

ROWLAND UNIFIED SCHOOL DISTRICT

**MASTER PLAN
FOR
ENGLISH LEARNERS**

(Revised February 2012)
ROWLAND UNIFIED SCHOOL DISTRICT
Master Plan for English Learners

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RUSD MASTER PLAN FOR ENGLISH LEARNERS **PROGRAM GOAL**

The principal purpose of the *Master Plan* is to serve as a guide to the specific procedures the Rowland Unified School District (RUSD) uses to identify, serve and monitor the progress of those students who arrive in our schools without a full command of the English language. These English learners (ELs) face many challenges. They and their families must master a new language. They are also expected to learn the academic content and meet demanding grade-level standards across the curriculum.

The major goals for English Learners are to develop fluency in English and proficiency in the district's core curriculum as rapidly and as effectively as possible. English Learners are placed in an established English-language classroom or in an alternate course of study with curriculum designed for such students. English Learners who acquire a good working knowledge of English during a temporary transition period and meet the district's criteria for reasonable fluency are then transferred into English-language mainstream classrooms. In a mainstream setting, English Learners continue to receive English language development (ELD) daily and core delivered through Specially Designed Academic Instruction in English (SDAIE) according to diagnosed needs. English Learners are reclassified fluent English proficient (FEP) after meeting district criteria for reclassification. In accordance with No Child Left Behind (NCLB) requirements, FEP academic progress and attendance is monitored at three, six and nine months annually until such time that the FEP student has achieved Proficient on the California Standards Test for three years.

The Rowland USD *Master Plan* is tied to and based on Federal law, State laws and regulations, District Policies, the District Local Educational Agency Plan and research-informed, proven instructional practices.

MISSION STATEMENT

The mission of the Rowland Unified School District, the progressive international community of learning, is to empower students so that each actualizes his or her unique potential and responsibly contributes to a global society, through a system distinguished by rigorous academics, innovative use of technology, creative exploration, and nurturing learning experiences.

CORE VALUES

The Mission Statement is supported by the Core Values of Integrity, Respect, Safety, Student-Centered Focus, Excellence and Responsibility with Accountability.

BACKGROUND INFORMATION

The ROWLAND UNIFIED SCHOOL DISTRICT *Master Plan for English Learners* was initially approved by its Board of Education on May 4, 2000.

The ROWLAND UNIFIED SCHOOL DISTRICT *Master Plan for English Learners* was reviewed and discussed by DELAC on April 26, 2000. Copies of the master plan were provided to the site and district administrators.

Due to changes in the Coordinated Compliance Review requirements brought about by the No Child Left Behind Act, revisions to this document were made between August, 2003 and April, 2004 by the Bilingual Office staff. In 2006, the California Department of Education changed the Coordinated Compliance Review process to the Categorical Program Monitoring process. This necessitated another revision of the *RUSD Master Plan for English Learners* which was completed in August, 2006. Copies of the revised master plan were provided to the site administrators, district administrators and instructional support division program specialists. The master plan was reviewed with site principals on December 13, 2006. Copies of the master plan have been provided to and reviewed with the district secondary counselors (5/07, 11/07), ELD/SDAIE teachers (3/07) , and special education teams (2/07 secondary & 3/07 elementary).

After receiving technical assistance from the California Department of Education-Categorical Program Monitoring Division on January 10 and 11, 2008, and after the self-review for Special Education, November 2007, revisions were made April 2008. Revised copies of the master plan were given to site administrators and district administrators, instructional support division program specialists, secondary counselors and ELD chairs. The master plan is presented annually to the District English Language Advisory Council (DELAC) for their review and consultation. A copy of the master plan is provided to the DELAC chair and co-chair and a copy is available at all DELAC meetings.

I. INVOLVEMENT

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

PARENT OUTREACH (I-EL 1)

RUSD outreach to parents of English learners includes the following:

1. Notices are sent to parents regarding regular meetings of each school's ELAC or SSC and the DELAC. Such meetings serve as a vehicle for parents to provide input and make recommendations to the RUSD Board of Education.
2. Parent workshops are held at the schools, district, Los Angeles County Office of Education, and local conferences (e.g. Parent Academy, CABE, etc.) to assist parents in learning ways to help their children attain English proficiency, achieve academically and meet state standards.
3. Parents are sponsored by their schools or the district to attend workshops and conferences related to English learner issues.
4. Whenever 15% or more of the student population speaks a single primary language other than English, all notices, reports, statements, or records sent to parents or guardians by the school or school district are sent in English and in the primary language. The percentage of students speaking the same language is based on district census data (R-30) submitted annually to the California Department of Education.
5. The RUSD Web site is available in English, Spanish and Chinese. This allows parents to access information about the district and individual schools within the district.
6. In the event that RUSD should be found not to have made progress on the annual measurable achievement objectives, the district will inform parents of English learners of such failure within 30 days after such failure occurs.

ELAC (I-EL 2)

Following state guidelines, each Rowland Unified School District elementary and secondary school that has **21** or more English Learners at the school site has a functioning English Learner Advisory Committee (ELAC) as per the guidelines from CPM and LACOE's Leadership Training Manuals. On the committee, the percentage of parents of English learners is at least the same as that of English learners at the school. After formation and training of the ELAC, the ELAC may delegate its legal responsibilities to an existing school advisory committee (i.e. SSC) or it may choose to become a subcommittee of the existing school advisory committee. If the responsibilities of the ELAC are delegated to the school advisory committee, the committee must receive ELAC training and assume the duties of the ELAC. The school advisory committee must provide opportunities for parents of English Learners to give input on any decisions directly affecting any LEP funds and program. The school must communicate all school advisory decisions to the parents of ELs.

- I. Elections: Each school site must conduct a general election notifying all parents of ELs of the election date and time. The election must be held at least every other year in accordance with the school ELAC Bylaws. The duties and responsibilities of membership in ELAC and DELAC should be clearly stated prior to an election being held. Requirements for ELAC elections include:
 - A. Parents or guardians of English learners elect parent members of the school committee or subcommittee..
 - B. Each school committee shall have the opportunity to elect at least one parent member to the district English Learner Advisory Committee (DELAC).
 - C. NOTE: It is highly recommended that schools also elect an alternate DELAC representative. The DELAC representative and alternate must be parents of ELs and must not be an employee of the district.

- II. ELAC (or subcommittee, if appropriate) responsibilities include:
 - A. Advising the SSC on the development of the Single School Plan for Student Achievement
 - B. Advising the principal and staff on the school's program for English learners
 - C. Assisting in the development of the school's needs assessment and the school's language census (R30)
 - D. Making efforts to make parents aware of the importance of regular school attendance

- III. Schools within the district provide for all ELAC members:
 - A. Appropriate training and materials to assist each member to carry out his/her required legal responsibilities.
 - B. Training which is planned in full consultation with ELAC members. EIA-LEP and district funds are used to cover the cost of training and attendance of ELAC members (e.g., costs associated with child-care, translation services, meals, and other reasonable expenses)

DELAC (I-EL 3)

Whenever there are 51 or more English learners in the district, the district is required to have a functioning DELAC.

- A. In RUSD there is a functioning District English Learner Advisory Committee (DELAC). The Director of Bilingual Education or designee is responsible for coordinating and conducting the quarterly DELAC meetings.
- B. Parents or guardians of English Learners (ELs) not employed by the district must constitute a majority (at least 51%) membership of the DELAC. Each school's English learner advisory committee (ELAC) has the opportunity to elect at least one parent member and alternate to the DELAC. DELAC representatives report back to their ELAC or school site committees.
- C. The purpose of the DELAC is to advise the RUSD Board of Education (in person and/or in writing) on all of the following tasks:
 - 1. Development of a district master plan for educational programs and services and guidelines for English learners that takes into consideration the Single Plan for Student Achievement
 - 2. Conducting a district-wide needs assessment on a school-by-school basis.
 - 3. Provide recommendations/feedback to the Board of Education
 - 4. Establishment of a district program, goals, and objectives for programs and services for ELs.
 - 5. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
 - 6. Administration of the annual language census – R-30 (e.g., procedures and forms)
 - 7. Review and comment on the district reclassification procedures
 - 8. Review and comment on the written parent notifications required to be sent to parents and guardians.
- D. RUSD provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. EIA-LEP or district funds may be used to cover the costs of training and attendance of DELAC members (e.g., costs associated with child-care, translation services, meals, and other reasonable expenses)

II – GOVERNANCE AND ADMINISTRATION

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

IDENTIFICATION OF ENGLISH LEARNERS (II-EL 4)

Rowland Unified has identified, assessed and reported all students who have a primary language other than English.

The entire identification process has been outlined on Chart I, page 11. Parents enrolling students in RUSD receive the Home Language Survey (HLS) as part of the school registration packet. The HLS is filled out by the parent or guardian for every student enrolled in RUSD. When a language other than English is identified on Question 1, 2 and/or 3, the student is assessed in both English and the primary language within **30** calendar days. When a language other than English is marked only on Question 4, the student is to be assessed by the principal or certificated designee (CLAD/BCALD or equivalent) to determine whether the student is a non-speaker of the indicated primary language. If it is determined that the student is a non-speaker of the indicated language, he/she is identified English Only. If it is determined that the student is a limited or a fluent speaker of the indicated primary language, he/she is administered the CELDT and the formal primary language assessment within **30** calendar days. The California English Language Development Test (CELDT) or Alternate Language Proficiency Instrument (ALPI- which is only determined by the Special Education IEP Team) is used for measuring proficiency of English in non-native speakers. Based on test criteria of the grade level, the student's English language level is appropriately identified. English testing occurs within **30** calendar days of initial enrollment.

Students who score Beginning through Early Intermediate on the CELDT are designated Limited English Proficient (LEP) and are considered English learners (EL). Primary language testing is given to identified ELs within **30** calendar days of enrollment by trained personnel. Primary language assessment in Spanish is assessed with the Idea Placement Test (IPT). Chinese and Korean primary languages are assessed with a District developed instrument. All other languages are assessed with a CDE approved questionnaire added to the HLS. .

Parents of English learners and fluent English proficient students are notified of their child's English language and primary language test results using the appropriate District Form (Elementary: 01638 – 01641, Secondary 01642-01645). Parents also receive an explanation of placement recommendations, program options/descriptions (District Forms: Elementary 01602-01605, Secondary 01622-01625) and the waiver process for alternative program placement (District Forms: Elementary 01606-01609, Secondary 01611,01613,01615,01617). School staff are available to explain program options.

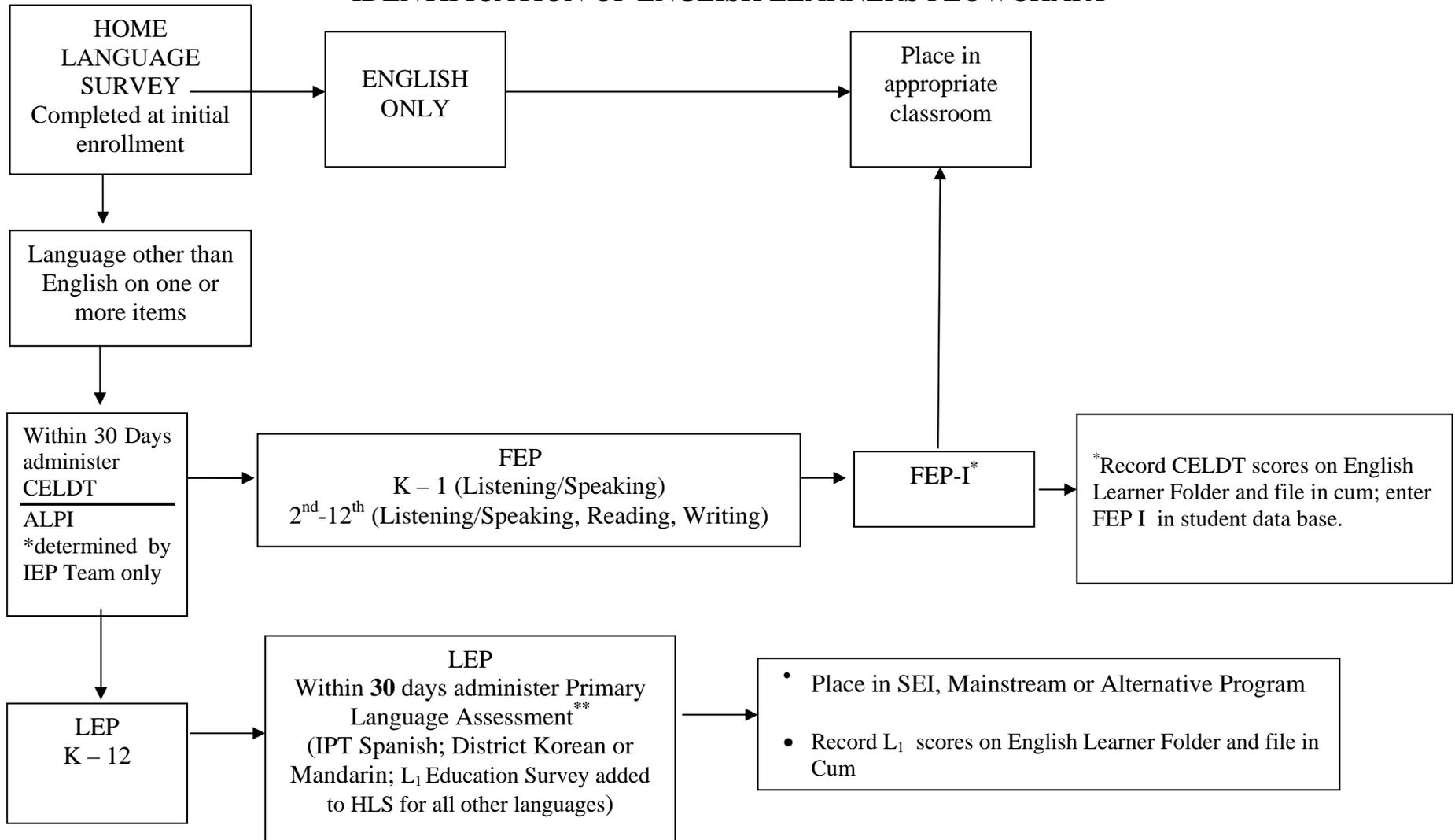
Written notification to parents is provided in English and the appropriate primary language when 15% or more of district/school students speak the same language. The percentage of students speaking the same language is based on district census data (R-30) submitted annually to the California Department of Education.

ANNUAL NOTIFICATION OF ASSESSMENT RESULTS

Each English learner is assessed annually with the CELDT or ALPI (according to the IEP Team) to determine progress in English and also assessed annually for academic progress with the California standardized tests. Parents of English learners are notified annually of their child's English language proficiency assessment results and current program recommendation. Parents also receive an explanation of program options/descriptions, the waiver process for alternative program placement, and mandatory parental rights. Letters are sent out through the Student Assessment Office. For parents identified as belonging to the language groups that meet the 15% threshold, translated versions of the annual notification are sent.

CHART I
II-EL4

IDENTIFICATION OF ENGLISH LEARNERS FLOWCHART



III – FUNDING

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

GENERAL FUND AND SUPPLEMENTAL RESOURCES (III-EL 5)

The Rowland Unified School District follows funding mandates as prescribed by the Education Code, state regulations, and district policies and practices. In brief, those procedures are the following:

- In RUSD, the School Board reviews the District Local Education Agency Plan and the Superintendent's priorities that ensure that the needs of all students are being met.
- The Superintendent's Cabinet prioritizes funds to support needs based on data and allocate adequate resources for program based on student population. The general funds are disseminated to each school site to provide core curriculum materials, instructional supplies, and other district services to all students including English Learners in accordance with district and site goals. The general funds provide adequate resources for appropriate delivery of instruction to ELs in SEI, mainstream and Alternative Instructional settings.
- The Director of Special Projects/Gifted and Talented Education allocates funds based on the Consolidated Application formula, meets individually with schools to ensure compliance, presents plans for Board approval, and monitors expenditures throughout the year. In the *Annual Consolidated Application* the District identifies use of EIA-LEP funds. EIA-LEP funds are distributed to school sites to be utilized within identified parameters to enrich and supplement the core program for identified students.
- The site Principals coordinate development of the school level plan, prioritize needs based on data collection, and convene necessary approval groups.
- The local SSC/ELAC/DELAC contribute to the development of the Single School Plan. The SSC approves and the ELAC/DELAC advise on the expenditures of the categorical budget.

IV – Standards, Assessment and Accountability

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

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY (IV-EL 6)

- I. Program Implementation: The *RUSD Curriculum Development and Implementation Model* describes the district’s organization and accountability structure. Refer to Chart II “Procedures for Monitoring Program Implementation” pp. 17-20.
 - A. Site administrators implement services and ensure accountability in the following ways:
 - 1. Observing classroom lessons/conferencing & feedback/providing additional assistance
 - 2. Holding grade level and staff meetings
 - 3. Delineating clearly the focus of the instructional program and overall school goals
 - 4. Monitoring student work products
 - 5. Purchasing and making available necessary resources
 - 6. Analyzing school data, evaluating school programs, sharing results with parents and staff, and making modifications as needed
 - B. When there is a failure to implement appropriate programs, the site and district administrators follow the Education Code and Board policy.
 - C. District staff is responsible for facilitating instructional committees and training (i.e., CTEL, SB1969, etc.), developing /identifying curricular materials and offering individual support to teachers of ELs as needed. The school administrator(s) are responsible for monitoring and evaluating school programs and site personnel.
 - D. Site and district administrators are evaluated in terms of predefined roles and responsibilities and are accountable for the implementation of new curriculum/standards and compliance with state and federal laws.

- II. Program Effectiveness: RUSD’s process and criteria to determine the effectiveness of its programs for English Learners are as follows:
 - A. The district has adopted academic content standards in grades K – 12 in the following areas: English language arts, math, social science, science, and English language development (see RUSD Standards).
 - B. District standards and multiple measures have been established for all students. Multiple measures for ELs in content areas include: ELD (Measures vary according to grade level as indicated in Charts IV and V, pg. 22-23), Reading/Language Arts and Mathematics (Measures vary according to grade level as indicated in Charts VI, pg. 24-26 and V, pages), Social Studies and Science (Measures vary according to grade level (7-11) as indicated in Chart VIII, page 27.)
 - C. Student data is disaggregated by program: Structured English Immersion, EL Mainstream, and Alternative (Bilingual). Such data is reviewed annually by the Bilingual Office and by principals and other key personnel. Modification in practices, resources and personnel are made to implement more effective programs for ELs.
 - D. EL scores are analyzed and compared to EO and FEP scores for parity of achievement.
 - E. In analyzing data collection, some sample “Critical Questions about Students” that are asked are the following:
 - 1. What is the ethnicity of ELs district wide by grade levels? By schools?
 - 2. What percentages of ELs were born outside the U.S.?
 - 3. At what grade level did ELs enter U.S. schools? RUSD schools?

4. What percent entered at the different English literacy levels (Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced)?
 5. What percentage of entering ELs had previous formal schooling in U.S.? Outside of U.S.?
 6. What is the retention rate by grade level for ELs?
 7. What is the comparison in achievement data of ELs in the various programs (SEI, Mainstream, Alternate/Bilingual)?
 8. What is the academic growth rate (English, Math, Science, Social Studies) for ELs from year to year?
 9. How long does it take ELs who receive instruction in the various programs (SEI, Mainstream, Alternate/Bilingual) to achieve Reclassification.
- F. CELDT is administered annually to all English Learners. Test results are recorded (i.e. AERIES, English Learner folder, and shared with parents along with annual parent notification.
- G. In analyzing data collection, some sample “Critical Questions about Staff Characteristics” that can be asked are the following:
1. What is the placement of teachers (subject areas/grade levels) and what credentials do they hold?
 2. What is the percentage of ELs being taught by teachers with general, emergency, multiple subject, single subject, CLAD/CTEL, BCLAD, SB1969, SB 395, AB 1059 credentials?
 3. What is the percentage of teachers providing SDAIE instructions who are certified with a CLAD/CTEL, BCLAD, SB1969, SB 395, AB1059 or other CTC approved credential? Or are in training?
 4. What is the percentage of teachers providing primary language instruction who are certified with a BCLAD, BCC? Or in training? And assisted by a bilingual paraprofessional?
 5. What is the percentage of teachers providing English language development who are certified with a CLAD/CTEL, SB1969, SB 395, AB1059? The percentage of those in training?

III. English Language Proficiency: While ELs are expected to make continuous progress toward English language proficiency meeting district established benchmarks and standards, it is also recognized that the rate of progress in ELD and core content varies with the learner. See Chart III, page 21.

- A. In general, beginning level ELs who enter with core subject grade level competency in their primary language are expected to be at grade level in English language arts and core subject areas within seven (7) years from onset of program. Students with limited or interrupted schooling in their primary language may take longer to reach parity with native English speakers.
- B. According to research (Hakuta, Butler & Witt, 1/2000), factors that slow EL rate of catching up to the EO population include:
 1. Native English speakers continue to learn and develop their academic English skills while ELs not only have to learn the fundamentals of English but also catch up with a student group that continues to develop.
 2. Socioeconomic status (SES) effect is a predictor of the rate of English acquisition.

CHART II – I EL2

Procedures for Monitoring Program Implementation

Assigned Staff	Monitoring Responsibilities	Timelines	Monitoring Activities	Evidence
<p>Director of Bilingual Education</p>	<ul style="list-style-type: none"> • Follow Education Code and Board policy regarding service to ELs. • Define district program for ELs. • Develop and select curricular materials for ELs. • Provide training for teachers and instructional assistants of ELs. 	<ul style="list-style-type: none"> • On-going • Beginning of each school year • Ongoing • CLAD/SB1969 training • New teacher training in fall; • CELDT training • CTEL/AB1059 information distributed 	<ul style="list-style-type: none"> • Demonstrate compliance on CPMs • Provide Master Plan to all sites. Provide Bilingual Handbooks to Alternative Program (Bilingual) teachers and the ELD Multiple Measures Handbook to all elementary teachers and the ELD Multiple Measures Guidelines to all ELD secondary teachers. • Provide training to secondary ELD teachers on the district adopted ELD program. • Oversee training programs provided by District Bilingual Specialists and certified CLAD/SB1969 (offered in-district until June 2006) and CELDT trainers • Provide information to teachers re CTEL/AB 1059 Classes offered in L.A. county 	<p>Records of compliance for CPM review</p> <p>Master Plan, ELD Multiple Measures Handbook, ELD Multiple Measures Guidelines</p> <p>Agendas, Sign-ins and Evaluations of training</p> <p>Calendar of Trainings, Sign-in Sheets, Evaluations</p> <p>Memos, flyers with information</p>

Assigned Staff	Monitoring Responsibilities	Timelines	Monitoring Activities	Evidence
Director of Bilingual Education	<ul style="list-style-type: none"> Facilitate instructional committees. Analyze test data for ELs and reclassified students. 	<ul style="list-style-type: none"> Ongoing March (R30 report). 	<ul style="list-style-type: none"> Direct, organize and oversee instructional committee work. Review test data every fall with district staff and school administrators. Check R-30 reports to monitor compliance with the programs and services for EL's. Review Plan to Remedy Shortage of Teachers 	<p>Memos, Agendas, Committee Products</p> <p>Provide schools and district offices with analysis charts</p>
Principals and/or Designees	<ul style="list-style-type: none"> Delineate focus of the instructional program and overall school goals. Implement the defined district program for ELs. Analyze school test data, evaluate program and make modifications as needed. 	<ul style="list-style-type: none"> Fall and ongoing. Fall and ongoing Fall and ongoing. 	<ul style="list-style-type: none"> Direct teachers to address implementation of instructional program for ELs in Performance Evaluation objectives. Review teacher objectives and long range planning to check for implementation of defined district program for ELs. Schedule grade level and staff meetings to discuss program placement and implementation. Observe classroom lessons for ELs with conferencing and feedback to teachers. Monitor EL student work products as evidence of program implementation. Share data with staff and parents and collaboratively revise school plan. Monitor modifications based on needs of ELs 	<p>Single School Plan, Memos, Agendas, Sign-in Sheets</p> <p>Principal's Work Calendar and Observation Schedule; Memos, Agendas, Sign-in Sheets</p> <p>Memos, Agendas, Sign-in Sheets</p>

Assigned Staff	Monitoring Responsibilities	Timelines	Monitoring Activities	Evidence
Principals and/or Designees	<ul style="list-style-type: none"> Purchase and make available resources for program implementation Monitor program for federal and state compliance issues 	<ul style="list-style-type: none"> Ongoing Ongoing 	<ul style="list-style-type: none"> Provide training on use of resources as needed. Monitor implementation and use of instructional materials for program implementation in EL classrooms. Meet on a regular basis with school administrators/resource staff/other staff to ensure compliance. 	<p>Expenditure Reports</p> <p>Calendar, Memos, Minutes</p>
District Bilingual Specialists	<ul style="list-style-type: none"> Plan and provide training for teachers of ELs. Facilitate instructional committees. Work with Bilingual Director to assist in monitoring program for federal and state compliance issues. 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing 	<ul style="list-style-type: none"> Provide training Organize and chair instructional committee work. Work with school staffs in meeting compliance issues. 	<p>Calendar of trainings, Sign-in records, agendas, handouts, evaluations</p>
Site Bilingual Specialists or Vice Principals	<ul style="list-style-type: none"> Assist principals in implementing the defined district program for ELs. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Review teacher objectives and long range planning to check for implementation of defined district program for ELs. Meet with grade levels and whole staff to discuss program implementation. Observe classroom lessons for ELs with conferencing and feedback to teachers 	<p>Calendar of visitations,</p> <p>Sign-in records, agendas, handouts</p> <p>Copies of observation feedback notes</p>

Assigned Staff	Monitoring Responsibilities	Timelines	Monitoring Activities	Evidence
Site Bilingual Specialists or Vice Principals	<ul style="list-style-type: none"> Assist principal in evaluating program and defining modifications needed. Disseminate and make available resources for program implementation. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Monitor EL student work products as evidence of program implementation. Monitor program modifications based on needs of ELs in classrooms. Monitor implementation and use of instructional materials for program implementation in EL classrooms. 	<p>Check-off sheets, Visitation notes</p> <p>Check-off sheets. Visitation notes</p>
Classroom Teachers	<ul style="list-style-type: none"> Implement the defined district program for ELs. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> At the beginning of each semester, review EL data for individual placement in ELD Address program implementation in Performance Evaluation, long range planning, and lesson plans. Attend meetings and in-services dealing with program implementation. Prepare and present lessons that demonstrate meeting of EL needs in district program. Submit student products of ELs to administrators as evidence of program implementation. Use instructional materials for EL program implementation. Attend training on use of materials and resources. Monitor student progress and growth on a regular basis. 	<p>District ELD Assignment Form</p> <p>Objectives in Performance Eval</p> <p>Agendas, Notes</p> <p>Lesson Plans</p> <p>Materials used referenced in Lesson Plans</p>

**CHART III
I EL2**

Expected Benchmarks for the Rate of Progress for English Learners

CELDT Levels	Beginning	Early Intermediate	Intermediate	Intermediate	Early Advanced	Advanced	Reclassified Year 1	Reclassified Year 2
RUSD Phase Level	1	2	3	4	5	6	7	8
Timeline toward reclassification based on RUSD phase level at time of initial enrollment year *	1 st year	2 nd year 1 st year	3 rd year 2 nd year 1 st year	4 th year 3 rd year 2 nd year 1 st year	5 th year 4 th year 3 rd year 2 nd year 1 st year	6 th year 5 th year 4 th year 3 rd year 2 nd year 1 st year	7 th year 6 th year 5 th year 4 th year 3 rd year 2 nd year 1 st year	8 th year 7 th year 6 th year 5 th year 4 th year 3 rd year 2 nd year 1 st year
California English-Language Arts Standards Test	Far Below Basic (1)	Far Below Basic (1)	Below Basic (2)	Below Basic (2)	Basic (3)	Basic (3)	Basic (4)	Proficient (5)

Chart IV
1-EL 2
ELD MULTIPLE MEASURES AND LANGUAGE LEVEL MATRIX (K-6)

LISTENING, SPEAKING, READING AND WRITING						
INSTRUMENT	LEVELS AND SCORES FOR PLACEMENT AND INSTRUCTION					
ELD PROFILE RECORD	BEGINNING (1)	EARLY INTERMEDIATE (2)	INTERMEDIATE (3)	EARLY ADVANCED (4)	ADVANCED (5)	
K –2	1-10	11-23	24-36	37-48	49-59	
3-5	1-12	13-27	28-40	41-54	55-69	
6	1-11	12-22	23-33	34-44	45-55	

ELD MULTIPLE MEASURES — SKILLS AND CONCEPTS

Listening and Speaking	<ul style="list-style-type: none"> • Competency to understand the English language and to produce the language orally
Writing	<ul style="list-style-type: none"> • Strategies and applications: knowledge of sentence patterns and linguistic structure. • Conventions: Use of correct English capitalization, punctuation and sentence structure.
Reading	<ul style="list-style-type: none"> • Word analysis: understanding the relationship between English sounds and letters. • Fluency/systematic vocabulary development: learning labels for concepts, objects and actions. • Reading comprehension: acquisition of academic language in English • Literary response/analysis: reading and responding to literature.

CHART V
ROWLAND UNIFIED SCHOOL DISTRICT
ELD MULTIPLE MEASURES and LANGUAGE LEVEL MATRIX (7-12)

Oral (Listening/Speaking)						Reading					
Matrix	B ¹ (1)	E I (2)	I (3)	EA (4)	A (5)	ELD MM Rdg. Tests	B (1)	E I (2)	I (3)	EA (4)	A (5)
Gr. 7-8	1-3	4-6	7-8	9-10	11-13	Gr. 7-12	Passing = 80% on Basic level test	Passing = 80% on Level A test	Passing = 80% on Level B test	Passing = 80% on Level C test OR District Benchmark Test	District Benchmark Test
Gr. 9-12	1-3	4-6	7-8	9-10	11-12						

Writing						
Matrix		B (1)	EI (2)	I (3)	EA (4)	A (5)
Gr. 7-8	Strategies/Applications	1-3	4-6	7-8	District Benchmark Test	District Benchmark Test
	Conventions	1-2	3-5	6-7		
Gr. 9-12	Strategies/Applications	1-3	4-6	7-8	District Benchmark Test	District Benchmark Test
	Conventions	1-2	3-5	6-7		

¹ The letters B, EI, I, EA and A stand for Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. These correspond to the language level designations used on the state ELD standards.

CHART VI
I-EL2
Multiple Measures in Reading/Language Arts and Mathematics for Elementary Students

Grade Level	Reading / Language Arts				Mathematics		
Readiness to Learn K	Building Blocks		Standards-Based Checklist * Reading Readiness * Writing Development * Oral Language Skills 100%		Standards-Based Checklist Math Concepts Assessment 100%		
1	DRA Comprehension 30%		Standards-Based Checklist 70%		Standards-Based Checklist 100%		
2	DRA Reading Comprehension 20%	Writing Assessment 20%	Teacher Grades 10%	California Standards Test 50%	Mathematics Assessment 40% (Math Computation 20% Standards-Based Math Assessment 20%)	Teacher Grades 10%	California Standards Test 50%
3	Reading Comprehension Assessment 20%	Writing Assessment 20%	Teacher Grades 10%	California Standards Test 50%	Mathematics Assessment 40% (Math Computation 20% Standards-Based Math Assessment 20%)	Teacher Grades 10%	California Standards Test 50%
4	Reading Comprehension Assessment 20%	Writing Assessment 20%	Teacher Grades 10%	California Standards Test 50%	Mathematics Assessment 40% (Math Computation 20% Standards-Based Math Assessment 20%)	Teacher Grades 10%	California Standards Test 50%
5	Reading Comprehension Assessment 20%	Writing Assessment 20%	Teacher Grades 10%	California Standards Test 50%	Mathematics Assessment 40% (Math Computation 20% Standards-Based Math Assessment 20%)	Teacher Grades 10%	California Standards Test 50%
6	Reading Comprehension Assessment 20%	Writing Assessment 20%	Teacher Grades 10%	California Standards Test 50%	Mathematics Assessment 40% (Math Computation 20% Standards-Based Math Assessment 20%)	Teacher Grades 10%	California Standards Test 50%

The Reading Comprehension Assessment will emphasize Science CST standards in grades 4, 5 and Social Science CST standards in grade 6. The emphasis will be on textual reading which is aligned to the California Standards Tests, and will be administered twice. The first assessment will include 5-6 passages and will be Instructional/Diagnostic. The second assessment will be the Multiple Measures with approximately 9 passages to include 54 questions administered before STAR testing. (NOTE: The Michael O’Neill Reading Comprehension Battery would still be available for sites to use to aid in stamina—could be scored within the Edusoft system).

DRA will be administered in 3rd grade for all students in the first trimester unless the past (2nd grade) results were at grade level. Students who score at or above grade level would not take the DRA the remainder of the year. The Reading Comprehension Assessment would be the Multiple Measure for all 3rd grade students, with DRA continuing as a Diagnostic / Instructional Assessment.

Writing grades 2 — 6 will be administered 3 times each year (trimester), with the best score counting in the Final Multiple Measure. Students in EL Level 1 & 2 would write to the EL prompt, EL Level 3 and above would use the grade level prompt.

Math Computation will be augmented with additional Standards-Based Mathematics Assessment questions connected to the power standards for that grade level. Reports will be separated by strand with Math Computation (Number Sense) reported separately. The timed part will be upgraded and aligned to the Number Sense standards. Math Computation test was removed from 1st grade due to this being covered within the Checklist standards. The entire augmented untimed test will be given 3 times. If a student passes one or more parts, they would not need to take that part multiple times.

CHART VII
Multiple Measures in Reading/Language Arts and Mathematics for Secondary Students

Grade Level	Reading / Language Arts			Mathematics		
7	ELA Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%	Math Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%
8	ELA Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%	Math Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%
9	ELA Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%	Math Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%
10	ELA Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%	Math Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%
11	ELA Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%	Math Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%

Chart VIII
Multiple Measures in History/Social Science and Science for Secondary Students

Grade Level	History / Social Science			Science		
7	Social Science Benchmarks 60%		Teacher Grades 40%	Science Benchmarks 60%		Teacher Grades 40%
8	Social Science Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%	Science Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%
9	Social Science Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%			Teacher Grades 25%
10	Social Science Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%			Teacher Grades 25%
11	Social Science Benchmarks 25%	California Standards Test 50%	Teacher Grades 25%			Teacher Grades 25%

NOTE: Students not enrolled in a Social Science or Science course will receive a Multiple Measure Score entirely based upon the California Standards Test for that grade. The student will have an asterisk* on the report in this case.

DISTRICT RECLASSIFICATION CRITERIA (IV-EL 7)

Each English Learner who meets the established multiple Reclassification criteria is reclassified as fluent English proficient (RFEP). Each former English Learner who has been reclassified as RFEP has demonstrated English Language proficiency comparable to that of average native English speakers and can participate equally with them in the school's regular instructional program, **or has demonstrated English language proficiency comparable to that of native English speakers with similar deficits who receive Special Education services.**

The Rowland Unified School District has adopted a reclassification process to enable students initially identified as English Learners to exit specialized program services and participate without further language assistance as Fluent English Proficient students. English Learners shall be reclassified as (RFEP) when they have acquired the English language skills necessary to receive instruction and achieve academic progress in English at a level equivalent to students of the same age or grade, **or Special Education students with similar disabilities whose primary language is English.** The reclassification criteria validates each student's readiness to exit from specialized English Learner programs by demonstrating achievement and mastery of grade-appropriate standards. **The Individualized Education Plan (IEP) team identifies the mastery level for goals, based on grade appropriate standards, developed in academic areas of need specified within the IEP for Special Education students.** (Note: Reclassified students are designated as RFEP on the AERIES system to distinguish them from students whose Home Language Survey indicated a language other than English and who initially tested as Early Advanced or Advanced on the CELDT. This last group is designated as IFEP on the AERIES system.)

The procedure to reclassify an English Learner from Limited English Proficient (LEP) to Fluent English Proficient (FEP) status is as follows:

I. Identification of general education candidates for reclassification

- A. Annually, the principal or his/her designee reviews scale scores from the California Standards Tests (CST) and identifies English Learners who may be eligible for reclassification.
- B. Students who meet the following criteria are to be considered candidates for reclassification:
 1. Identified English Learners must achieve a scale score at or above 335 in English Language Arts and 300 or more in Mathematics.
 2. Identified ELs must achieve an overall score at the Early Advanced or Advanced level on the California English Language Development Test (CELDT) with no subtest (Listening/Speaking, Reading, Writing) score below the Intermediate level.
 3. The student demonstrates academic progress in all academic subject areas as verified by the latest report card.
 4. If a student meets the CST and CELDT criteria for reclassification, but is underachieving in one or more academic class (D/Fs), he/she qualifies for reclassification, if the candidate has D's or F's and they are not due to language. In such a case, the school's Language Appraisal Team (LAT) must be convened. The LAT must be composed of the principal/designee, one of the student's teachers or counselor, the parent, student if appropriate, and other staff members as appropriate. The LAT coordinator invites the core teacher(s) to the LAT meeting (LANGUAGE APPRAISAL TEAM REQUEST FROM CORE TEACHER RE: STUDENT CANDIDATE FOR RECLASSIFICATION, Form No. 1728). Prior to the scheduled LAT meeting the teacher(s) complete the TEACHER INPUT OF A CANDIDATE FOR RECLASSIFICATION (Form No. 1722). Before reclassifying the candidate, the LAT uses the teacher input and evidence to determine if lack of progress in the core subjects was due to factors other than English language acquisition. Teacher and parent comments and consultation are to be considered by the LAT. If the candidate is found to have sufficient English language skills to function in a core subject with native speakers of English, he/she may be reclassified. Following the LAT meeting, all those in attendance sign the SUMMARY OF LAT EVALUATION MEETING OF A

CANDIDATE FOR RECLASSIFICATION (Form No. 1724) and indicate whether they agree or disagree with the recommendation. The signed summary is then filed in the student's EL folder. If the student does not reclassify, he or she must have a Catch-up Plan completed by the team and copied for the EL Folder, parent and teacher/s. A Language Appraisal Team will convene for EL students for whom there are concerns regarding language development progress and/or academics, and a Catch-up Plan is required.

The procedure to reclassify a special education English learner from Limited English Proficient (LEP) to Fluent English Proficient (RFEP) status is as follows:

II. Identification of Special Education candidates for reclassification:

- A. Annually, the principal/designee reviews scale scores from the California Standards Test (CST)/**California Modified Assessment (CMA) and identifies Special Education English Learners (SEEL) who may be eligible for reclassification.**
- B. Students who meet the following criteria are to be considered candidates for reclassification:
 1. **Identified Special Education English Learners (SEEL) must achieve a scale score at or above 335 in English Language Arts and 300 or more in Mathematics on the CMA and/or CST.**
 2. **Identified Special Education English Learners must achieve an overall score at the Early advanced or Advanced level on the California English Language Development Test (CELDT) unless overall test performance is directly impacted by the student's disability. The Special Education case carrier will review all current assessment and CELDT subtests. If further analysis is required to determine reclassification, the case carrier of the Special Education student will review data of a comparable native English speaker, with similar deficits who receives Special Education services, to identify if they have similar performance and to clarify that it is not an English Learner/language acquisition issue.**
 3. **The special education student demonstrates academic progress in all academic subject areas as verified by the progress report, most current report card and IEP goals.**
 4. **A LAT is convened and composed of the following: principal /designee, one of the student's teachers, counselor, parent, and student, if appropriate. In addition, the student's case carrier (special education teacher), psychologist, speech and language pathologist, and program specialist or directors, if needed.** The LAT coordinator reviews the case, invites the core teachers to the LAT meeting (Language Appraisal Team Request From Core Teacher RE: Student Candidate For Reclassification, (Form No. 1728). Prior to the scheduled LAT meeting the teachers complete the Teacher Input Of a Candidate for Reclassification (Form No. 1722). Before reclassifying the candidate, the LAT team uses the CASE CARRIER INPUT OF A CANDIDATE FOR RECLASSIFICATION (Form No. 10-00067) and evidence to determine if the lack of progress in core subjects was due to factors other than English language acquisition. **If a special education student meets the CMA and CELDT criteria for reclassification, but is underachieving in one or more academic classes, he/she may still qualify for reclassification. Teacher and parent comments and opinions are to be considered by the LAT. If a special education student is found to have sufficient English language skills to achieve, with accommodations and/or modifications, in core subjects with native speakers of English, he/she is reclassified.** Attendees sign the summary, which is filed in the student's EL folder, and the parent receives a written confirmation of the reclassification (Forms: No.01651 English, 0878 Spanish, 0875 Chinese, 0880 Korean.).

* Progress in meeting ELD/academic goals must be monitored for two years following reclassification of a Special Education English learner at the IEP meeting.

The procedure to reclassify a special education English learner- CAPA (SEEL-CAPA) from Limited English Proficient (LEP) to Fluent English Proficient (RFEP) status is as follows:

III. Identification of Special Education candidates for reclassification:

- A. At an IEP meeting following the first triennial assessment, the IEP Team reviews scores from the California Alternative Proficiency Assessment (CAPA), Language Proficiency testing (CELDT/ALPI), as well as, the student's progress towards meeting IEP goals in English language development, listening/speaking, reading and writing and identifies Special Education English Learners- CAPA (SEEL-CAPA) who may be eligible for reclassification.

- B. Identified Special Education English Learners- CAPA (SEEL-CAPA) who meet the following criteria are to be considered candidates for reclassification:
 - 1. Identified Special Education English Learners- CAPA must demonstrate progress in learning English, as measured by CELDT/ALPI.
 - 2. Identified Special Education English Learners- CAPA must demonstrate academic progress in ELA, as measured by CAPA testing.
 - 3. Identified Special Education English Learners- CAPA must demonstrate progress in meeting listening/speaking, reading and writing goals, as measured by meeting annual IEP goals. The special education student who demonstrates academic progress in ELA areas as verified by the progress report, most current report card and IEP goals.
 - 4. An IEP is held, at which the Special Education case carrier presents all current assessment, CELDT/ALPI subtests and progress towards meeting goals. If progress is noted in all areas, and if a special education student is found to have sufficient English language skills to achieve, with accommodations and/or modifications, in core subjects with native speakers of English, he/she is reclassified. Teacher and parent comments and opinions are to be considered. If further analysis is required to determine reclassification, the case carrier of the Special Education student will review data of a comparable native English speaker, with similar deficits who receives Special Education services, to identify if they have similar performance and to clarify that it is not an English Learner/language acquisition issue. Attendees sign the IEP team Reclassification Summary Form, Special Education English Learner- CAPA (SEEL-CAPA) which is filed as part of the student's IEP.

*Reclassified Special Ed. English learner-CAPA students must continue to have an ELD/academic goal in their IEP for two years following reclassification.

IV. Parent Notifications during Reclassification Process

- A. All parents/guardians of students being considered for reclassification are invited to a reclassification meeting (RUSD Form 1718 English, 1719 Spanish, 1720 Chinese, 1721 Korean). Parents are provided an opportunity to ask questions and voice their opinion on their child's readiness for reclassification at the meeting.
- B. Parents of students reviewed by the LAT team must be notified of the meeting date and time and given an opportunity to attend/give input
(RUSD Form 01650 English, 0898 Spanish, 0896 Chinese, 0892 Korean).
- C. Once the decision has been made to reclassify a student, the parent receives a written confirmation via the RUSD Form 01651 English, 0878 Spanish, 0875 Chinese, and 0880 Korean.

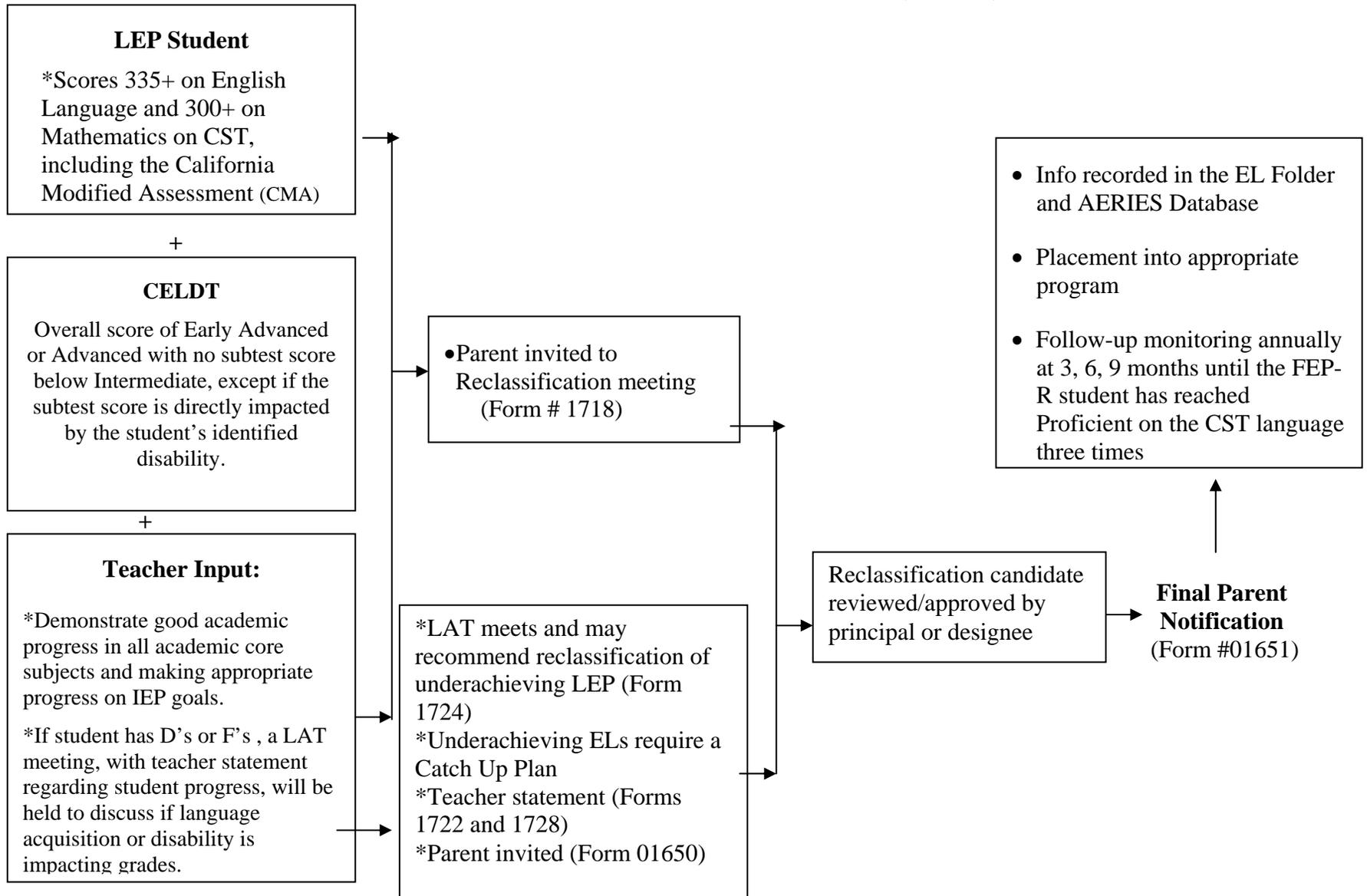
V. Documentation Procedures

- A. Copies of all district forms used in the reclassification process must be placed in the EL folder.
- B. All pertinent information is noted and entered into the *English Learner* folder for ELs who are approved for reclassification. Such information is maintained in the student's cum record.
- C. The student's designation of LEP is changed by the site to RFEP with date of reclassification on the AERIES Student Database.

MONITORING AND FOLLOW-UP OF RFEP STUDENTS (IV-EL 7.1)

- A. While CPM requirements indicate that the school must monitor the reclassified student for a minimum of two years, RFEP's remain part of the EL cohort for NCLB accountability until they have reached "proficient" on the language section of the CST/CMA three times. Therefore, RUSD monitors RFEP progress until the student is designated Proficient on the CST/CMA three times following reclassification to ensure correct classification, placement and additional academic support. (Note: A designation of Proficient or higher at the time of Reclassification is not counted as one of the three times.) The students' CST or CMA proficiency level in language is charted annually on the *English Learner* folder.
- B. Follow-up for the reclassified student is conducted at three, six, and nine months and progress is charted on the inside of the EL folder (Rev. 8/06). If a reclassified student is failing or in danger of failing, the school's LAT needs to convene to evaluate the student's progress. Appropriate intervention measures are recommended, which may include but are not limited to any of the following: tutoring, student/teacher/parent conference, change of program, summer school.

CHART IX
Rowland Unified School District
RECLASSIFICATION OF ENGLISH LEARNERS (IV-EL 7)



**CHART X
II-EL3**

RUSD CATCH-UP STRATEGIES FOR ENGLISH LEARNERS

INTERVENTIONS-	INSTRUCTIONAL SUPPORT	ADAPTATIONS	<u>BEHAVIORAL SUPPORT</u>
<ul style="list-style-type: none"> _____ Instruction, Individualized _____ Instruction, Small group _____ Instruction, group change _____ Cooperative learning _____ Instructional Assistance- with 1:1 support _____ Parent Conference _____ Preferential Seating _____ Tutoring, Cross-age _____ Tutoring, Peer _____ Tutoring: before/after school _____ Reduce Workload _____ Work Contract _____ Primary Language Support _____ Thinking Maps/ Path To Proficiency _____ Other 	<ul style="list-style-type: none"> _____ Additional practice _____ Additional time for oral/written response _____ Auditory Aids _____ Cooperative learning strategies _____ Directions repeated or written _____ Directions shortened to 1 or 2 steps _____ Exams: Open book _____ Exams: Oral _____ Flexible instructional grouping _____ Exams: Reduced length _____ Immediate feedback _____ Leveled instructional grouping _____ Multi-sensory instruction _____ Pace/amount of work adjusted _____ Study carrel for independent work _____ Teach to student strengths _____ Visual Aids _____ Preview of test questions _____ Making words _____ Mini lessons _____ Guided Language Acquisition Design (GLAD) _____ Academic Language _____ Guided Reading _____ Explicit Direct Instruction _____ Interactive/modeled/shared writing _____ Other 	<ul style="list-style-type: none"> _____ Assignment notebook _____ Computer software _____ Highlighted text _____ Manipulatives _____ Partner/paired reading _____ Primary language material _____ Study aids _____ Recording of required readings _____ I-pod/I-pad _____ Realia _____ Cloze technique _____ Sentence frames _____ Lesson scaffolds _____ Other 	<ul style="list-style-type: none"> _____ Behavioral Contract _____ Change of seating _____ Offer choices _____ Clearly defined limits _____ Home/school communication system _____ Cues/prompts _____ Frequent breaks _____ Positive reinforcement _____ Reminder of rules _____ Other
		ELD/SDAIE Support	IEP Goals (if applicable)
		<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •

Required Copies: Parent
Teacher
EL Folder in the cum

Form No. 1790
Revised 1.31.12

V – Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

STAFFING (V-EL 8)

Rowland Unified School District’s goal is to have an adequate number of California Commission of Teacher Credentialing (CCTC) qualified teachers to implement the required English language development and core curriculum instruction for each English Learner. To reach this goal, the district’s *Plan to Remedy the Shortage* outlines measures for training and recruitment. The *Plan to Remedy the Shortage* is updated annually to reflect current need, supply and shortage for SEI, Mainstream, and Alternative (Bilingual) Program classrooms. Copies of this plan are on file in the District Personnel and Bilingual Department Offices.

The program configuration and types of credentials required to teach in designated EL program are as follows:

ELEMENTARY & SECONDARY	
CONFIGURATION	TYPE OF CREDENTIAL
Structured English Immersion (SEI)	CTEL/CLAD/LDS/SB1969/395/2042 AB1059/BCLAD/BCC
Mainstream	CTEL/CLAD/LDS/SB1969/395/2042/AB1059/BCLAD/BCC
Alternative (Bilingual) Program	BCLAD/BCC/Bilingual Specialist

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

PROFESSIONAL DEVELOPMENT (V-EL 9)

RUSD is committed to providing focused staff development to all teachers and staff to empower them with the skills and attitudes needed to work effectively with the specialized needs of English learners. Thus, the district provides the following services:

- Notifies staff of opportunities to obtain EL certification through CCTC approved training offered within L.A. county as well as classes at various universities. Information on test preparation classes for the state CTEL exams is also made available to RUSD staff. Note: CCTC Authorizations to teach ELs in ELD, SDAIE and Primary Languages classes are delineated in the CCTC *Administrator Assignment Manual*.
- Provides a one time bonus of \$350 to permanent teachers who earn their CLAD/CTEL certificate. Annually, teachers holding and using a BCLAD receive a stipend of \$1,000.

RUSD has provided CLAD training for all certificated personnel through SI Days over a four (4) year period (1995-1999). Until June, 2006, the district continued to provide CLAD and SB1969/SB395 training within the district for those teachers needing this training. Beginning with the 2006-07 school year, teachers needing EL certification are provided information on CTEL/AB 2913 and BCLAD classes offered throughout L.A. county. In addition, the district has implemented ELD leads to support teachers of ELs at the school sites.

Current district staff development focuses on the improvement of instruction and assessment of English learners. It is designed to enhance the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for ELs. Such staff development is based on research demonstrating the effectiveness of the professional development in increasing the pupil’s English proficiency or the teacher’s subject matter knowledge, teaching knowledge, and teaching skills. The staff development offered is of sufficient intensity and duration to have a positive and lasting impact on the teacher’s performance in the classroom.

VI – Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the LEA
as required by law.

PLACEMENT (VI-EL 10)

All students are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. Placement recommendations are made following initial assessment for new students. Parents are informed of initial assessment results, program options and the school's placement recommendation for the student. Parents are given an opportunity to request a specific program for their child before a final determination of placement is made. The district recommendation for placement is outlined on pg. 38, Chart XI for Elementary ELs and on pg. 39, Chart XII for Secondary ELs. *Note:* The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency.

Initial Placement

- Elementary (K – 6th): After initial English assessment with the CELDT, a placement recommendation is based on identified levels of English acquisition.
- Secondary (7th – 12th): After initial assessment with the CELDT, a placement recommendation is made based on identified levels of English acquisition.
- Primary language assessment results are also considered in the placement and instructional delivery process (K-12). Spanish speakers are tested with the IPT Spanish. Mandarin and Korean speakers are tested with the RUSD informal primary language instruments. A questionnaire attached to the Home Language Survey is utilized to determine primary language proficiency among speakers of other languages. It is widely recognized that students who are literate in their primary language will progress more quickly through the EL program than those with little or no literacy in the primary language.

Annual Assessment and Placement

The progress of each EL student in English is reviewed annually. The following measures are used to determine placement:

- ELD Multiple Measures
- Final grade/score in ELD and core subjects
- CELDT Annual Assessment results
- Teacher Judgment
- Parent Input

Parents of continuing ELs are notified annually of their child's progress, current program placement recommendation and program options.

PROGRAM OPTIONS

II. Elementary (K – 6th)

- A. **Structured English Immersion (SEI):** Students at the beginning through early intermediate stages of ELD are in a *sequential* SEI program and receive ELD content instruction. The content focus is English vocabulary development and entry level concepts. While instruction is delivered mostly in English, primary support/materials may be used to make content more comprehensible. (See Form 01602)
- B. **Mainstream by Parent Request:** Parents may request mainstream placement for ELs who are at the beginning through early intermediate stages of language development. Such students receive ELD and mainstream core instruction delivered using ELD content and SDAIE strategies. Primary language support/materials are used when available to make content comprehensible. Instruction is delivered primarily in English. (See Form 01606)
- C. **Mainstream with Reasonable Fluency:** Students who have met reasonable fluency (see Chart XII, page 33) are at the intermediate through advanced stages of language acquisition, and continue to receive ELD. Content instruction is provided using SDAIE strategies and grade level district adopted materials. While instruction is delivered mostly in English, primary support/materials may be used to make content more comprehensible. (See Form 01602)
- D. **Alternative Instructional Program:** Students whose parents sign a waiver for an Alternative Program are placed in an early-exit Spanish/English bilingual classroom. At the early stages all content instruction is delivered in L1. As students become more proficient in English, content is delivered less in Spanish and more in English until the student is reclassified. (See Form 01606)

III. Secondary (7th – 12th)

- A. **Structured English Immersion (SEI):** Students at the beginning through intermediate stages of ELD are in a *simultaneous* SEI program and receive ELD plus SDAIE content instruction. The focus is grade level content. (See Form 01618)
- B. **Mainstream by Parent Request:** Parents may request mainstream placement for ELs who are at the beginning through intermediate stages of language development. Such students receive ELD and mainstream core instruction delivered using ELD content and SDAIE strategies. Primary language support/materials are used when available to make content comprehensible. Instruction is delivered primarily in English. (See Form 01622)
- C. **Mainstream with Reasonable Fluency:** Students who have met reasonable fluency (see Chart XIV, page 40) are at the early advanced through advanced stages of language acquisition, and continue to receive ELD. Grade level content instruction is provided using district adopted materials and SDAIE strategies. While instruction is delivered mostly in English primary support/materials may be used to make content more comprehensible. (See Form 01618)
- D. **Alternative Instructional Program:** Primary language courses designed for native speakers are available upon request whenever there are 20 or more ELs at a grade level from one language group at a school or within the district. The secondary Alternative (Bilingual) Program provides primary language instruction in a course designed for native speakers, at least one other core academic subject taught in the primary language and ELD daily.
- E. ELs are expected to complete a full academic program, leading to a diploma, in accordance with Board adopted requirements (Board Policy P6-6126). Students in RUSD who are proficient in a language other than English receive a Bilingual Competency Award (BCA) at graduation. The BCA consists of a medallion for meeting requirements in a foreign language and a RUSD bilingual recognition seal on the diploma.

Rowland Unified School District places all English Learners in English language classrooms unless a parental exception waiver has been granted for an alternative program. Once the school identifies a student as LEP, parents receive a packet of information explaining the various program options, a complete description of materials used in those programs and procedures related to the waiver process.

Description of Program Options

I. Elementary (K – 6th)

A. Structured English Immersion (SEI)

1. This model provides instruction for all English Learners at the Beginning and Early Intermediate stages of English proficiency who are considered to have “less than reasonable fluency” and are placed in a Structured English Immersion (SEI) program for a period not normally exceeding one year. If they have not achieved a reasonable level of English proficiency at the end of the transitional period, they may be re-enrolled unless the parents or guardians request mainstream placement or an alternative program.
2. SEI is a sequential program of English language development (ELD) taught nearly all in English. While instruction is delivered in English, primary support/materials may be used to make content more comprehensible.
3. Students in this program receive 30-45 minutes of ELD daily using the district adopted ELD program/s along with the California ELD standards (West Ed document). Students have equal access to the district adopted core materials in language arts and other content areas. Supplemental materials are used to augment the program as needed. In addition, English Learners in the SEI program receive differentiated instruction to support comprehensible input and access to the core program through daily practicum. (i.e. Explicit Direct Instruction, SDAIE, academic vocabulary, Thinking Maps, G.L.A.D., etc).

B. Mainstream after Reasonable Fluency

1. This model is designed for English Learners who reach the Intermediate stage of language proficiency and continue to receive ELD daily and are placed in the mainstream program with support as described in Section II-EL3b.
2. When English Learners reach the Intermediate Fluency stage of English proficiency (See Chart XIII, p. 39) they are considered to have “reasonable fluency” and are moved into a mainstream program. Since these students still do not meet the criteria for reclassification, English Learners in the mainstream classrooms must continue to receive special support to meet their linguistic and academic needs as well as ELD instruction on a daily basis.

C. Mainstream with Parent/Guardian Request

1. This model is provided for ELs who have not met reasonable fluency, but whose parents may request mainstream placement at any time during the school year-
2. Students in this category continue to receive ELD daily.
3. To initiate the request for mainstream placement parents must complete the *Parent/Guardian Request to Move an English Learner into Mainstream Program*, RUSD Form 01646.

D. Alternative Program

1. This program option is designed for new or returning students whose parents request that their children be enrolled in a bilingual program. An early-exit Spanish/English Bilingual Program is offered as an alternative program for K – 6 ELs at seven (7) elementary schools in the Rowland Unified School District. See Form 01606. However, whenever there are 20 or more students

at a grade level of a single language group whose parents request a waiver, such a program will be provided at the home school even if such a program has never been offered.

2. Parents must sign a waiver in order to move their child into a Bilingual Program. ELs under 10 must participate in an SEI program for at least 30 days before placement in a Bilingual program.
3. Assignment to a Bilingual Program at one of the schools offering the program is based on availability of space and is coordinated through the office of the Assistant Superintendent, Elementary School.
4. All students receive daily ELD instruction. Language Arts instruction will initially be provided in the primary (Spanish) language. Content areas will initially be taught in the primary language in math, science and social studies. As students gain proficiency in English, an increasing amount of content instruction will be in English.

II. Secondary (7th – 12th)

A. Structured English Immersion (SEI)

1. This model provides instruction for all English Learners at the Beginning through Intermediate stages of English proficiency are considered to have “less than reasonable fluency” (See Chart XIV, page 40) and are placed in a Structured English Immersion (SEI) program for a period not normally exceeding one year.
2. SEI is a simultaneous program of English language development and SDAIE core content taught in English. While instruction is delivered mostly in English, primary support/materials may be used to make content more comprehensible.
3. Students in this program receive one to two periods of English language development (ELD) and full periods of math, science and/or social studies according to their grade level requirements. Core classes utilize specially designed academic instruction in English (SDAIE). Materials for all secondary SEI classes are listed in the District’s COPE book and in the Secondary ELD Course Description notebook. High Point by Hampton Brown is the district adopted ELD series for SEI classrooms. In addition, English Learners in the SEI program receive differentiated instruction to support comprehensible input and access to the core program through daily practicum. (i.e. Explicit Direct Instruction, SDAIE, academic vocabulary, Thinking Maps, etc).

B. Mainstream after Reasonable Fluency

1. This model is designed for English Learners who reach the Early Advanced stage of language proficiency. They continue to receive ELD daily and are placed in the mainstream program with support as described in Section II-EL3b. A mainstream program is one where the instruction is intended for native speakers. Differentiation of instruction is made for ELs in Mainstream settings as needed.
2. When English Learners reach the Early Advanced Fluency stage of English proficiency (see Chart XIV, page 40) they are considered to have “reasonable fluency” and are moved into a mainstream program. Since these students still do not meet the criteria for reclassification, English Learners in the mainstream classrooms must continue to receive special support to meet their linguistic and academic needs as well as ELD instruction on a daily basis.

C. Mainstream with Parent Request

1. This model is provided for ELs who *have not met* reasonable fluency, but whose parents may request mainstream placement during the school year. A description of the mainstream program for such students may be found on RUSD Form 01622.
2. Students in this category continue to receive ELD daily. Since these students still do not meet the criteria for reclassification, they continue to receive specialized support in core content classes to meet their linguistic and academic needs.
3. To initiate the request for mainstream placement parents must complete the *Parent/Guardian Request to Move an English Learner into Mainstream Program*, RUSD Form 01646.

D. Alternative Program

1. This model is designed for English learners whose parents request that their children be enrolled in a bilingual program.
2. Students enrolled in an Alternative program will receive instruction in the primary language at their level of proficiency, at least one core subject delivered in the primary language and ELD daily.
3. Whenever there are 20 or more ELs at a grade level and of a single language group whose parents request a waiver, such a program will be provided at selected district sites. If there are 20 or more at a grade level of a single language group at a single school, that school will provide the alternative program.

Description of Alternative Programs in RUSD

Two Way Bilingual (TWB)

Starting with the 2005-06 school year, two elementary schools in the Rowland Unified School District began Two Way Bilingual programs. The goal of both Two Way Bilingual programs is to develop students with full proficiency in English and Spanish, cross-cultural understanding and appreciation, and high levels of achievement in all core subjects.

The Language Enrichment Academy is TWB program at Hurley Elementary where a 50/50 model is implemented in grades K-6. English speakers and Spanish speakers are mixed in every class. In grades K-2 children in the TWB program receive Spanish language instruction as well as all subject matter in both English and Spanish. Half of their school day is taught in English while the other half is taught in Spanish. Initially in grades 3-6 only Social Studies, Science and Math are taught alternately in English and Spanish. As time goes on, more subjects will be included. Teachers in the program team teach so that one teacher presents lessons in Spanish while the other teaches in English. The second Two Way Bilingual Program is at Rorimer Elementary School. Rorimer selected an 80/20 model beginning with two Kindergarten classes. During then 80/20 Dual Immersion model, kindergarteners receive 80% instruction in Spanish and 20% in English increasing the percentage of English instruction yearly to 50-50 by 4th grade. Each successive year the program will expand to include the next grade level until the program includes all grades (K-6). Teachers in the TWB are bilingual/biliterate and hold BCLA credentials.

Bilingual, Early Exit Elementary

A Spanish/English Early Exit Bilingual Program is offered as an alternative program to elementary (K – 6th) English learners in the Rowland Unified School District. The program is offered at six of the fifteen elementary schools within the district. Parents must sign a waiver in order to move their child into a bilingual program. Assignment to a bilingual program is based on availability of space and is coordinated through the office of the Assistant Superintendent, Elementary Schools. The district does not provide transportation.

In the district's early exit bilingual program, subject matter is taught in Spanish and students receive English language development daily. As the students' proficiency in English progresses, the amount of Spanish utilized decreases proportionately to the increased use of English. After approximately three years of bilingual instruction, students begin to transition into English reading and full English instruction. District adopted primary language. ELD and transitional materials are used. If a bilingual program at any grade level is filled, a district waiting list will be established. If there are 20 parents at a given grade level within a school site who have signed a waiver and are on the waiting list for the district's Alternative Instructional Program, an additional bilingual program at the specified grade level will be provided.

Secondary

An alternative/bilingual instructional program for English Learners in grades 7 – 12 is available. Students continue to build proficiency in their native language through a primary language course designed for native speakers. At least one other core academic subject is taught in the primary language. English Language Development is provided daily. If parents of 20 or more ELs at a grade level from one language group request a waiver at a school that does not have an Alternative/Bilingual program, the school must provide such a program. Primary language courses designed for native speakers are available upon request at the following sites: Alvarado Intermediate and Rowland High School: Mandarin Chinese and Giano Intermediate and Nogales High School: Spanish. Parents must sign a waiver in order to move their child into an alternative/bilingual program. Assignment to a bilingual program is based on availability of space and is coordinated through the office of the Assistant Superintendent, Elementary Schools.

PARENTAL EXCEPTION WAIVERS (VI-EL 11)

Under 10 Years of Age

All ELs under 10 years of age who are at the beginning or early intermediate stage of language acquisition must be in an SEI program for at least 30 calendar days. Following a personal visit to the school, parents may sign a waiver anytime during the 30-day period or anytime thereafter to move their child into an Alternative Instructional program. Once the child has completed his/her 30 days in any public school in California, he/she need not repeat the 30 days. However, parents must apply annually for a waiver in order to continue the child in the Alternative Instructional program. (RUSD Form 01610) NOTE: Once a child is identified as an EL, parents receive a complete description of all educational options, a description of educational materials used in each program, the school's recommendation for placement and parental rights related to the waiver process.

10 Years of Age and Older

Parents of beginning or early intermediate ELs 10 years of age and older may apply for a waiver at any time. Provided space is available, the child will be placed in the Alternative Instructional program. Parents must apply annually for a waiver in order to continue the child in the Alternative Instructional program. (RUSD Form 01611) Once a child is identified as an EL, parents receive a complete description of all educational options, a description of educational materials used in each program, the school's recommendation for placement and parental rights related to the waiver process.

Initiation of Alternative Program at all sites:

In the event that no space is available or no program currently exists at a site, a waiting list will be established at the site and the names on the waiting list submitted to the Elementary or Secondary Division Assistant Superintendent. At the point where there are 20 or more English learners from the same language group and in the same grade whose parents have signed waiver requests, a Bilingual program will be opened.

Special Education

The IEP team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

Waiver Timeline

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

- A. English learners under 10 years of age with special needs as identified in the Waiver request (i.e., physical, emotional, psychological, educational) must be placed for a period of not less than 30 days in an English language classroom. Following submission of the Waiver, the school will act upon it no later than 10 days after the 30 day English language classroom placement or 20 instructional days, whichever is later.
- B. A signed waiver for an English learner 10 years of age or older, the school will act upon said waiver within 20 instructional days.

Procedure for Denied Waivers

In most cases, ELs are placed according to the parental request for an Alternative Program. If a waiver is denied, the parents or guardians are informed in writing by the principal and other educational staff regarding the reason for denial, and they are advised that they may appeal to the Rowland USD Board or to the court. Waivers may be denied if they do not meet the criteria in Article III, Section 311, of the *English Language Education for Immigrant Children Initiative* (Prop 227).

CHART XI
VI-EL 10
INITIAL PROGRAM PLACEMENT OF *ELEMENTARY ENGLISH LEARNERS*
BASED ON CELDT ASSESSMENT

Overall CELDT Level	Program	Description	Service Delivery	Optional
1 Beginning	SEI	Sequential <i>Requires Catch-up Plan</i>	ELD ELD Content	L1 Support
	ELM <i>With Parent Request</i>		ELD ELD Content	L1 Support
	Alternative <i>With Parent Waiver</i>	Simultaneous	ELD L1 Content	N/A
2 Early Intermediate	SEI	Sequential <i>Requires Catch-up Plan</i>	ELD ELD Content	L1 Support
	ELM <i>With Parent Request</i>		ELD ELD Content	L1 Support
	Alternative <i>With Parent Waiver</i>	Simultaneous	ELD L1 Content	N/A
<i>Reasonable Fluency</i>				
3 Intermediate	ELM	Simultaneous	ELD SDAIE or Mainstream Content	L1 Support
	Alternative <i>With Parent Waiver</i>		ELD SDAIE, Mainstream and/or L1 Content	N/A
4 Early Advanced	ELM	Simultaneous	ELD SDAIE or Mainstream Content	L1 Support
	Alternative <i>With Parent Waiver</i>		ELD SDAIE, Mainstream and/or L1 Content	N/A
5 Advanced	ELM	Simultaneous	ELD SDAIE or Mainstream Content	L1 Support
	Alternative <i>With Parent Waiver</i>		ELD SDAIE, Mainstream, and/or L1 Content	N/A

CHART XII
VI-EL 10
INITIAL PROGRAM PLACEMENT OF *SECONDARY* ENGLISH LEARNERS
BASED ON CELDT ASSESSMENT

Overall CELDT Level	Program	Description	Service Delivery	Optional
1 Beginning	SEI	Simultaneous	ELD SDAIE Content	L1 Support
	ELM <i>With Parent Request*</i>			
	Alternative <i>With Parent Waiver**</i>		ELD L1 Content	N/A
2 Early Intermediate	SEI	Simultaneous	ELD SDAIE Content	L1 Support
	ELM <i>With Parent Request*</i>			
	Alternative <i>With Parent Waiver**</i>		ELD L1 Content	N/A
3 Intermediate	SEI	Simultaneous	ELD SDAIE Content	L1 Support
	ELM <i>With Parent Request*</i>			
	Alternative <i>With Parent Waiver**</i>		ELD L1 Content	N/A
<i>Reasonable Fluency</i>				
4 Early Advanced	ELM	Simultaneous	ELD SDAIE or Mainstream Content	L1 Support
	Alternative <i>With Parent Waiver**</i>		ELD SDAIE, Mainstream and/or L1 Content	N/A
5 Advanced	ELM	Simultaneous	ELD SDAIE or Mainstream Content	L1 Support
	Alternative <i>With Parent Waiver**</i>		ELD SDAIE, Mainstream and/or L1 Content	N/A

**CHART XIII
VI-EL 10**

***ELEMENTARY REASONABLE FLUENCY CRITERIA
MEASURED BY RUSD ELD MULTIPLE MEASURES MATRIX AND CELDT***

ASSESSMENTS:	<i>MINIMUM NUMBER OF STANDARDS ON RUSD MULTIPLE MEASURES MATRIX MASTERED AT EACH GRADE LEVEL</i>							
	Article I.	K	1	2	3	4	5	6
<i>LISTENING/ SPEAKING</i>								
MULTIPLE MEASURES MATRIX SCORE	5	5	5	5	5	5	5	6
MULTIPLE MEASURES MATRIX SCORE	12	12	12	12	12	12	12	13
<i>(i) WRITING</i>								
MULTIPLE MEASURES MATRIX SCORE	6	6	6	6	11	11	11	7
Writing Prompt				Basic	Basic	Basic	Basic	Basic
CELDT	Early Intermediate	Early Intermediate	Early Intermediate	Early Intermediate	Early Intermediate	Early Intermediate	Early Intermediate	Early Intermediate

In order to be designated as *reasonably fluent*, a student must meet a minimum overall score of Intermediate on the ELD Profile Record and a minimum overall score of Early Intermediate on the CELDT.

VII – TEACHING AND LEARNING

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

Rowland Unified School District provides services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits which may have been incurred in other areas of the core curriculum. Additional and appropriate services to English Learners are provided as needed in any and all classroom situations.

English Language Development

The English Language Development (ELD) component of all instructional program models is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Indeed, it may take seven or more years to achieve academic English proficiency comparable to that of native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

ELD is a specific curriculum based on the California English Language Development Standards that addresses the teaching of the English language according to the level of English proficiency of each student. ELD must be a part of the daily program for every English Learner. Indeed, the law requires that each EL receive ELD instruction as part of his/her core curriculum.

The English Language Development Standards

The ELD Standards provide expectancy and achievement at the Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced proficiency levels for EL students. ELD Standards address skills ELs must acquire in initial English learning to enable them to become proficient on the ELA Standards. The ELD Standards are designed to supplement the ELA Standards to ensure that ELs develop proficiency in both English language and the concepts and skills contained in the ELA Standards. The ELD Standards are written as pathways or benchmarks to the California ELA Standards. The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading.

English Learners receive a program of instruction in English language development (ELD) using the district adopted ELD program in order to develop proficiency in English as rapidly and effectively as possible.

I. The Elementary (K-6) ELD Program

- A. All teachers of English learners teach ELD during a dedicated ELD block of at least 30 minutes in duration on a daily basis. Students are grouped by language acquisition levels with no more than two consecutive levels per group. Teachers address the ELD standards for the level(s) they teach and use the District adopted ELD materials.
- B. During the Language Arts Block, English learners receive equal access to the core literature using the adopted program, appropriate materials and methodologies.
- C. Teachers of ELs facilitate equal access by using the California ELD and ELA standards; utilizing the district adopted ELD Curriculum and materials; selecting parallel themes in ELA/SLA and ELD whenever possible across content areas.

II. The Secondary (7-12) ELD Program

- A. All secondary English language learners receive at least one period of ELD daily using the District’s ELD curriculum supported with the district adopted ELD texts and supplemental materials.
- B. Selection of ELD core literature, extended literature and a list of approved materials can be found in the Appendix section of the Secondary ELD Course of Study. (*This requires evaluation and revision.*)

III. Monitoring and Evaluating the EL Instructional Program

A. Staff Development

- 1. Training will be provided for all administrators, classroom teachers and support personnel on the ELD/ELA standards, effective use of adopted ELD materials, and appropriate instructional strategies.
- 2. Site administrators will review and discuss with staff the EL data, evaluating student progress and making changes accordingly.
- 3. The Elementary and Secondary Division Superintendents as well as the District Director of Curriculum and Bilingual Education review EL data on an annual basis to determine areas of need, allocation of resources, and program modifications.

B. Accountability

- 1. Elementary (K-6): Daily ELD instruction for ELs is the responsibility of all teachers of EL students.
- 2. Secondary (7-12): Daily ELD instruction for ELs is provided by EL Certified teachers of ELD/ELA.
- 3. Teacher accountability: On *the Certificated Teacher’s Standard of Performance Evaluation* form, each teacher of ELs will be held accountable for adherence to the curriculum.
- 4. School site administrators will monitor ELD programs consistent with accountability objectives in the School Plan. Administrators will facilitate a quality ELD program by providing resources and materials and facilitating ELD staff development as needed.

C. Assessment

- 1. Based on state adopted ELD standards, ongoing assessment of student progress in ELD will include the State CELDT and CST tests as well as District ELD Multiple Measures.
- 2. The *English Learner Folder*, which is filed in the student’s cumulative record, will be kept current and accurate.

Core Curriculum

It is essential that English Learners also access EL articulated, standards-based core curriculum instruction. In Structured English Immersion and Mainstream settings, this core instruction in all subjects is taught “overwhelmingly” in English with ELD content and/or SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain. Students enrolled in the Alternative Bilingual Program receive full access to grade level core curriculum by means of direct instruction in their native language and in English, using SDAIE approaches, as appropriate to their levels of English language proficiency.

English Learners in RUSD are expected to meet the district’s content and performance standards for their respective grades in core curricular areas. All students in RUSD are assessed in core content areas as indicated on Charts V-VIII, pages 23-27. The data is used to monitor and evaluate EL group and individual performance and to compare EL progress with EO and FEP cohorts.

Recouping Academic Deficits/Catch-up Plan:

To recoup the academic deficits in core content incurred while in the sequential program, schools will adhere to district adopted standards and interim benchmarks in ELD and core content. ELs will be assessed annually using the district’s core curriculum multiple measures, CELDT and CST’s.

As noted above, the District has clearly articulated and implemented:

- content standards
- interim benchmarks
- assessments

In addition, the District has developed a Catch-up Plan known as *RUSD Intervention Strategies for ELs and FEPs* Chart X, p.31 which includes:

- interventions
- modification of instruction
- adaptation of materials
- behavioral support

When students do not meet the expected proficiency growth in English or are sustaining deficits in content areas, the teacher will use the report card software to generate an appropriate, individualized Intervention Plan for the student to use in conferencing with the parent in the spring and fall. The *RUSD Intervention Strategies for ELs and FEPs* will be reviewed and renewed each year until the student is at grade level in the designated academic areas. The principal or designee will review the *RUSD Intervention Strategies for ELs and FEPs* at the beginning and end of each school year. If a student has had a catch-up plan in the same core area for over three years, the school’s SST or LAT will review and recommend further interventions.