

**A Design for Excellence and Equity**



# **Master Plan for English Language Learners**

**Union School District  
2012**



# Contents

- Introduction.....
- Message from the Superintendent.....
- Chapter 1: Initial Identification, Assessment, and Program Placement.....
- Step 1: Registration, including completion of the Home Language Survey.....
- Step 2: English Language Proficiency Assessment.....
- Step 3: Primary Language Assessment.....
- Step 4: Parent Notification of Results and Placement .....
- Step 5: Program Placement.....
- Legislative Restrictions on Enrollment in Alternative Programs.....
- Annual Kindergarten Registration, Assessment and Placement.....
- Transfer Students.....
- Training for Staff and Administrators on Initial Identification,  
            Placement and Parental Rights/Informed Consent.....
- Chapter 2: Instructional Programs.....
- Instructional Programs Overview.....
- English Language Development.....
- Transferability of Skills .....
- Time for ELD.....
- Instructional Programs at the Elementary Level.....
- Elementary Newcomer Students.....
- ELD at the Elementary Level.....
- ELL Elementary Programs.....
- Instructional Programs for Middle School.....
- Identifying ELL Assets Via an Inventory .....
- System for Individualizing Programs for ELLs.....
- Different groups of ELLs need different services.....
- 1. Newly Arrived English Language Learners with Adequate Formal Schooling.....
- 2. Newly Arrived English Language Learners with Inadequate Formal Schooling.....
- 3. Long Term English Language Learners.....
- 4. ELLs who are meeting benchmarks.....
- Considerations for all ELL Programs.....
- SDAIE – Specially Designed Academic Instruction in English.....
- Primary Language Instruction.....
- Overcoming Academic Deficits – The USD ELL Intervention Catch-Up Plan.....
- Commitment to Special Education Services: Primary and Secondary Programs.....
- Gifted and Talented Education (GATE).....
- Libraries.....
- Chapter 3: Monitoring of Student Progress and Reclassification.....
- Monitoring Student Progress.....
- District Assessments.....
- Use of Assessment Data for Instructional Planning .....
- Annual Review of Student Progress .....
- The Reclassification Process.....

Monitoring and Follow-up on Reclassified Students.....	
Retention and Promotion of English Language Learners.....	
Assessments Given to English Language Learners.....	
Chapter 4: Staffing and Professional Growth.....	
Staff Configuration.....	
Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers .....	
Recruitment Procedures: Teachers.....	
Recruitment Procedures: Paraeducators.....	
Hiring Priorities and Procedures.....	
Administrative Staff.....	
Appropriate Use of Bilingual Paraeducators and Bilingual Paraeducator Specialist.....	
Paraeducator Staffing.....	
District and Site Training .....	
Chapter 5: Parent and Community Involvement.....	
Procedures for Parent Notification about Parental Exception Waivers .....	
Procedures for Approval/Denial of Parental Exception Waivers.....	
Parent Advisory Committees.....	
English Learner Advisory Committee (ELAC) Requirements:.....	
District English Learner Advisory Committee (DELAC) Requirements:.....	
Chapter 6: Evaluation and Accountability.....	
Overview.....	
ELL Coordinating Council: a key mechanism for ELL accountability.....	
Evaluation Design.....	
Evaluating Program Effectiveness.....	
Monitoring Program Implementation and Effectiveness.....	
Goal 1: Program Implementation as Described in the Master Plan for English Language Learners.....	
Goal 2: Steady progress toward and attainment of academic English language proficiency.....	
Goal 3: Steady academic progress toward and attainment of grade-level academic proficiency.....	
Goal 4: Indicators of Risk for School Failure.....	
Goal 5: Biliteracy for Students in Bilingual Alternative and Dual Language Immersion Programs.....	
Goal 6: Parent Engagement .....	
Goal 7: Multicultural Proficiency.....	
Using Program Effectiveness Information to Improve Implementation and Modify the Program.....	
Site Level Use of Information .....	
District Level Use of Information.....	
Evaluation and Accountability: Roles and Responsibilities.....	
Chapter 7: Funding and Resources.....	
General Fund Resources.....	
EIA/LEP Funds.....	
Other Supplemental Funds.....	
Title I, Part A.....	
Title III.....	
Additional ELL Support Programs.....	
Before/After School Intervention/Enrichment Programs.....	
Primary Intervention Program (P.I.P.).....	
Beginning Teacher Support and Assessment .....	
Community Programs.....	
The Appendix.....	
Legal References.....	
Federal Law.....	

State Law.....

Glossary of Terms.....

**Table of Figures**

Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement Process....

Figure 1.2: Initial Primary Language Assessments by Grade Level.....

Figure 1.3: Areas Assessed by Grade Span.....

Figure 2.1: George Washington University Principles for Second Language.....

Figure 2.2: Bilingual Alternative 80/20 Program Model.....

Figure 2.3: Dual Language Immersion 50/50 Program Model.....

Figure 2.4: Typical ELD Course Sequence at Secondary Level.....

Figure 3.1: Process for Monitoring of Student Progress and Reclassification.....

Figure 3.2: Reclassification Criteria.....

Figure 3.3: Process for Follow-Up Monitoring of Student Progress After Reclassification.....

Figure 3.4: English Language Development Assessments.....

Figure 3.5: Primary Language Development Assessments.....

Figure 3.6: Academic Achievement: Assessments in English.....

Figure 3.7: Academic Skills Assessments in Spanish.....

Figure 4.1: Required Teacher Authorization.....

Figure 6.1: Evaluation Goals and Questions.....

Figure 6.2: Expected Benchmarks For Structured  
English Immersion and Mainstream Programs.....

Figure 6.3: Expected Benchmarks For Bilingual  
Alternative and Dual Language Immersion Programs.....

Figure 7.1: Categorical Programs and Strategies.....

# Introduction

The Union School District's Master Plan for English Language Learners is a result of collaboration and commitment with and to all members of the school community. The plan ensures not just compliance with regulations for our English Learners but also serves as a roadmap to provide equity and opportunity for all students. Our goal is to have students graduate from the Union School District with the academic and social skills and experiences that equip them to succeed in the global environment of the 21<sup>st</sup> century. It is our responsibility to meet this need and prepare our students for the challenges they will face.

The plan also focuses on aspects of professional development to assist teachers and staff to work effectively with a diverse student population.

The district's ELL Master Plan is based on state and federal laws, district board policies, research, and practice.

## Acknowledgements

The Union School District Master Plan for English Language Learners was developed with the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We greatly appreciate their guidance and support, and thank them for their time in reviewing and giving input for this plan. We thank all who gave of their time and expertise in contributing to the plan.

The district gratefully acknowledges material developed originally in the Fresno USD, Newport-Mesa USD, Los Gatos SD, and Desert Sands USD, and guidance materials from the California Department of Education and the Santa Clara County Office of Education.

# Chapter ONE

## Identification, Assessment and Placement



# 1. Initial Identification, Assessment and Program Placement

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

Parents go to the school site in order to register for school. At the school, parents complete a Home Language Survey, as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter.

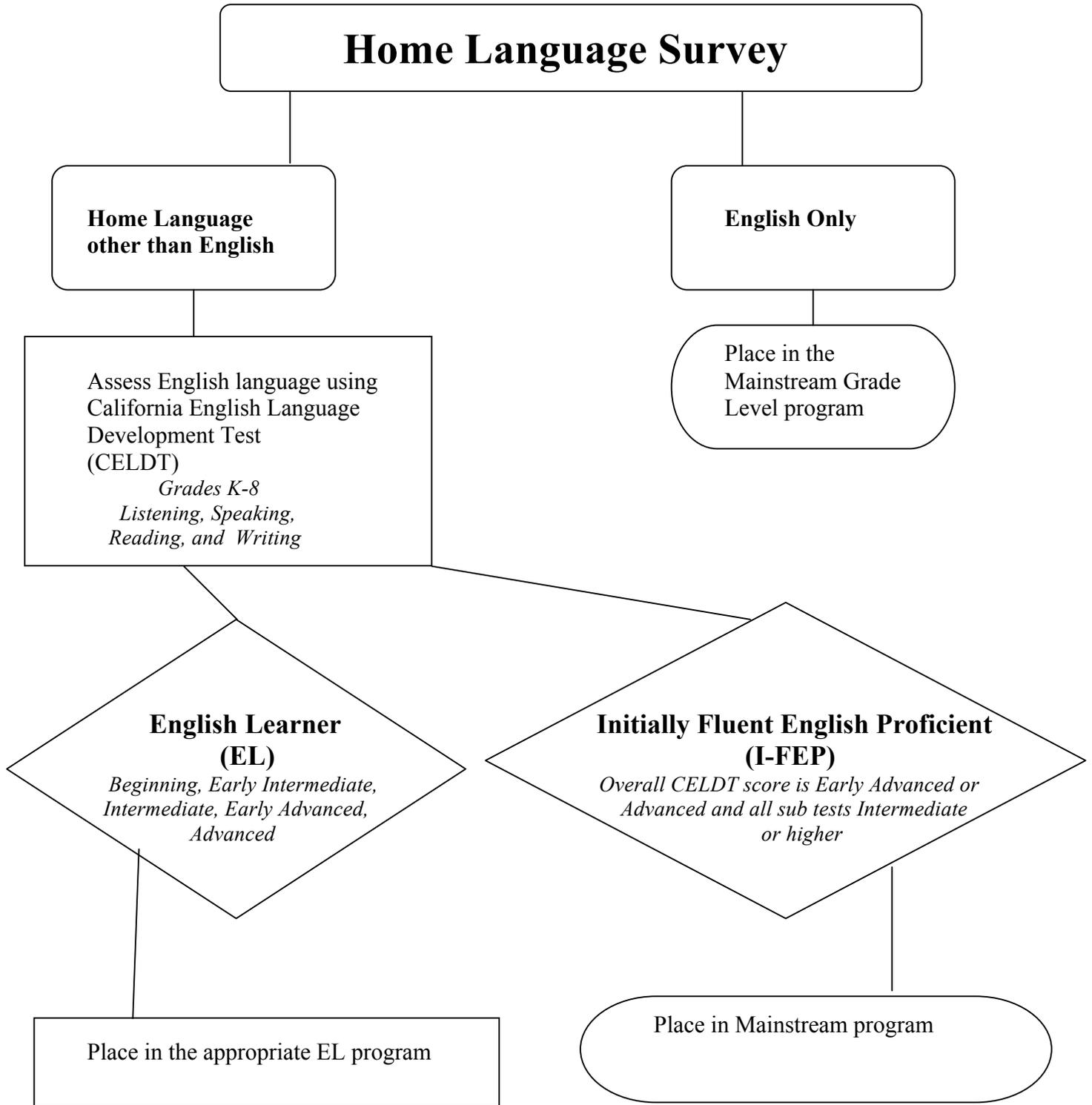
If answers to items, 1, 2, or 3 are “English”, the child is classified as English Only (EO). The parent is notified of the result and the child is scheduled into class with no further attention to language designation.

## Step 2: English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates that a language other than English is used at home complete English language proficiency testing within 30 calendar days of initial enrollment.

If any of items 1, 2, and 3 on the Home Language Survey are answered with a language other than English, the child is tested for English proficiency with the California English Language Development Test (CELDT)

# English Learner Assessment for Initial Identification and Program Placement



Trained personnel in the district do this testing within 30 calendar days of enrollment, and preferably as soon as possible after the student is registered. This testing typically takes place for all ELL students between July 31<sup>st</sup> and October 31<sup>st</sup>. The goal is to make the enrollment and initial assessment process as convenient for the parent and child as possible.

The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT is a standardized language proficiency test designed to measure the English fluency of non-native speakers.

The child receives a score on each part of the test taken (Listening/Speaking, Reading, and Writing) as well as an overall score. The score types used include: raw score, scale score and proficiency level. A preliminary score is calculated for purposes of placement. These preliminary results are communicated to the parent via the Preliminary Placement Form. The results are forwarded for official scoring by the test publisher, Educational Testing Services (ETS). These official results override the informal scoring in those cases where the scores differ. CELDT results and the Preliminary Program Placement are stored in the lavender ELL folder inside the student's cumulative folder, and in the district's database for future use in monitoring student progress and program evaluation.

On the basis of the English language assessment, students are classified as either Initially Fluent English Proficient (IFEP) or English Language Learner (ELL). The parents of IFEP students are informed of the results, and placement is made in a similar fashion as the English Only (EO) students. English Language Learners proceed to primary language assessment (Step 3).

### **Step 3: Parent Notification of Results and Placement**

Upon completion of the testing, parents are notified of the results and given a description of the available program options. This preliminary notification should take place in a face-to-face meeting at the school site.

The results of the Home Language Survey and the language assessment (and, in the case of transfer students, the results of a review of transcripts and previous program placement noted in the registration form) are used to define the options open to student for program placement.

**The Options for English  
Language Learners**

- Structured English Immersion (SEI) Program
- Mainstream English Program

The process will include determination of the most appropriate ELL program for the student. This is determined in the following manner:

Determine whether the student is reasonably fluent in English.

The criteria for reasonable fluency in English are the same as the criteria for “Possibly Fluent English Proficient” in the CELDT Scoring Guide. They include:

1. Student’s overall proficiency level is Early Advanced or higher, and
2. Each skill area proficiency level is Intermediate or higher.

If the child is reasonably fluent in English by these criteria, a placement in a Mainstream English Program is recommended, including additional support services that are appropriate. In this case, the child continues in that placement until reclassified. Support services in the mainstream program must include one or more of the following, as needed:

- Content instruction using SDAIE techniques
- Specialized instruction by a Reading specialist
- English Language Development
- Participation in Intensive Interventions
- Before or after school support programs
- Tutoring
- Response to Instruction
- ELL summer school (when funding is available)
- Other appropriate services

If a child is not reasonably fluent in English by the above criteria, then a placement in a Structured English Immersion (SEI) Program is recommended. In SEI, the instruction is nearly all in English, with the primary language used to support the child’s learning as necessary. The types of support services listed in the previous paragraph are also provided as needed.

#### **Step 4: Program Placement**

Students are placed in a mainstream program and given structured ELD support, specific to their needs and based on ongoing assessment results. The Program Placement Notification form is placed in the student’s blue ELL folder.

### **Legislative Restriction on Enrollment in Alternative Programs**

According to California's Education Code (305, 306, 310,311,48985), the following types of ELL students under 10 years of age must be placed in a mainstream or SEI program for at least 30 days before a parent's request for an alternative program can be honored:

- a. Students in a California school for the first time
  - New Kindergartners
  - Transfers from out of state
  - Students entering a U.S. school for the first time
- b. Students transferring from another California school who have not completed the 30-day requirement in another school.

All other ELLs, including those who have completed the 30-day requirement at another school may enter an alternative program immediately.

Once the CELDT results have been received from the test publisher, the parent is notified in writing via the Initial CELDT Results Parent notification Form and receives the CELDT Information Parent brochure by the home school. This written notification is in English and in the student's primary language whenever possible. A copy of this notification is placed in the student's lavender ELL folder in the cumulative folder. The student's blue ELL folder must contain any primary language test results, a copy of CELDT results, and (for students who have opted for an alternative program) a copy of the Parental Exception Waiver form.

Annually, English Language Learners will be tested with the CELDT until reclassification. Once the CELDT results are received from the test publisher, parents will receive the Annual CELDT Results Parent Notification Form and the CELDT Information Parent brochure.

### **Training for Staff and Administrators on Initial Identification, Placement and Parental Rights/Informed Consent**

The district provides ongoing training for administrators and staff on procedures relating to initial identification, placement, parental rights and informed consent, including the waiver process. The persons to be trained include school principals and office staff members, counselors, teachers, paraeducators, and other staff as necessary. In order to ensure consistency, the training gives special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are enabled to take an active role in their child's education.

## Union School District English Learner Program Settings, Time Requirement, and Curriculum Matrix

Type of Setting	Eligible Students	*Curriculum Components*	ELD Time Requirement	Staffing Requirements
<p><b>Structured English Immersion (SEI):</b></p> <p><i>An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. [EC506]</i></p>	<p><b>English Learners who have “less than reasonable fluency”:</b></p> <ul style="list-style-type: none"> <li>✿ CELDT Level 1 (Beginning)</li> <li>✿ CELDT Level 2 (Early Intermediate)</li> <li>✿ CELDT Level 3 (Intermediate)</li> </ul>	<p><b>Explicit English Language Development (ELD) Daily:</b> appropriate to each student’s level of English proficiency with supplementary ELD Materials (Elementary: HM English Learners Support Handbook; Middle: High Point)</p> <p><b>Access to Core:</b> <i>differentiated</i> instruction in reading, writing, mathematics, social studies, and science with Specially Designed Academic Instruction in English or <i>SDAIE</i> (instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English proficient students) strategies and materials</p> <p><b>Primary Language Support</b>, when possible, to motivate, clarify, direct, support, explain</p>	<p>30 minutes (K)</p> <p>30 minutes (1-6)</p> <p>1 period daily (6 – 8)</p>	<p>Cross Cultural Language and Academic Development (CLAD) Certified or equivalent</p> <p>(Primary language support provided by bilingual instructional assistant, if possible.)</p>
<p><b>English Language Mainstream (ELM) Setting:</b></p> <p><i>A classroom in which the pupils either are native English language speakers or have already acquired reasonable fluency in English. [EC506]</i></p>	<p><b>English Learners with “reasonable fluency” or a “good working knowledge of English”:</b></p> <ul style="list-style-type: none"> <li>✿ CELDT Level 4 (Early Advanced)</li> <li>✿ CELDT Level 5 (Advanced)</li> </ul>	<p><b>Explicit ELD Daily:</b> supplementary ELD Materials (Elementary: HM English Learners Support Handbook; Middle: High Point)</p> <p><b>Access to Core:</b> <i>differentiated</i> instruction in reading, writing, mathematics, social studies, and science with <i>SDAIE</i> strategies and materials</p> <p><b>Primary Language support</b>, when possible, to motivate, clarify, direct, support, explain</p>	<p>30 minutes (K)</p> <p>30 minutes (1-6)</p> <p>1 period daily (6 – 8)</p>	<p>CLAD Certified or equivalent</p> <p>(Primary language support provided by bilingual instructional assistant, if possible.)</p>

\*All of the instructional programs designed for English Learners must contain the following components:

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

Matrix Concept courtesy of Newport-Mesa Unified School District

# Chapter TWO

## Instructional Programs



## 2. Instructional Programs

Union School District offers two program options to English Language Learners: Structured English Immersion and Mainstream English. Each of these options is designed to ensure that students acquire English-language proficiency and recoup any academic deficits that may have developed in other areas of the core curriculum. Both options contain the following required components:

- Well-articulated standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Language Learners.
- Well-articulated standards-based, differentiated instruction in the core curriculum, with Specially Designed Academic Instruction in English (SDAIE)
- Structured activities designed to develop multicultural proficiency and positive self-esteem.

Regardless of the program option provided, each ELL is expected to make progress in English and in grade level academics. Union School District is committed to providing all students with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist student in becoming productive members of society. ELD instruction begins in kindergarten, and should equip participants in either program to participate effectively in mainstream English language instruction.

### English Language Development

English Language Development (ELD) is a component of all program options for English Language Learners. The ELD component is based on the California Language Development standards and provides a pathway to the English Language Arts (ELA) standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. Instruction must develop ELL's full receptive and expressive proficiencies in the domains of listening, speaking, reading, and writing.

ELD instruction provides an on-ramp to the English language arts curriculum. It should build academic language proficiency that includes functions, forms and fluency. This approach, places meaning and use as the central features of language and approaches grammar from that perspective. The district supports the use of rigorous ELD instruction that includes both informal and formal language learning opportunities. Emphasis is also placed on natural language acquisition, with appropriate use of direct instruction of academic language.

Instruction in ELD and other curricular areas involves the use of scaffolding content to make it accessible for all ELL students. Scaffolding is a special kind of instructional assistance that

allows the learners to move toward new skills, concepts, or levels of understanding. Providing support, the teacher helps a student know how to do something that the learner will later be able to complete alone. (Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*, 2002). Therefore, the instruction addresses the variety of English proficiency levels but also works towards building academic language using scaffolds, building on prior knowledge and using multiple opportunities for students to engage in academic language use. Specific scaffolding strategies may include building connections between what students know and are learning, visual aids, cooperative learning strategies and differentiated instruction strategies.

All schools are expected to use state-adopted ELD materials or state-designated ELD materials that provide full access to the California ELD standards, and that can ensure effective and efficient mastery of English as a foundation for further success in mainstream English instruction.

Various conditions help facilitate second language acquisition and development. Language is comprehensible to the English learner when:

- It is in context;
- It has real-life purpose;
- Prior knowledge is activated;
- Background knowledge is developed;
- There is peer scaffolding;
- Risk-taking and approximations are encouraged;
- Errors are accepted as part of the acquisition process;
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia”, props, visuals, facial expressions, and/or gestures);
- Positive feedback and correction by modeling are used.

## **Transferability of Skills**

New learning is achieved most successfully when introduced in connection to prior knowledge. Students are able to transfer their knowledge from one language to another given adequate instruction, support and opportunities to make connections. Many skills in English are either totally or partially transferable from another language. For instance, when a student understands the concept of synonyms, in his primary language, such as Spanish, he would be able to transfer the concept into the new language (English). In many cases, decoding in English will not need to be taught separately for a student who can decode in Spanish. The exceptions, however, do need to be taught. For instance, the vowels in English are only partially transferable, since some short vowels do not exist in Spanish. A challenge is that there are some concepts that are not transferable at all, or that differ greatly, depending on the primary language of the student. Transferable skills are directly taught so that students make the connection between their primary language and English. Transferability of skills is possible when instruction about a specific concept or skill has already taken place in the student’s primary language. The teacher then gradually assists the student in moving the knowledge from the primary language to the second language.

## **Time for ELD**

English Language Development is part of the school day for every ELL throughout the entire school year. The teaching of English within the program is based on the students' level of English Proficiency. The purpose of the ELD component is to teach second language learners to communicate with high levels of understanding in English. ELD also provides a foundation for literacy development reading and writing. It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency. An English Learner student must receive ELD instruction for the entire school year, until the student is reclassified.

## **Instructional Programs at the Elementary Level**

The manner of delivery of ELD varies from setting to setting. ELD may be taught within a self-contained classroom or through a teaming arrangement in which students are leveled and regrouped across classrooms, i.e. Response to Instruction (RtI). The manner of delivery is contingent upon the specific school and program setting. In deciding on the most appropriate manner of delivery, such conditions as the number of ELLs in the classroom, the variation in English language level, and the program option are taken into consideration. The selection of a delivery option needs to optimize the effectiveness of ELD instruction within the constraints of the particular situation.

## **Elementary Mainstream English Program**

### **Summary**

The goal of English Learners in the Mainstream English Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. However, special support options are provided for ELLs as needed.

### **Students Served**

- Fluent English Proficient (FEP) students.
- Reclassified English Language Learners (RFEP).
- ELLs whose parents/guardians have declined participation in Sheltered English Immersion programs.
- ELLs who are "reasonable fluent" in English.

### **Program Components**

- Houghton Mifflin ELD Program
- Daily English Language Development (ELD) for ELLs at the assessed stage of English acquisition.
- Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction.
- Differentiated instruction in reading, writing math, science, and social science, delivered in English using decreasing SDAIE strategies. Use of state-approved, district-adopted, standards-based materials.
- Primary language support when available
- Flexible grouping (RtI)

## **Special Support Options**

- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in intensive interventions
- Before and/or after school intervention programs
- ELD summer academy (when funding available)
- Other appropriate services
- Technology supported programs (i.e, Read 180 and Read Naturally)
- Parent language support (i.e., Rosetta Stone)

## **Instruction Programs for Middle School (Gr. 6-8)**

This instructional program options for middle school are the same as in the elementary schools; however, the program looks a little different.

In order for ELLs to be appropriately placed, the resources and assets that they bring to the educational setting will be identified. Upon entering middle school several factors are considered: (1) language assets and needs: students' proficiencies in both the primary and second language; (2) prior education: an analysis of academic preparation; and (3) family background: the educational foundation that begins at home and in the community is assessed.

Once ELL assets have been identified, every effort will be made to develop an individualized program that takes into account each of those assets and needs. The school counselor and ELD teacher develop a program that matches the student's preparation and ability, blending appropriate ELD classes, mainstream classes and electives.

## **Middle School Mainstream English Program**

### **Summary**

This is a specially-designed mainstream Program. The goal is for English language learners to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. However, special support options are provided for ELLs as needed.

### **Students Served**

- This program is recommended for the reasonably fluent ELLs
- ELLs who are "reasonably fluent" in English (a score of CELDT level 4 overall, with no sub-score below level 3)
- ELLs whose parents/guardians have refused participation in Structured English Immersion programs.
- Fluent English proficient (FEP) and English-only students.
- Reclassified English Language Learners (RFEP) who are placed with ELLs in these classes receive regular mainstream instruction.

## **Program Components**

- Daily English Language Development (ELD) to meet the specific ELD needs of the student. This may be delivered in a grade-level language arts class, or a special class provided advanced ELD.
- Grade-level content courses (math, science, social science, etc.) delivered in English, with differentiated instruction that includes special support, as needed, for ELLs.
- Advanced classes, as appropriate.

## **Special Support Options**

- Primary language support
- Tutoring
- Specialized instruction by reading specialists
- Participation in intensive interventions
- Before and/or after school intervention programs
- Summer School (when funding available)
- Other appropriate services

## **Staffing Requirement**

- Appropriate subject matter authorization. CLAD/BCLAD or equivalent requires if an English Learner (ELL) is placed in the class.
- Alternatives to CLAD/BCLAD
  - SB 395 OR SB 1969
  - BCC or LDS Certificate
  - General teaching credential or supplementary ESL authorization (ELD) only

## **Different groups of ELLs need different services**

English Language Learners at the secondary level have a variety of backgrounds and educational needs. Students present unique situations in terms of their grade levels, schooling histories, and varying literacy developments in the primary language and English. Appropriate student placement will be based on language assessment results in English, teacher evaluations and recommendations, and the students' length of time in school.

At the secondary level, there are four distinct groups of ELL students. These include:

1. Newly enrolled English language learners with adequate formal schooling;
2. Newly enrolled English language learners with limited formal schooling (under- schooled);
3. Long term English language learners (>6 years as ELL); and
4. ELLS who are meeting benchmarks and are making expected progress toward language and academic goals.

## **1. Newly Arrived English Language Learners with Adequate Formal Schooling**

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country. Students are usually on grade level with respect to the expectations of the schools in their native country, and most have the content knowledge background that supports them in their content instruction in English. These students entering mid-program should be given credit for course work already completed in their native country. Individual student schedules will take into consideration, the potential need for year-long leveled English language development (ELD or Sheltered English), academic content classes taught through SDAIE, electives that are non-language dependent.

## **2. Newly Arrived English Language Learners with Inadequate Formal Schooling**

Immigrant students with little or no prior schooling typically score at the beginning level of their reading and writing in their primary language, and have grade three or below skills in Math. Many students come with interrupted schooling in their native country and face tremendous difficulty in completing an academic secondary program. These students need an instructional program that will address their primary language literacy needs, and a flexible junior high school program that will prepare them for high school curriculum. As with students with adequate formal schooling, individual student schedules will take into consideration, the potential need for year-long leveled English language development (ELD or Sheltered English), academic content classes taught through SDAIE, electives that are non-language dependent.

## **3. Long Term English Language Learners**

Students considered long-term English Language learners have more than six years with uninterrupted schooling in the United States. Students often have high oral fluency in English, and in some cases “reasonably fluent” proficiency (CELDT 4 & 5). But for a variety of reasons they have not yet achieved the academic requirements to qualify for reclassification. In determining the program placement of long-term English language learners, it is important to first identify the students’ academic and linguistic needs and consider the following:

- Student’s number of years enrolled in U.S. schools
- Quality and consistency of English language Development instruction
- Consistency of student’s instructional program
- Overall student’s educational history

Consideration of these factors will help determine if the student’s performance is related to his/her English Language Development or other issues that affect the student’s academic performance.

Students will need all or some of the following:

- English Language Development, either through a SDAIE English class or intervention class that addresses both language and literacy skills;

- Sheltered or English mainstream instruction in the core subjects provided by an appropriately CLAD/BCLAD certified teacher
- Counseling and monitoring to ensure that students are enrolled in classes that meet junior high school requirements;
- Intervention support (before or during the school day)

#### 4. ELLs who are meeting benchmarks

Students in junior high school are placed at a given level of ELD prior to transitioning into more advanced, grade level English courses. This placement is based on initial assessment scores for new students, annual CELDT and Mastery (end of level) test performance, along with teacher recommendations and performance on the California Standards Tests in English/Language Arts.

### Considerations for all ELL Programs

English Language Learners are provided access to a well-articulated, standards-based core curriculum. In both Structured English Immersion and Mainstream English settings, the core instruction occurs in English, with use of Specially Designed Academic Instruction in English (SDAIE) strategies.

#### SDAIE -Specially Designed Academic Instruction in English

SDAIE is a methodology for maximizing students' comprehension of English language instruction by use of special strategies and techniques. The basic features of SDAIE include:

- Contextualized instruction, a liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;
- Use of language modifications such as pause time, questioning, pacing, and highlighting;
- Task-based instruction, allowing students to work with concepts, and the language of those concepts in a variety of ways (such as acting, drawing or mapping out the concepts, or using poetry, song, chant, letters and diaries, etc. to express and exemplify concepts);
- Language-sensitive and culture-sensitive content teaching;
- Use of accommodations in the learning environment in order to maximize the number of students able to access the content;
- Encouraging students to actively use language;
- Frequent checking for understanding;
- Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and product development.
- Peer support through whole class, partner and small group projects.

## **Commitment to Special Education Services: Primary and Secondary Programs**

English language learners have access to Special Education services just as all other students in Union School District. Careful review by the Appropriate Links to Learning (ALL) of all referrals takes place first, which includes second language surveys, ALL referral forms, modifications and intervention, review of student records, verification of current hearing and vision screening, parent interview as well as interview with student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflected of expected patterns of the student's second language acquisition based on schooling, and time in the country, and that growth is being made.

When it is determined that an ELL needs to be assessed, whether it be for speech, academic, or cognition evaluation, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural differences are taken into consideration when determining special education eligibility.

Instructional decisions related to student's language acquisition status must be described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language Development as well as goals that support access to the content areas through primary language support, if necessary. To the extent that the student's English Language Development program relates to the student's need for Special Education services, the IEP must document the provision of these services.

English Language Learners in grades K-8 with and IEP, as reflected on CELDT sub scores in listening and speaking, reading, and/or writing, continue to receive ELD and SDAIE instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class staff, will receive the same training as general education staff in working with ELLs.

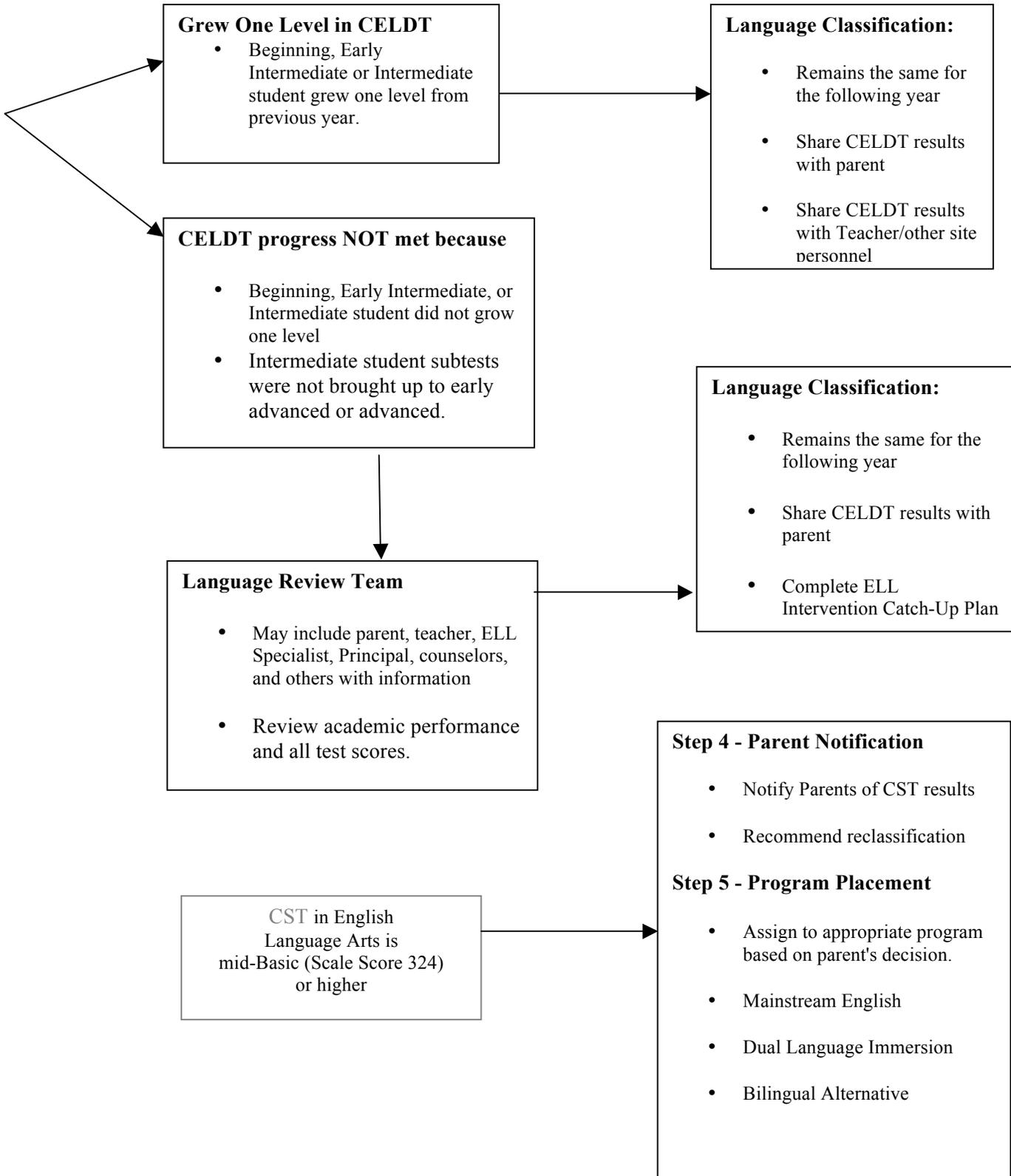
Through the *Annual Parent Notification Letter*, parents can request alternatives to the ELD program for their students. The Educational Services Department and the site will work together with the parent to ensure parental request and educational goals are met.

## **Gifted and Talented Education (GATE)**

Union School District is committed to ensure equity in its Gifted and Talented Education (GATE) program with equal access to all ELLs through its identification, referral process, testing and teaching methodologies. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. Students will be tested for GATE starting in Grade 3 and may be considered for placement through teacher and/or parent referral. GATE testing is also incorporated in the annual STAR testing.

**Figure 3.1: Process for Monitoring of Student Progress and Reclassification**

ELL Intervention Catch-Up Plan



## **The Reclassification Process**

The reclassification decision is made by a Language Review Team after considering the evidence regarding student's performance and consulting with the parent. The membership of the Language Review Team includes: site ELL specialist, principal, classroom teacher, parents, and any other relevant specialists, including counselors. After the team has made a determination and recommendations regarding the student's future program and support needs, the ELL specialist fills out the district Reclassification Form, grade 2-8. They will also attach the appropriate grade level Reclassification parent letter. Copies are given to the district office and to the parent, and a copy is placed in the child's cumulative folder. The child is then coded as reclassified in the district database. This enables district personnel and the district Assistant Superintendent to monitor all reclassified students as a group for ongoing success in all district programs.

### **Monitoring and Follow-Up on Reclassified Students**

Site ELL specialists and principals monitor the progress of reclassified ELLs at the end of each grading period for two calendar years following a student's reclassification. The Reclassification Follow-up form is used to summarize student performance on the critical measures, and the language Review Team's findings. Services that may be provided include, but are not limited to:

- Specialized academic assessment
- Tutoring
- English Language Development instruction
- Participation in benchmark, strategic or intensive interventions provided by the school

### **Initial Fluent English Proficient Students**

According to the CDE definition, students who score at least at the early advanced proficiency level overall without any skill area below the intermediate proficiency level should be identified as initial fluent English proficient (IFEP). IFEPs who incur any academic deficits may be monitored through the ALL model to plan intervention and oversee academic progress.

### **Retention and Promotion of English Language Learners**

The Governing Board of Union School District expects students to progress through each grade within one school year. Students shall progress through the grade level by demonstrating growth in learning and meeting grade-level standards of expected student performance. To accomplish this goal, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

ELLs with less than three years of English instruction will not be retained unless it is determined that the student is not making adequate progress due to factors other than language acquisition. The recorded decision of the ALL, including the classroom teacher, will provide documentation as to why the determination was made. All documentation will be placed in the student's cumulative record.

## Definition of Long Term Language Learners

Our district defines Long Term Language Learners as:

Language Learners who have been enrolled in California public schools and remained at the same CELDT level for 3 or more years.

Long Term ELLs who have an IEP will have their needs addressed in their IEP.

Students who are labeled “Long Term Language Learner” will be given a series of consistently implemented interventions that promote students engagement and include best teaching and learning strategies (i.e. scaffolding, exposure to full curriculum, small group instruction, rigorous exposure and use of academic language in student talk)

## Assessments Given to English Language Learners

All district schools will use standard assessments and procedures to gather information on language acquisition and academic progress for ELLs. The following tables detail the instruments, grade levels, and descriptions for assessments of English and the primary languages of students. Included are timelines and information on the persons responsible for administering these assessments.

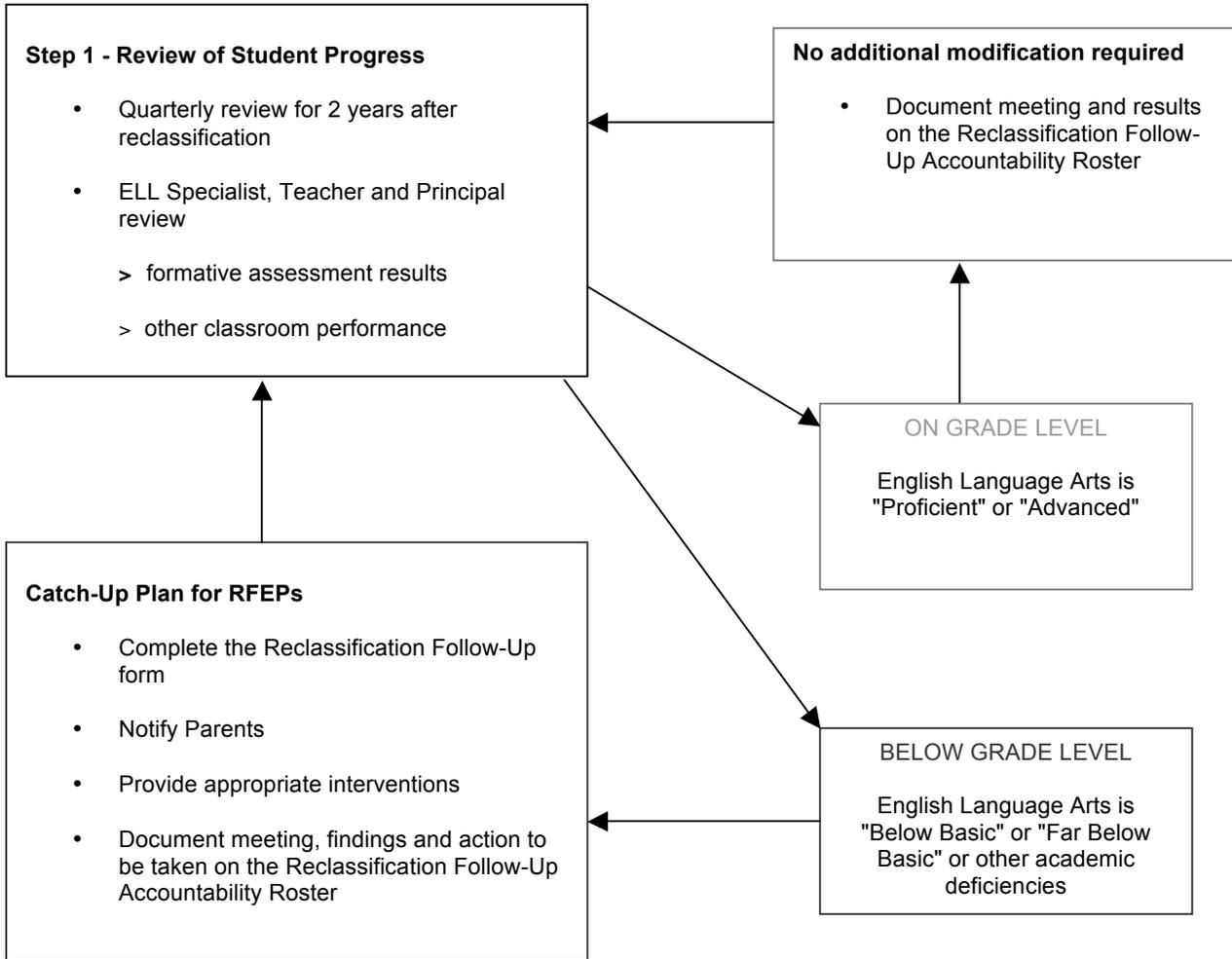
## The Reclassification Process

The reclassification decision is made by a Language Review Team (LRT) after considering the evidence regarding the student's performance and consulting with the parent. The membership of the Language Review Team includes: site ELL Specialist, Principal, classroom teacher, ELD teacher, parent, counselors, and any other relevant specialists. After the team has made a determination, and made recommendations regarding the student's future program and support needs, the ELL Specialist fills out the district Reclassification Form, grades 2<sup>nd</sup>-8<sup>th</sup> (Form ELL 48). They will also attach the appropriate grade level Reclassification Parent letter. Copies are given to the district's Office of ELL Programs and Services and to the parent, and a copy is placed in the child's cumulative folder. Each submitted reclassification form is verified at the point of input. The child is then coded as reclassified in the district database. This enables district personnel and the district ELL Director to monitor all reclassified students as a group for ongoing success in all district programs.

**Figure 3.2: Reclassification Criteria**

Area	Data Gathered	Reclassification Criterion
English Language Proficiency	Most Recent CELDT test	<p>Overall level: Advanced or Early Advanced</p> <p>Listening/Speaking: Intermediate or higher</p> <p>Reading: Intermediate or higher</p> <p>Writing: Intermediate or higher</p>
Academic Achievement	Most recent California Standards Tests in English Language Arts (ELA)	Mid-Basic (Scale Score of 324 or higher) in ELA Previous USD criteria included math. The state does not require math as part of reclassification Criteria.
Teacher Evaluation	Teacher's Recommendation and current report card	<p>Grades 2 - 5:</p> <ul style="list-style-type: none"> <li>• Teacher agrees that student is performing successfully in all academic areas.</li> <li>• Report card indicates that student meets approaching standards in all areas.</li> </ul> <p>Grades 6 - 8:</p> <ul style="list-style-type: none"> <li>• minimum of "C" in all academic areas (Language Arts, Math, Social Science, and Science) on most current report card</li> </ul> <p>If there are any deficits, the teacher agrees that:</p> <ul style="list-style-type: none"> <li>• the student is performing successfully in academic areas - or -</li> <li>• any deficits in motivation or performance are unrelated to English Language proficiency</li> </ul>
Parent Opinion	Description and results of consultation with parent	Parent agrees that reclassification is appropriate

**Figure 3.3: Process for Follow-Up Monitoring of Student Progress After Reclassification (RFEP)**



If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/ parent/teacher conference is held and the Language Review Team meets to develop an intervention plan for the student.

Accountability Roster is used to chart all students (those making satisfactory or unsatisfactory progress). Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Participation in benchmark, strategic or intensive interventions provided by the school (Rtl).

### Assessments Given to English Language Learners

All USD schools will use standard assessments and procedures to gather information on language acquisition and academic progress for ELLs. The following tables detail the instruments, grade levels, and descriptions for assessments of English and the primary languages of students. Included are timelines, and information on the person(s) responsible for administering these assessments.

**Figure 3.4: English Language Development Assessments**

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	K-8	<ul style="list-style-type: none"> <li>• Assesses listening, speaking, reading &amp; writing in English</li> <li>• State mandated Instrument</li> <li>• Used to measure Adequate Yearly Progress for NCLB Title III</li> </ul>	Initially: At registration (Legal allowance - within 30 calendar days from date of registration)  Annually: July-September	Initial: Trained staff person at school site  Annual: Trained staff person at school site
Curriculum embedded ELD profiles and assessments	K-8	<ul style="list-style-type: none"> <li>• To be developed</li> </ul>		

**Figure 3.6: Academic Achievement: Assessments in English**

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Standards Tests	2 - 8	<ul style="list-style-type: none"> <li>• Criterion referenced tests assessing student's mastery of grade level standards in English Language Arts, Mathematics, Science and Social Studies</li> <li>• State mandated instruments</li> <li>• Used to measure Adequate Yearly Progress for federal No Child Left Behind accountability</li> <li>• Included in the Academic Performance Index</li> </ul>	Annually in Spring	Teacher
California Writing Test	4 and 7	<ul style="list-style-type: none"> <li>• Rubric-scored test of writing applications</li> <li>• Included in ELA CST results for 4<sup>th</sup> and 7<sup>th</sup> grade</li> </ul>	Annually in Spring	Teacher
California Achievement Test (CAT6)	3 and 7	<ul style="list-style-type: none"> <li>• Norm referenced test assessing students' cumulative knowledge in Reading/ Language Arts, Spelling, and Mathematics</li> <li>• State mandated instrument</li> <li>• Included in the Academic Performance Index at 3<sup>rd</sup> and 7<sup>th</sup> grades</li> </ul>	Annually in Spring	Teacher
CA Alternate Performance Assessment (CAPA)	2 - 11	<ul style="list-style-type: none"> <li>• Criterion reference tests for students with significant cognitive disabilities.</li> <li>• Tests assess student's knowledge in the areas of English Language Arts, Math and Science</li> </ul>	Annually in Spring	Teacher
Houghton Mifflin English Language Arts Assessments	K - 6	<ul style="list-style-type: none"> <li>• Curriculum-embedded Reading/Language Arts assessments contained in the Houghton Mifflin English Language Arts series</li> <li>• District mandate</li> </ul>	Periodically Throughout the year	Teacher
California Designated Primary Lang. Test	2 - 11	<ul style="list-style-type: none"> <li>• Norm referenced test: Part of STAR testing program</li> <li>• Administered to Spanish speaking students who have: (1) been in school 12 months or less; (2) received academic instruction in Spanish during the same school year</li> <li>• State mandated instrument</li> </ul>	Annually in Spring for all students in Bilingual Altrntv. Programs and Dual Language Immersion Programs	Teacher or trained staff

# Chapter FOUR

## Staffing and Professional Growth

# 4. Staffing & Professional Growth

## **Staff Configuration**

The district ensures that all teaching personnel whose assignment includes English Language learner students will hold appropriate certification to provide necessary instructional services to English language learners. An elementary or secondary teacher assigned to provide ELD or SDAIE or to oversee the program of direct service must be properly authorized or “actively pursuing” authorization.

Whenever open teaching positions require CLAD certification, the district actively recruits and hires teachers who are fully certified to fill such positions. An annual report is submitted to the State through the Technology Department verifying that teachers have the appropriate credential. All submitted information is tracked and monitored by the Human Resources department and the Director, Curriculum and Instruction.

## **Recruitment Procedures: Teachers**

Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Human Resources and Educational Services staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When there is not a sufficient number of authorized teachers available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations. Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled.

**Figure 4.1: Required Teacher Authorization**

**Recruitment Procedures: Teachers**

The district Director coordinating English Language Learner Programs and Services works closely with the Director of Human Resources and the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district's approach to recruitment of teachers for ELLs.

1. Each spring, following the annual R-30 Language Census report, each principal is informed regarding the need for adequate numbers of qualified teachers to fully implement the ELL programs at the school, as directed by the district's ELL Master Plan. The elements that comprise these programs include: English Language Development, content instruction with SDAIE strategies, primary language support, and primary language instruction. The principal is also given information on how many classes are needed for each program type in the school.
  
2. The principal develops a proposed three-year staffing plan for the school, based on projected ELL student numbers and program enrollment. This plan is reviewed by the Director of ILL Programs and Services each spring. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Human Resources staff and site administrators assign properly credentialed teachers

Type of Instruction	Proper Authorization
English Language Development (ELD)	<ul style="list-style-type: none"> <li>• Multiple or Single Subject Teaching Credential with CLAD/BCLAD Emphasis</li> <li>• CLAD/BCLAD</li> <li>• BCC, LDS</li> <li>• General teaching credential (ELD only)</li> <li>• Supplementary Authorization in ESL (ELD only)</li> <li>• University or District Internship Credential with CLAD Emphasis</li> <li>• SB 395 or SB 1969</li> </ul>
Specially Designed Academic Instruction In English (SDAIE)	<ul style="list-style-type: none"> <li>• Multiple or Single Subject Teaching Credential with CLAD/BCLAD Emphasis</li> <li>• CLAD/BCLAD</li> <li>• BCC, LDS</li> <li>• Supplementary Authorization in ESL (ELD only)</li> <li>• University or District Internship Credential with CLAD Emphasis</li> <li>• SB 395 or SB 1969</li> </ul>
Primary Language	<ul style="list-style-type: none"> <li>• Multiple or Single Subject Teaching Credential with CLAD/BCLAD Emphasis</li> <li>• BCLAD</li> <li>• BCC</li> <li>• University or District Internship Credential with BCLAD Emphasis</li> </ul>

## **Recruitment Procedures: Paraeducators**

The need for para-educator positions is determined in the same way as described for teachers. Positions are advertised and filled internally before beginning external recruitment.

## **District and Site Training**

The district professional development plan includes training for all staff who work with ELLs, including administrators, para-educators, counselors, teachers, district office personnel, and office personnel. Training will address:

- Master Plan policies, procedures, and guidelines
- ELL program design and options
- ELD and SDAIE instruction
- Parent outreach to ensure their informed consent, understanding of, and participation in the program options for their child.

In addition to district-sponsored professional development, teachers new to the profession participate in the BTSA program. Additionally, all teachers and school personnel benefit from the partnership established with neighboring districts and the Santa Clara County Office of Education.

# Chapter FIVE

## Parent and Community Involvement

# 5. Parent and Community Involvement

## Procedures for Parent Notification about Parental Exception Waivers

1. After enrolling and completing all required assessments, parents of all students with a language other than English on questions 1, 2, or 3 on the Home Language Survey are given the Preliminary program Placement form. The form reports the results of the initial assessment and the options for program placement based on these results.

Once the CELDT results have been received from the test publisher, the parent is notified in writing via the Initial CELDT Results Parent Notification Form. This written notification is in English and in the student's primary language.

2. The parental exception waiver process is explained to parents and they receive an orientation to the district's program options for English Language Learners. The Parental Exemption Waiver must be obtained and signed at the school site. Parents interested in completing the waiver meet with the principal or designee to review the program options and to sign the waiver. Parents are also provided with a written explanation of the program options and are informed of the legal requirements that must be adhered to in placing students and in granting parental exception waivers, including:
  - Prior to their first year of placement, every English Language Learner under 10 years of age who is enrolling in a California school for the first time must be initially placed in a program taught overwhelmingly in English for not less than 30 calendar days.
  - The waiver requires the principal's approval.
  - A parent applying for a waiver may request that the State Board of Education review the district's guidelines or procedures.
  - All parental exception waivers are implemented within 20 instructional days of submission to the school principal, except for the waiver requests for students under 10 years of age. These may not be acted upon before the end of the 30-day calendar placement in which instruction is overwhelmingly in an English language program.
3. School personnel provide program placement recommendation, based on assessments and parent preference.

4. If the waiver is completed, copies are distributed to

- The blue ELL folder in the child's cumulative file
- The parent
- The district curriculum office

Once a student has been enrolled in a program, he/she should not be moved to another program without review and action by a Language Review Team and informed parental consent demonstrated by parent's presence at Language Review Team and the parent's signature on the Program Placement Form.

5. Each parent is advised yearly about the district's placement options for English Language Learners and the opportunity to apply for a Parental Exception Waiver. This notification included instructions for parents who wish to apply. Each spring, after the annual LRT, the parent is informed of the child's CELDT results. At the time, the parent reviews the official CELDT (Initial or Annual) results, noting program options and the district's recommendation for placement for the coming year.

The child's placement is an outcome of the spring LRT meeting. The site administrator works with the ELL teacher to conduct the annual program placement presentation for the school's parents/guardians. This is conducted in the fall (no earlier than 30 calendar days after the start of the school year for Kindergarten families). Parent consent is necessary for changes in program.

#### **Procedures for Approval/Denial of Parental Exception Waivers**

- During the conference conducted by the principal or designee at the newly enrolled student's school site:
- Parent Exception Waivers are available to parents of all English Language Learners.
- Parents interested in completing the waiver process will meet with the principal or designee per Sections 305, 306, 310, 311 of the California Education Code.
- English only instruction may be waived by parent request.
- All approved and denied waivers will be sent to the Assistant Superintendent, Educational Services. The Ed. Services office will issue an annual report of the number of granted and denied waivers.
- Any parent who applies for a waiver can request that the State Board of Education review the district's guidelines or procedures.

- The waiver requires the principal’s approval.
- Each application for a waiver will be considered on its individual merits.
- Approval of Parental Exception Waivers occurs unless the school principal and educational staff determine denial would better suit the overall educational development of the student.

Any explanation, in writing, will be provided to the parent of the reason(s) for the denial of a waiver request and of the district’s appeal procedures. If the parent wishes to appeal the denial, s/he may use the district grievance process.

Section 311 of the California Education Code describes the three circumstances in which a Parental Exception Waiver maybe granted:

**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/her grade level or at or above the 5<sup>th</sup> grade average, whichever, is lower.

**2. Older children**

The child is age 10 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 basic English language skills.

**3. Children with special needs (children less than 10 years old)**

The child already has been placed for a period of not less than thirty calendar days 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 educational study would be better suited to the child’s overall educational development. The parents shall be fully informed of the right to refuse a waiver.

**Parent Advisory Committees**

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

## **English Learner Advisory Committee (ELAC) Requirements**

- Members are chosen by election. All parents/guardians of English Language Learners have an opportunity to vote. If committee vacancies exist after an election, the principal may appoint members to serve who represent the target population.
- Members receive materials and training related to carrying out their legal responsibilities.
- The ELAC advises the principal and staff on topics related to English Language Learners, including:
  - Development of a Single Plan for Student Achievement as it relates to English Learners and the school's needs assessment;
  - Administration of the annual language census;
  - Reinforcing parent awareness of the importance of regular school attendance.
- Members elect representatives to the District English Language Learner Advisory Committee.
- The site principal and Director, Curriculum and Instruction annually review the implementation of the ELAC in order to ensure that all requirements are met. All site ELAC documentation (calendar of ELAC dates, agendas, and minutes) must be kept at the school site, and a copy of all documentation is sent to the district office.

## **Implementation of the Site ELAC**

- The principal is responsible for establishing the ELAC. The principal or a designee coordinates meetings and communication/documentation between the site and the district office. Elected officers conduct the meetings.
- Elections for ELAC members are conducted at the school site by October 1<sup>st</sup> of each year. Membership composition must reflect the percentage of English Language Learners in the school. Membership includes parents and school staff (fewer than the number of parents). If a member must be replaced during the year, the replacement serves for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

## **ELAC Roles and Responsibilities**

- The Ed. Services department will provide training on establishment of ELAC to site administrators/site personnel in early September.

- The principal assists with planning the ELAC meetings, attends the meetings
- The principal arranges an agenda planning session with the ELAC chairperson prior to each meeting.
- Meeting dates are determined and publicized in English and other languages in advance.
- The ELAC conducts formal and advisory meetings, with agendas and minutes.
- During the school year, the ELAC members receive training in the four aforementioned areas.
- In the fall, the ELAC elects one member to the District English Language Learner Advisory Committee to represent the ELLs at a site.

### **District English Learner Advisory Committee (DELAC) Requirements:**

The DELAC advises the governing board on the following:

- A timetable for and development of a district Master plan for Education programs and Services for English Language Learners, taking into consideration the school site plans for English Language learners.
- A district wide needs assessment on a school-by-school basis.
- The district program, goals, and objectives for programs and services for English Language Learners.
- The plan to ensure compliance with applicable teacher or aide requirements.
- Administration of the language census.
- District reclassification procedures.

Other DELAC implementation provisions include:

- Meeting at least twice a year.
- The DELAC operates according to guidelines contained in its by-laws.
- The Director, Curriculum and Instruction serves as district liaison to the DELAC. This person assists with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.

- The DELAC will communicate their ongoing advice to the Superintendent and governing board via the Director, Ed. Services. Once a year a report will be presented to the Superintendent and the governing board.
- The DELAC chairperson presides at meetings and signs all communications.
- The district provides all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.

# Chapter SIX

## **Evaluation and Accountability**

# **6. Evaluation & Accountability**

Accountability is a shared responsibility. Students, parents and all personnel at the school and district have a role. Evaluation is not just an annual assessment, but it is on going and informs instruction and program development.

### **Infrastructure: A key element in ELL accountability**

The Administrative Council, District Curriculum Council, made up of district stakeholders, and the DELAC all serve as advisory groups to the ELL program and, in turn, as standing committees that evaluate the program components and student progress. Individually and through coordination these groups serve as a clearinghouse for strategies, ideas, and suggestions for ELL programs; evaluate and determine that practices, resources, and personnel are being used effectively to implement the district’s program for English Language Learners; and ensure communication and integration throughout the district.

### **Evaluation Goals**

- 1. Implementation**  
ELL programs are fully implemented as described in this plan.
- 2. English Proficiency**  
ELLs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.\*
- 3. Academic Progress**
  - (a) ELLs will make steady progress in core academic subjects.
  - (b) ELLs in the district 5 years or longer will meet grade-level standards in core academic subjects.
- 4. Decrease Risk of Failure**  
Rates for ELLs and RFEPs in categories indicating risk for school failure are no greater than those for English Only students.
- 5. Parent Engagement**  
Parents of ELLs and RFEPs participate meaningfully in their children’s education.
- 6. Multicultural Proficiency**  
ELLs will develop multicultural proficiency.

Note: As measured by Annual CELDT, the state criteria for AMOA1 (progress in learning English) are: for students at Levels 1-3 overall, gain one level per year; for student at Level 4 and 5 overall, bring subskill scores to level 3 or higher (i.e., English proficient level per State Board of Education guidelines); for students at the English proficient level, maintain that level until reclassified. The state criteria AMAO 2 (attaining English language proficiency) on

the CELDT are: attain the English proficient level (overall level 4 or 5 with all subskills e or higher) after four years or if at the intermediate level or above. Targets for each AMAO steadily increase.

**Figure 6.1: Evaluation Goals and Questions**

Goal		Evaluation Questions
<p><b>Implementation</b></p> <p>ELL programs are fully implemented as described in this plan.</p>	1.1	Are ELL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?
	1.2	To what extent is the Master Plan for English Language Learners useful to teachers, administrators, and parents as a tool to meet the needs of ELLs and staff?
<p><b>English Proficiency</b></p> <p>ELLs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.</p>	2.1	Do ELLs meet the state's Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English?
	2.2	Do ELLs meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency?
	2.3	Are there overall proficiency gains on all sub tests on the CELDT for students 1-3 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students 4-5 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students more than 5 years in U.S. schools? What are the overall gains in the cohort groups?
<p><b>Academic Progress</b></p> <p>ELLs will make steady progress in core academic subjects</p> <p>ELLs in our district 5 years or longer will meet grade-level standards in core academic subjects</p>	3.1	Are increasing percentages of ELLs making steady academic progress on CST-ELA?
	3.2	Are increasing percentages of ELLs making steady academic progress on CST-Math?
	3.3	Are ELLs not making steady academic progress being identified and appropriately served?
	3.4	Are increasing percentages of ELLs in our district 5 years or longer meeting all criteria required for reclassification?
	3.5	Do ELLs (and RFEPs) meet the state's Title I Adequate Yearly Progress target in English Language Arts?
	3.6	Do ELLs (and RFEPs) meet the state's Title I Adequate Yearly Progress target in mathematics?
	3.7	Is there an annual increase in the percentage of ELLs (and RFEPs) for each of the success factors in 3.3 and 3.4?
<p><b>Decrease Risk of Failure</b></p> <p>Strategies for ELLs and RFEPs in categories indicating risk for school failure are no greater than those EOs.</p>	4.1	<p>Are ELLs (and RFEPs) not overrepresented in the following categories:</p> <ul style="list-style-type: none"> <li>• Suspensions, expulsions, other discipline</li> <li>• Retentions in grades K-5</li> <li>• Dropouts</li> </ul>
	4.2	Is there an annual decrease in the percentage of ELLs and RFEPs for each of the risk factors defined in 4.1?

Goal	Evaluation Questions
<p><b>. Biliteracy</b></p> <p>Students enrolled in Bilingual Alternative and Dual Language Immersion programs will master language skills in Spanish as well as English</p>	<p>5.1 What Percentage of all students (ELLs, IFEPs, RFEPs, EOs) participating in these programs score at/above the 50<sup>th</sup> percentile in reading and mathematics on Aprenda 3?</p>
<p><b>. Parent Engagement</b></p> <p>Parents of ELLs and RFEPs participate meaningfully in their children's education.</p>	<p>6.1 Are parents of ELLs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?</p> <p>6.2 Is the rate of parent engagement increasing?</p>
<p><b>. Multicultural Proficiency</b></p> <p>ELLs will develop Multicultural proficiency.</p>	<p>7.1 Are school sites implementing the Equity Action plan by reviewing data in terms of : ELL sub group, RFEP, and other sub groups.</p> <p>7.2 Are school staff taking part in culturally relevant pedagogy?</p> <p>7.3 Student benchmarks and procedures will be developed during 2006-07 to be implemented the following year.</p>

\*As measured by Annual CELDT, the state criteria for AMA01 (progress in learning English) are: For students at Levels 1-3 overall, gain one level per year; for students at Level 4 or 5 overall, bring all subskill scores to Level 3 or higher (i.e., English proficient level per State Board of Education guidelines); for students at the English proficient level, maintain that level until reclassified. The state criteria for AMA02 (attaining English-language proficiency) on the CELDT are: attain the English proficient level (overall level 4 or 5 with all subskills 3 or higher) after four years or if at th

## Evaluation Design

The district will conduct an annual evaluation of programs and services for English Language Learners structured around the six goals. The evaluation activities will focus on analysis of student performance on the CELDT, STAR/CST and other student work; compliance with the Master Plan for English Language Learners; alignment of instructional materials and strategies with standards; data collection related to attendance and discipline; and percentage of participating parents in school functions.

## Evaluating Program Effectiveness

The district has identified benchmarks for the Structured English Immersion Program and the Mainstream Program. (See chart). The chart illustrates the expectations for the level of achievement that students should attain as they progress through the system. The benchmarks are built around two main parameters in addition to program: 1) the student's CELDT level and 2) the number of years in the program (for CELDT).

## Monitoring Program Implementation and Effectiveness

### Goal 1: Program Implementation as Described in the Master Plan for English Language Learners

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

- 1. Document reviews.** All school will conduct annual monitoring by means of review of key files and documents. The reviews will be scheduled by the first week of school.
- 2. In depth reviews.** District facilitated self-reviews will be conducted on a four-year cycle. The reviews will include a documentation check, teacher and parent interviews, and visits to selected classroom. They will be conducted by teams to include EL staff and administrators. These in-depth reviews will result in status reports that will provide the basis for individual site improvement work and for any required Consolidated Programs Monitoring reports to the California Department of Education. The Director of Curriculum and Instruction's office will also assist with the document reviews and have lead responsibility for organizing in depth reviews and any needed follow-up.
- 3. Ongoing coaching and staff development support.** Ed. Services will help organize staff development and assist with classroom coaching.

The monitoring process (1) establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved; (2) promotes full involvement of all stakeholders (administrators, teachers, parents, students, when applicable) in all phases of planning, implementation, and evaluation activities; provides for high levels of coordination between the and site improvement efforts; and ensures that program evaluation is an integral part of school improvement initiatives and activities.

Principals are responsible for the daily, site-level implementation of the Master Plan for English Language Learners. Throughout the academic year, principals complete sections of the ELL checklist, which is submitted annually to the Director, Curriculum and Instruction for review.

**Goal 2: Steady progress toward and attainment of academic English language proficiency.** Students are expected to gain one language proficiency level annually until they reach English proficient level and then maintain level until reclassified.

Annual Measurable Achievement Objectives, AMAO, 1, 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 level are expected to maintain that level (overall and sub-skills).

Academic ELD progress will be supported and indicated during the year by analysis of student work and assessment of performance related to content standards.

ELLs expected to reach the English proficient level (AMAO 2) include the following (based on prior year CELDT scores):

- All Intermediate students
- Early Advanced and Advanced students who were not English proficient the prior year
- Beginning and Early Intermediate students who are in US schools for more than 4 years
- Credit is given for Beginning and Early Intermediate students in US schools less than 4 years who reach English proficiency

The CELDT is administered annually according to the state calendar. Results are analyzed between February and April.

An analysis of ELD progress (AMAO1) and English language proficiency attainment (AMAO2) will be conducted by district, school, language group, and program. District level analyses will assist in identifying professional development priorities.

**Goal 3: Steady academic progress toward and attainment of grade-level academic proficiency.**

Students will make steady progress toward meeting grade-level standards in core academic subjects, as measured by the California Standards Test (CST-ELA and CST-Math) as follows:

- Students in “Far Below Basic” will progress in 1 year to “Below Basic”
- Student at “Below Basic” will progress in 1 year to “Basic”
- Students at “Basic” will progress within 2 years to “Proficient”
- No student will drop in academic performance in progressing toward or maintaining “Proficient”

Academic progress will be supported and indicated during the year by:

- District and site standards-based goals and benchmarks
- CST performance data in English/Language Arts and mathematics will be analyzed each fall. District summary reports will be prepared. In addition, school-level reports identifying students who have not made progress, along with such relevant additional data as time-in-district, and CELDT overall as well as sub-skill levels, will be prepared for each school site.
- Analysis of relative strengths and weakness as measured on the CST will indicate priority areas for professional development.
- Reclassification data are collected throughout the spring semester. District staff will review and analyze performance on criteria needs for reclassification for all ELLs.

#### **Goal 4: Indicators of Risk for School Failure**

Annually, school site and district personnel will compile the data on attendance, suspensions, expulsions, and other disciplinary actions as well as retentions.

#### **Goal 5: Parent Engagement**

In addition to ELAC and DELAC documents, schools will collect data related to ELL parent involvement in school activities.

#### **Goal 6: Multicultural Proficiency**

District and school sites will compile data related to school programs and activities that encourage multicultural proficiency. Documents related to professional development activities that reinforce this goal will also be maintained and reviewed.

### **Using Program Effectiveness Information to Improve Implementation and Modify the Program**

The data gathered and the analyses performed contribute to an evaluation of program implementation and outcomes, both at the district and site levels. All told, they assist sites to determine strengths and areas for improvement in their programs. Adjustments can be made accordingly. The data and tools can assist administrators, individual teachers and grade level teams. Through collaboration, sites develop actions plans for professional development that establishes needs, long-term goals and types of training experiences that are needed to improve instruction and influence student outcomes.

At the district level the annual analyses of student outcomes will determine the level of effectiveness of ELL programs, providing the foundation for professional development planning and program improvement each year.

### **Evaluation and Accountability: Roles and Responsibilities**

#### **Student**

- Attends school daily
- Strives for high achievement
- Participates in school activities
- Communicates regularly with parents, teachers, and support staff

**Figure 6.2:** Expected Benchmarks For Structured English Immersion and Mainstream Programs

CELDT LEVELS	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
CELDT OVERALL SCORE	1	2	3	4	5	4 or 5
Timeline toward Reclassification Based on CELDT Overall score at year _____ time of Initial enrollment year*	1 <sup>st</sup> year*	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	4 <sup>th</sup> year _____
		1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year _____	4 <sup>th</sup> year	_____ 3 <sup>rd</sup>
			1 <sup>st</sup> year	2 <sup>nd</sup> year _____	3 <sup>rd</sup> year	2 <sup>nd</sup> year _____
	1 <sup>st</sup> year _____	2 <sup>nd</sup> year _____				
	1 <sup>st</sup> year _____					
STS/APRENDA 3 Test**	50 <sup>th</sup> Percentile or above					
Reading/Math						
California Standards Test (CST) English Language Arts	Far Below Basic	Below Basic	Basic	Mid Basic	Proficient	Mid Basic
California Standards Test (CST) Math	Far Below Basic	Below Basic	Basic	Mid Basic	Proficient	Mid Basic

1<sup>st</sup> year refers to the first time student took the test. (Initial Assessment (IN) thereafter students are tested annually).

Required for students 12mo. or less and students receiving primary language instruction.

## Parent

- Monitors/promotes ELL's progress in academics, homework, attendance, and behavior
- Supports ELL in activities to promote student achievement
- Communicates regularly re: student progress with student, teachers, and school
- Attends parent conferences and school functions
- Participates in school committees

## Teacher

- Implements specific ELL programs as described in Master Plan for English Language Learners and provides instruction that meets state frameworks and district and state standards
- Ensures delivery of appropriate English Language Development (ELD) instruction
- Monitors ELLs' progress. Reviews school/classroom data. Uses data to modify instruction. Reviews content and ELD standards and assessment procedures.
- Determines/implements differentiated strategies for English language learners and RFEP students
- Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals.
- Attends ALL meetings and informs parent of progress and strategies to support students in meeting standards

## Counselor (Middle School)

- Assists with initial placements, using the master plan for ELLs as a guide
- Monitors progress of ELLs toward meeting language, academic and multicultural benchmarks

- Assists with interpretation of student assessments, and collaborates with teachers, the site ELL specialist and others in devising individual program modifications and interventions, as needed
- Supports the implementation of the master plan for ELLs

### **Para-educator**

- Provides support in the core subjects
- Assists with student testing
- Supports the implementation of the Master Plan for English Language Learners
- Serves as resource for the ALL
- Informs staff of progress of identified students toward reclassification
- Monitors the accuracy of the ELLs' data in the district computer system

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

- Examines program evaluation findings on an annual basis and frames recommendations for the program improvement for the following year as part of its advisory role
- Reviews the Annual Language Census report

### **Site Administrator**

- Monitors all aspects of staffing and instruction for ELL programs, according to the Master Plan
- Is responsible for all procedures and legal requirements pertaining to ELLs at the school
- Monitors placement of English language learners and oversees reclassification process
- Reports periodically to district administrators on implementation of ELL programs

### District Curriculum and Instruction Staff

- Supports sites in implementing Master Plan; monitors implementation of Master Plan, including evaluating and monitoring plan; reviews district and site ELL data
- Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Language Learners
- Develops work plan for, supervises, and works closely with ELL specialists.
- Meets with principals to review site plans for English Language Learners
- Monitors compliance and ELL procedures at the site and district level
- Provides on-going training for administrators, teachers and para-educators
- Prepares annual ELL evaluation report
- Monitors grants and evaluations for ELLs

### District Curriculum Council

- Meets at least quarterly
- Periodically reviews English Language Learner programs and issues
- Serves as a clearinghouse for strategies ideas, and suggestions for ELL programs as well as a focus group for collaborative problem-solving
- Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program for ELLs

### Director, Curriculum and Instruction

- Evaluates district goals relative to implementation of the Master Plan for English Language Learners, student achievement, professional development, and evaluation and accountability
- Chairs District Curriculum Council
- Oversees compliance procedures and support relative to ELL programs

- Oversees data collection, provides analysis, writes reports, and prepares charts
- Coordinates district curriculum staff
- Evaluates district and school site data
- Shares results of evaluation with all stakeholders, including DELAC

# Chapter SEVEN

## Funding and Resources

# 7. Funding & Resources

Funds are allocated following the funding mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the core educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds. The governing board approves annual goals which are translated into the budget according to prioritized needs, data analysis, and available funds and resources. The Directors, Business and Curriculum and Instruction, ensure compliance with the district goals and the Consolidated Application. In turn, the site administrators coordinate development of the school level plan based on prioritization of needs, analysis of data and input from the School Site Council and ELAC groups.

Site and district advisory committees assume the following roles:

- a. The School Site Council provides input regarding development, revision, and approval of the Single Plan for Student Achievement.
- b. ELAC members advise and give input on the school level plan and budget.
- c. DELAC gives input on the district level plan.

## General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and mathematics provide universal access supplements to help ensure that ELLs have access to the core curriculum. The base program also includes District adopted ELD program materials.

## **EIA/LEP Funds**

EIA/LEP (Economic Impact Aid/Limited English Proficient) funds are used to supplement the base program. They are integrated with other supplemental funding sources. These funds are used for supplemental services such as:

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

Services provided through EIA/LEP funds are designed to ensure that ELLs develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have developed in other areas of the core curriculum as a result of language barriers. Each site receives an annual entitlement of EIA/LEP funds, based on the number of identified English Language Learners.

## **Other Supplemental Funds**

### **Title I, Part A**

Targeted Assistance programs under Title I, Part A permit a school to use funds from Title 1 to raise achievement for disadvantaged students, using research-based approaches, with attention to increasing the amount and quality of learning.

### **Title III**

The federal Title III program provides funds for supplementary programs and services for English language Learners to learn English and to meet California academic standards. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows ELLs to meet grade level requirements. Programs may include professional development, curriculum development, parental involvement and related activities.

### **Gifted and Talented Education Funds**

Individual students, qualifying for participation in honors or accelerated classes or after school enrichment classes may benefit from GATE funding.

### **Community Support**

Programs that support the core curriculum, enrichment, tutoring and after school activities are sponsored by the Los Gatos Educational Foundation, the school site Parent Teacher Associations, and program-specific grants. Community organizations also offer student assistance programs with academic, health, childcare, or psychological resources.