

# San Lorenzo Valley Unified School District EL (English Learner) Master Plan



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## THANK YOU AND ACKNOWLEDGMENTS

Thank you to the following people for their contributions to our English Learner Master Plan, during its creation during the 2015-2016 school year:

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## **SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT**

### **MISSION**

The San Lorenzo Valley Unified School District, in partnership with our families and community, will provide an active and innovative education that respects, challenges and engages mind, body and spirit to educate and graduate motivated, successful, and compassionate individuals who have the ability and desire to enrich self and society. We are working together to ensure that all students are prepared for college and career.

### **BELIEFS FOR ENGLISH LEARNERS**

We will guarantee each student a personalized education based on a rigorous, standards based curriculum with flexibility and choice.

We will develop and provide student services and strategies for the attainment of each student's individual educational goals.

### **GOALS FOR SLVUSD ENGLISH LEARNER PROGRAM**

- Empower all students to be active learners by providing a quality education with high expectations within a supportive learning environment.
- Ensure student achievement and proficiency in English language acquisition, literacy and academic vocabulary through instruction and assessment practices that are systematic, articulate, and coherent.
- English Learners will have equal access to a challenging core curriculum through English Language Development (ELD) through Integrated and Designated ELD and primary language support, as needed.
- Nurture a positive self-concept as English Learners and foster cross-cultural understanding within the community. English Learners will be integrated and will participate in our school and local community.
- Enable English Learners to productively contribute to our multilingual, multicultural, democratic society.

## **PURPOSE FOR THE EL MASTER PLAN**

This guide is meant to provide uniform standards for the delivery of quality and necessary services to all English Learners.

The purpose of developing this guide is:

- To ensure clarity and uniformity throughout the district in providing appropriate services for English Learners.
- To provide a guide for creating a positive and supportive learning environment for English Learners.
- To assist and guide educators in implementing an equally rigorous educational program for English Learners.
- To provide viable options in curriculum and instruction which guarantee quality programs to meet the educational needs of English Learners.
- To value the languages and cultures of all students.
- To provide English Learners with educational opportunities to achieve success and to acquire the tools necessary for the literacy demands of an information-based economy in the 21<sup>st</sup> Century and to be able to participate in a democratic society.
- To fulfill the state and federal legal requirements for educating English Learners.

**SLVUSD ENGLISH LEARNER DATA**

SCHOOL	ELA STATUS	10-11	11-12	12-13	13-14	14-15	15-16
BCE	EL	2	4	8	9	10	13
BCE	IFEP	0	0	0	1	1	2
BCE	RFEP	0	0	1	2	3	3
SLE	EL	1	3	4	5	8	14
SLE	IFEP	0	0	2	3	4	6
SLE	RFEP	0	3	3	3	5	5
MS	EL	0	9	9	9	11	11
MS	IFEP	5	5	5	8	8	8
MS	RFEP	3	5	7	11	13	13
HS	EL	3	3	3	4	10	11
HS	IFEP	5	5	5	6	7	7
HS	RFEP	8	9	12	13	13	14
CH	EL	0	0	0	0	0	0
CH	IFEP	4	5	5	6	6	6
CH	RFEP	4	4	4	4	4	4

**Languages in District (2015-2016): 49 EL Students Total**

Spanish	39 students
Vietnamese	3 students
Russian	2 students
German	2 students
Other	2 students

Mandarin	1 student
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**CELDT  
(California English Language Development Test)**

State law (*EC sections 313 and 60810*) and federal law (*Title I and Title III of the Elementary and Secondary Education Act [ESEA]*) require that local educational agencies (LEAs) administer a test of English language proficiency in the modalities of listening, speaking, reading, and writing to newly enrolled students whose primary language is not English and students who are English learners (ELs) as an annual assessment. For California’s public school students, this test is the CELDT. The CELDT results help schools classify students into one of three different categories:

- **English Learners (ELs):** Students who need to improve English skills to successfully participate in the regular school program.
- **Initial Fluent English Proficient (IFEP):** Students identified as fluent in English after they take the CELDT for the first time.
- **RFEP:** Students initially identified as ELs, but later meet the requirements for English language proficiency.

**Who must take the CELDT?** All students in transitional kindergarten (TK) through grade twelve, whose home language is not English must take the test within 30 calendar days after they are enrolled in a California public school. The CELDT must be given each year to English Learners until they are redesignated as Fluent English Proficient.

**What does the CELDT cover?** The CELDT covers listening, speaking, reading, and writing. The test is administered by trained staff and it takes approximately 2 hours for your student to complete.

**What do the CELDT scores indicate?** Scores are returned for each section of the CELDT and an Overall English Proficiency Level. There are five levels of proficiency. They are as follows:

**Transitional Kindergarten Through Grade 1**

**Beginning** — Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade appropriate discourse. Errors are infrequent and do not reduce communication.

**Early Intermediate** — Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able

to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

**Intermediate** — Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.

**Early Advanced** — Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

**Advanced** — Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade appropriate discourse. Errors are infrequent and do not reduce communication.

### **Grades Two Through Twelve**

**Beginning** — Students performing at this level of English-language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

**Early Intermediate** — Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced

number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

**Intermediate** — Students performing at this level of English-language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

**Early Advanced** — Students performing at this level of English-language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

**Advanced** — Students performing at this level of English-language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

### CELDT Domains and Test Components

<p style="text-align: center;"><b>Listening</b></p> <p style="text-align: center;">Following Oral Directions Teacher Talk Extended Listening Comprehension Rhyming (Grades K-2 only)</p>	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">Word Analysis Fluency and Vocabulary Comprehension</p>
<p style="text-align: center;"><b>Speaking</b></p> <p style="text-align: center;">Oral Vocabulary Speech Functions Choose and Give Reasons 4-Picture Narrative</p>	<p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><i>Grades K &amp; 1</i> Copying Letters and Words Writing Words Punctuation and Capitalization <i>Grades 2 - 12</i> Grammar and Structure</p>

	Writing Sentences Writing Short Compositions
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**Test Purposes**

**Initial Assessment (IA):** All students whose primary language is not English, based on a home language survey (EC Section 52164.1[a]), and who have not previously taken the CELDT, must be given an IA within 30 days from the date of enrollment. Answer documents for these students must be sent in for scoring on a monthly basis.

**Annual Assessment (AA):** Students who have previously taken the CELDT and were identified as English Learners (ELs) must be tested annually during the AA Window (first day of school to October 31) until they are reclassified as fluent English proficient (RFEP) based on the guidelines for reclassification established by the State Board of Education (EC Section 313[d]).

**How are the results used?** The initial results for newly-enrolled students are used to identify English Learners who need to develop their speaking, reading, listening and writing skills in English. The annual CELDT results are used to assess the progress towards English proficiency for each student.

**\*NOTE:** The CELDT test will be replaced with the ELPAC (English Language Proficiency Assessments for California) in 2017-2018. The ELPAC assessment will have different descriptors and testing procedures. This information will be updated with ELPAC when it is fully operational.

## HOME LANGUAGE SURVEY

Person Responsible	Description of Duties
Registrar	<p><b>For students new to California schools (including entering Kinder and Pre-K):</b> Ensures that the <i>Home Language Survey (HLS)</i> is completed during the registration process. <i>Home Language Survey</i> is to be provided in both English and in parent's native language. Complete CALPADS input form and send to district office.</p> <p><b>For students transferring from another California school:</b> Contacts the district CALPADS coordinator regarding EL status and obtain <i>Home Language Survey</i> results from prior school. Complete CALPADS input form and send to district office.</p> <p>Notifies EL site coordinator and site principal about EL student enrollment and status.</p> <p>Ensures that notifications home are in correct language and that all staff are aware if the language spoken at home is other than English.</p>
Principal	Ensures that the <i>HLS</i> is part of the registration process.
English Learner Site Coordinator (ELSC)	Receives copy of <i>HLS</i> to determine testing needs and timeline. If student is to be CELDT tested, create red EL folder to be placed within cumulative folder and add <i>HLS</i> to EL folder.
Assistant Superintendent of Instructional Services	Oversees all EL services.
SIS/DB Specialist	Provides school site assistance with <i>HLS</i> (including translations, registration support for PowerSchool identification processes, and data to sites about EL status of new students).

### Procedures For Home Language Survey Administration

A *Home Language Survey (HLS)* is completed by a parent or legal guardian on **all** new K-12 California school students, including migrant, special education, and alternative education students as part of the enrollment procedure at each school site. The parent/guardian shall complete the *HLS* when a student is registered (see copy of *HLS* in appendix). The *HLS* shall

become a permanent part of the student's cumulative record. Each school shall have a procedure in place that ensures this will happen.

Translations for non-English speaking parent/guardian shall be provided. Each *HLS* shall have all questions answered, be signed by parent/guardian, and must be filed in student's cumulative folder.

The HLS consists of four questions. Each HLS shall be reviewed, and the following procedures shall be followed:

1. **If the HLS indicates all English:** a copy of the HLS shall be placed in the student's cumulative folder and the student is placed in the mainstream English program.
2. **If the HLS indicates at least one response other than English on questions #1-3:** the student is designated as having primary language other than English and the English language proficiency testing process begins. A copy of the the HLS shall be given to the EL site coordinator, who will create a red EL folder to be housed within the student's cumulative file. The original HLS is placed in the student's cumulative folder. The student's name shall be placed on the school's demographic sheet maintained by the EL site coordinator.
3. **If the HLS indicates a language other than English on question #4 only:** Power School is amended to ensure that notifications are sent home in correct language and that all teachers are aware (through EL alert) that a language other than English is spoken at home. A copy of the HLS shall be placed in the student's cumulative folder and the student is placed in the mainstream English program. Need for testing will be determined by the site coordinator.

## ENGLISH LANGUAGE PROFICIENCY TESTING

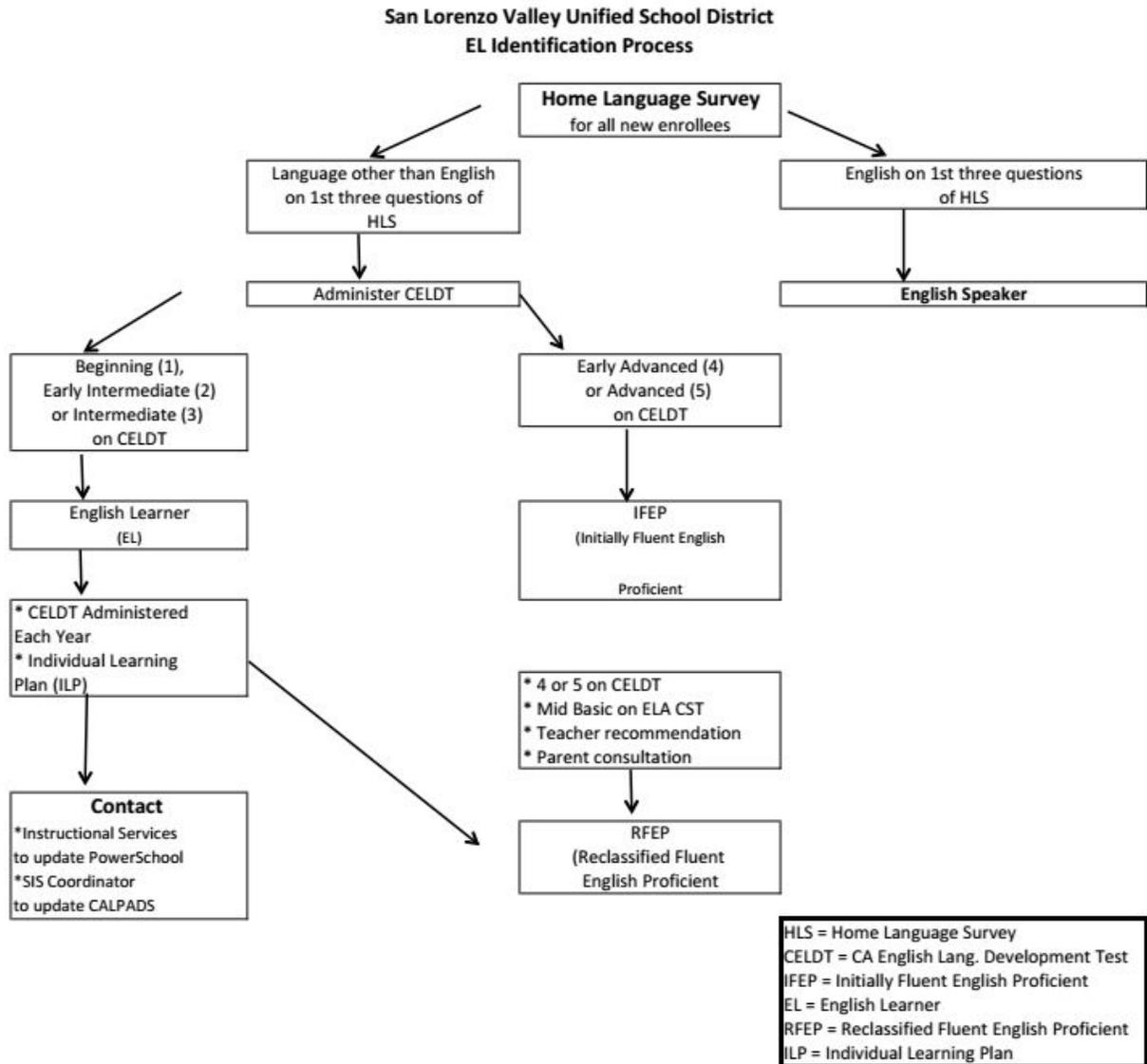
Person Responsible	Description of Duties
Principal	Responsible for process at school.
English Learner Site Coordinator (ELSC)	Responsible for and oversees test administrator. Contacts Instructional Services department and classroom teacher about results in a timely manner. Consults with Special Ed department/504 coordinator if student has an IEP or 504 Plan requiring specific accommodations for testing.
Assistant Superintendent of Instructional Services	Responsible for overseeing EL procedures and programs. Oversees testing procedures, provides technical assistance and support, oversees data collection.
Timeline	<b>Within 30 days of enrollment</b>

### Procedures For English Language Proficiency Testing

1. Student is identified as having a primary language other than English on the HLS.
2. Detailed instructions and step-by-step procedures for the initial English Language Proficiency Testing are stated in the English Learner Student Identification/Placement Chart in this master plan.
3. EL Site Coordinator oversees and monitors the administration of the California English Language Development Test (CELDT). The CELDT shall be administered to each student by authorized staff.
4. The CELDT shall be administered **within 30 calendar days** of the student's enrollment. The CELDT is a state-mandated instrument used by San Lorenzo Valley Unified School District to assess the listening, speaking, reading, and writing skills in English for all students whose primary language is other than English, as indicated on the HLS.
5. Students are designated Fluent English Proficient (IFEP) based on their initial performance on the CELDT. No further testing is necessary. These students are placed in the school's mainstream English program.
6. Students who are NOT designated as FEP on the CELDT are designated English Learners (EL). These students are placed in the EL program, receive EL services and are re-assessed annually using the CELDT.

7. After the initial assessment, students will be assessed annually to determine English Language proficiency within 90 calendar days of the first day of school.
8. Upon new student registration, the ELSC will verify whether the CELDT has been administered.

# ENGLISH LEARNER IDENTIFICATION/PLACEMENT CHART



## DOCUMENTATION AND PARENT NOTIFICATION

Person Responsible	Description of Duties
Principal	Responsible for process at school.
English Learner Site Coordinator (ELSC)	Oversees the completion of the <i>Initial Identification</i> section of the Home Language Survey. Oversees the distribution of the parent notification letters.
Assistant Superintendent of Instructional Services	Provides technical assistance and support. Revises and updates parent notification letters.
Student Information Services	Enters information in student information system to document English Learners.
Timeline	HLS: As soon as testing is completed. Parent notification letters: 30 days from receipt of official scores.

### Documentation of Testing Results and Parent Notification Procedures

1. An Initial Identification Results card shall be completed for all EL students. See home language survey information for more details.
2. The procedure for all students identified as Initial Fluent English Proficient (IFEP) shall be as follows:
  - a. Complete the Initial Identification section of the HLS and place in the cum folder.
  - b. Send the parent notification letter (see appendix).
3. The procedure for all students identified as an EL shall be as follows:
  - a. Complete the Initial Identification section of the HLS.
  - b. Place a red EL folder in student's cum.
  - c. Mail Parent Notification letter and CELDT proficiency level report (see appendix).
  - d. File a copy of the Parent Notification letter in the student's red EL student folder.
  - e. Affix student CELDT report label to CELDT report label card and place in red EL student folder.

## **Parent Notifications**

### Initial Assessment Results and Recommended Placement:

After EL students are assessed for English language proficiency, parents/guardians shall receive written notification of the results. Depending upon the initial testing results, the parents/guardians receive either:

- (a) The parent notification of Fluent English Proficient (FEP) Initial Testing Results letter. The letter indicates test results and recommended program placement.
- (b) The Parent Notification of English Learner (EL) Initial Testing Results letter. The letter indicates test results and appropriate program placement. The EL letter is distributed as follows: The original is sent to the parent and an additional copy is filed in the child's red EL folder.
- (c) Parents/guardians of an EL student will receive notification of CELDT assessment results annually. The Parent Notification letter will describe the available EL services as well as recommended program placement. The placement letter is distributed as follows: the original is sent to the parent and an additional copy is filed in the student's red EL folder.

### Reclassification:

English Learners are officially reclassified to FEP status when they meet the state/district criteria for English proficiency. At this point they are exited from the EL program, and their progress is monitored for the next two years.

## RECLASSIFICATION PROCEDURES (MONITORING AND NOTIFICATION)

### Student Reclassification To Fluent English Proficient (RFEP)

Person Responsible	Description of Duties
Principal	Responsible for process at school site
English Learner Site Coordinator (ELSC)	Oversees the completion of the reclassification form. Submits completed information to Assistant Superintendent of Instructional Services (ASIS). Maintains a school list of reclassification students and possible reclassification candidates.
Teacher/ELSC	Identifies students for reclassification. Completes the redesignation form.
Assistant Superintendent of Instructional Services (ASIS)	Coordinates procedures at district level and approves reclassifications.
ELSC	Oversees procedures at site level, and oversees collection of forms

The purpose of the reclassification process is to document that an EL student demonstrated English language proficiency as determined by state and/or local criteria and continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts. The standards for reclassification for EL students are set at the same competency levels that are expected for English only (EO) students. Once reclassified, students are no longer in need of specialized English language services to fully participate in and benefit from the instructional program.

### Reclassification Protocol for English Learners

The English Learner Site Coordinator (ELSC) and Language Arts Teacher (Secondary) Classroom teacher (Elementary) meet to review student data and recommend reclassification when the documented evidence of student performance indicates the student has met state and district reclassification (RFEP) criteria. The *English Learner Reclassification* form (attached) is used to record student data.

Criteria for Reclassification:

1. Overall CELDT scale score and date: criteria is Overall 4/Early Advanced or above
2. CELDT sub scores: each sub test must meet 3/Intermediate or above
3. January-March ELA grades/assessments
4. Reading Assessment:
  - Fountas & Pinnell Benchmark Assessment System (BAS): Grades 1-5

Grade	Independent Reading Level
1	F and above
2	K and above
3	N and above
4	Q and above
5	T and above

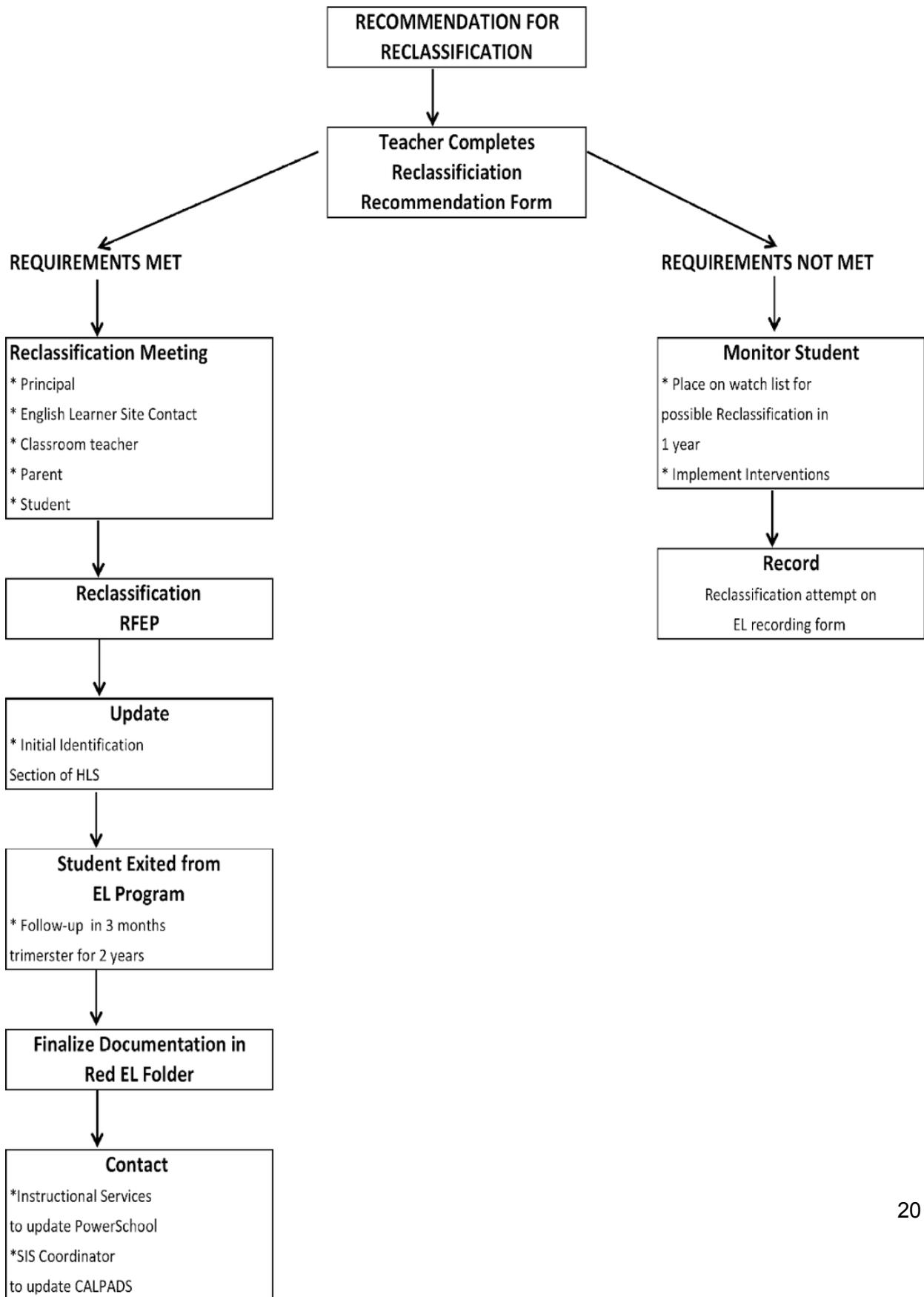
- Reading Inventory: Grades 6-12 ( Lexile score Basic)  
ELA report card grades.
  - Criteria is *Approaching Standards* in grades 1-3; C or better in grades 4-12
5. Performance in Basic Skills: Site writing benchmark (Basic), K-5 Independent Reading Level (see above); 6-12 Lexile score (Grade Level); State Testing (CAASPP) “Standard Met”
  6. The school site makes every attempt to involve the parents/guardian in the reclassification process. If the parents/guardians are unavailable for consult, the reclassification proceeds toward completion and the RFEP form is mailed to the parents/guardian.
  7. ELSC Recommends Reclassification: Check  yes / no box, date and comment as needed. Submit all RFEP completed paperwork to District Office for approval by Assistant Superintendent of Instructional Services. Once site has been notified of approval/denial ELSC distributes copies with attachments to Parent/Guardian and student’s EL/ cum folder.
  8. All English Learners are evaluated for reclassification based on the agreed upon state and district reclassification criteria. However, in order to ensure that students are served on an individual basis addressing their particular educational plan, an exception to local reclassification criteria may be considered **for students who have been in US schools 6 or more years**. The EL Coordinators Team must carefully follow the *Provisions for Exception to Reclassification Guidelines*. Decisions for reclassification under the exception provisions will:
    - Apply only to students who have been in US schools for 6 or more years
    - Be made on a student-by-student basis and be noted on the RFEP form, e.g. *Student reclassified under Exception Provision Section II.3.*

- Be supported by clear documentation indicating that any deficits in performance are unrelated to English language proficiency
- Require involvement and agreement of the site administrator, ELD Team, teachers, parents, and **the director of Academic Equity & Categorical Program**

8. All English Learners are evaluated for reclassification based on the agreed upon state and district reclassification criteria. However, in order to ensure that students are served on an individual basis addressing their particular educational plan, an exception to local reclassification criteria may be considered **for students who are identified as having special needs and have an individual education plan (IEPs) or 504 Accommodation Plan**. The EL Coordinators' Team must make reclassification determination decisions in collaboration with the student's individual education plan team (IEP team) or 504 Coordinator.

9. Monitor Reclassified students for **2 years** to ensure they are achieving academic success (see RFEP Monitor Forms in Appendix).

San Lorenzo Valley Unified School District  
Reclassification Process Chart



## PLACEMENT AND PROGRAM/SERVICES

English Learner (EL) means a student whose primary language is not English and whose English language skills are less than fluent as demonstrated on the California English Language Development Test (CELDT). Students will be placed in programs, based upon their CELDT results. Depending upon students' proficiency levels, they may receive all of their instruction within a mainstream classroom setting, or receive some instruction through a pull-out model. In both cases, all English Learners will receive both Integrated and Designated ELD Instruction.

### ELD Instruction

All teachers must attend to the language learning needs of their English learners in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English.

1. **Integrated ELD**, in which all teachers with English learners in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards, and
2. **Designated ELD**, or a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop the critical language English learners need for content learning in English.

In addition to *learning English* and *learning through English*, in order to develop advanced levels of English, English learners also need to *learn about English*, in other words, how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose.

When placing ELs, educators must consider a variety of factors:

- How much previous education does this student have in the U.S. and/or the home country?
- What are his or her language and literacy proficiency levels in English and in the primary language?
- How much support is there at home for primary language literacy and/or English development?
- Do prospective teachers understand the language acquisition process and know what to expect at different levels of English proficiency?
- What kind of extra support can the state, district, and school provide to meet ELs' language and academic needs?

## STAFFING AND PROFESSIONAL DEVELOPMENT

Person Responsible	Description of Duties
Principal	Determines appropriate student and staff placement to support English Learners. Assesses program and professional development needs for ELD.
Director, Human Resources	Hires staff with appropriate credentials. Ensures that all staff are CLAD certified.
Assistant Superintendent, Instructional Services	Coordinates and implements district staff development and new teacher training.

San Lorenzo Valley Unified School District has a goal that 100% of its teachers will be highly qualified. All teachers also must have their CLAD certification. SLVUSD shall participate in recruitment fairs sponsored by universities, colleges and organizations. Advertisements shall be posted on EdJoin. The Director of Human Resources and site administrators shall participate in the recruitment efforts. Every effort shall be made to hire and retain authorized teachers.

All teachers, site administrators and other personnel are given opportunities to participate in staff development that focuses on strategies to meet the needs of EL students. SLVUSD will provide ongoing programs of staff development to assist all personnel to improve skills necessary in providing quality instruction for EL students. Staff development will take place at the district and site level to meet the needs of each individual site. Also, SLVUSD will inform and provide information regarding conferences that will assist educators in improving the quality of education for EL students.

## INTRA/INTER SITE TRANSITIONS FOR ENGLISH LEARNERS

Person Responsible	Description of Duties
Principal	Responsible for ensuring that the transition process takes place. The principal attends all transition meetings held at the site and district level.
English Learner Site Coordinator (ELSC)	Develops paperwork for inter-district transitions. Attends all transition meetings to ensure proper EL placement. Recommends placement based on student data and records.
Assistant Superintendent of Instructional Services	Responsible for overseeing all transition activities and meetings.

### Procedures For Intra/Inter Site Transitions

#### Intra Site Procedures

1. **Placement:** During class placements, teachers are aware of EL students and their language proficiency level. EL students are placed with appropriately credentialed teachers who are skilled in working with English Language acquisition. EL students' individual learning needs are considered during the placement process. For elementary, this process is overseen by the administrator with input from the EL coordinator. For secondary, the process is overseen by the administrator and counselors with input from the EL coordinator.
2. **Monitoring:** Use monitoring form (see appendix--entitled English Learner Instructional Information Form).

#### Inter Site Procedures

1. **Placement:** Class placements for students transitioning to the middle or high school are made at a transition meeting that is held in April of each year. The EL coordinators and site principals attend the meeting. EL coordinators come prepared with documentation on each student's progress, CELDT level, reading level, and information from the current teacher. This information is used to determine the appropriate placement for each student.
2. **Monitoring:** All EL students are monitored at the secondary level by their classroom teachers, the counselors and the administration. EL coordinators have access to student grades and data, and student concerns are discussed at monthly coordinator meetings, along with site EL and SST meetings. Use intra site form to monitor EL progress (see above).

## **EL COORDINATOR'S ROLE AND RESPONSIBILITIES**

1. Ongoing communication and follow up with school registrar/district office regarding any new (potential EL) students.
2. Advocate/Liaison for EL students with teacher(s), school and families:
  - Classroom teacher check in (including support services) ongoing
  - Support teachers and families with resources (see resource binder/Google doc)
  - Coordinate translation (when needed)
  - Support with student placement and program decisions
  - Monitor EL student progress
  - Monitor RFEP students for two years from reclassification date
3. Communication:
  - Coordinate all required parent notifications regarding CELDT testing and results
  - Communicate CELDT level of each student to every teacher
4. Organize and attend DELAC meetings.
5. Monitor EL student transitions:
  - Inter-school (from one site to the next). Complete EL transition form and bring to annual transition meeting.
  - Intra-school (June placement/August follow up). Students should be placed in language rich and EL supportive environment. EL coordinator consults with administrators and/or counselors to ensure appropriate placement.
6. Annual CELDT testing completed by appropriate deadline.
7. Attend monthly district EL coordinator meetings.
8. Attend SST and IEP meetings as needed.
9. Attend professional development as appropriate.
10. Attend annual testing training (CELDT, ELPAC).

## **CLASSROOM TEACHER'S ROLE AND RESPONSIBILITIES**

### **Background:**

- All teachers must attend to the language learning needs of their English learners in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English.
- The Elementary and Secondary Act prohibits ELs from being pulled out of core academic content instruction. Therefore, general education teachers responsible for core content are also responsible for providing effective instruction to ELs.

### **Responsibilities/Role of Teacher:**

- Know proficiency level descriptors of individual EL students
- Know translation needs of student and family
- Know access to learning tools at home (technology, internet access, translated resources)
- Augment lessons, instruction, assignments and assessment/student response as necessary
- Use ELD standards for planning and to assess student progress
- Focus on academic language and unfamiliar vocabulary
- Link background knowledge and culture to learning
- Promote classroom interaction
- Focus on comprehensible input and language output

### **Considerations:**

- Allow ELs to show what they know and share about their culture
- Request a language review team or SST with EL site coordinator to determine further specific strategies if needed.

## EVALUATING PROGRAMS AND SERVICES FOR ENGLISH LEARNERS

Person Responsible	Description of Duties
Principal	Provides feedback on program effectiveness during annual transition meeting in spring.
District Data and Assessment Coach	Supports the gathering and analysis of data.
English Learner Site Coordinator (ELSC) Team	Reviews data (CELDT/ELPAC, SBAC, Grades, District Assessments) on an annual basis, prior to the start of each school year.
Assistant Superintendent of Instructional Services	Facilitates annual data review.

### **Potential Data Sources for monitoring student access to learning:**

- Enrollment data in enrichment and intervention services, AP classes, GATE, special education services, AVID, and EL class
- Input from parents/guardians, teachers, and student surveys

### **Potential Data Sources for monitoring student progress:**

- File and record reviews (e.g., including grades, GPA, teacher comments, lexile reading scores data, RFEP status)
- Performance on student achievement tests (i.e. CAASP)
- Standardized language proficiency tests (CELDT scores), including English Language Development in all four language domains (e.g., listening, speaking, reading, writing)
- Year-to-year test scores
- Teacher observation
- Guardian/parental observations and feedback
- Records on length of time from entry to exit from EL Program, when applicable
- Grades in core classes
- High School Graduation Rates

### **Potential Data Sources for Staffing and Professional Learning:**

- Copies of required certifications and licenses of teachers who instruct ELs, including content-area certification, as appropriate.
- Observations of instruction, review of lesson plans, and records of attending at PD events.

## **PARENT SUPPORT AND INVOLVEMENT**

Opportunities for EL parent/guardian support and involvement are provided by the district in several ways:

### **English Learner Parent Support**

- Tech support family meeting: support with power school access, google translate services, and other helpful computer resources for English learner families
- Translation services: translation support through Mountain Community Resources, list of bilingual staff members, preferred home communication language and delivery method
- Additional support through liaison with Mountain Community Resources: parenting education, health and welfare services, employment development

### **District English Learner Advisory Council (DELAC)**

The purpose of the DELAC, or subcommittee on English learner education, is to advise the district's local governing board (e.g., in person, by letters/reports) on programs and services for English learners.

- Coordinated by EL team (EL Site Coordinators, Assistant Superintendent of Instructional Services)
- Open to parents/guardians of all EL students, including parents of RFEP and IFEP students
- Provides information for parents/guardians about EL programs at SLVUSD
- Provides opportunity for parents/guardians to ask questions and to give suggestions about how to improve services for their English learners.

## APPENDIX

1. Home Language Survey
2. Parent notification letter regarding testing and results
3. RFEP monitoring form
4. Reclassification form
5. English Learner Instructional Information Form

The California ELD standards are available online.

<http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

Here is information regarding the CELDT test.

<http://www.cde.ca.gov/ta/tg/el/>

[SLVUSD English Learner Resources Handbook](#)