



SOLEDAD UNIFIED SCHOOL DISTRICT

English Learner Master Plan

2014-2017

Board of Education

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MESSAGE FROM THE SUPERINTENDENT

Soledad Unified School District’s Vision is to provide an “Education for Life” in order to empower all students, both young and elderly to become successful and literate independent problem solvers in our world. In order to realize our vision, our critical mission is to provide high quality and meaningful educational experiences that will encourage students to continue learning and growing throughout their lifetime. Our high expectations will allow all students to reach their long-term career and life goals.

The Soledad Unified School District expects English Learners (EL) to be able to achieve their goals in spite of the challenges they face due to the need to learn a second language. The District believes that it is critical for English Learners to become fluent English speakers as quickly as possible. The District also recognizes and values the importance of supporting and nurturing one of the most important resources of our district: the language, cultures and varied experiences of our diverse student population.

We know that a student cannot learn without comprehensive input. We also know and understand that we must do everything in our power to make sure that all of our students can access the core curriculum in a relevant and meaningful way. This master plan is a guide and a commitment to assist all District schools in providing EL students a consistent instructional program which includes daily leveled English language development, access to the core curriculum, and promotion of self-esteem through multicultural education.

The master plan demonstrates a collaborative effort by all staff to effectively serve English Learners.

I would like to thank all stakeholders who provided guidance, input and collaboration in the creation of this master plan.

The consistent implementation of this plan will provide equity which will result in excellence and success for all students in the Soledad Unified School District.

Dr. Rupi Boyd
Superintendent

DISTRICT VISION

Soledad Unified School District students will demonstrate high levels of literacy in all academic fields, use effective thinking and productive organizational skills, show positive and healthy personal and civic responsibility, express the ability to be both independent and cooperative, appreciate diverse cultures, and develop meaningful and rewarding social relationships. Our students will achieve their best and be a source of pride for themselves, their parents, their community, and the world.

MISSION STATEMENT

The results of the Soledad Unified School District's efforts will be evidenced by:

Students:

Increasing levels of success on standards based achievement measures.

Staff:

Employ and retain administrators, teachers and support staff who are highly-qualified, dedicated, and effective, hold themselves and students to high personal and academic expectations and demonstrate continuous self improvement that drives program and student success.

Educational Program:

Provide a vigorous, high-quality, engaging and targeted educational program that prepares our diverse students to meet or exceed district and state standards, and state and national performance targets that teaches the skills to inspire students to be life-long learners, and supports success in higher education, employment, citizenship, and family life.

Facilities, Equipment, and Materials:

Provide safe and secure facilities that are clean and well-maintained, well-planned and state-of-the-art; with a sufficient number of current textbooks and instructional materials that are aligned to standards.

Learning Environment:

Maintain a learning environment that is caring, nurturing, and positive, and demonstrates trust, respect, and tolerance among all the schools' stakeholders.

Strategic Partnerships:

Establish and maintain partnerships with community, business, government leaders, and post secondary institutions that secure and maximize resources and talents.

DISTRICT GOALS FOR ENGLISH LEARNERS

1. Develop appropriate literacy instruction that is aligned to grade level content and performance standards.
2. Develop English language proficiency for English Learners at the level of a native English speaker so that students can participate fully in appropriate and meaningful instruction.
3. Develop academic achievement in all content areas appropriate to grade level standards.
4. Create a positive atmosphere for learning by accepting, respecting and integrating diverse cultural backgrounds, perspectives, and languages.
5. Involve all parents, including parents of English Language Learners, in the formulation of policies, practices, program design and evaluation of programs and schools.

KEY PROGRAM DIMENSIONS

I. Involvement

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

II. Governance and Administration

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

III. Funding

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

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.

V. Staffing and Professional Growth

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

VI. Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the local educational agency (LEA), as required by law.

VII. Teaching and Learning

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

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PART I: STUDENT IDENTIFICATION, PLACEMENT, AND PARENT NOTIFICATION

KEY DIMENSION II: GOVERNANCE AND ADMINISTRATION

EL 4: INITIAL IDENTIFICATION, ASSESSMENT AND PARENT NOTIFICATION

KEY DIMENSION VI: OPPORTUNITY AND EQUAL EDUCATION ACCESS

EL 17: APPROPRIATE STUDENT PLACEMENT

A. HOME LANGUAGE SURVEY

Description of Responsibilities	Responsible Person
Ensures that the Home Language Survey (HLS) is part of the registration process at the school.	District Registrar Principal/Family Student Support Coordinator
Ensures the Home Language Survey is completed as part of the registration process.	Principal/Office Staff
Input of Home Language Survey information into the Aeries student database when student is enrolled.	Principal/Office Staff

A parent or legal guardian of all new K-12 students (including migrant, special education, and alternative education students) completes a Home Language Survey (HLS) as part of the enrollment procedure at each school site. The Home Language Survey is a legal document and **must be kept on file in the student’s permanent cumulative folder**. For students transferring from within California, site staff will request CUM folders from the student’s previous school. Additionally, copies of the original HLS, as well as the most recent CELDT scores, will be requested by school staff via telephone or fax. The student’s original HLS will be filed in the student’s permanent cumulative folder. Information on the original HLS **cannot** be changed by parents/guardians. If the previous school does not have the original HLS, the most current, completed HLS will be the HLS of record.

Each HLS shall have all four questions answered, a signature by the parent/guardian, and a date.

Upon enrollment, each HLS shall be reviewed, and the following procedures shall be followed:

- HLS indicates all English: A copy of the HLS shall be placed in the student’s CUM file. No EL testing or EL program is needed. The student’s Language Fluency designation will be “EO” (English Only) in Aeries (student information database) and the student is placed in the school’s regular academic curriculum program.
- HLS indicates at least one response other than English on questions #1 – 3: The student is designated as having a primary/home language other than English and the student language

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proficiency assessment process begins. This includes migrant, special education and alternative education students. The HLS shall be given to Family Student Support Coordinator or designee who is responsible for inputting the information into the student database (Aeries) for monitoring consistent with state guidelines on assessment. The Family Student Support Coordinator is also responsible for filing the HLS in the yellow Language Fluency Folder in the student's Cumulative Record. The English language assessment process shall take place **within 30 calendar days** of enrollment. The student is placed in the appropriate education program based on the results of the initial English proficiency testing.

- HLS indicates a language other than English only on question #4: The HLS shall be filed in the student's CUM file and a copy given to the site Family Student Support Coordinator. The 4th question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment. The student is designated as "EO" (English Only) in Aeries and the student is placed in the school's regular academic curriculum program.

Note: The terms Fluent English Proficient (FEP), Fluent English Speaker (FES), or Limited English Proficient (LEP) are used when referring to English learners based upon the result of an assessment of their proficiency in English in order to be consistent with the terminology used for state reports. The term English Learner (EL) is used when referring to the general population of students whose HLS indicates a home language other than English. The term Initial Fluent English Proficient (IFEP) is used when referring to students who, upon entering the school district, have an HLS that indicates a language other than English and are proficient in English, as determined by the CELDT.

Impacted School and Impacted District

A school will be considered impacted with a language when 20 or more EL students speak a single language in the school (based on the March Language Census R-30 Report). Services shall be designed to meet the special needs of the ELs in the language group.

The district will be considered impacted with a language when 50 or more EL students speak a single language in the district (based on the March Language Census R-30 Report). Services shall be designed to meet the special needs of the ELs in the language group.

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B. PROCEDURES FOR ENGLISH LANGUAGE PROFICIENCY TESTING

Description of Responsibilities	Responsible Person
Responsible for and oversees initial CELDT administration at all sites. Collects and maintains data. Assigns testing staff.	Associate Superintendent of Ed. Services Principal/Designee <i>Family Student Support Coordinator</i>
Ensures testing completed within 30 days of enrollment.	Principal/Designee <i>Family Student Support Coordinator</i>
Provides assistance and support.	Associate Superintendent of Ed. Services <i>Family Student Support Coordinator</i>

- Student whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the HLS must be assessed in English language skills.
- The California English Language Development Test (CELDT) shall be administered within 30 calendar days of the student’s enrollment by the school’s testing staff. The CELDT is the state approved instrument used by Soledad Unified School District to assess listening, speaking, reading and writing skills in English for all students whose HLS identifies them as having a home language other than English.
- The Associate Superintendent of Ed. Services monitors the administration of the CELDT. English proficiency tests shall be administered to each student by fully trained staff that are proficient in English.
- Detailed instructions and step-by-step procedures for initial English language testing are stated in the CELDT. The Associate Superintendent of Ed. Services ensures the proper training of testers and security of the test.
- Site personnel will schedule administration of the English language assessment to meet the initial 30-day requirement.
- There are five classifications of student’s English language proficiency according to the CELDT. The classifications are: Beginning (B); Early Intermediate (EI); Intermediate (I); Early Advanced (EA); and Advanced (A), and/or Emerging, Bridging, Expanding, when testing is updated.
- Students in grades K-1 are assessed in listening, speaking, reading and writing. Their English language proficiency is calculated with the following weights: 45% Listening, 45% Speaking, 5% Reading, and 5% Writing.

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- Student results of the initial CELDT are sent to the site Principal by the Associate Superintendent of Ed. Services for administrative review, program placement, and filing in the student’s CUM folder. An additional copy is filed at the District Support Services Office.
- New students to the district previously identified as English Learners and assessed with the initial or annual CELDT assessment do not need to be tested again during the same school year. Upon enrollment, school office personnel will request a copy of the student’s CELDT scores for the purpose of proper program placement and parent notification of placement. This information will be recorded in the student database (Aeries) by the school’s office staff.

C. PROCEDURES FOR PRIMARY LANGUAGE PROFICIENCY TESTING

Description of Responsibilities	Responsible Person
Responsible for and oversees primary language proficiency testing at all sites. Collects and maintains data. Assigns properly trained testing staff.	Associate Superintendent of Ed. Services Principal/Designee <i>Family Student Support Coordinator</i>
Ensures testing completed within 90 days of enrollment.	Associate Superintendent of Ed. Services Principal/Designee <i>Family Student Support Coordinator</i>
Responsible for informal language assessment interview if student’s primary language is not Spanish.	Principal/Designee <i>Family Student Support Coordinator</i>

- All EL students are further assessed for primary language proficiency by school testing staff. Primary language testing shall be completed within 90 calendar days of the student’s *initial* enrollment in the district or California school.
- Students with a home language of Spanish shall be administered the oral portion Quick Informal Assessment (QIA) for grades K-1 and the oral and written portions of the QIA for grades 2-12. The QIA assesses reading, writing, listening, and speaking. A trained, fluent Spanish speaker administers the assessment.
- Primary language reading, writing, listening and speaking skills for all EL students with a home language other than Spanish, will be assessed within 90 calendar days of enrollment through the use of an informal survey administered by the site test coordinator with the parent/guardian of the student. The informal survey results are noted on the yellow Language Fluency Folder and filed in the student’s CUM.
- Student results of the QIA are sent to the principal by the site test coordinator for administrative review and filing in the student’s Language Fluency Folder (yellow).

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- Alternative assessments for primary language testing may be used for Special Education students with low incidence and severe disabilities.

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D. INITIAL STUDENT IDENTIFICATION

Description of Responsibilities	Responsible Person
Responsible for identification and notification to site of student CELDT Listening and Speaking, Reading, Writing, and Overall levels.	Associate Superintendent of Ed. Services <i>Family Student Support Coordinator</i>
Responsible for identifying student English Language Proficiency Level	Associate Superintendent of Ed. Services <i>Family Student Support Coordinator</i>
Responsible for input of student Language Fluency into Aeries.	Principal/Designee Office Staff <i>Family Student Support Coordinator</i>

Grades K – 1

Students in Kindergarten and students new to California in first grade who initially score Early Advanced (EA) or Advanced (A) when updated expanding on the CELDT overall with domain scores for Listening and Speaking at Intermediate when updated bridging (I) or above (no minimum performance level requirements for Reading and Writing) are classified as Initial Fluent English Proficient (IFEP) and no further English testing is necessary. Those students who score EA or A overall expanding and do not score Intermediate bridging or higher in the other domains are classified as an English Learner (EL) and will receive EL program services. Students who score Beginning, Early Intermediate, or Intermediate when updated emerging or bridging on the CELDT overall are classified as an English Learner (EL) and will receive English Learner program services.

Grades 2 – 12

Students new to California in grades 2-12 who initially score Early Advanced (EA) or Advanced, when updated expanding (A) on the overall CELDT score and score Intermediate when updated bridging or higher in each area of Listening, Speaking, Reading and Writing are classified as Initial Fluent English Proficient (IFEP) and no further testing is necessary. Those students who score EA or A overall and do not score Intermediate or higher in the four domains are classified as an English Learner (EL) and will receive EL program services. Students in grades 2-12 who score at the Beginning, Early Intermediate, or Intermediate on the CELDT overall are classified as an English Learner (EL) and will receive English Learner program services.

The Family Student Support Coordinators at the sites are responsible for identification of students' English language proficiency level.

Alternative assessments for initial English language testing may be used for Special Education students with low incidence and severe disabilities.

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E. DOCUMENTATION AND PARENT NOTIFICATION OF INITIAL RESULTS

Description of Responsibilities	Responsible Person
Responsible for and oversees completion of initial results section of Initial Parent Notification Form.	Principal <i>Family Student Support Coordinator</i>
Reviews, signs, and sends Initial Parent Notification Form to parents.	Principal <i>Family Student Support Coordinator</i>
Initial Parent Notification Form filed in Language Fluency Folder in the student’s CUM.	Site Office Staff <i>Family Student Support Coordinator</i>

Upon completion of initial testing, the Family Student Support Coordinator shall fill out the English Language Assessment, Primary Language Assessment, and Language Designation sections of the Initial Assessment Results of the Initial Parent Notification Form.

The original form shall be sent to the site Principal. The Principal reviews the notification form and mails to the parents. If applicable, the results of the informal primary language survey are also noted on the form. A copy of the Initial Parent Notification Form is placed in the Language Fluency Folder of the student’s CUM file and a copy is sent to the Family Student Support Coordinator, and the student’s classroom teacher in grades K-6 and the student’s English/English Language Development Teacher in grades 7-12.

The student shall then be placed in the appropriate EL program.

F. INSTRUCTIONAL PLACEMENT FOR ENGLISH LEARNERS

Description of Responsibilities	Responsible Person
Responsible for ensuring student program placement.	Principal/Designee <i>Family Student Support Coordinator</i>
Responsible for obtaining parental waivers when needed and filing in student’s Language Fluency Folder.	Principal/Designee <i>Family Student Support Coordinator</i>
Provide technical assistance and support, oversees data collection, and monitors records.	Associate Superintendent of Ed. Services <i>Family Student Support Coordinator</i>

*An **English Learner** is defined as a child who is in the process of learning English as determined by the Home Language Survey and the Initial California English Language Development Test. (The federal designation for an English Learner is Limited English Proficient or LEP).*

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Procedures to Determine Proficiency Level

Initial English proficiency levels reflect the student’s development in English fluency. This information shall be used to determine the student’s placement for English Learner (EL) services.

CELDT OVERALL LEVEL	ENGLISH PROFICIENCY LEVEL
Beginning	<i>Emerging</i>
Early Intermediate	<i>Emerging</i>
Intermediate	<i>Bridging</i>
Early Advanced	<i>Expanding</i>
Advanced	<i>Expanding</i>

All English Learners (ELs) shall be enrolled in either an English Mainstream or a Structured English Immersion Program, unless a parental waiver has been approved for an Alternative Program.

All English Learners shall receive EL services until they become fully proficient in English. A fully proficient student is one that has acquired English language skills necessary to receive instruction and achieve academic progress in English only, at a level equivalent to students of the same age or grade whose primary language is English. Upon achieving proficiency in English, an EL student will be reclassified to Reclassified Fluent English Proficient (RFEP) based on the established district criteria. (See Student Reclassification section).

Instructional Placement for English Learners

CELDT Proficiency Level		Program Placement
Emerging	Less Than Reasonable Fluency*	Structured English Immersion Alternative Education Program**
Emerging		
Bridging		
Expanding	Reasonable Fluency*	English Mainstream Alternative Education Program**
Expanding		
		Other Instructional Setting as per IEP***

Based on Education Code 300 – 340

* To be determined by district

** With approved Parental Exception Waiver

*** English Learners, who are also identified as learning disabled students, will be assigned according to their Individualized Education Program (IEP)

Placement Based on Parental Choice

At any time during the school year, a parent/guardian of an EL has the right to withdraw their child from an EL program. In these cases, the EL student shall be placed in an English Language Mainstream program and shall receive Additional and Appropriate Services. Parents also have the right to request an alternative program by requesting an exception waiver for their child if they deem it would be better (see below). If parents of twenty (20) or more students in one grade

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level at the same school request the alternative program, the school is required to provide this program.

G. PARENTAL EXCEPTION WAIVERS

Description of Responsibilities	Responsible Person
Responsible for parental exception waiver procedures; facilitates implementation of parental exception waivers.	Principal/EL Resource Teacher
Assists and monitors parent notification/waiver process. Oversee filing of documentation.	Principal/EL Resource Teacher
Oversees parental exception waiver policy procedures. Provides technical assistance and support regarding parental exception waivers.	Associate Superintendent of Ed. Services

The requirement of Education Code section 305 may be waived with the prior written, informed consent, to be provided annually, of the ELs parents/guardians under the circumstances specified in Education Code 311. Such informed consent shall require that the parents/guardians personally visit the school to apply for the waiver and that they be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized education methodologies permitted by law. Individual schools in which 20 or more pupils of a given grade level (same language) receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.

The circumstances (options) in which a parental exception waiver may be granted are as follows:

- **Children who already know English:** the child already possesses good English language skills, as measured by standardized test scores of English 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 fifth grade average, whichever is lower.
- **Older children:** the child is age 10 or older, and it is the informed belief of the school principal and educational staff that an alternative course of educational study would be better suited to the child’s acquisition of basic English language skills.
- **Children with special needs:** the child already has been placed for a period of not less than 30 school days during that school year in an English language classroom, and 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 alternative course of educational study would be better suited to the child’s overall educational development. A written description of these special needs must be provided and such

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decision is to be made subject to the examination and approval of the superintendent, under guidelines established by and subject to the review of the local board and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their rights to refuse to agree to a waiver.

Procedures for Granting Parental Exception Waivers

The purpose of this procedure is for parents/guardians to request a waiver to have their child(ren) transferred to a class which teaches English and other core curriculum through alternative education techniques or other generally recognized educational methodologies.

- All waivers shall be applied for and processed/acted upon through the principal.
- The *Parent Notification of English Language Development Program Placement* shall be sent annually to the parents/guardians of each English Learner. The district parent letter explains the child's recommended placement, parental rights and options, program descriptions and educational materials used.
- Parents/guardians shall be required to visit the school to apply for the initial waiver. At that time, parents/guardians shall be provided with a full written description of:
 - A. The intent and content of the Structured English Immersion Process.
 - B. Any alternative courses of study (program) offered by the district and available to the student.
 - C. All education opportunities offered by the district and available to the students.
 - D. The educational materials to be used in the alternative courses of study (program) choices.

Upon request of the parents/guardians, a spoken explanation of the A-D above shall also be provided.

- At the school visit, the parents/guardians shall complete and sign the Parental Exception Waiver for Alternative Program. The principal shall complete and sign the school part of the form.
- Parents/guardians may apply for a parental exception waiver at any time after the first day of school for Alternative programs and after the EL has been placed in an English language program for a **minimum of 30 school days**. The 30-day English language program is only required once in the student's academic career. Waivers shall be applied for an annual basis.
- Parents/guardians who apply for a waiver may request a review of the district's guidelines. They may also request a copy of the procedures adopted by the State Board of Education. In these cases, the parents/guardians shall be given Education Code sections 300-304 and Title 5, California Code of Regulations sections 11300-11305.
- If 20 or more parents/guardians with students at the same school, same grade level, and speaking the same language request a waiver and receive approval, the school shall be required to offer the class (program) or allow the student to transfer to a public school in which such a class is offered.
- A waiver may be granted when:
 - A. The child already knows English and possesses good English language skills as measured by a standardized test of English vocabulary comprehension, reading, and writing, in

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which the child scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower.

- B. The child is age 10 years or older and it is the informed (based on data) belief of the principal and educational staff that an alternative course of educational study would be better suited to the child's rapid acquisition of basic English language skills. Achievement data shall be attached to the waiver form.
- C. The child has been in an English language classroom for not less than 30 school days and it is the informed belief of the principal and educational staff that the child has such special physical, emotional, psychological or educational needs that an alternative course of study would be better suited to the child's overall educational development.

A written description of these needs must be provided and any such decision shall be made subject to the examination and approval of the superintendent, under guidelines established by and subject to the review of the local board and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents/guardians shall be fully informed of their right to refuse to agree to a waiver.

- If the parental exception waiver is denied, the parents/guardians shall be informed in writing about the reason(s) for the denial and shall be informed of the procedures that exist to appeal the decision of the board. An indication that the results were communicated orally to the parents/guardians who request, or are unable to understand written communication, shall be documented.

Note: The Individual Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

Parental Exception Waivers shall be granted unless the principal and educational staff has determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5CCR 11303)

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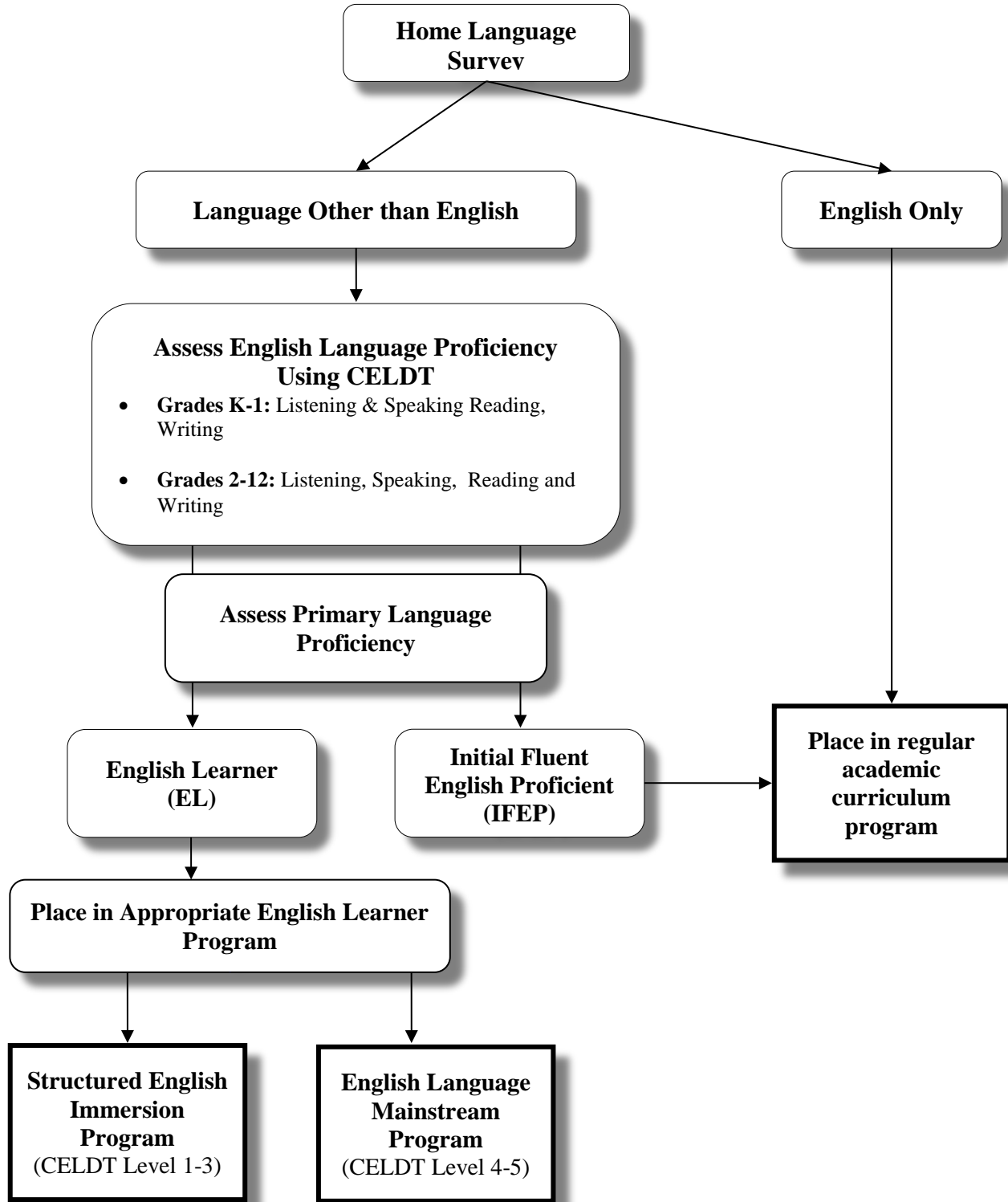
H. ANNUAL ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY

Description of Responsibilities	Responsible Person
Responsible for and oversees training and administration of annual CELDT (California English Language Development Test) to all currently enrolled English Learners in grades K-12. Collects and maintains data.	Associate Superintendent of Ed. Services
Assigns properly trained staff. Ensures annual CELDT administration is completed within the testing window (July 1 – October 31 of each year).	Associate Superintendent of Ed. Services Principal/Designee
Provides site assistance and support.	Principal/Designee Family Student Support Coordinator
Notifies parents of official results within 30 days of receipt of annual CELDT results.	Associate Superintendent of Ed. Services Principal/Designee
Ensures district staff receives results for input into student data base.	Associate Superintendent of Ed. Services Director of Technology
Ensures process for district and site review of Annual CELDT results.	Associate Superintendent of Ed. Services Director of Teaching and Learning

Annually, all identified English Learners enrolled in the district, grades 1-12, shall be administered the annual CELDT. The administration of the annual CELDT must be completed within the testing window of July 1 – October 31 of each year. Within 30 days of receipt of the annual official student reports/scores from the testing company, the district will submit the student reports to the parents. All reports to parents will be accompanied by a letter describing the report and services provided to ELs in Soledad Unified School District. A copy of the student report is sent to the site for filing in the student’s Language Fluency Folder. Site reports are also forwarded to the site Principal for review.

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INITIAL IDENTIFICATION, ASSESSMENT AND PROGRAM PLACEMENT FLOW CHART



PART II: INSTRUCTIONAL SERVICES

KEY DIMENSION VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

EL 17: APPROPRIATE STUDENT PLACEMENT

KEY DIMENSION VII: TEACHING AND LEARNING

EL 20: ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

EL 21: ACCESS TO THE CORE

Description of Responsibilities	Responsible Person
Implement program/services at school; validate implementation of program/services, monitors student progress, and provide support for teachers.	Principal/Designee
Identify most “At-risk” students and schedule for intervention	Principal/Designee
Implement program/services.	Classroom Teachers/English Language Arts Teachers
Provide technical assistance and support, oversee data collection and evaluation; monitor records.	Associate Superintendent of Ed. Services Director of Technology

All of the instructional services for English learners in Soledad Unified are designed to ensure the success of English learners in acquiring proficiency in English and core academic content. Each English learner receives daily, explicit, systematic English language instruction in order to develop multi-faceted proficiency in English as rapidly and effectively as possible. Core academic instruction for English learners is designed and implemented to ensure they meet the district’s content and performance standards for their respective grade levels in a reasonable amount of time. The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

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A. PROGRAM OPTIONS

All of the instructional programs for English Learners in Soledad Unified are designed to ensure the success of English learners in acquiring proficiency in English and core academic content. We offer two types of instructional settings for English Learners:

English Language Mainstream &
Structured English Immersion

The district also provides additional and appropriate educational services to English Learners in grades K through 12.

English Language Mainstream Program

English learners with reasonable fluency in English and who are not participating in an alternative program or whose parents have requested they move from an SEI program are placed in an English language mainstream program. The criterion to determine when English learners have acquired reasonable fluency is as follows: Students who are assessed to be Advanced or Early Advanced on the most recent overall CELDT are placed in an English Language Mainstream program. Students who meet this criterion will be determined to have a good working knowledge of academic English.

The English Language Mainstream program is an educational approach intended to develop English literacy and academic skills at grade level. It is designed for students that are either native English speakers or have already acquired a reasonable fluency in English. The program uses District adopted materials in English and all subjects are taught in English. All English learners in an English Language Mainstream program will continue to receive daily, focused, structured English Language Development instructions.

The district provides services to English learners to ensure they are acquiring English language proficiency and meeting academic content standards.

Note: A parent or guardian may have his or her child moved into an English language mainstream classroom at any time.

Structured English Immersion Program

The Structured English Immersion instructional program is designed for English learners who have less than reasonable fluency in English. Less than reasonable fluency is defined as an English learner who is at the Beginning, Early Intermediate, or Intermediate level of English language development as determined by the most recent CELDT overall score.

The Structured English Immersion Program is an English language acquisition process/instructional program in which “nearly all” classroom instruction is in English, but with the curriculum and presentation designed for those learning the language. “Nearly all classroom instruction” is defined as all classroom instruction is conducted in English except for clarification, explanation, and support in the primary language as needed. The goal is to teach language proficiency in English as rapidly and effectively as possible. Progress in English

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proficiency is acquired through strong, focused, structured, daily English Language Development. Content instruction will be given simultaneously so the EL will not incur academic deficits. Access to core curriculum is accomplished through Specially Designed Academic Instruction in English (SDAIE) strategies.

Students are transitioned from the Structured English Immersion Program into an English Language Mainstream classroom once a reasonable level of English language proficiency has been reached as measured by state approved assessments. A reasonable level of English is defined as Early Advanced or Advanced on the overall score of the CELDT.

This temporary transition period is not normally intended to exceed one year. Students will continue in Structured English Immersion until they meet the district criteria for reasonable fluency.

Structured English Immersion is an option for students who have been in an Alternative Program and are not ready to be mainstreamed or an Alternative Program is not available.

Additional and Appropriate Services

Additional and Appropriate Services is an instructional program designed for ELs who have reasonable fluency. Additional and Appropriate services are delivered in an English language mainstream classroom. Content instruction is in English with the curriculum specially designed to meet the EL's needs. The goal is to become Fluent English Proficient (reclassified to FEP).

B. INSTRUCTIONAL PROGRAM ELEMENTS**English Language Development**

English Language Development (ELD) is a component of all instructional programs designed to serve the needs of English Learners. Further, ELD is a specific core curriculum aligned to the English Language Development Standards that addresses teaching of the English language according to the level of English proficiency of each student with the purpose of developing a solid foundation in the English language and preparing students to meet content area standards.

Soledad Unified School District has implemented *Language Central ELD* in grades K – 8 and the Focused Approach to Systematic ELD as a framework for delivery of English language development instruction. *Edge* has been adopted and implemented for grades 9 – 12. ELD is part of the daily instructional program for English Learners and consists of a minimum of 45 minutes of instruction in each grade level. During this time students are grouped for instruction by their English proficiency level as determined by the most recent CELDT score, ELD benchmark assessment, and teacher observation of classroom performance.

ELD includes clear modeling and frequent, varied opportunities for students to practice and apply language, with the scope and sequence designed to build student's ability to use language accurately and fluently while applying it in various contexts and for many different purposes. ELD also develops a foundation for literacy (reading/writing) as well as the pathway to mastery

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of the California English Language Arts Standards and is provided in a variety of instructional settings (e.g. self-contained classrooms, grouping, etc.)

Using the NWEA assessment, which is aligned to the California State-Adopted ELD standards, students are assessed by their classroom teacher (K-6) or English Language Arts teacher (7-12) during the year to determine if they are making satisfactory progress. Student results will be reviewed by grade-level teams in order to inform classroom instruction, provide data for grouping and regrouping of students, revise ELD pacing calendar, and identify students who are not making satisfactory progress. Students who are not making satisfactory progress in ELD will be scheduled for a review that will include core curriculum progress. The site team will review current classroom grades, scores on ELA benchmark assessments, and most recent SBAC ELA scores for determination of possible intervention.

English Learners will meet the district's content and performance standards for their respective grade levels in core curricular areas. Soledad Unified School District has elected to follow the simultaneous approach, implementing a program designed to keep English Learners at grade level in all areas of the curriculum. Access to content will be differentiated for students depending upon their language proficiency stages: beginning, early intermediate, intermediate, early advanced, and advanced. Lessons, curriculum, and materials appropriate to English Learners will be used based on their language proficiency level. Some of these materials include recommended reading lists and effective, research-based instructional strategies.

Front-loading Language to Support Content Learning

Front-loading language is designed to equip English Learners with language structures and vocabulary needed to comprehend, speak, and write about the content that will be taught. Front-loading happens across the instructional day at flexible, yet strategic times, before a content lesson is taught for the first time. It is a strategic support for English learners when the language demands and the content demands of an upcoming lesson are both great. A front-loading lesson is determined by the language demands (sentence structure and vocabulary) of the upcoming lesson that a fluent English speaker would know, but an English Learner may not.

Grouping for front-loading is determined by the proficiency levels of students in the class and their individual needs. It may happen in the whole group, small group, or on an individual basis. Front-loading may happen minutes before a lesson or may be built upon over time to give students multiple opportunities to use the new language structure with familiar content before requiring them to apply the language with more challenging grade-level content.

Comprehensible Content Instruction

Comprehensible content instruction incorporates a range of instructional strategies designed to scaffold learning for English Learners to achieve grade-level content standards. These strategies are varied and are dictated by the content being taught and the proficiency level of the students. Teachers may employ the use of various strategies in order to give a context to the content and help make it comprehensible. These are both strategically planned for and employed as an unanticipated student need arises.

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The following are examples of strategies and methods that may be used to make English instruction comprehensible to ELs:

Beginning Level:

- Total physical response (TPR)
- Maps, visuals, charts, gestures, graphic organizers
- Simple speech, clear enunciation, controlled sentence length
- Active games, finger plays, puppetry, role playing
- Flannel board stories, big books
- Brainstorming with pictures
- Simple classification with pictures
- Graphic organizers
- Rhythms, rhymes, songs, choral readings, simple poetry, music
- Manipulatives, i.e. Bingo Vocabulary

Early Intermediate Level (in addition to those previously listed):

- Story mapping, story boards
- Sentence frames
- Sequencing events, i.e. Matrix
- Language experience approach
- Categorizing and classifying
- Journal writing, reflections
- Drawing on past and present experiences
- Cooperative learning, grouping techniques
- Cross-age tutoring, peer tutoring
- Reader's Theater

Intermediate Level (in addition to those previously listed):

- Group discussions
- Critical thinking
- Literature logs
- Writing process, reading process
- Mapping, charting, graphing
- Reading aloud, teacher-directed reading, oral reports
- Problem solving

Early Advanced/Advanced Level (in addition to those previously listed):

- Categorizing
- Brainstorming
- Comparing, contrasting
- Plays and skits followed by reading and writing
- Literary analysis – compare, describe characterization, summarize, outline
- Essay writing, computer assisted writing, writing across the curriculum

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Primary Language Instruction (Alternative Program)

The alternative program is a language enrichment program and is an educational approach intended to prepare students to become biliterate in English and Spanish and to be proficient in grade level subject matter. Subject matter is taught in Spanish and English with a greater percentage of English instruction occurring as the student progresses through English language competency. The primary language is used continuously throughout the grades to ensure bi-literacy and access to the core curriculum of the student.

“Catch-Up Plan” for Recouping Academic Deficits and Strategies to Overcome Academic Deficits

All ELs shall have access to the core curriculum (academic instruction across the district’s core curriculum) and shall be monitored for academic deficits using the district’s accountability and assessment system. ELs shall receive instruction in English, but with the curriculum and presentation designed for children who are learning the language. Services shall be designed for the EL to learn English and the core curriculum simultaneously.

Core curriculum shall be designed so that the ELs are either (a) learning grade level academic content and achieving at parity with their native English speaking peers, or (b) recouping academic deficits at a rate that will allow them to achieve parity of participation before the deficits are irreparable. Lessons shall reflect curriculum, materials, and approaches, which are designed for ELs and are appropriate to their English language proficiency level.

The Catch-Up Plan for Soledad Unified contains the following elements:

- Standards: Clearly articulated and implemented content standards for all core curriculum, including English Language Development (ELD)
- Benchmarks: Clearly defined, expected growth targets for all content areas
- Interventions: Clearly defined interventions, implemented for English Learners who are not meeting expected proficiency growth targets in English.

If academic deficits occur, the EL student shall receive the appropriate services to recoup/overcome deficits such as additional tutoring, before after-school programs, individualized instruction, various software programs, etc.

Intervention Programs are designed for EL students who are not making reasonable progress towards English proficiency as determined by district assessments. These services are delivered during school, before school, after school, and/or during intercessions, e.g. Winter/Spring/Summer break, or, in the case of secondary students, as their elective class. They are designed to accelerate the student’s progress towards meeting district benchmarks for ELs.

Individual and group data shall be analyzed by standard, grade level, and teacher, level of language proficiency, and time in the program to indicate that ELs are learning the core curriculum. Individual EL progress in ELD is recorded and reported out using the district

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student report card. Teachers and Principals will review this information per trimester/quarter with a focus on the student's appropriate ELD placement, ELD progress, ELA benchmark progress, and annual CELDT progress. The report provides information regarding student's progress and performance in attaining English-language proficiency.

For students not meeting expected growth targets recommended actions and interventions are suggested by the teacher and reviewed by the principal to ensure implementation.

Special Education ELs shall make substantial progress toward achievement of Individualized Education Program (IEP) academic goals.

C. ADDITIONAL ELEMENTS**SDAIE (Specially Designed Academic Instruction in English)**

Instruction of grade level core curriculum is in English and is specially designed for speakers of other languages. SDAIE is most appropriate for students who have reasonable English fluency to benefit and succeed in rigorous content instruction. SDAIE, with primary language support (as available), is also used with ELs who have less than reasonable fluency.

SDAIE incorporates a variety of instructional strategies and methods to help make the core academic instruction delivered in English understandable for ELs. Definite characteristics exist that describe the SDAIE approach. These characteristics include:

- Cooperative and thematic learning environments
- Teacher delivery that contextualizes content using comprehensible input and uses techniques such as rephrasing and paraphrasing.
- A variety of interactive strategies including student-to-student, student-to- teacher, student-to-text, and student-to-self (reflection, self-evaluation).
- Careful planning of the environment, instruction, and materials.
- Identification and selection of focus concepts that integrate student learning.
- Facilitating a connection between the curricula and the students' experiences, knowledge, and need to know.
- Selection of scaffolds to assist students' engagement and performance (social-affective, linguistic, cognitive-academic, metacognitive-metalinguistic).
- Continuous observation, monitoring, and assessment leading to teachers' modifications of instructional procedures and to students' increasing autonomy.
- Development of multicultural awareness and validation of diversity.

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D. PROGRAM SETTINGS

All EL program settings in Soledad Unified School District are designed to ensure that ELs acquire English language proficiency and recoup any academic deficits incurred in other areas of the core curriculum. In order to produce rapid and effective English Language acquisition, all schools will provide quality English Language Development (ELD) academic instruction to English Language Learners (ELL) along with well-articulated, standards-based, differentiated, core curriculum instruction.

Elementary K-6

At the elementary level, following initial identification assessment (CELDT) and primary language assessment (QIA), entering students will be placed in an English language classroom unless a parent has requested and been granted a parental exception waiver into an alternative program. All EL students will have a designated amount of time for English language development (ELD) regardless of the program design.

Middle School 7-8

Students will be placed in a language arts class based on their CELDT scores, in conjunction with their scores on the California Standards Test (CST), writing assessment, and their previous content area grades. Based on this data, they will be enrolled in language arts classes and possibly an ELD class. EL students are grouped for daily ELD instruction according to their most current CELDT level and the benchmark assessment results. Their elective class supports their identified language needs. Student placement is reviewed as new data becomes available through the school year. Students are supported in all core classes through the use of Specially Designed Academic Instruction in English (SDAIE) strategies.

High School 9-12

Students are scheduled into courses identified to meet their individual curricular and language acquisition needs using language proficiency (based on CELDT scores, SBACF/ELA levels, CAHSEE, and length of time in US schools) as criteria for placement.

Essential performance standards for graduation from Soledad High School in language arts, math, social studies, and science have been developed to ensure that all students have access to the core curriculum. In addition to daily ELD instruction, all EL students have ongoing language support through Front-loading and the use of SDAIE strategies in their core academic content classes. CELDT level 1 and 2 students are strategically placed in Supplemental ELD 1, 2, or 3. This allows teachers to Front-load language and scaffold instruction at the student's level of English-language proficiency and facilitates their learning of core academic content.

Pathway Options

The Special Education Individualized Plan Team determines the best instructional program/placement for identified ELs. All data available is taken into account for placement.

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All schools with ELs are allowed to purchase appropriate materials from the Instructional Materials Fund (IMF). District and Supplementary Instructional Materials for English Learners, and site administrators assist schools in obtaining appropriate curriculum materials for ELs.

E. REQUIRED DOCUMENTATION OF SERVICES TO ENGLISH LEARNERS

Description of Responsibilities	Responsible Person
Ensures that each EL student has a Language Fluency Folder. Ensures services and EL information is documented in each ELs folder.	Principal/Designee Family Student Support Coordinator
Provides technical assistance and support, supplies materials (folders, letters, and notices) and monitors student records.	Associate Superintendent of Ed. Services
New student (to the school and/or district) records are reviewed to confirm proper identification, assessment and placement.	Principal/Designee Family Student Support Coordinator Academic Counselor
Develops site procedure to ensure services are provided to all EL students and documentation is complete.	Principal Family Student Support Coordinator Academic Counselor

Procedures for Documenting EL Services

Each English Learner shall have a Language Fluency Folder inserted in the Cumulative Record. The Language Fluency Folder shall contain all the required items for documenting services to the EL. The required items are listed on the outside of the folder.

- English Language Proficiency (CELDT) and Primary Language proficiency testing information shall be in each ELs Language Fluency folder.
- Placement in EL services shall be documented on the ELs Language Fluency Folder. Placement into services shall occur **within 30 school days of enrollment or 30 school days after the beginning of each school year.**
- On an annual basis, each parent shall be sent the Annual Parent Notification of Student Assessment Results and Program Placement.
- The official annual CELDT results will be sent to each parent within 30 days of receiving them from the test publishing company. Documentation of both notifications shall be placed in the Language Fluency Folder.
- Parents of new students that are enrolled mid-term in a language education program must be notified of program placement within two weeks of enrollment. Site EL Resource Teachers and office staff shall coordinate efforts to obtain previous CELDT scores/CUMs as quickly as possible to ensure accurate EL placement.
- End-of-the-year EL progress which is a combination of teacher observation and the individual progress monitoring assessments.
- ELs placed in an alternative program shall have an approved Parental Exception Waiver placed in the Language Fluency Folder. *(See Parental Exception Waiver procedures in Part V).*

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- ELs, whose parents/guardians have withdrawn/declined the Structured English Immersion Program, shall have the Parent Withdraw/Decline letter in their Language Fluency Folder. (*See Voluntary Participation in Structured English Immersion Process/Program*).
- Records of new students to the district and/or records of students transferring to other schools within the district will be reviewed by the site EL Resource Teacher or academic counselor to confirm that proper identification, assessment and placement has occurred.
- Each school shall develop procedures that ensure services are provided to all English Learner students and documentation is complete.

PART III: STUDENT RECLASSIFICATION

KEY DIMENSION IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY
EL 14: RECLASSIFICATION

Description of Responsibilities	Responsible Person
Reclassification Process	Principal/Designee
Identification of students meeting assessment criteria for reclassification	Principal/Designee Family Student Support Coordinator
Supervises/coordinates site reclassification committee. Oversees completion of “Checklist of Reclassification” form and parent contact. Monitors and documents student’s progress for 24 months.	Principal/Designee Family Student Support Coordinator
Evaluates student academic achievement and provides other curriculum information needed for reclassification.	Teacher
Coordinates procedures at district level. Oversees procedures at site level, provides technical assistance and support, oversees collection of forms, and monitors student records.	Associate Superintendent of Ed. Services

Students in grades 3 – 12 who are limited-English proficient shall be reclassified as fluent-English proficient when they have acquired the English language skills necessary to receive instruction and achieve academic progress in English only, at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria includes multiple measures to ensure both proficiency in English and participation equal to that of average native speakers in the school’s regular instructional program. The reclassification criteria validates each student’s readiness to exit from specialized English Learner programs, by demonstrating achievement and mastery of grade-appropriate standards in the following areas: English language proficiency, including listening, speaking, reading and writing; and academic achievement in reading and writing.

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A. CRITERIA FOR RECLASSIFICATION AS FLUENT ENGLISH PROFICIENT

(As per ED Code Section 313 and SUSD Program for English Learners)

- CELDT as primary criterion – assessment of English proficiency
- Consider for reclassification those students whose overall proficiency level on the CELDT is Early Advanced or higher AND each skill area score (listening, speaking, reading and writing) is Intermediate or higher.
- The student must attain a score above level 2 threshold banded grade level on English Language Arts on the most current California Standards Test,
- Teacher evaluation of the student’s academic performance in meeting grade level standards at the “proficient” level or above in reading and language arts.
- Parental opinion and consultation.

B. CRITERIA FOR RECLASSIFICATION OF STUDENTS WITH DISABILITIES AS FLUENT ENGLISH PROFICIENT

(As per ED Code Section 313 SUSD Program for English Learners)

- CELDT as primary criterion – assessment of English proficiency.
- Consider for reclassification those students whose overall proficiency level on the CELDT is Early Advanced or higher AND each skill area (listening, speaking, reading and writing) is Intermediate or higher.

English learners with IEPs (Individualized Education Plans) for whom CELDT reclassification criteria may not be appropriate should be considered for reclassification if:

- Appropriate accommodations for CELDT are provided the student, as determined by the IEP team.
- If meeting English or Language Arts IEP goals and meeting ELD (English Language Development) IEP goals.
- Parental opinion and consultation.
- Agreement between IEP and LAT during an IEP team meeting

C. PROCEDURE FOR RECLASSIFICATION OF ENGLISH LANGUAGE LEARNER

District and site staff will follow these procedures to ensure that objective data regarding language proficiency and academic performance is considered in making reclassification decisions for all English Learners:

- After CELDT results are returned from the test publishing company, the Associate Superintendent of Ed. Services annually submits to the Principal/ Family Student Support Coordinator populated “Checklist for Reclassification” forms for students who meet reclassification criteria.
- Site Principals/ Family Student Support Coordinator acquire teacher evaluation of student meeting grade level standards at the proficient level in reading and language arts.
- Site reclassification committee meets to determine if the student should be reclassified and to populate the “Checklist for Reclassification” form with any additional or missing data. This may entail testing of the student using other multiple measures.

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- Site Family Student Support Coordinator makes arrangements to consult with the parents to review the student’s progress and the reclassification criteria. Parents are informed that their child is eligible for reclassification and invited to discuss the reclassification of their child. Interpreting services are available, upon request, and the forms are available in Spanish. If the parent is unable to come to the school, a school staff person, speaking the parent’s primary language, will consult with the parent on the telephone and document the conversation on the “Checklist for Reclassification” form.
- The parent signs the reclassification form or gives verbal approval for the reclassification from EL to R-FEP.
- If verbal approval is given, the Family Student Support Coordinator signs (and dates) for the parent on the form.
- EL Resource Teacher signs and dates the form as the “Language Assessment Team Chairperson” and enters names of committee participants.
- EL Resource Teacher ensures form is complete, including Fluency Date (date of reclassification).
- Student information is updated at the site in Aeries by changing the Language Fluency field to “RFEP” and entering the Fluency Date and EL Program End Date.
- Completed form is filed in the student’s Language Fluency Folder and one copy kept at site for follow-up.
- Parents are notified by letter of official reclassification and any change in program placement.
- Student is placed in the mainstream program.
- If a student is initially eligible for reclassification, but after review by the reclassification committee, is not reclassified, justification for the decision not to reclassify must be documented on the “Checklist for Reclassification” form. The form is filed in the student’s Language Fluency Folder, a copy sent to the Associate Superintendent of Ed. Services, and a copy kept at the site for reference.

D. DESCRIPTION OF FOLLOW-UP MONITORING OF RECLASSIFIED STUDENTS

Students who have been reclassified as RFEP receive follow-up monitoring for a minimum of 24 months after reclassification. Official follow-up monitoring and documentation occurs at 30-days, 12-months, and 24-months after the date of reclassification. The site Family Student Support Coordinator maintains a roster of currently enrolled RFEP students who require monitoring. Reclassified students having difficulty in the core curriculum will have access to the support services offered at the site to all students who are not meeting standards. Those support services are outlined in the school plan and will be reviewed with parents at the time of parent conferences.

- Reclassified students are monitored for 24 months after reclassification.
- The initial monitoring occurs within one semester/ 6 months after being reclassified and continues on an annual basis.
- Site Family Student Support Coordinator ensures all teachers receive a list of reclassified students once the reclassification process is finalized. This will occur on an annual basis.

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- Teachers determine at the end of each review period whether a student’s grades fall below a “C” in any academic class (for secondary students).
- The Associate Superintendent of Ed. Services populates the “Reclassification Follow-Up Form” with current student information and SBAC scores in English Language Arts. The forms are sent to each site Family Student Support Coordinator for teacher input and review of student progress.
- Teachers, site reclassification committee, and/or site administrator/designee re-evaluate the student’s progress. This committee will have a list of the reclassified students for that year, and will conduct monitoring reviews on the reclassified students’ progress.
- The reclassification follow-up form is to be completed at each review and filed in the student’s Language Fluency Folder.
- Follow-up services will be provided through additional tutoring, intervention programs, after-school programs, etc. as needed.
- Site Family Student Support Coordinator will complete the follow-up information on “Checklist for Reclassification” form and re-file in student’s Language Fluency folder. A copy will be kept at site office in Reclassification binder.

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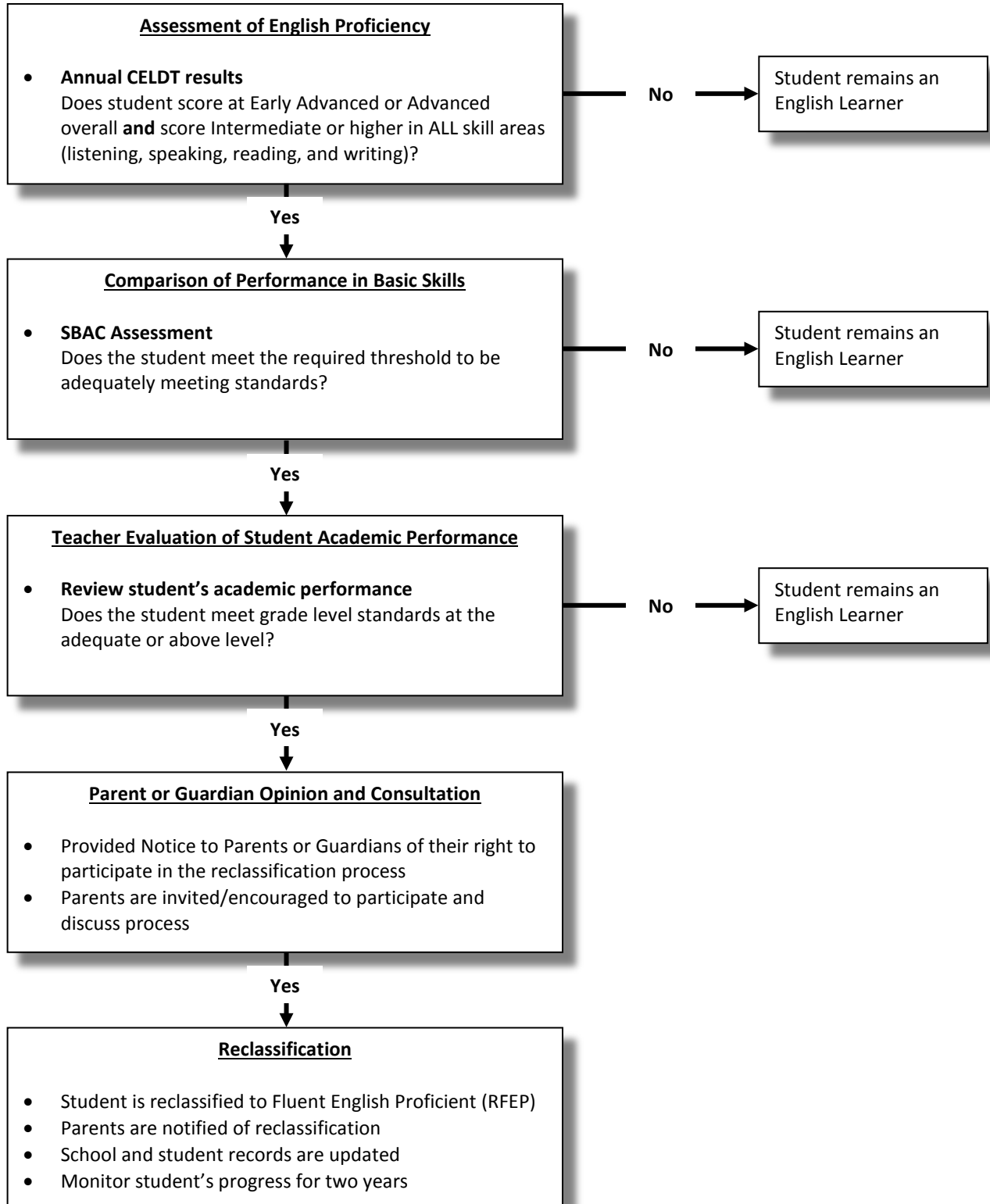
E. RECLASSIFICATION GUIDELINES FOR 3 – 12

(English Learners/Limited English Proficient to Reclassified Fluent English Proficient)

Multiple Measures	Target Achievement Level
<p>CELDT California English Language Development Test</p> <p>(Use most recent available test data)</p>	<p><i>Overall</i> score is at the Early Advanced or Advanced level and:</p> <ul style="list-style-type: none"> • Listening, Speaking is Intermediate or higher • Reading is Intermediate or higher • Writing is Intermediate or higher
<p>SBAC</p>	<p>Score above level 2 threshold based on grade level.</p>
<p>Teacher Evaluation of Student Academic Performance</p>	<p>Student is meeting grade level standards at the “Adequate” or above level.</p>
<p>Parent Opinion and Consultation</p>	<p>Parent(s) are informed and consulted regarding the reclassification eligibility of their child.</p>
<p>The student must attain the CELDT target level and the SBAC target score in order to be considered for reclassification.</p> <p>The Reclassification Committee must consider all criteria.</p> <p>Actual student data is entered on the Checklist for Reclassification form.</p> <p>Reclassification at K – 2 is discouraged, in order to allow time for fluency to develop.</p>	

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Guidelines for Reclassification of an English Learner to Fluent English Proficient



PART IV: STAFFING AND PROFESSIONAL GROWTH

KEY DIMENSION V: STAFFING AND PROFESSIONAL DEVELOPMENT

EL 15: TEACHER ENGLISH LEARNER AUTHORIZATION

EL 16: PROFESSIONAL DEVELOPMENT

Description of Responsibilities	Responsible Person
Determines site staffing and training needs in collaboration with staff; recruits, hires, and places staff in appropriate training programs; monitors and evaluates staff	Principal
Oversees district recruitment, hiring, and placement of appropriate staff	Director of Human Resources
Develops and monitors EL Staffing Plan, files documentation from schools, provides technical assistance and support	Assistant Superintendent of Human Capital Associate Superintendent of Ed. Services

The district ensures that all teaching personnel are qualified to provide the instructional services to English Learners. Qualified teachers have been assigned to implement the required English Language Development (ELD) instruction and provide access to the core curriculum.

Soledad Unified School District shall annually assess the need, supply, and shortage of authorized teachers and incorporate this information into a comprehensive EL Staffing Plan. When shortages exist, SUSD shall establish timelines to recruit, hire, and/or train the needed teachers.

A. STAFFING REQUIREMENTS

All teachers who are hired by Soledad Unified School District shall hold the appropriate English Learner authorization. Provisionally, assigned teachers shall be enrolled in training that will result in authorization.

Authorizations for the teaching of ELD, for providing SDAIE, and for providing primary language instruction are outlined in the following table (see next page).

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English Language Development (ELD)	Specially Designed Academic Instruction in English (SDAIE)	Instruction in Primary Language (Bilingual)
Bilingual Specialist Credential	Bilingual Specialist Credential	
Bilingual Certificate of Competence (BCC) 2	Bilingual Certificate of Competence (BCC) 2	
BCLAD Certificate or BCLAD Emphasis	BCLAD Certificate or BCLAD Emphasis	
Language Development Specialist (LDS) Certificate 2	Language Development Specialist (LDS) Certificate 2	
CLAD Certificate or CLAD Emphasis	CLAD Certificate or CLAD Emphasis	
Multiple or Single Subject Credential with AB 1059 English Learner Content	Multiple or Single Subject Credential with AB 1059 English Learner Content	
Multiple or Single Subject SB 2042 Credential	Multiple or Single Subject SB 2042 Credential	
Education Specialist Credential 3	Education Specialist Credential 3	
General Teaching Credential 4		
Supplementary Authorization in English as a Second Language 2		
Certificate of Completion of Staff Development 5	Certificate of Completion of Staff Development 5	
SB 1969 Certificate of Completion 6	SB 1969 Certificate of Completion 6	
In training for Certificate of Completion of Staff Development 5	In training for Certificate of Completion of Staff Development 5	

B. DETERMINE STAFFING NEEDS

All current teachers hold English Learner authorizations. All newly hired teachers at SUSD shall have English Learner authorizations. The district will implement measures to remedy any teacher shortages when a shortage of qualified teachers is identified.

B. RECRUITMENT

The Soledad Unified School District recognizes and acknowledges a teacher’s incentive to acquire a BCLAD authorization by providing a monetary stipend for appropriate BCLAD authorization. Teachers who have the appropriate authorization (or are in the process of obtaining it) and who are providing service in designated bilingual classrooms receive a bilingual

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stipend. The district is committed to hiring teachers who have CLAD, BCLAD, or equivalent, or 1969 certification.

C. PROFESSIONAL TRAINING

Teachers who need to obtain appropriate certification may participate in training programs through Soledad Unified School District, the Monterey County Office of Education, and/or local colleges and universities. The Assistant Superintendent of Human Capital sends course offerings available through the County Office of Education to schools. Training programs are available year round.

Professional development services are provided through various opportunities and agencies. Some of the topics that are addressed in professional development include but are not limited to: (ELD standards, reading strategies, ELD strategies, language acquisition, SEI, SDAIE, selection of appropriate material, etc.)

Additionally, training is focused on reading and language development and is provided for personnel who work with English learners through:

- BTSA/Induction program; formal and informal in services programs structured to provide strategies and methodologies to EL.
- Literacy program; workshops, grade level meetings, mentor, etc., provide a focus for language development
- Monthly grade level meetings to review student work for the purpose of monitoring effectiveness of program and student academic achievement

Professional development opportunities are provided for paraprofessionals who work with ELs. Training may be offered on site in conjunction with teacher training or opportunities designed specifically for paraprofessionals.

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PART V: PARENT AND COMMUNITY INVOLVEMENT

KEY DIMENSION I: PARENT AND COMMUNITY INVOLVEMENT

EL 1: PARENT OUTREACH AND INVOLVEMENT

EL 2: ENGLISH LEARNER ADVISORY COMMITTEE

EL 3: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

KEY DIMENSION II: GOVERNANCE AND ADMINISTRATION

EL 4: IDENTIFICATION, ASSESSMENT, AND NOTIFICATION

Description of Responsibilities	Responsible Person
Responsible for appropriate parent notification of initial testing and placement.	Principal/Designee <i>Family Student Support Coordinator</i>
Responsible for site ELAC membership and meetings	Principal/Designee <i>Family Student Support Coordinator</i>
Responsible for School Site Council and ELAC training	Principal/Designee <i>Family Student Support Coordinator</i>
Responsible for DELAC membership, training, and meetings	Associate Superintendent of Ed. Services <i>Family Student Support Coordinator</i>
Responsible for Parent Notification if LEA fails to make progress on Annual Measurable Achievement Objectives	Associate Superintendent of Ed. Services <i>Family Student Support Coordinator</i>
Oversees parental notification procedures. Provides technical assistance and support regarding parent notification.	Associate Superintendent of Ed. Services Director of Technology <i>Family Student Support Coordinator</i>
Reviews notification information.	Parents/Guardians

Parents form an integral part of the educational process that results from the partnership between school, community, and family. In order for parents of English Learners to participate, they must be well informed of all school site and district activities, procedures and policies that directly affect their children. It shall be a joint responsibility of both the school and the district to help parents clearly understand the educational process so they can positively interact with the school and thus become advocates for the education of their children. Parents shall be encouraged to participate in all committees to advise at the school, district, and board level on services for English Learners.

Parent involvement activities include parent notifications of school activities, programs, newsletters, EL assessment results and program options, parent advisory committee participation, school site council participation, parent education options (family literacy and language learning, ESL programs, etc.), parent-teacher conferences, site-sponsored parent

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educational activities, site parent nights to showcase student achievements, and parent classroom/school volunteer activities. As Spanish is the only dominant second language in our district, all parent letters, notifications, notices, reports, and newsletters shall be sent to the parent in English and in Spanish. Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, DELAC meetings, Student Success Team (SST) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level. The EL Master Plan, the EL Program Evaluation, and site student handbooks are fully translated into Spanish and made available to all parents.

A. PARENT NOTIFICATIONS**Notification of Student's Initial English Language Proficiency and Program Placement**

Within 30 days of a new student being assessed for English language proficiency, parents/guardians shall receive a *New Student Parent Notification of English Language Proficiency and Program Placement* in English and Spanish, that includes overall CELDT results (along with sub-skill area level results), primary language assessment programs, Alternative English Language program options, and the parents' right to request an Alternative English Learner Program or Withdrawal from an English Learner Program. Enclosed with every parent letter is the *SUSD English Learner Instructional Programs* brochure in English and Spanish, which contains more detailed information regarding EL programs and services, Alternative EL program options, the parent's right to request an Alternative English Learner Program or Withdrawal from an English Learner Program, and the criteria for reclassifying an EL to Fluent English Proficient.

Notification of Student's Annual English Language Proficiency and Program Placement

Every year, parents/guardians of continuing English Learner students shall receive an *Annual Assessment Results and Program Placement for English Learners* in English and Spanish, within 30 days of the start of the new school year that identifies the student's reclassification criteria. The *SUSD English Learner Instructional Programs* brochure in English and Spanish is also included in this mailing to every parent. The *SUSD English Learner Instructional Programs* brochure contains more detailed information regarding EL programs and services. Alternative EL program options, the parent's right to request an Alternative English Learner Program or Withdrawal from an English Learner Program, and the criteria for reclassifying an EL to Fluent English Proficient.

These notifications will inform the parents of the student's English Proficiency level, English Learner program options, English Learner program placement, English Learner program descriptions, other assessment/testing results, alternative English Learner program options, the parent's right to request and select an alternative program, and descriptions of alternative programs available. Program descriptions will inform the parents of the educational approach and materials to be used in each of the instructional program choices, criteria student needs to meet in order to participate in a full day schedule that is not tailored for limited English proficient students, and expected length of time in such a program before the student meets the criteria. Parents will be made aware of the parental waiver process. Also, a parent will receive

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notification in English and Spanish after a student has been reclassified to Fluent English Proficient.

Notification of Official CELDT results (English proficiency level)

Within 30 days of receipt of the official CELDT results, either annual or initial, the parents shall receive the official student report. Along with the report shall be a letter, in English and Spanish, with a brief description of the test, student's English Learner identification status, and if the student scores meet the criteria for possible reclassification to Fluent English Proficient (FEP). Again, this mailing includes the SUSD *English Learner Instructional Programs* brochure which contains more detailed EL program information.

Voluntary Participation in Structured English Immersion Process/Program

At any time, including during the school year, a parent/guardian of an EL may request their child be withdrawn from an English language development program. In these cases, the EL shall be placed in an English Language Mainstream program and will receive additional and appropriate services.

Parents/guardians wishing to withdraw their student from an English language development program shall attend a parent/school conference. At the conference, the parent shall be informed of the academic goals, objectives and instructional activities of the English language development program; and that the district remains obligated to provide English language development and access to the core curriculum through special designed academic instruction in English (SDAIE). To withdraw/decline an English language development program, the parent/guardian shall notify the school by completing the *Request for English Language Development Program Withdrawal/Denial of Enrollment* form. This form is available at the student's school. The completed form will be filed in the student's Language Fluency folder.

Reclassification

English Learners are officially reclassified to Reclassified-Fluent English Proficient (RFEP) status when they meet the district's criteria for reclassification to an English only program (same academic standards that are expected for English only students). Parents are notified of the possible reclassification of their child and are requested to attend and participate at the site reclassification committee meeting. If parents are unable to attend, the process of reclassification is reviewed with the parent and the final decision is shared through phone conversation in the parent's language and documented. Official notice of reclassification is sent to the parents.

Failure of School District to make progress on Annual Measurable Achievement Objectives

Title III of the No Child Left Behind Act of 2001 provides supplemental funding to school districts to implement programs designed to help English Learners speak, read and write in English and to achieve in reading and mathematics. Title III holds school district accountable for meeting three Annual Measurable Achievement Objectives (AMAOs).

AMAO 1 is focused on the percentage of EL students making progress in learning English. AMAO 2 calculates the percentage of ELs that attain English proficiency on the CELDT and

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AMAO 3 focuses on the percentage of students making identified targets in English language arts and mathematics. When a school district does not meet the defined target for one of the AMAOs in any year it must inform the parents of ELs that the district has not met the AMAOs. This information shall be sent to the parents of ELs within 30 days of the Title III accountability report for the district being made public. When a school district does not meet any defined target for two consecutive years, it must complete and submit to CDE a Title III Plan Addendum. This plan addendum will be reviewed and discussed with the SUSD School Board, local School Site Councils, site English Learner Advisory Committees, and the District English Learner Advisory Committee.

B. ENGLISH LEARNER ADVISORY COMMITTEES

Description of Responsibilities	Responsible Person
Facilitates formation and implementation of ELAC. Submits ELAC records to Associate Superintendent of Ed. Services.	Principal/Designee <i>Family Student Support Coordinator</i>
Assists with implementation of ELAC.	<i>Family Student Support Coordinator</i>
Oversees parent committee procedures, facilitates and implements the DELAC and reviews ELAC records. Provides parent committee training, conducts DELAC meetings, and takes DELAC suggestions to the school board.	Associate Superintendent of Ed. Services <i>Family Student Support Coordinator</i>
Participates on committees, provides input and suggestions for school/student improvement.	Parents/Guardians

A critical component of any program is parent involvement. English Learner Advisory Committees at both the school and district levels provide an integrated school staff, parent and community group to help ensure the district’s EL program is well planned, effectively implemented and ultimately successful in achieving its goals for ELs.

English Learner Advisory Committee (ELAC)

The district and school sites, as required, have functioning ELACs meeting all legal requirements. Whenever 20 or more ELs are enrolled at a school site, the site has a functioning ELAC that has met *all* of the following requirements:

1. Has been elected by the parents or guardians of English Learners at the school site.
2. Has advised the principal and staff of:
 - a. The development of the school plan for English Learners submitted to the governing board.
 - b. The development of the school’s needs assessment.
 - c. Administration of the school’s language census.
 - d. Efforts to make parents aware of the importance of regular school attendance.

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3. Has a membership of EL parents in at least the same percentage as that of EL students at the school.
4. Has had an election of members in which all parents of English Learners have had an opportunity to vote.
5. Has had the opportunity to elect at least one member of the District's EL advisory committee (DELAC) or has participated in a proportionate regional representation scheme when there are 30 or more parent advisory committees in the district.
6. Has received training materials and training appropriate to assist parent members in carrying out their responsibilities.

District English Learner Advisory Committee (DELAC)

Whenever 50 or more English Learners are enrolled in the district, the district must form a functioning district EL advisory committee (DELAC) or a subcommittee. The purpose of the DELAC, or subcommittee on English Learner education, is to advise the district governing board (in person and/or in writing) on programs and services for English Learners. The committee advises the board on at least the following:

1. A timetable for and development or revision of a district master plan of education programs and services for English Learners, taking into consideration the school site master plans.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English Learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirement.
5. Administration of the annual language census (e.g. procedures and forms).
6. Review and comment on the district reclassification procedures.
7. Review and comment on the written notifications required to be sent to parents and guardians pursuant to Education Code Section 48985 and Title 5, CCR, Subchapter 4, Section 11316.

The DELAC shall consist of a majority of parents of English Learners who are not employed by the district. If an existing committee is used for these purposes, the membership of parents of EL students shall be made up of at least the same percentage as that of EL students in the district.

The DELAC will receive training materials and training, developed in consultation with the committee, appropriate to assist parent members in carrying out their responsibilities. Annually, the DELAC will receive the written procedures for the Uniform Complaint Process that can be used by students, employees, parents or guardians.

Process for Implementing the site ELAC

The site Family Student Support Coordinator will coordinate and conduct the meetings of the site ELAC. The principal and Family Student Support Coordinator will submit all ELAC agendas, minutes and sign-in sheets as an assurance to the District office that a site ELAC exists and meets the requirements as described in the Education Code.

Parents and others are elected to serve on the ELAC and as DELAC representatives as determined in each school's ELAC by-laws.

Process for Implementing the DELAC

The Associate Superintendent of Ed. Services is responsible for ensuring that the Soledad Unified School District DELAC meets as required by law.

PART VI: PROGRAM EVALUATION

KEY DIMENSION IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY
EL 13: PROGRAM EVALUATION

Description of Responsibilities	Responsible Person
Oversees program evaluation procedures at school site, oversees collection of data, submits all required data to the Associate Superintendent of Ed. Services	Principal
Assists with program evaluation process at school site, oversee collection of data.	Principal/Designee
Coordinates EL program evaluation procedures at district level, oversees R-30 Language Census reporting. Provides technical assistance and support.	Associate Superintendent of Ed. Services
Oversees program evaluation at the district. Collects assessment and evaluation data.	Associate Superintendent of Ed. Services

A. QUALITY PROGRAM IMPLEMENTATION

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the allocation of sufficient resources. A quality program cannot be successfully implemented without all three of these critical elements. The district and the sites have essential and unique roles in program implementation.

Role of the District

The district administration shall be responsible for the provision of sufficient resources to the sites needed to successfully implement this plan. These resources include qualified and well-trained staff, instructional materials, supplies, equipment, staff development resources and adequate facilities. Guidance in curriculum development, minor modifications, and master plan revisions are also essential district responsibilities to assure quality program implementation.

Oversees program evaluation procedures at school site, oversees collection of data, and submits all required data to the Associate Superintendent of Ed. Services.

Role of the School Site

Site-based planning is the most critical element of this plan. The responsibility of school sites is to determine how best to deliver services to the students attending the school. The distribution of the EL population and the diversity of the school community are important factors to be taken into account by sites in planning their programs. All school sites shall be responsible for planning and program implementation. The EL Master Plan shall be the guiding document for this planning. Sites are encouraged to work together and with the district to design their

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programs to meet EL and parent needs. Program quality and effectiveness are tied to effective use of essential human and material resources and on-going planning and program revision, based on site program evaluation results. The district provides on-going training with school sites providing additional training.

Role of the Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils and English Learner Advisory Committees have a responsibility to assist in the on-going program planning and evaluation through committee and school activities.

B. PROGRAM EVALUATION**State Mandated Assessments**

Soledad Unified School District's accountability and assessment system is aligned with state adopted standards in English Language Development, English language arts, mathematics, history/social science, and mathematics. As part of the STAR program all EL students, grades 2-11, take the California Smarter Balance Assessment (SBAC) English-language arts, mathematics, science, and history/social science. These tests are designed to assess student achievement in core subject areas, which are grade/subject specific. Students are identified to be in one of five proficiency levels: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The California English Language Development Test (CELDT) is also administered annually to all ELs, grades K-12, and provides information on the student's English language proficiency level in four skill areas: Listening, Speaking, Reading and Writing. As with the SBAC, students are identified to be in one of five overall proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Local Assessments and Benchmarks

SUSD, NWEA, MAP, CPAA has also developed benchmark assessments for English-language arts (ELA) and mathematics to determine the progress of student achievement during the school year. These assessments are aligned to district-wide developed essential standards in ELA and math. Pacing calendars aligned to these essential standards have also been developed.

Other content area student assessment results, grades, etc. will be reported to the principal and parents on a trimester basis for K-6 and twice a year for students in grades 7-12.

Improvement Planning and Monitoring

SUSD will evaluate the effectiveness of the EL (English Learner) programs throughout the year by analyzing EL academic data from multiple sources. The focus of all evaluation components will be on the academic performance of EL and Reclassified Fluent English Proficient (RFEP) students. Ca in this section.

- English Learner Subgroup Self-Assessment (ELSSA)
- District benchmark assessments in core content areas and grades and NWEA

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Use of the multiple measures noted above will ensure the District develops a comprehensive understanding of EL academic achievement throughout the District and is able to respond appropriately to EL academic needs. After each of these data records are analyzed, District staff will develop a statement of key findings and take appropriate action in response to the data, leading to improved learning for EL’s in SUSD.

The ELSSA includes many forms for State data as well as processes and tools for conducting effective data analysis. The data in the ELSSA will be formally reviewed at least annually and includes the following:

- California English Language Development Test annual results
- EL performance on SBAC Test for English-language arts and the Common Core SBAC for math
- EL passage rates on CAHSEE
- Performance based on time in district
- Reclassified students academic proficiency
- % and number of students reclassified annually

The District benchmark assessments measure student progress on the SUSD curriculum, which is the identified content that students must learn in order to progress through the local educational system. This curriculum is derived from and closely aligned to the State ELA/ELD Content Standards. Benchmark assessments are given throughout the school year at all schools, grades, and content areas and will be formally analyzed with a focus on EL’s at least two times per year.

The District staff involved in the various data analysis sessions related to evaluating the effectiveness of EL programs throughout the district may include the following: Director of Curriculum and Instruction, the Associate Superintendent of Ed. Services, the Coordinator of After School Programs, the Superintendent, and site Principals, with input received from site teaching staff and parent advisory groups. The final program evaluation is presented annually to the Board, the DELAC, ELACs, SSCs and other parent advisory groups. Program modifications based on results and analyses are performed as needed to ensure each English Learner’s language and academic success.

Measuring Adequate Growth in the Core Curriculum

Timeline and Growth Expectations

Soledad Unified School District has set the following annual goals for EL students in the area of ELD and reading/language arts. English Learners are expected to show growth of one level per year of English proficiency up to and including reclassification. Both the CELDT annual assessment proficiency level and the English Language Arts SBAC annual assessment proficiency level will show measurable growth.

CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassified
Timeline toward	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year

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reclassification, based on CELDT level at time of initial enrollment year		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
				1 st year	2 nd year	3 rd year
					1 st year	2 nd year
California ELA Standards Test	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic	Proficient

PART VII: BASIC AND SUPPLEMENTARY RESOURCES

KEY DIMENSION III: FUNDING

EL 9: ADEQUATE GENERAL FUNDING FOR ENGLISH LEARNERS

EL 11: EIA FUNDS DISBURSED TO SCHOOL SITES

Description of Responsibilities	Responsible Person
Responsible for reviewing and ordering materials	Principals
Facilitates text and curriculum adoptions, oversees ordering of materials, and reviews requisitions.	Director of Teaching and Learning
Assists site personnel in selecting appropriate instructional materials. Provides technical assistance and support.	Director of Teaching and Learning Associate Superintendent of Ed. Services

District general funds provide an appropriate core curriculum for each EL. Resources include staff, curriculum materials, instructional supplies and other district services available to students. District sources provide adequate services in ELD, primary language support and SDAIE, and instruction that promote each student’s self-image and cross-cultural understanding. Instructional supplies and appropriate curriculum materials are provided for each EL, including, when appropriate, primary language materials used to implement the district’s alternative program, i.e., textbooks, and reading materials.

SUSD has policies, procedures and practices in place for the selection and adoption of curriculum materials. Teachers, administrators and parents serve on various committees that participate in the review and selection process. All SUSD basic core curriculum materials are purchased through the general fund. Supplemental funds, such as LEP funds, Title III, Supplemental Instructional Materials for EL funds, Lottery funds, etc., are used to supplement the core curriculum.

LEP resources shall be used for supplemental services and material. This includes, but is not limited to, the following:

- Hiring supplemental teachers
- Purchasing EL supplemental teaching materials and assessment instruments
- Providing staff and paraprofessional in-service training to develop and strengthen ELD instruction, reading instruction, academic vocabulary instructional strategies, engagement strategies for ELs, and other instructional skills and knowledge that address the needs of ELs.
- Supporting parent involvement

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- Providing other reasonable expenses, which may include childcare, translation services and training of parent advisory groups

Note: If the district and school site receive other state and federal funds, such as School Improvement Program (SIP) or Improving America's Schools Act (IASA), such funds supplement, and do not supplant, the district's core curriculum services or other categorical funds for ELs.

Throughout the year, school site personnel purchase materials, both basic core and supplemental, as needed. Site requisitions are reviewed by district level staff to ensure monies are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and need. Schools receive regulations, guidelines and suggestions/recommendations for materials and expenditures from Educational Services Department.

APPENDIX

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TERMINOLOGY

Alternative Program	Students are taught academic curriculum in their primary language with daily ELD reading lessons. Instruction is delivered in both languages, although certain subject areas may be predetermined to be taught in a given language. (See dual immersion programs)
BCLAD	The BCLAD (Bilingual Cross-cultural, Language and Academic Development) is the certificate required to teach in a classroom where the native language is used for all or part of instruction. It also authorizes teachers to deliver instruction in English to English language learners (ELD or SDAIE)
Biliterate	The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols.
CELDT	California English Language Development Test. Currently it is the assessment tool used for initial identification, annual assessment and re-designation of ELLs into a variety of instructional programs. It is a norm-referenced test. It is also a secure test that requires training to administer. The CELDT is administered annually, fall to fall to all EL students in the state.
CLAD	The CLAD (Cross-cultural, Language and Academic Development) certificate authorizes the teacher to provide instruction in English to English language learners (ELD and SDAIE).
Content Area	Refers to non-English/language arts academic subjects, e.g. math, science and social studies
Dual Language Immersion Program	The Dual Language Immersion program is an alternative program in which native Spanish speakers and native English speakers together learn academic curriculum in Spanish and English. Daily ELD reading lessons are essential for both speakers to become bilingual. Spanish is taught in greater percentages at the kindergarten level and leveling off at 50%-50% at around fourth grade (this is dependent upon the model that is being implemented). The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding
EL	English Learner. A student, who is not a native English speaker, has insufficient English to succeed in English-only classrooms and is learning English as an additional language.
English Language Development (ELD)	An instructional strategy for teaching English, which is different from teaching in English. English language acquisition is the goal. Instruction is content based, literature based and communication based.
English Language Mainstream Program	Students are taught academic curriculum in English without primary language support. Also known as the —regular program.

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IFEP	Initial Fluent English Proficient refers to a student who is from a language-minority home and who has been determined to be fluent in English upon entering the school system.
L1	First language (also native language)
L2	Second language
LEA	Local educational agency (e.g. a school district)
NABE	The National Association for Bilingual Education (NABE) is a professional association of teachers, administrators, parents, policy makers and others concerned with securing educational equity for language minority students.
QIA	Quick Informal Assessment - The QIA is an informal, comprehensive testing instrument designed to quickly identify a student’s language proficiency level as well as evaluate language growth over time. The QIA offers a means of observing and evaluating language development in an informal way
Reclassification	The process of changing the English proficiency status of a student from limited English proficient to fluent English proficient.
RFEP	Reclassified Fluent English Proficient. A student who has been determined to be proficient in English after a period of study in an educational program. The student is then placed in mainstream English.
Sheltered Instruction	Applies the Natural Approach principles to move student learning from the concrete to the abstract. Dramatization, voice inflection, and the use of realia are all a part of teaching —sheltered instruction. Teachers take students from the known to the unknown.
Specially Designed Academic Instruction in English (SDAIE)	Content mastery is the goal. Explicit focus is on learning strategies including metacognitive, cognitive and social-affective. These strategies are designed to help students achieve success by thinking about their learning.
Structured English Immersion Program	An instructional program used to provide instruction in English that is accessible to English learners without oversimplifying the academic content yet provides for methodologies and strategies that are cognizant of English language learner needs; use of SDAIE and ELD are integrated into the lessons. Instruction may include support in the student’s primary language.
Title III	Language Instruction for Limited English Proficient Students and Immigrants (US Department of Education). Title III under the No Child Left Behind Act consolidates the 13 bilingual and immigrant education programs formerly entitled by Title VII of the Improving America's Schools Act of 1994 into a State formula program and increases flexibility and accountability. The focus of the title is on assisting school districts in teaching English to limited English proficient students and in helping these students meet the same challenging State standards required of all other students.

KEY SOURCES OF FEDERAL AND STATE LAW

Title VI of the Civil Rights Act – 1964

Prohibits discrimination against students on the basis of their language minority status.

OCR May 25th Memorandum – 1970

Where the inability to speak and understand English excludes students from “effective participation” in the education program, the district must take “affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

Lau v. Nichols – 1974

Classes taught exclusively in English and which provide no assistance in learning English deny LEP students a meaningful opportunity to participate in the educational program.

Equal Educational Opportunities Act: 20 U.S.C. § 1703(f)

Requires educational agencies to take “appropriate action to overcome language barriers that impede equal participation” by students in their instructional programs.

Castañeda v. Pickard – 1981

Development of a three-prong test to evaluate the effectiveness of a district program:

1. Is the program informed by an educational theory recognized as sound by at least some experts in the field?
2. Are the district’s programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
3. Does the district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Proposition 227 - 1998

English Language Education for immigrant Students – the law states that English Learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Once English Learners have acquired a good working knowledge of English, they shall be transferred to English language-mainstream classrooms (Article 2, Proposition 227). Parents have the option of waiving into an Alternative Program if they meet specified criteria and request a parental exception waiver.

EDUCATION CODE**300-340****EC 300 – Chapter 3. English Language Education for Immigrant Children Article 1. Findings and Declarations**

The People of California find and declare as follows:

- (a) Whereas, The English language is the national public language of the United States of America and of the State of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and
- (b) *Whereas, Immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and*
- (c) Whereas, The government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and
- (d) Whereas, The public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high drop-out rates and low English literacy levels of many immigrant children; and
- (e) Whereas, Young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age.
- (f) Therefore, It is resolved that: all children in California public schools shall be taught English as rapidly and effectively as possible.

EC 305 – English Language Learners

Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms. As much as possible, current supplemental funding for English learners shall be maintained, subject to possible modification under Article 8 (commencing with Section 335) below.

EC 306 – English Language Education

The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:

- (a) "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.
- (b) "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.
- (c) "English language mainstream classroom" means a classroom in which the pupils either are native English language speakers or already have acquired reasonable fluency in English.
- (d) "Sheltered English immersion" or "structured English immersion" means 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.
- (e) "Bilingual education/native language instruction" means a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child's native language.