English Language Learner Success”

Part 2: Teaching and Learning: Instructional Programs

State and Federal Requirements Categorical Program Monitoring (CPM)

EL 11. 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.

EL 12. 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.

Instructional Programs

San Gabriel Unified School District offers two program options to meet English learners' assessed needs: Structured English Immersion (SEI) and Mainstream English Program with assistance such as Specially Designed Academic Instruction in English (SDAIE). Students in both settings receive standards-based, differentiated instruction in the core curriculum as well as English language development (ELD) according to their assessed proficiency level. Instruction in ELD is based on the California English Language Development Standards and focuses on development of the four domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the English language arts standards. English learners with less than reasonable fluency are placed in the Structured English Immersion program. Primary language support may be provided, but instruction is predominantly in English. Students with reasonable fluency are placed in the Mainstream English Program. In all cases, teachers in these assignments must have proper authorization to teach EL or be "actively pursuing" authorization.

Instructional Settings for English Learners

Elementary (K-5)

A. Structured English Immersion (SEI)

Structured English Immersion is designed for students who have little or no knowledge of English or who have not met the district criteria for reasonable fluency (Chart 4). SEI involves an English-language acquisition process in which nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language. Students receive standards-based instruction in English language skills and content areas. Core subjects are taught using ELD and SDAIE methods. Whenever possible, primary language assistance is provided to facilitate comprehension. In grades 1-5, SEI is available in the form of a multi-grade, self-contained **Newcomers** class of one year for students who score level 1 or 2 on the CELDT and have been in the United States for less than twelve months. English learners at the Beginning (1) and Early Intermediate (2) stages of English proficiency are considered to have "less than reasonable fluency" and are recommended to be in a Structured English Immersion (SEI) program for a period not normally exceeding one year. If they have not achieved a reasonable level of English proficiency at the end of the transitional period, they may be re-enrolled upon teacher

recommendation unless the parents or guardians request mainstream placement or an alternative program. Students in this program receive a minimum 120 minutes of ELD daily using the state- and district-adopted ELD program including basic vocabulary development, phonemic awareness and phonics instruction. Supplemental materials are used to augment the program as needed.

B. Mainstream English Program after Reasonable Fluency

Elementary English learners at the Intermediate level of language proficiency are considered to have “reasonable fluency” (see Chart 4) and are recommended to be in the Mainstream English Program (MEP) with assistance. Students in the Mainstream English Program with assistance continue to receive at least 30-45 minutes of ELD instruction daily as well as additional support services that are appropriate for ELA and core curriculum instruction. Content area material is made comprehensible for EL in mainstream settings using differentiated instruction and Specially Designed Academic Instruction in English or (SDAIE).

Chart 4 - Reasonable Fluency Criteria for Elementary

Measure	Minimum Score
CELDT	Overall level 3 (High Intermediate)
ELD Grades	APL = 4 or above (Meeting standards)
District Reading and Writing MMA	Score of 3 on 5 point rubric (Approaching)
Teacher Recommendation	Yes

English learners at the Early Advanced stage of English proficiency have not yet met the criteria for reclassification, and will continue to receive at least 30-45 minutes of ELD instruction on a daily basis as well as special support by authorized teachers to meet their linguistic and academic needs and provide access to the core curriculum (SDAIE).

Secondary (6-12)

A. **Structured English Immersion (SEI)**

Once identification and language testing of secondary English learners has been completed, students are placed according to the guidelines described in Chart 5. English learners at the Beginning through Intermediate stages of English proficiency are considered to have “less than reasonable fluency” and are placed in Structured English Immersion (SEI) program for a period not normally exceeding one year. SEI is a simultaneous program of English language development and SDAIE core content taught nearly all in English. While instruction is delivered mostly in English, primary support/materials may be used to make content more comprehensible. Students in this program receive two periods of English language development (ELD) and full periods of math, science and/or social studies according to their grade level requirements. Core classes offered include ELD content classes in areas such as English language arts and science offered for beginning English learners scoring level 1 or 2 on CELDT. Core content is also delivered for students at Intermediate and Early Advanced CELDT levels for areas such as science and social science in “sheltered” content classes utilizing Specially Designed Academic Instruction in English (SDAIE). English learners in SEI are mainstreamed for electives and physical education.

Chart 5 - Initial Placement of Secondary English Learners (CELDT)

English Language Levels	CELDT Listening	CELDT Speaking	CELDT Reading	CELDT Writing	SGUSD ELD Course Levels
Beginning	1	1	1	1	ELD 1
Early Intermediate	2	2	1-2	1-2	ELD 2
Intermediate	3	3	2-3	2-3	ELD 3
Early Advanced	4	4	3-4	3-4	ELD 4 or Mainstream w/SDAIE
Advanced	5	4-5	4-5	4-5	Mainstream English
IFEP	5	5	5	5	Mainstream English

B. Mainstream English Program after Reasonable Fluency

When English learners reach the Early Advanced level of English proficiency as described in Chart 6, they are considered to have “reasonable fluency” and are moved into the Mainstream English Program with assistance. English learners in the mainstream classrooms continue to receive ELD instruction targeted to their proficiency level on a daily basis. Teachers also provide special support necessary to meet their linguistic and academic needs until they meet the criteria for reclassification. Although the mainstream program is one where the instruction is intended for native speakers, differentiation of instruction is made for EL in mainstream settings as needed using SDAIE, grouping strategies, and other techniques to make content accessible.

Chart 6 - Reasonable Fluency Criteria for Secondary

Measure	Minimum Score
CELDT	Overall level 4 (Early Advanced) Sub skills=3 or higher
ELD 3 Course Grades/ Credits	Grade of “C” or better/ 5 credits
ELD Level 3 Exit Test Objective Part: (Teacher Assessment)	75%
ELD Level 3 Writing Prompt	Score of 4 on 5 point rubric (Meeting)
Teacher Recommendation	Yes

Program Models for Access to the Core Curriculum

Regardless of program option chosen, English learners are expected to make progress in grade level academics as well as in English language skills. Schools implement program models that are in accordance with applicable legal requirements. School sites choose one or more models as outlined below that best meet the needs of the ELL population.

A. Structured English Immersion (SEI) – Newcomers Program

Structured English Immersion is a simultaneous program of English language development (ELD) and core curriculum taught nearly all in English. The Newcomers Program recognizes the unique social-emotional, linguistic, and academic needs of students that are recent arrivals to the United States. In addition, English learners in the Newcomers program receive rigorous ELD and SDAIE content instruction consisting of academic vocabulary development and basic concepts through math, science and social science, and are mainstreamed according to their grade level for math, music, and physical education. While instruction is delivered mostly in English, primary support/materials may be used to make content more comprehensible. The eligibility criteria for the Newcomers Program are:

1. Overall CELDT level of 1 (Trimester 1) or level 1 or 2 (Trimesters 2 and 3) and
2. Time in country (United States) equals less than twelve months.

Newcomers Blended Program - During the second and third trimesters, students in the Newcomers Program who have made sufficient progress as determined by the Language Assessment Team (LAT) may be mainstreamed for an increasing number of content areas such as science and social science with teachers authorized to instruct EL. Mainstream teachers and Newcomer teachers collaborate to ensure that transitioning Newcomer students receive sufficient support and to monitor their progress.

Kinder Beginning Level Extended Day Program – When funding is available, elementary schools with sufficient numbers of level 1 and/or 2 EL in Kindergarten may choose to offer a Kindergarten ELD class with an extended day program focusing on ELD and literacy with primary language support when available.

B. Mainstream English Program

English learners in the Mainstream English Program receive academic instruction in the content areas using Specially Designed Academic Instruction in English (SDAIE). SDAIE is an instructional approach in English used to teach academic courses, such as mathematics and social science to ELs, and is designed to increase the level of comprehensibility of the English-medium instruction. The goal of SDAIE is to provide students who are at an intermediate level or above in English language proficiency with comprehensible access to the core curriculum. SDAIE strategies are used to facilitate instruction of grade level content

for the subject being taught. At the secondary level, content area classes using SDAIE for intermediate level English learners and above are often identified by the term “sheltered.”

Delivery Models for ELD in the Mainstream

School sites may choose one or more approaches as outlined below that best meet the needs of their ELL population. English language development must be a part of the daily program for every English learner. The following minimum daily guidelines are in place: 30-45 minutes of ELD per day for elementary grade students and at least one period per day of ELD instruction for the whole year for English learners at the middle school and high school grades. Staff training and qualifications are taken into consideration when choosing a program model.

A. **Language Arts Regrouping:** Students are grouped by proficiency level during language arts to receive ELD/Language Arts instruction. This model is recommended to schools with large populations of ELL who speak different languages.

B. **Grade Level Regrouping:** The grade level unit works together to regroup their students based on language proficiency. All students receive instruction at the same time. Each teacher is assigned to a specific language level within that grade.

C. **Primary/Intermediate Regrouping:** Teachers at the primary grades work together to regroup their students and/or teachers at the intermediate grade work together to regroup their students based on language proficiency. A designated time of day at each grade span is devoted to ELD instruction.

D. **Self-Contained Classroom Clustering:** Each teacher delivers ELD instruction to his/her own students. Every attempt is made at the site to cluster EL into designated classrooms by the same proficiency levels in order to facilitate ELD instruction.

E. **Other District Models:** Other models may be implemented provided they employ research-based practices, provide instruction in English geared to the proficiency level of students, and utilize State- and district-adopted curriculum.

English learners who demonstrate a good working knowledge of English by meeting the district’s criteria for reasonable fluency are transferred into Mainstream English classrooms. In a mainstream setting, English learners continue to receive English language development (ELD) daily and core curriculum content delivered through SDAIE. English learners are reclassified fluent English proficient (R-FEP) after meeting district criteria for reclassification.



Master Plan for English Learners

B.E.L.L.S. "Building English Language Learner Success"

Part 3: Monitoring Student Progress & Reclassification

State and Federal Requirements Categorical Program Monitoring (CPM)

EL 6. The LEA reclassifies English learners to proficient in English by following policies and procedures that are consistent with current legal requirements.

Monitoring of Student Progress

San Gabriel Unified School District monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education code and board policies are followed closely to ensure appropriate implementation of English learner programs. Student data is disaggregated and reviewed annually by district administrators, ELD Specialists, principals, counselors, and teachers. English learners are expected to show one language proficiency level of growth annually as measured by the CELDT until they reach English proficiency and then maintain level until reclassified. Data from the annual CELDT administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are applied at the school site.

Annual Measurable Achievement Objectives

Title III of the No Child Left Behind (NCLB) Act of 2001 provides supplemental funding to local educational agencies (LEAs) and consortia of LEAs to implement programs designed to help English learners (ELs) and immigrant students attain English proficiency and meet the state's academic and content standards. An Annual Measurable Achievement Objective (AMAO) is a performance objective, or target, that LEAs receiving Title III subgrants must meet each year for its ELs. All LEAs receiving a Title III-Limited English Proficient (LEP) grant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information (see Chart 7). Both English language proficiency AMAOs are calculated based on data from the CELDT. The third AMAO relating to meeting AYP requirements for the EL subgroup is based on data from the California Standards Test (CST), the California Alternate Performance Assessment (CAPA), and the California High School Exit Examination (CAHSEE).

Chart 7 - Title III AMAOs for English Learners

English Language Proficiency AMAOs	Assessments
AMAO 1: Percent Making Annual Progress in Learning English	CELDT
AMAO 2: Percent Attaining English Proficiency	CELDT
Academic Achievement AMAO	Assessments
AMAO 3: Meeting AYP Requirements for the EL Subgroup at the LEA or Consortia Level	CST, CAPA, CAHSEE

AMAO1 defines progress as follows:

- Students at Beginning, Early Intermediate, and Intermediate overall levels are expected to gain one level each year.
- Students at Early Advanced or Advanced level are expected to bring all sub-skills up to Intermediate level.
- Students at English proficient are expected to maintain that level for overall and sub-skills.

AMAO 2 measures the percent of ELs in a defined cohort, who have attained English proficiency on the CELDT at a given point in time. The cohort for AMAO 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the annual CELDT administration. AMAO 3 holds the Title III LEAs accountable for meeting targets for the EL subgroup that are required of all schools and LEAs under NCLB. The academic achievement targets specify the percent of ELs that must be proficient or above in English-language arts (ELA) and mathematics. Title III accountability is at the district level, not the school level. Each year, a Title III Accountability Report with AMAO results for SGUSD is made available on the California Department of Education website.

In general beginning level English learners who enter with core subject grade level competency in their primary language are expected to progress approximately one level on the CST each year and be at grade level in English language arts and core subject areas within five (5) years from onset of program. Students with limited or interrupted schooling in English or their primary language may take longer to reach parity with native English speakers. According to research (Hakuta, Butler & Witt, 2000), factors that slow ELL rates of catching up to the EO population include:

1. Native English speakers continue to learn and develop their academic English skills while EL not only have to learn the fundamentals of English, but also catch up with a student group that continues to develop.

2. Socioeconomic status (SES) is a factor in the rate of English acquisition.

San Gabriel Unified School District prefers to take a proactive approach to addressing possible academic deficits faced by English learners. Support programs vary by site and are appropriate to each grade level. In the early grades, support for ELs may include offering extended-day ELD Kindergarten, ELD Intervention classes, and ELD summer school beginning at the pre-K level. Various other interventions are available at each school site to English learners who may not be making sufficient progress. The District's catch-up plan for English learners is currently under revision and will be a focus of the District ELD Committee. The revision and formalization of the process across the district will be one of the tasks given to the District ELD committee to be completed within the next school year. Interventions currently in place at school sites consist of at least the following:

- conference with parent and student
- after-school intervention classes (ELD, reading, math)
- change of program
- specialized reading instruction
- summer school, ELD and/or intervention for language arts and math
- after-school tutoring by a credentialed teacher.

School administrators are responsible for overseeing the daily, site-level implementation of the Master Plan for English learners, including monitoring and evaluating school programs and site personnel. Modification in practices, resources and personnel are made to increase the effectiveness of program implementation. Site administrators implement services and ensure accountability in the following ways:

- Observing classroom lessons and conferencing; providing feedback and additional assistance
- Conducting grade level and staff meetings
- Clearly delineating the focus of the instructional program and overall school goals
- Monitoring student work products
- Purchasing and making available necessary resources
- Analyzing school data, evaluating school programs, and making modifications as needed
- Implementation of curriculum and individual support to teachers of ELs as needed.

English learners are expected to make continuous progress toward and attainment of academic English language proficiency. Student progress toward this goal is monitored

through the following academic achievement assessments in English given to English only students as well as to English learners:

- California Standards Tests
- California Achievement Tests (CAT6), grades 3 and 7
- District Benchmark Assessments
- California Alternate Performance Assessment (CAPA) or California Modified Assessment (CMA) for students in Special Education
- California High School Exit Examination (CAHSEE)

Additionally, the California English Language Development Test (CELDT) is administered to English learners according to the timeline established by the California Department of Education (CDE): initially at registration and annually from July to September. Spanish-speaking English learners who have been enrolled in a school in the United States for less than twelve months are also required to take the Spanish Test of Skills in grades 2-7 and the APRENDA 3 in grades 8-11.

Program Effectiveness

Student progress toward English language development and mastery of State content standards form the basis for evaluation of English learner programs in San Gabriel Unified School District. The District's process and criteria to determine the effectiveness of its programs for English learners is currently under review and revision. District ELD assessments will be developed and/or identified by a committee of teachers, administrators, and ELD Specialists (District ELD Committee). Current criteria are based on assessment data relating to student progress toward the State adopted academic content standards in grades K-12 in the following areas: English language arts, math, social science, science, and English language development. District standards and multiple measures (benchmark assessments) have been established for all students. Future evaluative measures will focus on establishing a timeline and procedures for analyzing data and monitoring English learner progress as listed by the expectations outlined above. Modifications and recommendations based on district data and research-based best practices will be made relating to professional development, curriculum and instruction, compliance, and may include rubrics for areas such as parent communication and involvement.

Reclassification

Reclassification is the process by which students who have been identified as English learners (LEP) are reclassified to fluent English proficient (FEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes.

The process for reclassification of English learners has been outlined in Chart 8. Under current law, identified English learners must participate in the annual administration of the CELDT until they are reclassified. The District uses the annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient; additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation, as established by the State Board of Education (SBE) in Ed. Code Section 313(d). The school principal receives from the ELD clerk test scores annually on the California Standards Test (CST) and the California English Language Development Test (CELDT) and identifies English learners who may be eligible for reclassification. The following criteria are used to determine an English learner's readiness for reclassification in SGUSD:

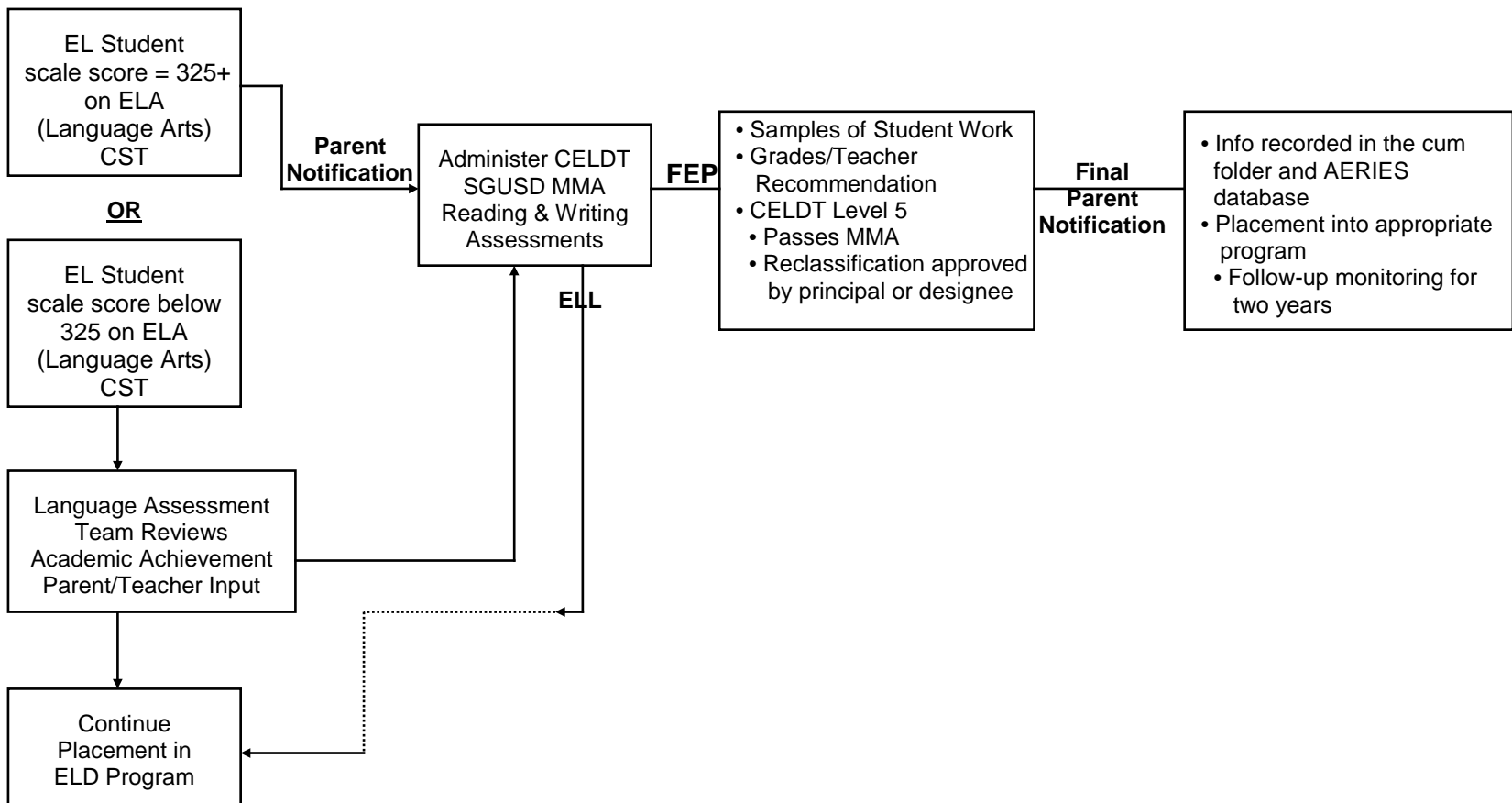
A. Review of the Annual CELDT Results – For this criterion, the student needs to meet the CELDT definition of proficiency as follows:

1. Overall CELDT score is Advanced (5), and
2. Each skill area score is Early Advanced (4) or higher:
 - Listening (kindergarten through grade twelve)
 - Speaking (kindergarten through grade twelve)
 - Reading (grades two through twelve)
 - Writing (grades two through twelve)

Additionally, a student may be reclassified if the student's overall score is Early Advanced, all skill areas are Early Advanced, and the following are taken into consideration:

- Other test scores
- Report card grades
- Input from parents/teachers.

San Gabriel Unified School District
Chart 8 - Reclassification of English Learners



B. Performance in Basic Skills

Identified English learners must have a scale score of 325 or above on the most recent English Language Arts CST. If an English language learner scores below 325, the school may use a Language Assessment Team (LAT) to reach a decision on readiness for reclassification. The school's LAT must be made up minimally of the principal (or designee), one of the student's teachers or counselors and the District ELD Specialist. Parents are also invited to participate in the LAT meeting when available. The LAT must review the student's performance to determine whether the student possesses the skills necessary to continue the district reclassification process.

C. Teacher/Counselor Evaluation of Academic Performance – The teacher monitors the academic performance of each English learner and makes recommendations for reclassification (in conjunction with academic counselors at the secondary level) based on whether the student is meeting the indicators required by the District. Academic indicators reviewed by the teacher and/or counselor include the following guidelines for students' grades:

1. District Benchmark (Multiple Measures) Assessments - Identified elementary and secondary students must pass grade level District benchmark assessments in Reading and Writing to be eligible for reclassification. Students in grades 3-12 must score a 4 or 5 (meeting or exceeding grade level standards) on a five point scale on district Multiple Measures Assessments (MMAs).

2. Report Card Data - The student must demonstrate satisfactory academic progress in all academic subject areas as verified by the latest report card. At the elementary level, students must have an overall Academic Performance Level (APL) of at 4 or 5 on a five point scale in Reading, Writing, and Listening & Speaking. At the secondary level, students must maintain a grade of "C" or better in English language arts and content area classes.

D. Parental Opinion and Consultation -

When the criteria for reclassification have been met, parents are notified and given an opportunity to participate in the process. Parents may request a meeting to further examine the criteria and the student's progress toward English language development and content area standards.

A student who is underachieving in one or more academic classes may still qualify for reclassification. In reviewing such cases, the school's Language Assessment Team (LAT) considers the written statement of the academic teacher(s) in the subject area(s) where the student is not making good academic progress. The statement should indicate that in the judgment of the teacher, the student is capable of average or better work and the reason(s) that the student is not receiving a grade of "C" or better at this time is not related to English language development. After the reclassification is approved, all documentation and other pertinent information is noted and entered into the *English Language Learner File* in the student's cumulative record by the ELD clerk. The student's designation of EL (English Learner) is changed to R-FEP (Reclassified Fluent English Proficient) in the AERIES Student Database and Data Director.

Monitoring and Follow-up on Reclassified Students

Follow-up for English learners who have been reclassified as FEP is conducted at the end of each grading period for two calendar years to ensure that the student is not at risk of failure after reclassification. The ELD clerk gathers data on the *Reclassified Follow-up Form* to assist the principal and/or counselor in conducting the follow-up on students who have been reclassified at each site. If the reclassified student is receiving a grade of less than "C" or in danger of failing, the school will implement appropriate interventions for the student. Interventions available at each school site may include:

- conference with parent and student
- after-school intervention classes
- summer school
- after-school tutoring by a credentialed teacher.

The District's catch-up plan for reclassified students currently consists of at least the interventions and/or actions listed above, which may vary according to grade level and school site. The revision and formalization of the process across the district will be one of the tasks given to the District ELD committee to be completed within the next school year. Documentation of follow-up and interventions are recorded on the English Language Learner File folder.



Master Plan for English learners

B.E.L.L.S. "Building English Language Learner Success"

Part 4: Staffing & Professional Development

State and Federal Requirements Categorical Program Monitoring (CPM)

EL 7. 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.

EL 8. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel.

District Goal

San Gabriel Unified School District's goal is to ensure that all students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Authorization to Teach English Learners

The District is committed to providing an adequate number of CCTC qualified teachers to implement the required English language development and core curriculum instruction for each English learner. The District requires all teaching personnel assigned to provide instruction in English Language Development and/or SDAIE to be properly authorized or “actively pursuing” authorization as monitored by the Human Resources Department. Since June of 1999, all new teachers hired by SGUSD are required to provide evidence of CCTC authorization to teach English learners in order to be eligible for permanent status. The *Plan to Remedy the Shortage* outlines measures for training and recruitment of highly qualified teachers. The program configuration and types of credentials required to teach in designated ELL programs are as follows in Chart 9:

Chart 9 – Authorization to Teach English Learners

Type of Instruction	AUTHORIZATION
English Language Development (ELD)	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential with CLAD or BCLAD Certification • AB 1059 CLAD/LDS/SB1969/SB395 • SB 1442, SB 2042 • Internship Credential with CLAD Emphasis
Specially Designed Academic Instruction in English (SDAIE)	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential with CLAD or BCLAD Certification • AB 1059 CLAD/LDS/SB1969/SB395 • SB 1442, SB 2042 • Internship Credential with CLAD Emphasis

Students in core classes who are at CELDT levels 1-4 are to be provided services by a CCTC qualified teacher. In selected subject areas, some advanced level students may not need specialized instruction provided they are earning a grade of C or higher.

The SGUSD Professional Development department supports new teachers through Induction as part of the Beginning Teachers Support Assistance (BTSA) program that

includes an EL Standard. Additional training in differentiated instruction and strategies for working with English learners and their families is offered to teachers and other school personnel on an ongoing basis through grade level meetings, staff development days, attending conferences or workshops, and through services provided by the district's ELD Coach.

Paraprofessionals

Bilingual paraprofessionals contribute specialized skills in the English learner program under the supervision of a teacher with CCTC authorization or that is in training to work with English learners. Services provided by paraprofessionals may take the form of primary language support through use of the student's primary language to clarify meaning and facilitate comprehension of academic content or supplemental support for the students, their families, or the teacher. Paraprofessionals are not responsible for lesson plans or delivery of direct instruction to students. The District provides funding for paraprofessionals working with EL to attend conferences for professional development in collaboration and other areas. Periodic staff development opportunities through the District Education Center enable paraprofessionals working with English learners to stay abreast of best practices for ELD strategies and collaboration. In addition, schools are expected to facilitate opportunities for teachers to guide paraprofessionals in class procedures and instruction.



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Part 5: Parent Involvement

State and Federal Requirements Categorical Program Monitoring (CPM)

EL 1-3. Parent Outreach – The LEA provides parents of English learners opportunities to be active participants in assisting their children to achieve academically.

EL 9. All pupils are placed in English-language classrooms unless a parental waiver has been granted for an alternative program.

EL 10. 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.

District Goal

SGUSD's goal is to provide parents of English learners with various opportunities to be active participants in assisting their children to achieve academically. To further this goal, translations and interpretation of school information are made available for all language groups whenever possible. When 15% or more of the school's students are speakers of the same language, the school site provides written translations of all school information in that language, and oral translation is made available in that language at parent/teacher conferences, advisory committee meetings, Student Study Team (SST) meetings, and other school-related meetings. Parents of English learners are encouraged to participate in English Learner Advisory Committee meetings. SGUSD has an active District English Learner Advisory Committee (DELAC) with representation from each site serving English learners. Community liaisons initiate personal contact with parents of English learners through phone calls, notes, and home visits, offering personal invitations to district and school events such as parent workshops, meetings, and family events.

Parent Notification and Parental Exception Waivers

Following initial enrollment, parents of students with a language other than English on questions 1, 2, or 3 on the Home Language Survey receive written notice of language testing results, student placement in an English-language classroom, and a full description of the different educational program choices, education opportunities and instructional materials as described in the ELL Program Pamphlet. In addition, parents receive notification of their right to request a waiver for an alternative program placement. Notices are made available in English, Spanish, Chinese, and Vietnamese. The Parental Exemption Waiver must be obtained and signed at the school site. (A mainstream program *is not* considered an alternative instructional program.) The three types of waivers as described in Section 311 of CA Ed. Code are:

1. Children who already know English

The child already possesses good English language skills as measured by STAR tests of vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or at or above the 5th grade average, whichever is lower.

2. Older children

The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of English language skills.

3. Children with Special needs (physical, emotional, psychological, or educational)

The child has already been placed for a period of not less than thirty days during that school year in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of study would be better suited to the child's overall educational development.

SGUSD *does not* offer an alternative, e.g. Bilingual or Dual Language Immersion, instructional program at this time. Parents of an English language learner wishing an alternative program in a neighboring district will be granted a transfer provided that district has space available in the desired program and is willing to enroll the English language learner in said program. To obtain a transfer, parents must follow the regular inter-district permit procedure. A written description of the program the student will participate in must be obtained from the receiving district. The program description will then be attached to the permit. Transportation is the responsibility of the parent.

Timeline

In accordance with Proposition 227 requirements, waivers will be acted upon as follows:

For a signed Waiver for an English learner 10 years of age or older, the school will act upon said waiver within 20 instructional days of submission to the school principal. English learners under 10 years of age must be placed in an English language classroom for a period of not less than 30 days. The school will act upon a Parental Exception Waiver no later than 10 days after the 30 day English language classroom placement or 20 instructional days, whichever is later.

Procedure for Denied Waivers

In most cases, English learners are placed according to parental request; however, a waiver may be denied if the student does not meet the criteria in Article III, Section 311, of the *English Language Education for Immigrant Children Initiative* (Prop. 227). If the parent wishes to appeal the denial, he or she uses the grievance process detailed in the district's Uniform Complaint Procedure. Any parent who applies for a waiver can request that the State Board of Education review the district's guidelines and procedures.

Parent Advisory Committees

English Learner Advisory Committee

Following state guidelines, each school in San Gabriel Unified School District that has 21 or more English learners at the school site must establish a functioning English Learner Advisory Committee (ELAC) consisting of parents and school staff. The percentage of parents of English learners on the committee must be at least the same as that of English learners at the school. The site administrator is responsible for establishing the ELAC.

Parent members of ELAC are elected at each school site by parents of English learners. All parents or guardians of English learners have an opportunity to vote for committee members. The election must be held at least every other year in accordance with the school ELAC bylaws. Committee members receive materials and training related to carrying out their legal responsibilities. The ELAC may develop and adopt by-laws and elect officers.

After formation and training of the ELAC, the ELAC may delegate its legal responsibilities to an existing school advisory committee (i.e. SSC) or it may choose to become a subcommittee of the existing school advisory committee (i.e. SSC) or it may choose to become a subcommittee of the existing school advisory committee. If the responsibilities of the ELAC are delegated to the school advisory committee, the committee must receive ELAC training and assume the duties of the ELAC. The school advisory committee must provide opportunities for parents of English learners to give input on any decisions directly affecting any LEP funds and program. The school must communicate all school advisory decisions to the parents of English learners.

The purpose of the ELAC is to advise the principal and school staff on topics related to English learners, including:

- development of the Single School Plan for Student Achievement (School Site Council);
- programs for English learners;
- development of the school's needs assessment and language census;
- efforts to make parents aware of the importance of regular school attendance.

ELAC members receive training and materials, planned in full consultation with ELAC members, appropriate to assist each member in carrying out his/her required legal

responsibilities. EIA/LEP and district funds are used to cover the cost of training and attendance of ELAC members (e.g., costs associated with child-care, translation services, meals, and other reasonable expenses).

District English Learner Advisory Committee

In SGUSD there is a functioning District English Learner Advisory Committee (DELAC). The Director of Special Projects and Assessment or designee is responsible for coordinating and conducting DELAC meetings. Members of each ELAC elect representatives to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate must be parents of an English learner and must not be an employee of the district. Parents or guardians of English learners not employed by the district must constitute a majority membership of the DELAC. It is highly recommended that each ELAC also elect an alternate DELAC representative. DELAC members report back to their ELAC and/or school site committees. The district provides training and materials, planned in full consultation with DELAC members, to assist them in carrying out their legal advisory responsibilities. The purpose of the DELAC is to advise the district governing board on programs and services for English learners. The DELAC will communicate their ongoing advice to the Superintendent and governing board via the Director of Special Projects and Assessment.

The DELAC is provided the opportunity to advise the district governing board on at least the following:

- A timetable for and development or revision of a District Master Plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement.
- A district-wide needs assessment on a school-by-school basis.
- The district program, goals, and objectives for programs and services for English learners.
- A plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Administration of the annual language census.
- District reclassification procedures.
- Written notifications required to be sent to parents and guardians.



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Part 6: Funding and Resources

State and Federal Requirements Categorical Program Monitoring (CPM)

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.

District Goal

The goal of San Gabriel Unified School District is to ensure that financial plans and practices meet legal requirements, and programs operate to achieve the local educational agency's priorities and goals for student success. Funds are allocated according to the guidelines set forth in Education Code, state regulations, and district policies. District expenditures are audited annually by the district's Business Office and by external auditors.

General Funds

In San Gabriel Unified School District, the core program is supported by the general fund. General funds are disseminated to each school site to provide core curricular materials, instructional supplies, and other district services to all students including English learners in accordance with district and site goals. Core materials in English Language Arts and Math provide Universal Access supplements to help ensure that EL have access to the core curriculum. The general funds provide adequate resources for appropriate delivery of instruction to English learners in SEI and mainstream settings.

EIA/LEP Funds

In the annual Consolidated Application, the district identifies use of Economic Impact Aid (EIA)/LEP funds. Services provided through EIA/LEP funds are designed to ensure that English learners develop proficiency in English as rapidly and effectively as possible and to address any difficulties in other areas of the core curriculum as a result of language. EIA/LEP funds are distributed to school sites annually based on their number of identified English learners and are to be utilized within identified parameters to enrich and supplement, not supplant the core program for identified students. The Director of Special Projects and Assessment allocates funds based on the Consolidated Application, meets with site administrators to ensure compliance, and monitors expenditures throughout the year. School principals coordinate the development of the school plan which prioritizes the needs based on data. The School Site Council and ELAC advise and approve the school plan and budget at each site. The DELAC gives input on the district level plan. Parents and staff are informed about funding and the school plan by the principal.

Other Supplemental Funding Sources/Resources

The Director of Special Projects and Assessment collaborates with other departments and site administrators in order to ensure compliance and strategically multi-fund categorical programs so that English learners will benefit from a variety of appropriate funding sources. Other categorical funding sources include Title I, Part A; Title II Professional Development; and Title III LEP. Additional programs supporting EL include Before/After School Intervention classes in ELA and Math, the Beginning Teacher Support and Assessment (BTSA) Induction Academies for Standard 19: English learners, summer school ELD classes, and enrichment activities.



Master Plan for English Learners

B.E.L.L.S. "Building English Language Learner Success"

Glossary of Terms

BCLAD: Bilingual Cross-cultural,
Language and Academic Development

BTSA: Beginning Teacher Support and
Assessment

CCTC: California Commission on Teacher
Credentialing

CDE: California Department of Education

CELDT: California English Language
Development Test

CLAD: Cross-cultural, Language and
Academic Development

CPM: Categorical Program Monitoring

CST: California Standards Test

DELAC: District English Advisory
Committee

EIA/LEP: Economic Impact Aid / Limited
English Proficient

EL: English Learner

ELA: English Language Arts

ELAC: English Learner Advisory
Committee

ELD: English Language Development

ELL: English Language Learner

EO: English Only

FEP: Fluent English Proficient

HLS: Home Language Survey

IFEP: Initial Fluent English Proficient

LAT: Language Assessment Team

LEA: Local Education Agency

LEP: Limited English Proficient

MEP: Mainstream English Program

RFEP: Reclassified Fluent English
Proficient

SBE: State Board of Education

SDAIE: Specially Designed Academic
Instruction in English

SEI: Structured English Immersion

SSC: School Site Council

SST: Student Study Team