Master Plan
For
English Learners

Central Unified School District

September 13, 2016

Master Plan for English Learners Update Committee

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Introduction
And Guiding Principles

The **Guiding Principles** for the Central Unified School District embrace our vision, mission, core values and goals. Fundamental to our goals is the belief that every student can learn. Our vision states that every student will be prepared for college career and community. That vision will be fulfilled by the focused mission of delivering rigorous, relevant, standards based instruction. Our goals focus all of our systems, academic excellence through student learning, hiring and retaining, and training of all adults in the organization to optimize their effectiveness, and alignment of systems to ensure effective systems to support the instructional mission. Toward that end, this Master Plan for English Learners (MPEL) and the program it describes is both compliant with all applicable laws and crafted to meet the English and academic needs of our students. We must ensure that our EL students meet grade level standards in challenging subject areas and we must be sure that they achieve high levels of English language proficiency in order to do that.

The purpose of this document is to clearly explain the various program options for English learners through the following educational pathways:

- Structured English Immersion (SEI) called Accelerated English Language Development (AELD) in Central Unified
- Transitional Program
- Mainstream Program
- Alternative Program (Spanish Language Bilingual Program)

Each of these educational pathways is designed for students who present a specific linguistic and educational profile. In this way, every District student is enrolled in a course of study and learning program that meets his/her assessed language and academic needs.

This Master Plan for English Learners will further guide district teachers, support staff, administrators, parents, and Board members in the implementation of a quality program for educating all of our English learners. The road to success is always under construction and our task is to provide the tools and equipment necessary for every English learner to successfully traverse that road.

Cultural and linguistic diversity have always been viewed as a resource by district administrators, teachers, and the Board of Trustees of Central Unified School District. Educating students that are in the process of learning English has, however, been one of our district's greatest challenges. Over the past several years, the sites have implemented a range of program options for English Language Learner (ELL) students, formerly known as Limited English Proficient (LEP). Each program's goal was designed to maximize the development of the students' English language proficiency and academic achievement, but there was great variation in the programs provided.

Until the passage of Proposition 227 on June 2, 1998, program options included the legal requirement for primary language instruction if the students' English skills were not adequate for access to the district core curriculum. Under Proposition 227, however, this mode of instruction must be minimized so that instruction is "overwhelmingly" in English. To this end, the following document outlines the district's plan for providing full English proficiency and academic achievement to all EL students.

The plan is designed not only for compliance with the law, but as an excellent innovation that will insure that every ELL student meets the State English Language Development Standards and subject matter Grade Level Standards as well. The program options outlined in this plan best utilize our district's teachers and their knowledge of how to educate all students, including those in the process of learning a new language. Together with parent support, we believe that these refined programs will serve as the vehicle not only for academic achievement, but also for access to a range of opportunities beyond our district. Our students must be able to use English reading, writing, listening and speaking skills in new and more complex ways. If all of our students are to have access to higher education, a rewarding career and expanded opportunities, they must have programs that meet their individual needs and ensure that rigorous standards of achievement are met.

This plan is based on an instructional design that incorporates four distinct district programs. First, is the **Accelerated English Language Development (AELD)** program. This program will help ELL students rapidly develop English proficiency in an environment that is designed expressly for that purpose. This program is also known as designated ELD. It will feature specialized materials, the most effective instructional methods, and teachers fully prepared to meet the program goals. Second, the **Transitional** program is for students who have met the district exit criteria for the Accelerated ELD program and are ready for specially designed grade level academic curriculum, also known as Integrated ELD. This modified curriculum would be taught with specially designed techniques known as Central USD's Key ELD Strategies. The existence of this program between the Accelerated ELD Program and the Mainstream ensures that no academic or linguistic deficits exist before a student is reclassified and moved to our third program, **Mainstream Program.** Mainstream instruction addresses the needs of students who are English only, initially English proficient on CELDT and reclassified English proficient with meeting grade level content standards. The fourth option, **Alternative Program-Spanish Language Bilingual Program**, will be implemented when the appropriate number of waivers (per site, per Spanish language group) is filed.

To ensure that a high quality program is maintained, the English Learner Services Office, Site EL Coordinators and principals meet to oversee the ongoing implementation of this plan and make any necessary revisions. This group also assists with training of staff working with EL students. Parent education and participation is an important component and addressed during the plan implementation review. Annually, District English Learner Advisory Committee (DELAC) members provide input regarding program implementation.

This Master Plan for English Learners brings coherence and consistency to the District programs for English learners and seeks to produce a consistent, high quality program across all schools to fulfill our guiding principles.

Central Unified School District

Every Student, Every Classroom, Every Day!

Superintendent:
Mark G. Sutton

Cabinet:
Laurel Ashlock, Ed.D
Ketti Davis
Jack Kelejian
Kelly Porterfield
Paul Birrell
Tami Boatright, Ed.D
Andrea Valadez

Guiding Principles

- **Belief:** Every student can learn.
- **Vision:** Every student is prepared for success in college, career, and community.
- **Mission:** Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.
- **Core Values:** Character, leadership, innovation, continuous improvement.

District Goals

Goal 1: **Learning for Academic Excellence:**
Every year every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: **Staff Recruitment and Development for Academic Excellence:**
Every year every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice and beliefs about student learning, instructional best practice, assessment to guide decision making, and continuous improvement for increased student learning.

Goal 3: **Support System for Academic Excellence:**
Every year every support system, department and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

Every Student
Engaged

Every Classroom
Effective Instruction

Every Day
Expectation For Success

Central Unified School District
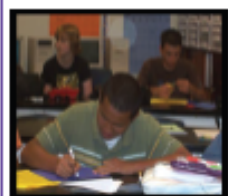
Goal 1: Learning for Academic Excellence:

Objective 1: Every year every student is provided differentiation and support to ensure grade level mastery of skills and content as evidenced by standardized data.

- Every year every exiting first grader will be a reader and mathematician as evidenced by assessment data.
- Every year every sixth grader will be prepared for academic, behavioral, and social success in middle school as measured by assessment data and anecdotal records.

Objective 2: Every year every student is provided a coherent instructional program to ensure career/college/community readiness as measured by graduation rate, employment, and admission data.

Objective 3: Every year every student is provided opportunities to develop leadership, problem solving, and innovative thinking skills preparing them to compete in a global society as measured by assessment data, graduation rate, and employment.

Objective 4: Every year every student is provided opportunities to develop aesthetic valuing through the visual and performing arts as measured by student outcome data.

Goal 2: Staff Recruitment and Development for Academic Excellence:

Objective 1: Every year every staff member will be provided professional development on focus areas in leadership, service (instructional) delivery, and student support in order to increase staff effectiveness and satisfaction as measured by student outcomes, staff retention, and recognition.

Objective 2: Every year every staff member will be committed to continuous improvement of knowledge and skill to support the improvement of student learning outcomes as measured by participation in professional readings, workshops, and the implementation of identified practices.

Objective 3: Every year every staff member will be provided effective and timely feedback regarding daily practices in order to increase coherence and effectiveness as measured by conference and visitation logs.

Objective 4: Every year every member of the organization will increase their leadership knowledge and skill in:

- Building supportive systems, promoting a learning focus, guiding professional learning focus, guiding professional learning communities, providing and managing data, monitoring improvement efforts, and facilitating the change process as measured by increased student learning outcomes and increased staff/parent satisfaction as evidenced by surveys and student outcome data.
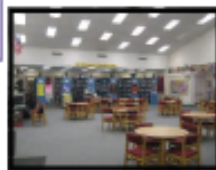
Goal 3: Support System for Academic Excellence:

Objective 1: Every year every support system will ensure proactive communications, necessary state of the art infrastructure, with timely response and innovative solutions in order to facilitate student learning as evidenced by call logs, work orders, and correspondence.

Objective 2: Every year every financial and operational resource will be focused on supporting student learning and the learning environment, as measured by procurement approval protocols, timely procedures, complete communication cycles, curb appeal assessments, timely repair services and equitable distribution of funding through the annual budget adoption.

Objective 3: Every year every students' and staff members' health and safety will be enhanced through on-going health and safety preparedness training, continued recruitment for and provision of nutritious, cost effective meals, and the most effective situational deployment of personal safety forces at school sites as measured by incident reports, meal participation data, health screening data, and training participation registrations.

Objective 4: Every year every student and staff member will have the latest technological tools to enhance instruction and communication, attendance, and the learning environment as measured by timely response to electronic/telephone contacts, completion of technology needs assessment and implementation plan, and data analysis following attendance enhancement outreach efforts.

EVERY STUDENT CAN LEARN

Distrito Escolar Unificado de Central
Cada Estudiante, Cada Salón, Cada Día!

Superintendente:
Mark G. Sutton

Gabinete:
Laurel Ashlock, Ed.D
Ketti Davis
Jack Kelejian
Kelly Porterfield
Paul Birrell
Tami Boatright, Ed.D
Andrea Valadez

Principios Rectores

- **Creencia:** Cada estudiante puede aprender.
- **Visión:** Cada estudiante está preparado para el éxito en la Universidad, profesión y la comunidad.
- **Misión:** Cada estudiante participara en instrucción rigorosa, relevante y basada en normas en cada salón de clases todos los días para garantizar el aprendizaje del estudiante.
- **Valores Fundamentales:** Carácter, liderazgo, innovación, mejoramiento continuo.

Mesa Directiva:

Richard Atkins
Cynthia Berube
Ruben Coronado
Terry Cox
Rama Dawar
Cesar Granda
Leonard Ramirez

Metas del Distrito

Meta 1: **Aprender para la Excelencia Académica:**
Cada año, cada estudiante logrará aprender el dominio de habilidades y conceptos proporcionados a través de mejores prácticas de instrucción, interesantes y desafiantes en un sistema que proporciona apoyo social y emocional como lo demuestran los resultados de los estudiantes.

Meta 2: **Reclutamiento del Personal y Desarrollo para la Excelencia Académica:**
Cada año, cada miembro del personal será reclutado, contratado y retenido en base a el conocimiento, prácticas y creencias sobre el aprendizaje de los estudiantes, mejores prácticas de instrucción, orientación para tomar decisiones y el mejoramiento continúo para aumentar el aprendizaje de los estudiantes.

Meta 3: **Sistema de Apoyo para la Excelencia Académica:**
Cada año, cada sistema de apoyo, departamento y miembro del personal se enfocara en proveer recursos y asistencia necesaria para asegurarse que el aprendizaje del estudiante sea el mejor.

Cada Estudiante
omprometido

Cada Salón
Instruccion Efectiva

Cada Día
Expectativas de Exito

Distrito Escolar Unificado de Central

Meta 1: Aprender para la Excelencia Académica:

Objetivo 1: Cada año, cada estudiante recibe la diferenciación y el apoyo para garantizar el nivel de grado del dominio de habilidades y contenidos, como lo demuestran los datos estandarizados.
- Cada año, cada estudiante de primer grado será un lector y matemático, basado en datos de evaluación.
- Cada año, cada estudiante de sexto grado se preparará para el éxito académico, social y de comportamiento en la secundaria, basado en datos de evaluación y los expedientes anecdóticos.

Objetivo 2: Cada año, cada estudiante recibe instrucción coherente para garantizar la preparación en la Universidad, profesión y la comunidad, basado en la tasa de graduación, empleo y datos de admisión.

Objetivo 3: Cada año, cada estudiante recibe la oportunidad de desarrollar habilidades en liderazgo, resolución de problemas y pensamiento innovador. Preparándolos para competir ante la sociedad mundial, basado en datos de la evaluación, la tasa de graduación, y de empleo.

Objetivo 4: Cada año, cada estudiante recibe la oportunidad de desarrollar la valoración estética a través de las artes visuales y teatrales, basado en resultados estudiantiles.

Meta 2: Reclutamiento del Personal y Desarrollo para la Excelencia Académica:

Objetivo 1: Cada año, a cada miembro del personal se le brindara desarrollo profesional con enfoque en las áreas de liderazgo, servicio (instrucción) y apoyo a los estudiantes con el fin de aumenta la eficacia y la satisfacción del personal, basado en resultados estudiantiles, retención del personal y reconocimiento.

Objetivo 2: Cada año, cada miembro del personal se compromete al desarrollo continuo de los conocimientos y habilidades para apoyar el mejoramiento de los resultados de aprendizaje de los estudiantes, basado en la participación de lecturas profesionales, talleres y la implementación de prácticas identificadas.

Objetivo 3: Cada año, a cada miembro del personal se le proporcionará retroalimentación efectiva y oportuna sobre prácticas cotidianas con el fin de aumentar la coherencia y la eficacia, basado en conferencias y registros de visitas.

Objetivo 4: Cada año todos los miembros de la organización aumentarán sus conocimientos de liderazgo y habilidades en:
- La construcción de sistemas de apoyo, promover el enfoque de aprendizaje, orientar el enfoque de aprendizaje profesional, orientar el aprendizaje en las comunidades profesionales, el suministro de datos, monitorear los esfuerzos de mejoramiento, facilitar el proceso de cambios, basado en el aumento de resultados de aprendizaje de los estudiantes y el aumento de satisfacción del personal y padres, como se muestran en las encuestas y base de datos.
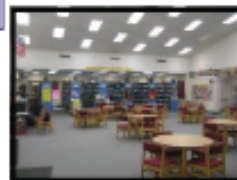
Meta 1: Sistema de Apoyo para la Excelencia Académica:

Objetivo 1: Cada año los sistemas de apoyo asegurarán comunicación proactiva, infraestructura de última generación, respuestas oportunas y soluciones innovadoras con el fin de facilitar el aprendizaje de los estudiantes, basado en los registros de llamadas, órdenes de trabajo y correspondencia.

Objetivo 2: Cada año todos los recursos financieros y operativos se centrarán en apoyar el aprendizaje de los estudiantes y el ambiente de aprendizaje, basado en protocolos de adquisición de aprobación, los procedimientos oportunos, ciclos de comunicación completos, evaluaciones del atractivo exterior, servicios de reparación y distribución equitativa de los fondos a través de la adopción del presupuesto anual.

Objetivo 3: Cada año, la salud y seguridad de los estudiantes y miembros del personal se verán reforzados a través de la formación continua y preparación, el suministro de alimentos nutritivos y efectivos en costo, y el despliegue eficaz de fuerzas para seguridad personal en las escuelas, basado en informes de incidentes, participación en alimentación, exámenes de salud, y registros de participación en entrenamientos.

Objetivo 4: Cada año, cada estudiante y miembro del personal tendrán las últimas herramientas tecnológicas para mejorar la instrucción, la comunicación, la asistencia y el ambiente de aprendizaje, basado en la respuesta de contactos electrónicos/teléfono, plan de ejecución y evaluación tecnológica de necesidades, y el análisis de datos siguiendo esfuerzos de alcance para ejorar la asistencia.

CADA ESTUDIANTE PUEDE APRENDER

Chapter 1

Identification, Assessment, Parent Notification, and Program Placement

Central Unified School District ensures that students are appropriately assessed, identified, and placed in the most appropriate instructional setting. Parents are notified of initial identification, program options, and are consulted for program placement.

Identification

Home Language Survey
At the time of enrollment, California public schools are required to determine the language spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS form 1.1) for each of their school-aged children. The HLS is part of the Central Unified School District's registration packet for all kindergarten students and any student new to the state or country. The HLS information will assist schools in providing appropriate instruction for all students. All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English language proficiency. If the answer to question 4 is a language other than English, the personnel administering the survey must further interview the parent/guardian to ascertain if the student should be CELDT tested. If the answers to questions 1, 2, 3, or 4 on the HLS are only "English", the child is classified as "English Only" (EO). It is important to explain the purpose of the HLS to parents at the time of registration, to ensure parents are able to accurately complete the form and prevent misidentification of students. Site registrars receive instruction and guidance from the site's EL Coordinator on the use of the HLS. Only one HLS is completed for each student when they first enroll in a California school. Sites which receive transfer students from other schools or districts should request a copy of the original HLS along with the student's other cumulative records or check online for information on the California Longitudinal Pupil Data Achievement System (CALPADS)

Assessment

English Language Proficiency Assessment
For students who have a primary language other than English, the state-approved assessment instrument, the **California English Language Development Test** (CELDT), is administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification Once the student is determined to be EL, and prior to administering the CELDT, the Site EL Coordinator uses multiple data measures (previous CELDT scores, ELA/Math benchmark results, oral interview, primary language fluency etc.) to make a provisional placement in the Central USD EL Program. The Coordinator will notify the parents of this provisional placement within 30 days using the Parent Notification of the California English Language Development Test (CELDT) Results, Student Placement, and Waiver Option Form (PAL 1 -form 1.2). After the CEDLT test is hand scored a student may be identified as Initially Fluent English Proficient (IFEP) or as an English Learner (EL, or sometimes written Limited English Proficient- LEP). The CELDT is a criterion-referenced test based on the ELD standards which assess students' English language proficiency in listening, speaking, reading, and writing. The student receives a CELDT score for each section of the test as well as an overall score. The CELDT is also administered annually to all English Learners who are currently enrolled during the state's annual assessment testing window (July to October). These results are also hand scored in the fall and a provisional program placement is made pending official CELDT scores from the state test contractor.
Parents are notified of official CELDT annual test results within 30 days of receipt of results from the state test contractor. Included with the test results will be the CUSD letter titled Parent Notification of the California English Language Development Test (CELDT) Results, Student Placement, and Waiver Option Form (PAL 2-form 1.3). The annual CELDT test results are used to measure students' annual progress in English language proficiency in listening, speaking, reading, and writing.

Provisions for Special Needs Students
If an Individual Education Plan (IEP) team can determine that a student is unable to take some or all parts of the CELDT, the student will be given an alternative assessment (to be determined by the IEP team according to individual need), in accordance with California Department of Education regulations. The alternative assessment must be written and documented in the IEP.

Primary Language Proficiency Assessment
All identified English Learners are assessed for primary language proficiency in listening and speaking for grades K-12 within 90 calendar days of initial enrollment. The Informal Primary Language Assessment (IPLA-Form 1.4) is given at the time of initial registration to assess student primary language fluency. The IDEA Proficiency Test (IPT) in Spanish or the Quick Informal Assessment (QIA) for other languages will be administered for grades 2-12 if an EL student is struggling to make progress and is being referred by the grade level/content area Professional Learning Community (PLC) to a Student Success Team (SST). All PLC referrals must include documentation of the EL students EL Intervention Action Plan (IAP-Form 1.5) with detailed documentation of ongoing interventions in place for the EL student. Test administrators who are fluent in the student's primary language will conduct the assessment when available. The site EL Coordinator works with bilingual staff to ensure primary language assessments are administered as needed.

Notification of Initial Assessment Results and Student Placement
Parents whose children speak a language other than English must be notified no later than 30 calendar days after the beginning of the school year (or during the school year, within 30 days of the child being placed in the program) of their child's initial English language proficiency, and program placement recommendation. Using the assessment information and program placement recommendation, the principal and EL Coordinator place the student in the most appropriate instructional setting. The Parent Notification of English Learner Student Program Placement and Waiver Option Form (PAL 1-form 1.2) is sent to parents, and a copy is placed in the student's EL Blue Folder (in Ellevation.). Parents are asked to read and sign the form, and indicate whether they agree or disagree with placement, and/or request a conference with site administration. If a conference is requested, the site EL Coordinator or site administrator will clarify any questions and address parents' concerns regarding placement and options. A translator is available for these conferences as needed. The district's Interpreter/Translator assists with the process upon request. The parents of Initially Fluent English Proficient (IFEP) students are informed of the results and placement of their students in a Mainstream English program. Parents may also choose to request enrollment in the Spanish Bilingual Program. (See Chapter Two for program descriptions).

Instructional Programs for English Learners
Structured English Immersion Program
Accelerated English Development Program
Mainstream Transitional Program
Mainstream Program
Spanish Bilingual Program

Language proficiency, program placement, and services are entered for each student in the district database by the school secretary or clerk. In addition, the results are provided to the child's teacher(s). A copy of the HLS, original CELDT score report, Informal Primary Language Assessment (IPLA), Parent Notification Letter(s), an Illuminate Student Profile page with all assessment results, and an IAP (if student is not making adequate progress) are placed in the student's EL Blue Folder (in Ellevation.). The principal and EL Coordinator are responsible for monitoring the accuracy of language proficiency, program placement, and services data.

Placement of Students
Central Unified School District uses a number of program models to serve students who are English Learners. Placement of English Learners is based upon provisions of former Proposition 227, now cited in California Education Code (sections 300-340). All English Learners shall be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.
Students enter with varying levels of English language proficiency; therefore, it is imperative that each English Learner be placed in the instructional program best suited for his or her needs. We work closely with parents/guardians to explain the program options and report student progress regularly.

Parent involvement in decisions regarding the education of their children is required and critical to the student's academic success.

Choices of Instructional Programs
Upon initial enrollment, site EL Coordinators and principals make recommendations for the English Learner's program placement based on CELDT and primary language assessment results (if necessary). Using information from these assessments and program recommendations, the EL Coordinator and principal place the student in the most appropriate instructional setting.

Criteria for Placement
Factors considered for program placement of English Learners include: English language fluency, years of schooling, prior program placements, primary language proficiency, documented special education needs, current and past assessment data and other factors. English language proficiency is a critical factor in determining program placement of English Learners. Central USD determines that a child has reasonable fluency in English when his/her overall CELDT language proficiency level is at a high intermediate level, or has been at the intermediate level for 2 or more years. It is determined that a child has less than reasonable fluency in English when his or her level is at a beginning to low intermediate level. The student is assigned to an appropriate program with consideration given to parent input.

Structured English Immersion (SEI) Program Placement Criteria
If a child has less than reasonable fluency in English by the above criteria, then the default program is the SEI Program, with an emphasis on Accelerated English Language Development (AELD). In AELD, the instruction is nearly all in English. Primary language support and other types of support services are provided as needed and as resources allow. Daily designated English Language Development (ELD) is required as part of AELD. The student is assigned to an appropriate program with considerations given to parent input. If a parent elects to have his/her child who has less than reasonable fluency placed in the Mainstream Transitional Program rather than an AELD program, the district will honor the parent's informed preference by assisting them in completing the Request for English Language Mainstream Classroom Placement (ELMCP-Form 1.6) and continue to provide ELD embedded in the content areas throughout the student's day.
If a child has reasonable fluency in English by the above criteria, then the default placement is in the Structured English Immersion (SEI) Program with a Mainstream Transitional emphasis. (See Central USD's EL Program Design for details) Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services must include daily designated English Language Development (ELD).

Alternative Program Criteria
If a parent selects an alternative program, then the parent must complete a Parental Exception Waiver Request Form. This form is available at the school sites and on the district website as part of the PAL 1 and PAL 2 notification letters. All waiver requests from the parents of newly enrolling students are processed by the EL Coordinator and site principal and then forwarded to the EL Department for final approval. Parental Exception Waivers must be requested and approved annually.
Parental Exception Waivers are granted unless it is determined that an alternate program would not be in the best interest of the student for his or her overall educational development. Approved annual waivers for students placed in an alternative program model are placed in the student's EL EL Blue Folder (in Ellevation.), and this information is entered into the district student information system for electronic storage of the waiver request. Participation in a Spanish Bilingual Program may be contingent upon grade level, prior program participation, and the student's language proficiency levels. If 20 or more waivers into this program are approved, based on district entry criteria, at an individual school site in a grade level, then the bilingual class would be offered at that grade. If the program is not offered at that site, the parent would be allowed to transfer to another public school that does offer such a program. Transportation would be the responsibility of the parent.

Transfer Students

In order to ensure appropriate placement, each student's relevant assessment, academic progress, and placement information will be entered into the student data system within 15 calendar days of enrollment by the school secretary or clerk under the supervision of the Site EL Coordinator.

Transfers between Central USD Schools
If a student transfers between two Central USD schools, either by parent request or due to grade advancement, the receiving site EL Coordinator will request current CELDT data to facilitate placement. All data regarding the student's English Learner assessment history (current scores, current grades, records of academic progress, and interventions) are sent to the receiving school. The site principal and EL Coordinator are responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records.

Transfers from other California Schools
Students transferring into Central USD from another district within the state should have records of a Home Language Survey, scores on the mandated assessments such as CELDT, and an initial language status (EO, IFEP, R-FEP, and EL). These students do not follow the Central Unified School District initial identification process. If the parent provides the student's records, staff will use this information, in addition to state test results to make an appropriate placement. In not, the EL Coordinator (or EL Coordinator's designee) will contact the former district in order or access CALPADS to obtain information.
Once records are obtained from the previous school or district, the appropriate information is shared with the classroom teacher(s). The Site EL Coordinator will assure that all necessary information has been entered into the district data system. If these records cannot be acquired at the time of enrollment, the identification/notification/placement process is implemented per the above description. The site principal and/or EL Coordinator, and secondary counselors (when appropriate) are responsible for reviewing all student information to make sure the student is properly placed in his or her new classes.
Transfers from Out of State or from Other Countries
The language assessment, classification, and placement process described above will be followed for students entering the district who are new to the state or from another country. The student's district enrollment data is entered into the student's records and the student database system as well as the date the student first enrolled in a California or U.S. school. New EL students are placed in the grade level that is aligned with the district based on age.

The complete identification and placement process is noted on the next page flow chart.

Initial Language Proficiency Assessment, Identification, and Placement Process

Step 1

Parent goes to school for registration- (TK/K or new to state or country) completes Home Language Survey (HLS)

→

HLS indicates "English Only" on Questions 1-4

→

Language Classification:

English Only (EO) sites enroll student in the appropriate mainstream classroom and enter student into Aeries as a '1'.

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HLS indicates language other than English on questions 1-4-Enter into Aeries as a '5'

→

CELDT score is **Early Advanced** or **Advanced** overall and on all subtests

→

Language Classification:

Initial Fluent English Proficient (IFEP)-Notify Parents and explain placement in appropriate mainstream classroom. Enter student in Aeries as a '2'.

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Step 2

CELDT administered and scored by trained personnel at the site <u>within 30 calendar days</u>

↓

CELDT score is **Beginning-Intermediate** overall or on any subtest

↓

Step 5

Program Placement:

Place child in an appropriate program and update Aeries information.

Notify classroom teacher(s) of placement

Step 4

Parent Notification:

- Invite parents to a meeting and/ or send *Parent Notification of Language Testing Results and Program Placement* letter (PAL#1) to discuss language classification and explain the program options and the benefits of each
  - AELD
  - SDAIE/Transitional
  - Alternative Bilingual
- Explain waiver rights, options and appeal procedures. Provide written explanations of the process.
- If parent is interested in a waiver, provide assistance in completing the form and notify EL Services.

Step 3

Language Classification:

- Classify as English Learner (EL)
- Administer the Informal Primary Language Assessment (IPLA)
- Change from a '5' to a '3' in Aeries
- Determine program placement
  - AELD for Beg-Low Intermediate
  - Transitional/SDAIE for High Intermediate-Advanced
  - Alternative Bilingual Program
- Re-assess annually with CELDT until reclassification criteria is met.

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Chapter 2

Instructional Programs

Central Unified School District provides instructional services to English Learners to ensure they acquire English language proficiency and academic achievement in all areas of the curriculum.

The district will offer the following programs to English Learners: (1) Structured English Immersion (SEI), which includes Accelerated English Language Development (AELD), (2) Mainstream Transitional Program (with Integrated ELD) and (3) Spanish Bilingual Program. Each of these options is designed to ensure students acquire English language proficiency and to address any academic deficits that may have developed in other core areas of the curriculum. All options contain the following components:

- Well-articulated, standards-based and research-based differentiated designated English Language Development (ELD) instruction, specifically designed for ELs.
- Well-articulated, standards-based differentiated instruction in the core curriculum, featuring integrated ELD (as defined in the 2014 ELA/ELD Frameworks), using the CUSD Key ELD Strategies (a standards based language objective, scaffolding instruction, intentional grouping, integration of processes and appropriate assessments) as defined in our Title III Plan.
- Structured activities designed to develop cultural proficiency and positive self-esteem.

Instructional Settings for English Learners
English Language Programs

K-12 Structured English Immersion Program (SEI)
1. This model provides instruction for all students with less than reasonable fluency in English and includes Accelerated English Language Development (AELD). The goal of this SEI program is for English Learners to develop a reasonable level of proficiency in English. Curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects "overwhelmingly", but not exclusively in English. English Learners will receive daily, designated ELD instruction using CUSD's Key ELD Strategies.   Access to core content is accomplished through instructional strategies using integrated ELD and CUSD's Key ELD Strategies, techniques to enable English Learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

Type of Setting	Program Recipients	Program Elements	Staffing
Structured English Immersion (SEI): Accelerated English Language Development (AELD)	English Learners • CELDT level 1 (Beginning) • CELDT level 2 (Early Intermediate) • CELDT level 3 (Low Intermediate)	• Core instruction taught overwhelmingly in English with primary language support • CUSD's Key ELD strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Daily, leveled ELD instruction- minimum of 20 minutes (kindergarten), 45 minutes (Grades 1-6), at least 1 period (up to 220 minutes) per day (grade 7-12) • Designated ELD instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio,	• All teachers must be appropriately certified with a CLAD or equivalent EL certification • The assignment of a BCLAD teacher is the best method for primary language support • Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas • Preference is for a BCLAD teacher, or for a CLAD teacher who is bilingual/biliterate

Special Support Options for English Learners in SEI Programs:
- Tutoring
- Specialized instruction by personnel with literacy and EL expertise
- Participation in Response to Intervention at the site
- Before/after school intervention programs
- Migrant Education Support (if qualified)
- Other appropriate services

K-12 Mainstream Transitional Program

2. This model is designed for students with reasonable fluency in English; it provides all instruction in English with additional and appropriate services. All English Learners will receive daily, designated ELD instruction. In grades 7-12 English Learners will be assigned to at least one section of designated ELD instruction until the student has acquired proficiency in English. CUSD's Key ELD Strategies are a major feature of this program and may include primary language support. Mainstream teachers are responsible for providing scaffolded instruction to access core subjects so the content knowledge is comprehensible to the student.

Type of Setting	Program Recipients	Program Elements	Staffing
Mainstream Transitional	English Learners • CELDT levels high 3 (Intermediate), 4 (Early Advanced), and 5 (Advanced) • English Learners at any level, whose parents request a mainstream program	• Core instruction taught in English with primary language support as needed • Central USD Key ELD Strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Daily, leveled designated ELD instruction- minimum of **20** minutes (kindergarten), **45** minutes (Grades 1-6), at least **1 period** per day (grade 7-12) • Designated ELD instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials	• All teachers must be appropriately certified with a CLAD or equivalent EL certification

Special Support Options for English Learners in Mainstream Transitional Programs:
- Tutoring
- Specialized instruction by personnel with literacy and EL expertise
- Participation in Response to Intervention at the site
- Before/after school intervention programs
- Migrant Education Support (if qualified)
- Other appropriate services

Alternative English Learner Programs-K-12 Spanish Language Bilingual Program

3. This model is an option designed for Spanish speaking students at all levels of English proficiency, native English speakers, as well as students of other language backgrounds who are fluent in English and meet the entry criteria. The goal of this program is to develop academic language proficiency in Spanish and English. The Spanish Bilingual Program is designed to teach all students the core curriculum in Spanish and English. In addition, students receive daily, leveled designated ELD instruction and Integrated ELD in the content areas. Content subjects are taught in Spanish with increasing levels of English each year until students receive 50% Spanish instruction and 50% English instruction by 4th grade and continuing through 6th grade. At the secondary level students will be able to maintain and continue development of Spanish through at least 1 academic subject taught in Spanish (7th-8th grade History course and 9th-12th Grade Spanish for Spanish Speakers or AP Spanish). This program may not be available at all schools and parents may have to provide transportation to a site where this program is offered. For this program to be available at a school site it is required that 20 students requesting Spanish language instruction at the same grade be granted a parental exception waiver from the district to participate in such a program.

Type of Setting	Program Recipients	Program Elements	Staffing
Spanish Bilingual Program	Students meeting criteria: • Native Spanish Speaking students • Students with Grade Level Appropriate Spanish Language Proficiency • Fluent English proficient (FEP) students of any primary language	• Core instruction taught in Spanish and English • Primary language (L1) support as needed • Central USD Key ELD Strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development in English and Spanish • Daily, leveled designated ELD instruction- minimum of **20** minutes (kindergarten), **45** minutes (Grades 1-6), at least **1 period** per day (grade 7-12) • Designated ELD instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards-aligned ELD and core curriculum will be used • Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core as well as supplemental materials	• All teachers must be appropriately certified with a BCLAD or equivalent certification

Special Support Options for English Learners in Spanish Bilingual Programs:
- Tutoring
- Specialized instruction by personnel with literacy and EL expertise
- Participation in Response to Intervention at the site
- Before/after school intervention programs
- Migrant Education Support (if qualified)
- Other appropriate services

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction
Primary language instruction consists of directed lessons, as well as student participation in and through the primary language. This instruction makes use of grade-level materials in the primary language (textbooks, audio-visuals, electronic media, and internet resources) that meet state content standards. Assignments and assessments are in the primary language. Primary language instruction is used in the alternative programs as the primary method to access the core curriculum.

Primary Language Support
Primary language Support is not the same as primary language instruction. It does not include directed lessons, assignments, or assessments in the primary language. It may be provided within the Structured English Immersion Program or Mainstream Transitional Program by a teacher who is bilingual, a trained bilingual para-educator, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the students to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts. Even where daily primary language cannot be provided by bilingual staff, teachers are encouraged to make use of materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. In addition, if 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

English Language Development (ELD)
Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD lessons are appropriate for students' identified levels of language proficiency. ELD lessons reflect curriculum, materials, and approaches that are designed to promote English Learner's acquisition of listening, speaking, reading, and writing skills. ELD is designed to facilitate the acquisition of linguistic competencies that native English speakers possess when they enter school and continue developing through life. As noted in the 2014-15 ELA/ELD Framework:
"All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. …ELD instruction (is) described first generally and then in terms of using the CA ELD standards in two ways:
1. Integrated ELD, in which all teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards.
2. Designated ELD, or a protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.

Designated English Language Development
The English Language Development (ELD) component of all instructional program models is research based and recognizes that the acquisition of English as a second language is a developmental process. Research indicates that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit direct instruction of academic language are necessary for this development to occur. It may take ELs five or more years to achieve academic proficiency English proficiency comparable to that of their native English-speaking peers. Each English Learner develops at his or her own pace, depending on a multitude of environmental, personality, learning, and educational factors. Most of an ELs' English language development occurs throughout the day and across the content areas as they learn to use English, learn content through English, and learn—to varying degrees, depending on discipline and topic— about how English works to make meaning. Designated ELD is a protected time during the regular

school day when teachers use the 2012 California ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. This means that designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. During this protected time, ELs should be actively engaged in collaborative discussions where they build up their awareness about language and develop their skills and abilities to use language.

Accordingly, during designated ELD, there is a strong emphasis on oral language development. Naturally, designated ELD instruction will also involve some level of reading and writing tasks as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language. Designated ELD provides the foundation for literacy (reading and writing) as well as accelerating EL student access to the California Common Core English Language Arts Standards**.** The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English. Designated ELD can occur in a variety of instructional settings (e.g. self-contained classrooms, flexible grouping, clustering of students at the same levels). Evidence of implementation will be gathered by EL department staff via classroom visits and completion of the Designated English Language Development form**.** (Form 2.1)

Designated ELD must be a part of the daily program for every English Learner. Law requires that each EL receive ELD instruction as part of their core curriculum. ELD must be a planned, specific, intentional, and explicit component of the total education of each English Learner. There is no maximum amount of time for a student's ELD. However, it is mandatory in our district that each EL receives the minimum of ELD per day: 20 minutes (kindergarten), 40-45 minutes (Grades 1-6), and at least 1 period per day (up to 220 minutes total as needed) in middle and high school.

Conditions Favorable to Acquiring Language
Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:
- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is accessed and developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. through the use of real objects or "realia", props, visuals, facial expressions, and/or gestures)

English Language Development (ELD) Materials

Grade Level	EL Program	Core & Supplemental Curriculum	Student Criteria
K-6	AELD	Houghton Mifflin Harcourt ELA (core) Houghton Mifflin Harcourt ELD(supplemental)	B-low Int. (Emerging) making AMAOs* & showing adequate growth.
K-6	Transitional	Houghton Mifflin Harcourt ELA (Core) Houghton Mifflin Harcourt ELD (supplemental)	Int.-A (Expanding & Bridging) making AMAOs & showing adequate growth.
K-6	Mainstream/Transitional	HM Medallions ELA (Core) Intensive ELA Intervention (based on decision of the PLC)	Any EL student not making AMAOs & LTELs**

		Houghton Mifflin Harcourt ELD (supplemental based on decision of the PLC)	
7-8	**AELD**	**McDougall Littell ELA (core)** **Nat'l Geo-Inside-Fundamentals (supplemental)** **English Now! A/B & C (supplemental)**	**B-low Int. (Emerging)** making AMAOs & showing adequate growth
7-8	**Transitional**	**McDougall Littell ELA (core)** **Nat'l Geo-Inside-A/B (supplemental)**	**Int.-A (Expanding & Bridging)** making AMAOs & showing adequate growth.
7-8	**Mainstream/Transitional**	**McDougall Littell ELA (core)** **Intensive ELA Intervention (based on decision of the PLC)** **Nat'l Geo-Inside C (supplemental**	**Any EL students not making AMAOs & LTELs**
9-12	**AELD**	**McDougall Littell ELA (core)** **Nat'l Geo-Edge-Fundamentals (supplemental)** **English Now! A/B & C (supplemental)**	**B-low Int. (Emerging)** making AMAOs & showing adequate growth
9-12	**Transitional**	**McDougall Littell ELA (core)** **Nat'l Geo-Edge-A/B (supplemental)**	**Int.-A (Expanding & Bridging)** making AMAOs & showing adequate growth.
9-12	**Mainstream/Transitional**	**McDougall Littell ELA (core)** **Intensive ELA Intervention (based on decision of the PLC)** **Nat'l Geo-Edge C (supplemental)**	**Any EL students not making AMAOs & LTELs**

*Annual Measurable Achievement Objectives   **Long Term English Learners

English Language Development (ELD) Standards and Assessments
The CA ELD standards provide expectations and descriptions of achievements for EL student as defined by CELDT at the Beginning, Early Intermediate (2012 CA ELD Standards termed "Emerging"), Intermediate (2012 Standards defined as "Expanding"), Early Advanced, and Advanced (2012 Standards defined at "Bridging), proficiency levels for English Learners. ELD standards address skills English Learners must acquire in initial English learning to enable them to become proficient on the English Language Arts standards. The ELD standards are designed to help provide access to and work in tandem with the California Common Core ELA standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA standards.
The ELD standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delay the introduction of English reading.
A number of assessments are used to track our students' progress through the ELD standards. These assessments include, but are not limited to, the following:
- Curriculum embedded assessments
- Teacher created assessments aligned with ELD standards
- ELD Benchmarks
- CELDT
- CUSD Benchmark assessments
- DIBELS
- Fountas and Pinnell assessments

Accessing the Core Curriculum in Content Areas

It is essential that English Learners also access well-articulated, standards-based core curriculum instruction. In the Structured English Immersion and English Language Mainstream settings, this core instruction in all subjects is taught "overwhelmingly" in English using CUSD's Key ELD Strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain.

Students enrolled in the alternative programs (Spanish Bilingual Education) receive full access to grade-level core curriculum by means of direct instruction in their primary language and in English, using Central USD's Key ELD Strategies as appropriate to their levels of English language proficiency.

What is Integrated ELD?

The ELA/ELD framework uses the term *integrated ELD* to refer to ELD throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and content standards to support their ELs' linguistic and academic progress. The goal section of each set of grade-level and grade-span CA ELD Standards specifies that in California schools, ELs should engage in activities in which they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. Evidence of implementation will be gathered by EL department staff via classroom visits and completion of the Integrated English Language Development form. (2.2)

Gifted and Talented Education (GATE)

Central Unified School District is committed to ensuring equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English Learners through its identification, referral process, testing and teaching methodologies in its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. All students will be tested starting in Grade 1 through teacher and/or parent referral. Site administrators or site designee GATE coordinators work with school staff and parents to inform all about the GATE referral process, testing process, and GATE services. The district GATE Coordinator and the site administrators monitor GATE services. All GATE requirements must adhere to the Federal Program Monitoring (FPM) regulations and local board policies.

Commitment to Special Education Services

English Learners have access to Special Education services just as all other students in the district. Careful review by the Student Success Team (SST) (2.3.1 & 2.3.2) of all referrals takes place first. This review includes SST referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, and a parent interview, as well as an interview with the student- if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country, and growth being made. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas. To the extent that the student's ELD program relates to the

student's need for Special Education services, the IEP must document the provision of these services. English Learners in grades K–12 with an IEP, as reflected on CELDT sub-scores in listening, speaking, reading, and/ or writing, continue to receive designated and integrated ELD instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP. Through the Parental Exception Waiver Request (PAL 1 & 2), parents can select alternatives to the SEI program for their student. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site will ensure that interpretation is provided during IEP meetings and that IEP documents are made available to parents in their primary language as required by state law.

K–12 Flexibility of Programming to Meet Student Needs
- There are four distinct groups of English Learners in Central Unified School District:
- Newly arrived English Learners with adequate formal schooling
- Newly arrived English Learners with limited formal schooling
- Long-term English Learners (more than 5 years as English Learners)
- English Learners who are meeting benchmarks and making expected progress toward language and academic goals

Programs will be adapted to meet the needs of students in each of these groups as discussed below:

Newly Arrived English Learners with Adequate Formal Schooling
These students may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. The typical placement might be in an SEI classroom (especially for students at CELDT levels 1–3), where they will be assisted in transferring their primary language literacy and core academic skills to English

Newly Arrived English Learners with Inadequate Formal Schooling
Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade-level academic program. These students need an academic program that will address their primary language literacy needs. At the elementary school level, appropriate grade-level placement with appropriately leveled ELD is critical. SEI/AELD would be generally preferable to an English Language Mainstream (ELM) setting.
In secondary schools, students in this category will need an academic program with the following features:
- Year-long designated ELD (AELD) for at least 2 periods daily
- Mathematics taught with primary language support or during an AELD block (based on Math screening results)
- Other content classes taught with primary language support or student provided access to core during AELD block
- Electives that are less language dependent in the beginning year
-

Long-Term English Learners
These students have more than 5 years of uninterrupted schooling in the United States. Long-term English Learners (LTELs) often have high oral fluency in English, and in some cases have attained "reasonable fluency," but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student's academic and

linguistic needs and then consider the following in regards to the student's educational history, in order to determine if the student's performance is related to his/her level of ELD, or to other issues that affect academic performance:

- The student's number of years in U.S. schools
- The quality and consistency of ELD instruction
- The consistency of the student's instructional program
- Intervention support (before, during or after the school day)

Secondary school students in this category need the following:
- Accelerated ELD, either through an English Language Arts class with accommodations for the student's level of ELD, or a designated ELD class that addresses both language and literacy skills
- Integrated ELD in the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher
- Supplemental counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
- Intervention support (before, during or after the school day)

All LTELs should be on an Intervention Action Plan. As part of these plans, students will be assigned to formal interventions that address both language and academic needs.

English Learners who are Meeting Academic and English Language Development (ELD) Benchmarks
These students are typically showing expected growth on the CELDT, at least at the recommended rate by the state, and are scoring proficient or close to proficient on the Smarter Balanced Assessment (second grade and up), or meeting benchmarks on district established literacy and math benchmarks in Kindergarten and first grade. In the elementary grades, these students should move along a pathway leading to the English Language Mainstream program setting. Some will begin in SEI, with reclassification and assignment to English Language Mainstream before promotion to middle school. Others will begin in a transitional program and achieve reclassification and movement to the mainstream setting.
In 7th through 12th grades, these students are offered two levels of ELD before making the transition into more advanced courses. Student placement at a given ELD course level is based on initial assessment scores on the CELDT for new students, annual CELDT, ELD benchmark test performance, EL Curriculum Placement tests and teacher recommendations for returning students.

Each ELD placement is flexible with respect to duration, in order to allow a student to move up a level during the year when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next level or exited from the program. Students may need to repeat a level until they meet requirements for transition to the next level. Secondary master schedules must allow for fluid and flexible movement throughout the year. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace and must be able to move up ELD levels whenever necessary. Students do not have to wait until the end of a semester/trimester or course in order to move levels. Change in ELD levels will be based on the following:
- CELDT progress
- Classroom performance
- ELD Benchmarks & curriculum-embedded assessments
- Teacher recommendation
Students who meet or exceed benchmarks as evidenced by semester/trimester reviews and/or teacher recommendation should be encouraged to accelerate to higher ELD levels.

Chapter 3

Parental Exception Waiver

Central Unified will ensure and monitor that parents are notified annually of their right to request an alternative program.

Parental Exception Waiver
A parental exception waiver is a request for exception from the state law that indicates English Learners are to be provided instruction overwhelmingly in English. When approved, the waiver provides for the student to be transferred to an alternative program (i.e. classes where they are taught in English and their primary language through a bilingual instruction model.)

Process for Parental Exception Waiver
When a school receives a Parental Exception Waiver request, the principal will forward the request to the Supervisor for English Learner Services at the District Office. Upon approval of a waiver, support from Educational Services will be provided to assist schools needing to make program modifications. If a parent chooses to appeal the denial of the waiver, the parent would make the appeal to the Director of State and Federal Programs. If the appeal is not resolved, the parent may take the appeal to the Central USD Board of Trustees.

Guidelines
As per Sections 305, 306, 310, 311 of the California Education Code, English-Only instruction may be waived by parent request; thus, parents can waive into a bilingual program.
The waiver process is not required for English Only or Fluent English Proficient students, nor is it required of special education English Learners who's Individual Educational Plans (IEPs) call for primary language instruction or primary language support.
Exception waivers are not required for students to receive primary language support within AELD or mainstream programs, as long as these programs are provided overwhelmingly in English.
Parents must be provided with written notification of the student's placement, all educational opportunities available, and the opportunity to apply for a waiver. The site English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) will receive training regarding Parental Exception Guidelines, and will be given the opportunity to advise district staff and the Board of Trustees on these programs and the materials used.
Central USD staff (administration, classroom teachers, EL coordinators, and support staff) attends in-services regarding the policies, procedures, and forms used in explaining the parental exception waiver process to parents.

Initial Enrollment Procedures
Parents receive notification and description of programs and options during the 30 days after initial enrollment in CUSD schools and annually thereafter until students reach fluent English proficiency.
Those programs include:
Structured English Immersion (AELD)
English Language Mainstream (Transitional/Mainstream)
Alternative Program (Spanish Bilingual)
Parents interested in completing the waiver will meet with the principal or EL coordinator to complete the waiver process. All waivers submitted must be acted upon within 20 days of initial receipt by the home school. Parents will be notified when 20 or more students at one site in the same grade level with the same home language receive an approved waiver. The school will then investigate the feasibility of offering the alternative program. In addition, parents must be notified of the appeals process and guidelines. A copy of the waiver must be placed in the student's EL Blue Folder (in Ellevation.) and cumulative file.

Annual Notification and Staff Development
In order to notify all parents of the district's placement options for English Learners and the opportunity to apply for a parental exception waiver, each parent is informed of our program options yearly through the Parent Notification of <u>English Learner Student Program Placement and Waiver Option</u> (form 1.2), and the <u>Parent Notification of the California English Language Development Test (CELDT) Results, Student Placement, and Waiver Option</u> (form 1.3).

Of Special Note--Requests for a Change of Instructional Setting

At any time, including during the school year, a parent or guardian may have his or her child's ELD instructional setting changed by meeting with site administration and completing a Parent/Guardian Request for English Language Mainstream Classroom Placement (form 1.6) For example, a change from Accelerated English Language Development (AELD) to Mainstream Transitional Program may be requested. Another example may be a change from an ELD grade level sharing block with another teacher back into the student's homeroom class. These requests should facilitate a timely conference with the parent, principal, EL coordinator, teacher, or other designated staff to determine which placement is in the best interest of the student, even though the final decision belongs to the parent. These setting changes do not represent a change of instructional program, and are **not a waiver of ELD services**. Should this occur, the school is still responsible for providing ELD instruction and any needed support to ensure the student develops English proficiency and makes academic progress in the core curriculum.

Chapter 4

Monitoring Student Progress

Central Unified monitors English Learner's progress toward meeting English language proficiency and academic grade level standards. Interventions are provided to support students' progress towards academic success.

Monitoring of Student Progress

Language proficiency and academic progress of English Learners will be evaluated and monitored on an ongoing basis throughout the year, at a minimum of 3 times a year. Each site will address EL student learning outcomes utilizing Professional Learning Communities (PLCs). The principal or other site administrator will facilitate the analysis of data and the cycle of inquiry during key assessment periods throughout the year and lead the conversations and follow up actions and/or IAPs for teachers of EL students not making adequate progress.

Assessments in Use in the District

Student progress is monitored based on a set of district adopted and State-mandated assessments. The assessments in use to determine and monitor English Language Proficiency and academic progress include:
- California English Language Development Test (CELDT)
- ELD Curriculum- benchmark assessments
- ELA Curriculum- unit assessments
- District Math benchmarks/performance tasks
- District ELA benchmarks/performance tasks
- Smarter Balanced Assessment Consortium (SBAC)
- Grades/Transcripts

Assessments are maintained in electronic form in the district database. This allows district administrators, principals, and teachers rapid access to results. This information is used for a variety of purposes, including, but not limited to, information that relates to identification, placement, progress towards reclassification, and identification of students in need of an intervention action plan.

English Language Development (ELD) Assessment	Grade Level	Description	When Administered
California English Language Development Test (CELDT)	K-12	Assesses listening, speaking, reading and writing in English State Mandated Used to measure Adequate Yearly Progress	**Initially**: At registration within 30 calendar days from date of registration **Annually**: July-October
HM ELD Benchmark Proficiency Test	K-6	Curriculum-embedded ELD benchmark assessments	Mid Year End of the Year
English Now!	7-12 AELD students	Curriculum-embedded ELD assessments	According to Pacing Guide
Inside	7-8 AELD/Transitional students	Curriculum-embedded ELD benchmark assessments	Mid Year End of the Year
Edge	9-12	Curriculum-embedded ELD benchmark assessments	Mid Year End of the Year

Academic Achievement Assessments	Grade Level	Description	When Administered
SBAC	3-8, 11	Criterion referenced/performance task based tests assessing students' mastery of CCSS grade level standards in English Language Arts, Math State Mandated Used to Measure Adequate Yearly Progress Included in the Academic Performance Index	Annually in Spring
CUSD ELA/Math Benchmark Assessments	K-8	Phonics, decoding, sight words, reading fluency, accuracy, comprehension, writing skills, and math skills Performance based tasks	Each Trimester

Provisions for Students on Individualized Education Programs (IEPs)
In some circumstances students with IEPs may be given alternative assessments in place of SBAC and district benchmark tests. The current state-approved alternative assessment to the SBAC is the California Alternative Performance Assessment (CAPA). However, the CAPA cannot be used as a measure of academic proficiency in place of the SBAC for the purpose of reclassification.

Use of Assessment Data for Instructional Planning
Teachers use formative ELD, language arts, and mathematics curriculum-embedded assessments to analyze student progress after each testing window, for planning differentiated instruction and to provide classroom interventions or enrichment as appropriate. CELDT data (supplemented by ELD curriculum-embedded assessment results) are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses in secondary schools. SBAC tests results are used in conjunction with benchmark assessments in language arts and mathematics to identify students in need of benchmark, strategic, and intensive interventions, and to assign them to appropriate instructional schedules. Students who meet or exceed grade level assessments will be encouraged to accelerate to move to more advanced groups/classes.

Ongoing monitoring of student progress takes place at two levels:
1. At least three times a year, grade level/content area PLCs will meet to formally review performance of each English Learner during Academic Goal Setting or similar data analysis forum. This discussion might include counselors or intervention teachers. These meetings may result in the development of an IAP (form 1.5) for students found to be lagging behind ELD or academic achievement growth expectations.
2. PLCs will hold regular collaboration meetings (at least monthly) to examine student data on the assessment used to determine short term needs, and plan instruction accordingly. These collaboration meetings may include assignment of English Learners to appropriate intervention/enrichment.

English Learner Intervention Action Plan

English Learner's academic performance is monitored K-12 using formative assessments in order to identify academic needs and develop action plans and goals for student performance improvement. This monitoring of academic and language proficiency will ensure that students are continuing to make expected academic growth. District formative assessments provide information that informs instruction and alerts teachers to students who may be struggling or who need to be challenged. The district will integrate interventions for ELs with systems and procedures to be used throughout the district for any student not making expected growth targets.

Developing Intervention Action Plans:
1. Starting before Student Support Conferences each spring, site PLCs will meet with the site administration team to review relevant information, CELDT scores, benchmarks assessment results, and classroom performance of all English Learners and identify students not meeting growth expectations. At this meeting:
2. The teacher shares any interventions that have been implemented in the regular classroom to date.
3. The team develops an IAP (form 1.5) to be implemented immediately and revisited the first quarter of the following year.
4. The team will identify the appropriate Tiered Support for Learning (see chart) within the IAP.
5. IAP information is shared with the parent at spring Student Support Conference.
6. No later than early October, the site grade level/content area PLC reviews the results of the spring SBAC testing (end-of-the-year results on district-identified assessments for any grades not taking SBAC) and revises or develops an IAP for each student not meeting the growth expectations. A copy of the plan is kept in the student's EL Blue Folder (in Ellevation.)
7. No later than the fall parent conference, the IAP is reviewed with the parent, modified if necessary to include parent input, and documented on the appropriate forms. This plan includes interventions to be provided and timelines. All records are kept in the student's EL Blue Folder (in Ellevation.)
8. The student is provided with the intervention programs/services as specified in the IAP. His/her progress is carefully monitored throughout the school year during PLCs. Adjustments and modifications to the plan are made when necessary based on data collected. All records of the student's progress are kept in the student's EL Blue Folder (in Ellevation.)
9. In the spring of each year –before Student Support Conferences, the site grade level/content area PLC assesses the growth of students with Intervention Action Plan and the effectiveness of their plans.
10. If the student continues to make inadequate progress, a meeting is held by the site grade level/content area PLC.
11. A new Intervention Action Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions. Information is shared with the parent at the spring Student Support Conference.

Process for Second Year Intervention Action Plans

During the second year of intervention, the student's progress is monitored regularly, and adjustments and modifications to the IAP are made when necessary. Records of this monitoring and adjustment process are kept in the student's EL Blue Folder (in Ellevation.).

At the end of the second year of intervention, the site grade level/content area PLC reviews the student's most recent data in order to assess growth.

If the student continues to make inadequate progress in the second year after various strategies have been employed, he or she is referred to the Student Success Team (SST form 2.3) for a more comprehensive examination of his/her needs, and planning of a more specialized program.

The student's progress and the program effectiveness are then monitored through the SST process. If warranted, a student may be referred to the SST prior to the completion of two years of intervention services.

The district department of English Learner Services, working in collaboration with other departments as appropriate, will provide guidance and support to schools on how to manage the process of developing and monitoring the IAP.

Tiered Support for Learning:	Criteria	Description
Tier 1 (80%-85%)	Core Universal Supports	• Research-based, high-quality, general education instruction and support • Screening and benchmark assessments for all students • Assessment occur for all students • Data collection continues to inform instruction • If less than approximately 80% of students are successful given core, universal instruction, engage in Tier I problem-solving
Tier 2 (10%-15%)	Targeted, Supplemental Supports	• Interventions are based on data revealing that students need more than core, universal instruction • Interventions and progress monitoring are targeted to specific skills to remediate or enrich as appropriate • Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working • If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving
Tier 3 (5%-10%)	Intensive, Individualized Supports	• Intensive interventions based on individual student needs • Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled • Progress monitoring occurs most often to ensure maximum acceleration of student progress • If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

Chapter 5

Reclassification Process and Monitoring

Central Unified School District ensures that the reclassification process in continually implemented to monitors students' progress in attaining criteria towards fluent English proficiency.

Reclassification

Each English Learner who has been reclassified fluent English proficient has demonstrated English language proficiency comparable to that of average native English speakers and can participate equally with average native speakers in the school's regular instructional program.

The purpose of reclassification is to determine that an English Learner has met certain district established criteria and can participate equally with native speakers in the school's regular instructional program. Once students are reclassified they are designated as Reclassified Fluent English Proficient (R-FEP). See Central USD English Learner Reclassification (form 5.1) for details.

Reclassification Process

Step 1

The district will collect and update the most recent English Learner data, and all EL Coordinators will access a reclassification report from the district's data keeping system (Ellevation).

Step 2

Site principals and site EL Coordinators will share potential R-FEP data with their grade level or ELA/ELD PLCs which meet monthly to monitor the progress of English Learners. The grade level or ELA/ELD PLCs will review student data to determine which students meet reclassification criteria and have demonstrated English Language proficiency comparable to that of an average native English speaker and can participate fully with them in the school's regular instructional program.

Step 3

Based on PLC recommendation, the EL Coordinator will complete the Central USD English Learner Reclassification (form 5.1) and schedule a consultation meeting with parents. At that time, the parent/guardian will be given a copy of the assessment results. If the student's scores indicate Fluent English Proficiency, the parent or guardian will be advised that the child meets all the qualifications to move from EL to R-FEP. The parent or guardian signs the Central USD English Learner Reclassification (form 5.1) indicating they agree with their child's reclassification to R-FEP status. The parent conference will be conducted in a language understandable to the parent or guardian. The student may be reclassified even if the parent does not attend a consultation meeting or objects to the reclassification.
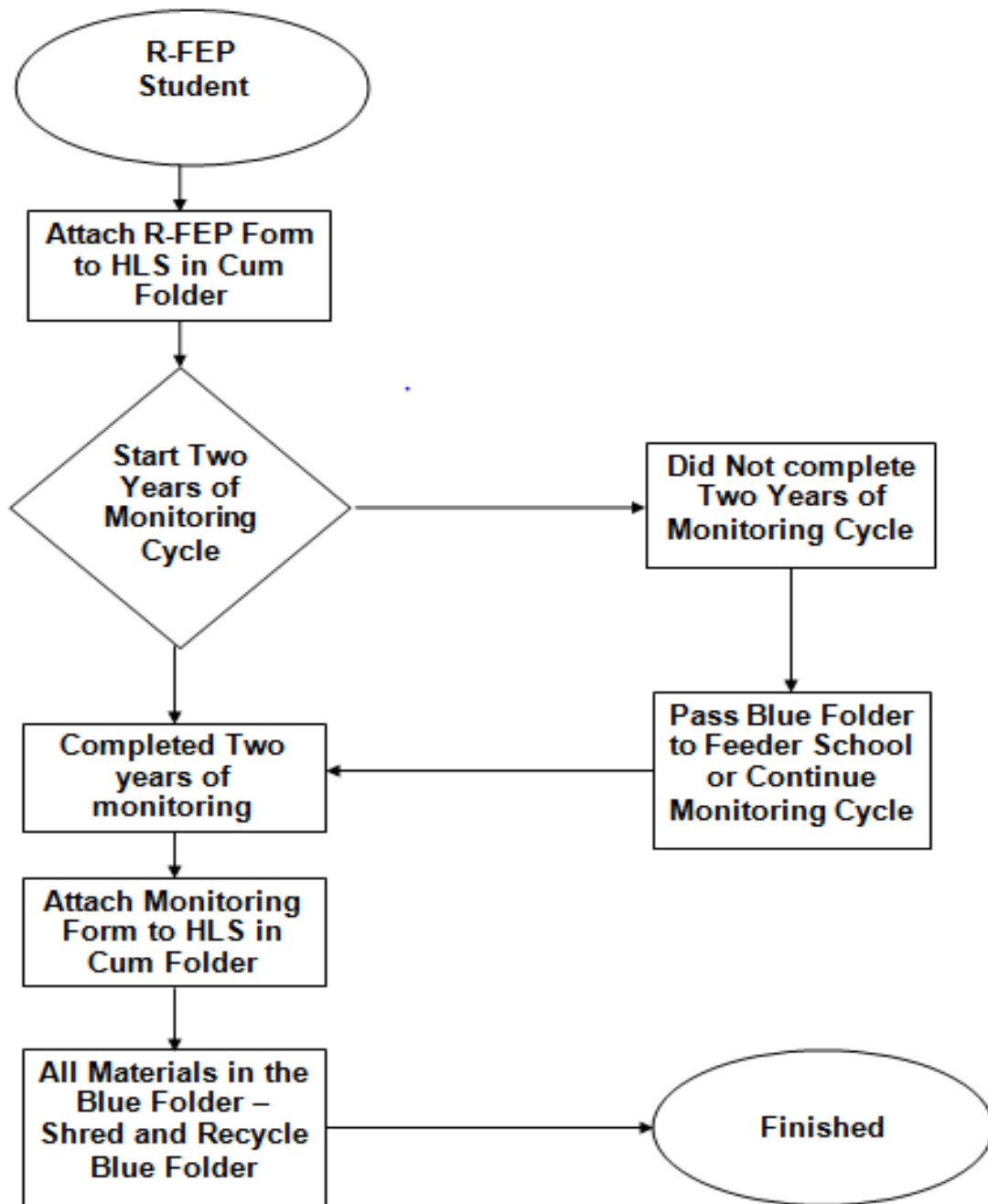
Step 4

The EL Coordinator will work with the site data entry clerk to ensure student reclassification status is updated and in the district database.

Step 5

A copy of the CELDT score and reclassification form must be stapled to the completed Home Language Survey and placed in the student's CUM file. The site EL Coordinator will file all reclassification forms with the student's last CELDT test in an R-FEP monitoring folder or binder. R-FEP student data must be analyzed after each benchmark reporting period. Students not making adequate progress must be referred to site intervention programs. A copy of the reclassification form will be sent to parents. The EL Coordinator must verify that all Aeries data for the student is current regarding language fluency, language services, and program. See the flow chart on the next page for details.

R-FEP Blue Folder Procedure

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                    ┌─────────────────┐
                    │    R-FEP        │
                    │    Student      │
                    └────────┬────────┘
                             │
                             ▼
                 ┌───────────────────────┐
                 │  Attach R-FEP Form     │
                 │   to HLS in Cum        │
                 │      Folder            │
                 └───────────┬────────────┘
                             │
                             ▼
                       Start Two
                       Years of              ──────►   Did Not complete
                      Monitoring                        Two Years of
                        Cycle                          Monitoring Cycle
                             │                                  │
                             │                                  ▼
                             │                          Pass Blue Folder
                             │                          to Feeder School
                             ▼                          or Continue
                   Completed Two        ◄──────         Monitoring Cycle
                    years of
                    monitoring
                             │
                             ▼
                   Attach Monitoring
                   Form to HLS in
                     Cum Folder
                             │
                             ▼
                  All Materials in the
                    Blue Folder –        ──────►      Finished
                  Shred and Recycle
                    Blue Folder
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04/15/15

Role	Responsibility
Site Administrator	• Oversees reclassification process • Oversees R-FEP monitoring process • Oversees that at-risk R-FEP students receive appropriate interventions as decided by the site PLCs • Works with the Site EL Coordinator to schedule and coordinate site PLC meetings •
Site EL Coordinator	• Creates and reviews list of eligible students per current reclassification criteria • Attends required district EL Network meetings and training sessions • Works with administration to schedule and coordinate site PLC meetings • Completes reclassification paperwork for EL Blue Folder (in Ellevation.) • Notifies parents of the recommendations for reclassification • Ensures that R-FEP codes have been updated in Aeries in preparation for R30 reporting • Initiates/ensures that teachers complete R-FEP Monitoring forms at least 3 times a year. • Provides data on reclassification and monitoring to EL Department • Schedules meeting to create Intervention Action Plan if R-FEP student is not progressing accordingly and monitors student progress during and after interventions
Classroom Teacher/PLC	• Evaluates student work and makes recommendations for reclassification to EL Coordinator • Monitors student progress for two-year period following reclassification and complete R-FEP Monitoring Form at least 3 times per year • Attends PLC meetings with current data • Implements recommended interventions
District EL Department	• Coordinates district reclassification/monitoring procedures • Ensures training for site administrators and EL Coordinators regarding reclassification and monitoring • Oversees collection and data analysis regarding reclassified students • Monitors reclassification process and R-FEP monitoring throughout the district to ensure compliance

Reclassification Monitoring
Students who have been reclassified as R-FEP must be monitored by the site for 2 years after the official reclassification date. The district data base will provide a report of students who are in this category. The site grade level or ELA/ELD PLC will monitor each student's academic progress each quarter or each trimester (at least 3 times per year) for 2 years after reclassification. A printout of the student's profile from Illuminate or other data keeping program may be used as proof of adequate progress, with the requisite data highlighted on the printout or noted on the form.   If the student's GPA falls below 2.0, or benchmark scores/ SBAC scores fall below the 'meets standards' level, the school re-evaluates the student's progress and intervention measures are recommended. Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to:
- Intervention Action Plan
- Referral to a Student Study Team
- Additional diagnostic assessment
- Tutoring
- Specialized reading instruction
- Targeted English language development
- Specially Designed Academic Instruction in English/Integrated ELD
- Primary language support
- Response to Intervention support provided at school
- Additional academic counseling

The EL Coordinator will keep documentation and evidence of academic progress and monitoring in the student's R-FEP monitoring file, and will input monitoring dates and any interventions provided into Aeries.

Reclassification Provisions for Special Education Students
All students on an IEP must also meet reclassification criteria. ELs with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of English Language Proficiency (ELP) and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC Section 313[f]). It is the responsibility of the local IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress given the student's capacities. In accordance with federal and state law, the local IEP team may address the individual needs of each English learner with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). These four criteria are the minimal required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student.

- **Criterion 1:** Assessment of ELP using an objective assessment instrument, including but not limited to the CELDT, is one of four criteria in state law per EC Section 313(f) to be used by LEAs in determining whether or not an English learner should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes. An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the CELDT. The IEP team may use results from the alternate assessment or CELDT with modifications in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student's score on an assessment of basic skills) to determine a student's eligibility for reclassification.
- **Criterion 2:** Teacher evaluation -use the student's classroom performance information based on his or her IEP goals for academic and ELD.
- **Criterion 3:** Parental opinion and consultation. The parent or guardian is a participant on the IEP team.

- **Criterion 4:** Student's score on an assessment of basic skills The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment). The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

The EL Coordinator at the school site will be included on the IEP team to ensure language development goals are linguistically appropriate.

Chapter 6

Evaluation and Accountability

Central Unified School District has established a process and criteria to determine the effectiveness of the programs provided to English Learners.

Accountability work is everyone's responsibility. This includes students, parents, and all personnel at the school and district levels— teachers, counselors, instructional assistants and administrators. Rather than considering evaluation as a specific event (or an annual report), we consider it to be part of our daily work. We are all accountable for ensuring that programs are optimally effective. All district personnel are required to follow the procedures specified in this Master Plan.

English Learner Network
The English Learner Department convenes and leads the English Learner Network with support from the Director of State and Federal Programs. The network will convene at a minimum of four times per year. This council is designed to ensure that district stakeholders have a mechanism to plan and coordinate the implementation of English Learner instructional services. The Network is comprised of the Supervisor of English Learner Services, the EL Instructional Support Coach (EL ISC), and the site EL Coordinators. Others participate as needed.

The English Learner Network meets to discuss topics pertaining to the implementation of programs for English Learners in the district. The Network also:
- Serves as a clearinghouse for strategies, ideas and suggestions for English Learner programs, staff development, as well as a focus group for collaborative problem-solving
- Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's programs for English Learners
- Makes recommendations for reporting on the performance of English Learners
- Ensures communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the District's programs for English Learners
- Ensure that Central Unified's Guiding Principles are in place in regards to EL student learning outcomes.

Evaluation Design and Goals
The EL Department will conduct an annual evaluation of programs and services for English Learners. Programs and services for English Learners are centered on six goals. The evaluation activities will focus on the evaluation questions listed in the following table.

Goals	Evaluation Questions
1. English Learner programs are fully implemented as described in the Master Plan for English Learners	1.1 Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (see Chapter Two for program descriptions) 1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of English Learners and staff?
2. English Learners will have full access to the core curriculum	2.1 Are English Learners given full access to core instruction? 2.2 Are English Learners receiving daily designated ELD leveled instruction?
3. All English Learners will master the English language as efficiently and effectively as possible	3.1 Are English Learners making adequate progress on ELD benchmark assessments? 3.2 Do English Learners meet the state's Annual Measurable Academic Objective with regard to

	English Learner gains on the CELDT test? 3.3 Are 75% or more of English Learners reaching reasonable fluency on the CELDT in 5 years or less? 3.4 Are 75% or more of English Learners reclassified within 6 years?
4. **English Learners will achieve academic success comparable to EOs.**	4.1 Are English Learners making adequate progress on benchmark assessments in content areas (ELD, ELA, and Math)? 4.2 Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in English Language Arts? 4.3 Do English Learners (and R-FEPs) meet the state Adequate Yearly Progress criterion in Mathematics? 4.4 Are English Learners (and R-FEPs) in high school making expected progress toward graduation? 4.5 Are English Learners proportionally represented in Special Education and GATE referrals? 4.6 Are English Learners (and R-FEPs) proportionally represented in the following categories: • Meeting UC/CSU requirements at high school graduation • Taking and passing college entrance examinations • Being admitted to two and 4-year colleges/universities 4.7 Is there an annual increase in the percentage of English Learners (and R-FEPS) or each of the success factors listed in the previous item?
5. **Parents of English Learners and R-FEPs participate meaningfully in their children's education.**	5.1 Are parents of English Learners and R-FEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? 5.2 Is the rate of parent engagement increasing?
6. **Rates for English Learners and R-FEPs in categories indicating risk for school failure are no greater than those for EOs.**	6.1 Are English Learners (and R-FEPs) overrepresented in the following categories: • Excessive absences and tardies • Suspensions, expulsions, other discipline • Retentions in grades K–6 • Dropouts • Enrolled in Alternative Programs (continuation/county programs, etc.) due to

	graduation credit deficiencies
	• Percent Not Meeting Standards on the SBAC summative assessment.
	6.2 Is there an annual decrease in the percentage of English Learners and R-FEPs for each of the risk factors defined in the previous bullets?

Monitoring Program Implementation

Goal 1: Program Implementation as Described in the Master Plan for English Learners
District and site staff will periodically monitor implementation of all English Learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English Learners. The monitoring process is designed to:
- Establish high expectations for all students and provide a framework for ensuring that student
- and organizational outcomes are achieved
- Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation and evaluation activities
- Provide for high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the Master Plan for English Learners every three to four years

This monitoring will consist of the following activities:

English Learner Program Assurances (self-review)
School principals and their leadership teams are responsible for the daily, site-level implementation of the Master Plan for English Learners. Throughout the academic school year, principals and the EL Coordinator complete sections of the English Learner Program Assurances Checklist (form 6.1) and submit them to the English Learner Department according to the timeline indicated on the checklist. This facilitates ongoing communication with the English Learner Department, and assists in the monitoring of consistent implementation of this master plan throughout the school district. The English Learner Department will review all English Learner Program Assurances Checklists after each submission four times per year (October, December, March and June).

Instructional Schedule Reviews
All schools will turn in ELD instructional schedules and Master Schedules to the English Learner Department within the first 3 weeks of the beginning of each school year, or anytime there is a schedule modification.
- **English Learner Document Reviews**
All schools will conduct annual monitoring by reviewing key files and documents. These reviews will include evidence of the following: parent notification, placement, assessment, ELD instruction, and parental involvement. A district-developed English Learner Folder Monitoring Form (Form 6.2) will be used for the annual cycle of document reviews. These reviews will be scheduled in all schools on an annual basis. They will be conducted by teams consisting of Supervisor of English Learner Services, the EL Instructional Support Coach (EL ISC), the Site EL Coordinator and the site principal. Findings are reported back to the site principal who will determine next steps for school improvement work.
- **ELD Instructional Walkthroughs (district and site facilitated self-reviews)**
These will be conducted yearly. The reviews will include monitoring of ELD schedules and instructional minutes, ELD groupings by language proficiency levels, teacher interviews, and visits to selected classrooms on a drop in basis. Findings will be compiled using the Integrated ELD and Designated ELD Evidence of

Implementation (forms 6.3 and 6.4) forms and used to determine next steps for school improvement work.

- **Ongoing coaching and staff development support**

The EL ISC will help organize site staff development and assist with classroom coaching. This person will assist with the document reviews and ELD Instructional Walkthroughs. The Supervisor for EL Services and the EL ISC will have lead responsibility for organizing in-depth reviews and any needed follow-up.

Goal 2: English Learner Access to Core Curriculum

Each site principal and leadership team is responsible for ensuring that English Learners have access to core curriculum.

Secondary principals will work closely with counselors and site EL Coordinators in the development of the Master Schedule to ensure that sections reflect the needs of English Learners. The EL Department will review Master Schedules and will work closely with EL Coordinators to determine appropriate placements of English Learners.

Elementary principals will work with site EL Coordinators to determine appropriate placement and instructional setting for English Learners. The district EL ISC will assist teachers with creating appropriate ELD groupings by language proficiency levels to ensure that every English Learner is appropriately placed. The English Learner Department will review ELD schedules, ELD groupings by language proficiency levels, and verify instructional minutes.

Goal 3: Mastery of English

The English Learner Department, principals, Site EL Coordinator, and classroom teachers will analyze annual CELDT results, ELD benchmarks, and progress toward meeting criteria for reclassification. Data will be disaggregated by number of years in the district, program placement, initial CELDT level, and other relevant variables. The Research Evaluation Assessment and Technology (REAT) Department will complete an analysis of CELDT growth (AMAO's) by district, school, language group and program. The Supervisor of English Learner Services will review and report findings and trends to principals and EL Coordinators, who will work with site staff to continue the development of school improvement work.

Goal 4: Academic Success

Each elementary site principal will review and analyze SBAC performance data in English Language-Arts and Mathematics. The analysis will include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group.

- Data on other indicators (to be determined) will be distributed by the Research Evaluation Assessment and Technology (REAT) Department using table formats that are standardized across schools.
- Principals will analyze data with site staff to determine trends, and areas of need, and develop action plans.
- In addition to reviewing SBAC and CELDT data, principals will analyze data from benchmark assessments to determine progress toward action plans and will modify as needed. The elementary level will review data through the academic conferencing process. Each secondary site principal, department representatives, and the site ELD PLCs will review and analyze SBAC performance data in English Language Arts and Mathematics. The analysis will include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group.
- Principals will analyze data with site staff to determine trends, areas of need, and develop goals for their Single Plan for Student Achievement.

Goal 5: Parent Engagement

The Director of State and Federal Programs and EL Department will work with the DELAC and ELACs to develop specific indicators, benchmarks, instruments, and a calendar of procedures for evaluating

parent engagement with schools and the district. Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A Parent Participation Survey will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole and will guide parental involvement practices.

Goal 6: Indicators of Risk for School Failure

The English Learner Department will request and collect the following data regarding English Learners:

- Suspensions, expulsions, and other disciplinary actions
- English Learners identified for Individualized Educational Plans (IEP's)
- Alternative Placements (Adult Education, Continuation School, etc.)
- Retention Rates
- Attendance
- Credit deficient high school students (9th–12th grade)
- Completion of A–G requirements
- Graduation and dropout rates

A methodology for analyzing dropouts will be developed that will mirror the state's dropout reporting paradigm. Dropout data are disaggregated by language classification, grade level, and other relevant factors.

Using Program Effectiveness Information to Improve Implementation and Modify the Program The evaluation data gathered and the analysis performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels for school improvement work.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of English Learner programs. Putting outcome data together with the site self reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans, in future years.

Data from the annual evaluation will be shared with DELAC members. The report will focus on the extent to which programs have been implemented and an analysis of student performance on the indicators specified in the previous table containing Goals and Evaluation Objectives.

Role	Responsibility
Student	- Attends school daily, arrives on time, and works for high achievement - Participates in school activities - Communicates regularly with parents, teachers, and support staff
Parent	- Monitors and promotes English Learner's progress in academics, homework, attendance, behavior - Supports English Learner in activities to promote student achievement - Communicates regularly regarding student progress with student, teachers and school - Attends parent conferences and school functions (e.g., Open House, conferences) - Participates in school committees—ELAC, Site Council, etc.

Classroom Teacher	• Implements specific English Learner's programs as described in the Master Plan for English Learners and provides instruction that aligns with state frameworks and district/state standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific, intentional, and explicit use of Central USD's Key ELD strategies • Monitors English Learners' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English Learners and R-FEP students • Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals • Attends team meetings and informs parents of progress and strategies to support students in meeting standards • Uses data to understand and respond to student needs
Principal	• Monitors all aspects of staffing for and instruction in English Learner programs, according to the Master Plan • Analyzes and uses data to facilitate student progress monitoring • Is responsible for all procedures and legal requirements pertaining to English Learners at the school • Monitors placement of English Learners and oversees reclassification process • Reports periodically to district administrators on implementation of English Learner programs and services • Provides leadership in all aspects of the educational program
Site EL Coordinator	• Supports site administrator by implementing and monitoring process and procedures for monitoring and documenting English Learner progress, including annual testing, primary language assessment (as needed) and reclassification • Monitors the accuracy of English Learners' data in the district computer system • Informs staff of progress of identified students toward reclassification • Serves as a resource for the Student Success Team and site grade level/content area PLCs • Provides input on staff development opportunities and needs for teachers of English Learners • Provides technical assistance and coaching support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English Learners
Counselor (Secondary Schools)	• Works in collaboration with site EL Coordinator with initial placements

	• Monitors progress of English Learners toward meeting language and academic benchmarks • Collaborates with teachers, the site EL Coordinator and others in devising individual program modifications and interventions for EL and R-FEP students • Assists EL Coordinator in development of Intervention Action Plan • Meets with students and parents to review academic program and progress
English Learner Advisory Committee (ELAC)	• Advises the principal and school staff on topics related to English Learners (including advising the in the development of the school plan) • May review site data on program effectiveness and student achievement
District EL Instructional Support Coach	• Supports EL Coordinators in the implementation of the Master Plan for English Learners • Helps organize and deliver staff development • Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC • Assists with the document reviews and has responsibility for organizing in-depth reviews and any follow-up • Trains and supports EL Coordinators with coaching • Provides resources and support in English Language Development, primary language instruction, Special Education, and the education of gifted students to teachers • Is supervised by the Supervisor, English Learner Services and the Director of State and Federal Programs
District English Language Advisory Committee (DELAC)	• Examines program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role • Reviews the Annual Language Census report • Provides annual report to Board of Trustees • Advises on issues relevant to English Learners in the district
Supervisor, English Learner Services	• Supports sites in implementing the Master Plan for English Learners, monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan; reviews district and site English Learner data • Monitors and supports implementation of the LEA and Title III Plans • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners • Facilitates EL Network meetings with EL Coordinators • Meets with principals to review site plans for services to English Learners as needed • Monitors compliance and English Learner procedures at the site and district levels • Works with principals and Associate Superintendent of Human Resources to ensure timely recruitment, hiring and training of teachers for EL assignments

	• Works with Director of State and Federal Programs to prepare the English Learner annual evaluation report
Director of State and Federal Programs	• Supervises English Learner Department • Analyzes district and school site data • Provides overall support for English Learner Programs • Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites as needed • Collaborates with district staff and parent groups on annual program evaluation • Shares results of program evaluation with stakeholders (Superintendent, Executive Board, and School Board) • In collaboration with the English Learner Department, monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners • Monitor school plans and budgets for services to English Learners • Monitor grants and evaluations for services to English Learners
Human Resources Department	• Recruits and monitors placement of English Learner staff in collaboration with principals and the English Learner Department • Monitors credentials of all personnel working with English Learners
Superintendent	• Evaluates District's goals relative to the LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability

Evaluating Program Effectiveness

The district has identified benchmarks for all program options for English Learners. These benchmarks are shown at the end of the chapter. These tables list expectations for the level of achievement that students should attain as they progress through district schools. Note that the tables are built around two main parameters in addition to program type:

- The student's initial CELDT level and
- The number of years in the program (for CELDT). The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's adequate progress criteria.

OVERALL CELDT LEVEL AT THE TIME OF ENTRY	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced/ Not English Fluent)	Level 4 or 5 (Early Adv. or Advanced/ English Fluent)	Reclassified
	Emerging		Expanding	Bridging		
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	2nd year 1st year	3rd year 2nd year 1st year	4th year 3rd year 2nd year 1st year	5th year 4th year 3rd year 2nd year 1st year	6th year 5th year 4th year 3rd year 2nd year
Expected Performance Level on SBAC Test—English Language Art	Does Not Meet Standards	Almost Meets Standards	Almost Meets/Meets Standards	Meets Standards	Meets/ Exceeds Standards	Meets/ Exceeds Standards
Expected Performance Level on SBAC Test—Mathematics (CST-Math)	Does Not Meet Standards	Almost Meets Standards	Almost Meets/Meets Standards	Meets Standards	Meets/ Exceeds Standards	Meets/ Exceeds Standards

Expected Benchmarks for Structured English Immersion (SEI) and English Language Mainstream Programs (ELM)

*Students are expected to exit SEI after two years, with possible continuation in the program if the student is found to continue to need this setting. After exiting Structured English Immersion, the student would normally move to an English Language Mainstream (ELM) program.

Chapter 7

Parent and Community Engagement

Central Unified School District promotes the involvement of parents of English Learners by establishing and fully implementing parent advisory committees both at the school site level and district level.

Central Unified School District believes family and community engagement is a fundamental component to student success and achievement. When families are engaged at home and at school, student achievement increases. The engagement of families and community members in the education of our children creates a positive bond between the home and school.

Site English Learner Advisory Committee (ELAC)

Legal Requirements
Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC) to advise the site principal and staff on the following legal requirements:
- Development of the school's Single Plan for Student Achievement
- Consults with the principal and staff on the school's programs for English Learners
- Development of the school's needs assessment
- Administration of the annual language census

ELAC Membership Guidelines
1. The proportion of ELAC members who are parents of English Learners must at least equal the percentage of English Learners enrolled in the school.

2. Membership will include parents and school staff. (Staff member representatives will be fewer than the number of parents).

3. All parents/guardians of English Learners have an opportunity to vote and elect ELAC officers.

4. ELAC officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the next year, an election must be held to fill the position.

5. Elections for ELAC officers will be conducted at each school site by September 30.

6. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate selected by September 30 of each year.

7. The ELAC will appoint one member to attend school site council meetings and report back to the ELAC on development and implementation of the school site plan. School sites will provide translation of documents and interpretation during meetings, as needed.

8. Each year members will receive materials in their home language and training related to carrying out their legal responsibilities.

ELAC Implementation Guidelines
1. The site principal (or designee) is responsible for establishing the ELAC.

2. The site principal is responsible for ensuring that regular meetings of the ELAC take place (at least 7–9 times a year).

3. The principal and/or EL Coordinator will coordinate meetings, communication, and documentation (i.e. calendar, topics covered, members) between the site and the District's English Learner Department.

4. The principal and/or an EL Coordinator will arrange an agenda planning session with the ELAC president prior to each meeting.

5. The principal and/or EL Coordinator will attend the meetings and assist the ELAC president in running the meetings in a consistent manner throughout the year.

6. Meeting dates and times will be determined, with ELAC input, and publicized in English and other languages in advance (minimum 72 hours prior to meeting).

7. ELAC meetings will be conducted with agendas and minutes.

8. Childcare will be provided by sites.

9. The ELAC will adopt bylaws and conduct business according to the bylaws. The district will provide sample ELAC bylaws for support and guidance.

10. The principal and/or EL Coordinator will maintain all ELAC documentation (calendar, fliers/meeting notices, agendas, sign-in sheets and all handouts) in an ELAC Binder for review by the District English Learner Services Department without notice. In addition, sites will digitally send all requested documentation to the EL Department when required.

Training for ELAC Members
Each year, the school and district will provide materials and training for ELAC members to assist them in carrying out their legal responsibilities by November 30. This training will include a description of both the opportunities and limitations on actions members may take. ELAC members will provide input into the selection of training content. The site principal and/or EL Coordinator will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC, who function as liaisons between both groups.

District English Learner Advisory Committee (DELAC)

Legal Requirements
The Central Unified School District has more than 51 English Learners enrolled and is required to establish a functioning District English Learner Advisory Committee (DELAC) to advise the governing board on the following requirements related to programs and services for English Learners:
- The development of a district Master Plan for English Learner Programs and Services
- The district wide needs assessment on a school-by-school basis
- The district program goals and objectives for English Learner services
- The plan to ensure compliance with applicable teacher or instructional assistant requirements
- The administration of the annual language census
- Review of and comment on the District's student reclassification procedures
- Review and comment on written notifications required to be sent to parents and guardians

DELAC Membership Guidelines
1. At its first meeting of the year, each site ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternate will be selected by September 30 each year.

2. The DELAC representatives serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the year, the ELAC will elect a new representative to fill the position.

3. The representatives will be responsible to attend all DELAC meetings and present the information received at the meetings at the school level ELAC.

4. The DELAC representatives will elect a DELAC President and Vice-President and these officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year.

DELAC Implementation Guidelines

1. The DELAC will meet at least 4 times per year and will operate according to guidelines contained in state and federal regulations and in its bylaws.

2. DELAC will adopt and follow bylaws.

3. Agendas and minutes of DELAC meetings will be posted on the District's Web site.

4. The DELAC President will preside at meetings and sign all letters, reports and other committee communications, with prior approval of the membership. In the President's absence, resignation or inability to perform the duties, the Vice-President will assume these duties.

5. The DELAC President will assist with the preparation of the agenda and will conduct the meeting. The Vice-President will conduct the meeting in the absence of the President.

6. The DELAC will communicate their ongoing advice to the Superintendent and Governing Board via the Director of State and Federal Programs.

DELAC Training

The district will provide all DELAC members with appropriate training, materials, and information to assist each member in carrying out his/her responsibilities and any required duties; DELAC members will have input into the content of training each year. The minutes of the DELAC meeting will clearly reflect the training areas that had been covered during the meeting. It is the responsibility of site DELAC representatives to share information between ELAC and DELAC.

Parent Involvement

The district is committed to promoting all levels of parental involvement. Epstein (2001) states there are six types of parental involvement:

Parenting

Families provide basic support for children's health, growth, and development. Schools provide assistance and information to help parents support developmental ages and stages from preschool through high school. Events designed to foster this are:
- Annual District's EL Parent Institute
- District-wide Parent Training Series (U.S. Educational system, character education, gang and drug awareness and prevention, etc.)
- School Site Parent Education Workshops

Communicating

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, children's progress, educational programs and choices. Communication in the home language is a critical factor. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. Interpreters will be made available for all parent/teacher conferences; school meetings; SST, IEP, and retention meetings; suspension and expulsion hearings; and for all due process actions held at the district level. Activities intended to encourage communication include: Informal gatherings of parents at school (e.g. Welcome Breakfasts, Coffee Club, Muffins for Moms, and Donuts for Dads), English Learner Parent Workshops, & Central Unified's CAPE program.

Volunteering

Develop volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:
- PTA
- School-wide functions

- Classroom volunteering
- Campus supervision

Learning at Home
Provide information, resources, and materials to assist families to support and monitor their children's learning. Activities intended to encourage learning at home include:
- Homework/reading logs
- Strategies for homework help/support training
- Family literacy nights
- Math nights
- Student-led parent-teacher conferences
- Back-to-School nights
- Home visits

Decision Making and Advocacy
Educators and parent leaders work together in advisory/decision making groups. Develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:
- ELAC
- DELAC
- Site Council
- LCAP Stakeholder Input nights
- District Committees
- Other community based organizations
-

Relationship Building/Collaborating with the Community
Establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools and the community. These can serve as a "gateway" for strengthening long term partnerships. Activities intended to encourage relationship building/ collaborating with the community includes:
- Celebrations of reclassifications
- Student achievement awards
- Multicultural Family Nights
- Literacy Nights

The district provides ongoing staff development to all school staff on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns. The district and schools will continue to provide parent outreach and education, including meetings, workshops, and programs for parents and families. The District's LEA plan, LCAP and school plans will outline measureable goals, objectives and activities that promote parent involvement.

Chapter 8

Professional Development and Staffing

Central Unified School District hires highly qualified staff and provides high quality professional development to classroom teachers, administrators, instructional support staff, and other school or community based personnel to support the teaching and learning of English Learners.

Central Unified School District is committed to providing focused, effective, and research-based staff development to all administrators, teachers and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English Learners.

Goals and Objectives
The Educational Services Department will use the seven keys to managing effective district-wide English Learner professional development programs: 1. Convey respect, 2. Develop systems, 3. Use consistent images, 4. Conduct appropriate trainings, 5. Plan, organize, and calendar, 6. Monitor, and 7. Create a collaborative culture. This will be accomplished by:
- Organizing adults into learning communities whose goals are to increase the achievement of English Learners (Professional Learning Communities)
- Requiring and supporting skillful school and district leaders who guide continuous instructional improvement (School Leadership)
- Requiring resources to support adult learning and collaboration around the needs of our English Learners (Resources)
- Using disaggregated student data and multiple sources of information to determine adult learning priorities, monitor student progress, and help guide and sustain continuous improvement (Evaluation and Data-Driven Improvement)
- Preparing educators to use effective learning strategies and apply research-based decision making to their profession (Research-Based)
- Preparing educators to understand and value English Learners (and other students with particular needs), create safe, orderly and supportive learning environments, and hold high expectations for academic achievement (Educational Equity)
- Deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately (Rigorous and Quality Education)
- Providing educators with the knowledge and skills to involve families and other stakeholders in the academic achievement of English Learners (Family/Community Involvement)

Professional Development of Master Plan Components
A carefully planned professional development process will be used to introduce the Master Plan for English Learners to district and site staff. This professional development will emphasize key features of the plan and procedures to be adopted by all sites. This training will be given to all district and site administrators as well as all EL Coordinators. The district will support professional development sessions at each site for faculty and staff. Site instructional leaders will implement these in collaboration with the Department of Educational Services. The EL Department will provide annual training on the Master Plan for English Learners for all site staff members who have responsibility for implementing the plan. This will ensure that there will be a widespread understanding of the contents of the Master Plan for English Learners and commitment to faithful and high quality implementation.

Professional Development to Support Instruction and Student Learning
The EL Department in partnership with Educational Services, site administrators and staff will develop a professional development plan that addresses the implementation of the Master Plan for English Learners as well as offers trainings and collaborative opportunities that focus on instruction and student learning related to our English Learners' need. Collaborative opportunities and training efforts related to English Learners will focus on the following components:

Instructional Skills:
- Central USD's Key ELD Strategies
- Student engagement
- Specially Designed Academic Instruction in English/Integrated ELD
- Designated English Language Development
- 2014 ELA/ELD Framework
- 2012 English Language Development (ELD) Standards

- Common Core State Standards (CCSS)

Collaboration Leadership Skills:
- Cycle of Inquiry: data analysis and evaluation
- Operating as professional learning communities
- Instructional coaching and support
- Academic/Goal Setting conferencing
- Response to intervention

Cultural Proficiency
- Relationship building
- School climate and culture
- Inclusive environment
- Culturally relevant curriculum
- Culturally responsive instruction
- Parent engagement and outreach

Monitoring of Professional Development and Support
The site principal, English Learner Department, and Assistant Superintendent of Professional Development will monitor teacher professional development related to English Learner support to ensure that all staff members working with English Learners receive relevant professional development. The Human Resources Department monitors the progress of teachers in training as they fulfill their agreements to complete English Learner services related requirements.

Staffing
The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. All site administrators shall hold the CLAD, BCLAD, or equivalent teaching certification. All teachers within the district who provide designated ELD, integrated ELD, or primary language instruction must be properly authorized. All newly hired or currently employed teachers must hold the CLAD or equivalent teaching certification. All teachers who provide primary language instruction must be appropriately authorized with the BCLAD or the equivalent. Whenever open teaching positions require BCLAD or CLAD certification, the District's Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. The district will not hire any teacher that is not English Learner authorized.

Teacher Credentialing
All designated ELD, primary language (in the event of a bilingual class) and integrated ELD instruction is delivered by CTC authorized teachers or teachers in training. Annually, the district assesses the need, supply and shortage of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district establishes timelines to recruit, hire, and train a sufficient number of qualified teachers.

Alternative Bilingual Programs Staffing
Primary language programs will be staffed with teachers who hold any of the following bilingual authorizations:
- BCLAD
- Bilingual Certificate of Competence
- Bilingual Cross-Cultural Specialist Credential
- Multiple or Single Subject Credential with either a Bilingual Cross-Cultural emphasis or BCLAD emphasis
- Emergency Single Subject or Multiple Subject Teaching Permit with Bilingual Emphasis. Primary language programs may also be staffed by those who are currently participating in a Bilingual Teacher-in-Training Program. Teachers must speak the appropriate language of the students.

English Language Development (ELD) Staffing

English Language Development (ELD) is taught by a properly certificated teacher who has been trained in the best methodology for the teaching of English Learners. Authorizations for the teaching of ELD include:

- Supplementary Authorization in English as a Second Language (ESL) or introductory ESL
- Language Development Specialist (LDS) Certificate
- Cross-cultural, Language and Academic Development (CLAD) Certificate
- Multiple or Single Subject Credential with a CLAD Emphasis
- Bilingual Certificate of Competence (BCC)
- Bilingual Cross-cultural, Language and Academic Development (BCLAD) Certificate
- Multiple or Single Subject Credential with either a Bilingual Cross-cultural Emphasis or a BCLAD Emphasis
- Bilingual Cross-cultural Specialist Credential
- Hughes (SB 1969) Certificate of Completion, for ELD or SDAIE, limited to self contained classroom (SB 1969 certification does not authorize secondary school ELD instruction, unless the same teacher provides instruction to the same students for 3 (three) or more periods per day)
- Any teacher who is currently documented as being in training for English Learner certification

Determining Staffing Needs and Recruitment Procedures

The district English Learner Department works closely with the Human Resources Department on issues of recruitment, interviews, and recommendations to site administrators. Each spring Human Resources, in consultation with the English Learner Department and principals, works collaboratively to plan for adequate numbers of qualified teachers to fully implement the English Learner programs at the school as detailed in the Master Plan for English Learners. The elements that comprise these programs include: designated ELD, integrated ELD content instruction with Central USD Key ELD Strategies, primary language support, and primary language instruction in schools that have a program requiring such instruction.

Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CCTC) authorizations for the positions. Working together, District's Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their credential and experience. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Paraprofessionals

As the need arises, Central USD will vigorously recruit, train and support bilingual paraprofessionals from different language groups. Recruitment may be encouraged through the following dissemination of job announcements:

- Educational placement centers of private, CSU, UC, and surrounding community college campuses with teacher training programs
- County Offices of Education
- Churches and other community organizations
- Local school sites
- Surrounding adult schools
- County libraries
- Ed-Join Database
- District Web site
- Local community newspapers
- Bilingual radio and television stations

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled.

Forms

Date:_____   School: _____   Teacher: _____

**Central Unified School
District 4605 N. Polk Ave,
Fresno, CA 93722**

HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of Student_____   Grade:_____   Age:_____

Birth Date_____Birth Country_____If born outside of the U.S., age when entered the U.S. _____

1. Which language did your son or daughter learn when he or she first began to talk? _____

2. Which language does your son or daughter most frequently use at home? _____

3. What language do you use most frequently to speak to your son or daughter? _____

4. Name the language most often spoken by the adults at home. _____

_____
Signature of Parent or Guardian

For School Use Only

ENGLISH LISTENING	Grade TK-12	C.E.L.D.T. Listening Proficiency Level
ENGLISH SPEAKING	Grade TK-12	C.E.L.D.T. Speaking Proficiency Level
ENGLISH READING	Grade TK-12	C.E.L.D.T. Reading Proficiency Level:
ENGLISH WRITING	Grade TK-12	C.E.L.D.T. Writing Proficiency Level:
CLASSIFICATION	Grades TK-12	C.E.L.D.T. Overall Proficiency Level:_____EL_____FEP_____ Examiner:_____ Date: _____
PRIMARY LANGUAGE	Grades TK-12	Spanish IPT Oral:_____Reading:_____Writing:_____ Other:_____ Oral:____Reading:_____Writing:_____ Date:_____
RECLASSIFICATION	Grade:_____	Examiner:_____ Date_____

Copy: CUM File & EL Folder

Form 1.1 2015

Central Unified School District
PARENT NOTIFICATION OF ENGLISH LEARNER STUDENT PROGRAM PLACEMENT AND WAIVER OPTION

School _____   Date: _____

Dear Parent(s)/Guardian(s), _____,

As you know, your child has been classified as an English Learner, and he/she will receive English Learner Program services that will best meet his/her needs. All programs are designed to teach English along with instruction to help students meet appropriate grade level standards. The program(s) checked below is recommended for your child based on his/her test results. Please visit your school site for a full description of these programs and other options for your child. The following is a brief description of the academic instructional services that are recommended for your son or daughter:

❏ **Accelerated English Language Development:**
This program is designed to teach students English rapidly. The curriculum and presentation are designed for children who are learning English. This program is required for all students who possess less than "reasonable" English fluency. The emphasis of this program is on teaching English language skills. This program is designed to be one year or less in duration. Students exit when they possess intermediate English language skills.

❏ **Mainstream: Transitional Program:**
This program is designed for students who possess intermediate English language skills. Students continue their instruction in English Language Development, and grade appropriate subject matter learning. All instruction is in English, with special assistance and teaching strategies. Students exit when they meet district reclassification criteria.

❏ **Mainstream Program:**
This program is for students who possess full English competence and are considered Fluent English Proficient (FEP). They do not require special services.

❏ **Spanish Bilingual Program:**
This program is not presently offered in the district. If 20 or more waivers into this program are approved, based on district entry criteria, at an individual school site in a given grade level, then the bilingual class would be offered at that grade. If the program is not offered at the site, a parent would be allowed to transfer their child to another public school that does offer such a program. Transportation would be the responsibility of the parent. A bilingual program is a language acquisition process for students in which much or all core instruction, textbooks, and teaching materials are in Spanish. The student would also receive a sequential English Language Development program based on his/her language needs.

If you wish, you are invited to request a conference where program objectives for all programs will be explained further. You are also welcome to observe in the classroom. Please consider participating on the school English Learner Advisory Committee (ELAC). If you have any questions regarding your child's placement in the program listed above, or wish to **request a waiver** for a Spanish bilingual program, or would like to participate on the ELAC, please call me at _____.

Sincerely,

_____   _____

Signature of Principal/Designee
                                                                        Printed name of Principal/Designee
----
Please mark the box below that indicates your opinion:

❏   I have read the above information and <u>agree</u> with the recommended placement for my child.

❏   I have read the above information and <u>disagree</u> with the recommended placement for my child. I would like to schedule
a conference to discuss my child's test results, recommended program placement, and/ or **request a parental exception waiver** in order to have my child placed in a Spanish bilingual program.

Signature of Parent or Guardian _____ Date _____

Child's name _____ Grade _____ Teacher _____

Please return this portion with your signature to your child's teacher. If the school does not receive a reply to the above recommendation within ten days of this notice, the school will continue with the recommended placement.

Form-1.2   2015

Central Unified School District

PARENT NOTIFICATION OF THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) RESULTS, STUDENT PROGRAM PLACEMENT AND WAIVER OPTION

School _____   Date: _____

Dear Parent(s)/Guardian(s), _____

In accordance with California Education Code, school districts in California are required to assess annually the language proficiency of all students whose home language is other than English.

Your child _____ has been given a **California English Language Development Test (CELDT)** with the following results:

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening					
Speaking					
Reading					
Writing					
Overall					

As a result of these tests, your child has been classified:

❑ **English Learner (EL)**   ❑ **Fluent English Proficient (FEP)**

If your child has been classified as an English Learner, he/she will receive English Learner Program services that will best meet his/her needs. All programs are designed to teach English along with instruction to help students meet appropriate grade level standards. The program(s) checked below is recommended for your child based on his/her test results. Please visit your school site for a full description of these programs and other options for your child. The following is a brief description of the academic instructional services that are recommended for your son or daughter:

☐ **Accelerated English Language Development:**
This program is designed to teach students English rapidly. The curriculum and presentation are designed for children who are learning English. This program is required for all students who possess less than "reasonable"English fluency. The emphasis of this program is on teaching English language skills. This program is designed to be one year or less in duration.

☐ **Transitional Program:**
This program is designed for students who possess intermediate English language skills. Students continue their instruction in English Language Development, and grade appropriate subject matter learning. All instruction is in English, with special assistance and teaching strategies.

☐ **Mainstream Program:**
This program is for students who possess full English competence and are considered Fluent English Proficient (FEP). They do not require special services.

☐ **Spanish Bilingual Program:**
This program is not presently offered in the district. If 20 or more waivers into this program are approved, based on district entry criteria, at an individual school site in a given grade level, then the bilingual class would be offered at that grade. If the program is not offered at the site, a parent would be allowed to transfer their child to another public school that does offer such a program. Transportation would be the responsibility of the parent. A bilingual program is a language acquisition process for students in which much or all core instruction, textbooks, and teaching materials are in Spanish. The student would also receive a sequential English Language Development program based on his/her language needs.

If you wish, you are invited to request a conference where program objectives for all programs will be explained further. You are also welcome to observe in the classroom. Please consider participating on the school English Learner Advisory Committee (ELAC). If you have any questions regarding your child's placement in the program listed above, or wish to **request a waiver** for a Spanish bilingual program, or would like to participate on the ELAC, please call me at _____.

Sincerely,

_____   _____
Signature of Principal/Designee   Printed name of Principal/Designee

----

Please mark the box below that indicates your opinion:

☐ I have read the above information and <u>agree</u> with the recommended placement for my child.

☐ I have read the above information and <u>disagree</u> with the recommended placement for my child. I would like to schedule a conference to discuss my child's test results, recommended program placement, and/ or **request a parental exception waiver** in order to have my child placed in a Spanish bilingual program.

Signature of Parent or Guardian _____ Date _____
Child's name _____ Grade _____ Teacher _____
Please return this portion with your signature to your child's teacher. If the school does not receive a reply to the above recommendation within ten days of this notice, the school will continue with the recommended placement.

Form 1.3   2015

CENTRAL UNIFIED SCHOOL DISTRICT
Informal Primary Language Assessment

Student's Name	ID#	DOB	*Home Language

School	Grade	Date of entry to US ☐ (Declined to answer)	Country of origin

Respondent Name	Relationship to Student	Interviewer's Name	Date

*Write the language (other than English) indicated on the Home Language (HLS)

For students grade K-12 Part I- Oral Interview	TEACHER ONLY

For students grade K-12   Part I- Oral Interview

1. Does the student speak in his/her home language?
   ☐ Yes ☐ No ☐ Don't Know

2. Does the student retell a story in his/her home language?
   ☐ Yes ☐ No ☐ Don't Know

STOP HERE FOR K-1 STUDENTS

	Y	N	Don't Know
1	5	1	1
2	5	1	1

Total _____

For students grade 2-12   Part II – Literacy Interview

1A. Has the student ever attended school?
   ☐ Yes ☐ No ☐ Don't Know

1B. If yes, how long? a. more than 3 years b. less than 3 years
              c. less than one year
   If yes, where? _____ (Country, State)
   If yes, what language was used for instruction? _____

	Y	N	Don't Know
1A	5	1	1
	a	b	C
1B	5	1	1

2A. Is the primary language a written language?
   ☐ Yes ☐ No ☐ Don't Know

2B. If yes, please rate the student's ability to read in his/her home language compared with other children of the same age in the home country?
   a. above average b. average c. below average
   d. none e. don't know

2C. Does the student read books in his/her home language at home?
   ☐ Yes ☐ No ☐ Don't Know

	Y	N	Don't Know
2A			

2B	a	b	c	d	E
	5	5	3	1	1

	Y	N	Don't Know
2C	5	1	1

3A. Please rate the student's ability to write in his/her home language compared with other children of the same age in the home country?
   a. above average b. average c. below average
   d. none e. don't know

3B. Does the student write to friends/relatives in his/her home language?
   ☐ Yes ☐ No ☐ Don't Know

3A	a	b	c	d	e
	5	5	3	1	1

	Y	N	Don't Know
3B	5	1	1

Total _____

Oral (K-12)   Score of 10 = 5 (fluent)   Score of less than 10=1 (non-fluent)
Literacy (2-12)   Score of 25 or more = 5 (literate)   Score of 24-18 = 3 (limited literacy)
Score of 17 or less = (non literate)   Staple original to HLS in the blue folder   Form 1.4 2015

K-12 EL Intervention Action Plan

- ☐ RFEP Follow-up
- ☐ EL Support
- ☐ At-Risk of Retention
- ☐ Credit Retrieval
- ☐ Coursework Support
- ☐ Other _____

Today's Date: _____

Student _____ ID # _____ Grade: _____ Birth Date _____

School _____ Teacher _____

PLC Meeting Dates:

Fall_____

Mid Year_____

Spring _____

Current Program Eligibility (check all applicable):

- ☐ Title I
- ☐ Migrant Education
- ☐ EL
- ☐ Special Education
- ☐ Gifted and Talented
- ☐ Foster Youth
- ☐ Other (Identify) _____

Interventions already in place:

_____

_____

_____

_____

_____

_____

Date	Area of Concern/Present Level of Performance	Goal	Interventions	Action By

_____ _____ _____ _____ _____
Site EL Coordinator   Classroom Teacher   PLC Facilitator   Parent/Guardian   Other

K-12 EL Intervention Action Plan

Intervention Services		Date Began	Effectiveness (+ √ -)
Pull-out Reading Intervention (Curriculum_____; # of Sessions_____)			
Pull-out Math Intervention (Curriculum_____; # of Sessions_____)			
Counseling Services (Strategy_____; # of Sessions_____)			
EL Intervention (Describe_____)			
After School Intervention Program (Describe_____)			
Push-in Intervention (Subject Area _____; # of Sessions_____)			
Other:			
Other:			

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Central Unified School District

English Learner Services

_____   _____
School Site   Date

Parent/Guardian Request for English Language Mainstream Classroom Placement

(EC 305, CCR, Title 5 sections 1130[b], 11301, and 11302)

After reviewing assessment data (including CELDT, Central USD benchmarks, and standardized

testing results) and reviewing the Central USD program design for English Learners , I

_____ would like to request that English Language Development (ELD)
Parent/Guardian Name

instruction for my child _____ be delivered in the regular English
Student Name

Mainstream classroom rather than in an Accelerated English Language Development (AELD)

classroom setting for the _____ school year. I have been advised by Central USD

administration that my child is "lacking reasonable fluency" or a "good working knowledge of

English" and that my child will continue to receive full ELD instruction in the mainstream

instructional setting in accordance with the designated number of minutes as detailed in

Central USD Master Plan for English Learners.

_____   _____
Parent/Guardian Signature   *Principal*

Form 1.6 2015

agc/EL Services   Central Unified   *1 copy to Blue Folder, 1 copy to CUSD EL Office*

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Date: _____ Grade: _____ Site: _____
Observer: _____
Circle One: **Content Based** **District Adopted ELD Curriculum**

Elements of Direct Instruction:	YES	NO	Evidence (Not Observed—write 'N.O.')
1. Teacher sets the stage for learning--desired outcomes/standards based (PURPOSE)			
2. Teacher explains what to do (TELLING)			
3. Teacher models the process (SHOWING)			
4. Teacher provides multiple opportunity for practice (GUIDED & INDEPENDENT)			
5. Teacher checks for understanding (CLARIFY & MONITOR)			
6. Teacher provides corrective comments as necessary (FEEDBACK)			
Comments:			

Elements of ELD	Evidence (Not Observed—write 'N.O.')
1. Preparation-(check all that apply) ☐ Language objective clearly stated or written. ☐ District adopted ELD materials utilized/ELA materials used with ELD companion standard stated or posted. ☐ Connects content of ELD to curricular content areas. ☐ ELD standards based language objective stated or posted.	
2. Scaffolding- (check all that apply) ☐ Modeling, guided practice, independent practice, comprehensible/cognitively-demanding input. ☐ Important vocabulary identified ahead of time and incorporated into the lesson. ☐ Speaks clearly and slowly. ☐ Presents information in more than one way with many contextual clues (visuals, graphic organizers, etc.) ☐ Thoughtful questions are asked at students' language ability level.	
3. Grouping - (check all that apply) ☐ Students work in small groups or pairs at some time. ☐ Students grouped by language ability level. ☐ Grouping includes activity that stimulates higher order thinking skills.	
4. Integration of Processes- (check all that apply) ☐ Active listening & speaking, at least 50% of the talking done by the students. ☐ Students use complete sentences (if able). ☐ Students given opportunities to develop thinking, reading and writing ☐ Student performs a task related to the lesson objective.	
5. Application - (check all that apply) ☐ Hands-on, meaningful activities that promote engagement and interaction. ☐ Lesson links to language objectives. ☐ Explains directions for activities clearly.	
6. Assessment ☐ Students are allowed to demonstrate understanding through a variety of ways. ☐ Students are given opportunity to think and reflect on learning. ☐ Assessment clearly linked to the language objective.	
Comments:	

Date: _____ Grade: _____ Site: _____

Observer: _____ Course Title/Subject: _____

Elements of Direct Instruction:	YES	NO	Evidence *(Not Observed—write 'N.O.')*
1. Teacher sets the stage for learning--desired outcomes/standards based (PURPOSE)			
2. Teacher explains what to do (TELLING)			
3. Teacher models the process (SHOWING)			
4. Teacher provides **multiple** opportunities for practice (GUIDED & INDEPENDENT)			
5. Teacher checks for understanding (CLARIFY & MONITOR)			
6. Teacher provides corrective comments as necessary (FEEDBACK)			
Comments:			

Elements of **Integrated ELD:**	**Evidence** *(Not Observed—write 'N.O.')*
1. **Preparation**-*(check all that apply)* ☐ **Adaptation** of content evident. ☐ Lesson links to **background information** & past learning ☐ Clear standards-based content & language objective.	
2. **Scaffolding**- *(check all that apply)* ☐ Modeling, guided practice, independent practice, comprehensible cognitively-demanding input (text complexity) ☐ Important academic vocabulary identified ahead of time and incorporated into the lesson. ☐ Presents information in more than one way with many contextual clues (visuals, graphic organizers, etc.) ☐ Thoughtful questions are asked at students' language ability level.	
3. **Grouping Options**- *(check all that apply)* ☐ Whole class. ☐ Intentional small groups. ☐ Partners/pair share. ☐ Independent work.	
4. **Integration of Processes**- *(check all that apply)* ☐ Reading: shared, independent, whole class, teacher read *(circle all that apply)* ☐ Writing: shared, independent, guided *(circle all that apply)* ☐ Speaking. ☐ Listening. ☐ Thinking. (Cite evidence)	
5. **Application** - *(check all that apply)* ☐ Hands-on & meaningful. ☐ Links to language and content objectives ☐ Promotes engagement.	
6. **Assessment**- *(check all that apply)* ☐ Individual, group, written, oral *(circle all that apply)* ☐ Students given an opportunity to reflect on learning ☐ Assessment clearly linked to lesson/language objective.	
Comments:	

English Learner Program Assurance Checklist

School: _____ Principal: _____ EL Coordinator: _____

August - September

☐ **EL COORDINATOR:** I have assigned _____ to serve as my EL Coordinator for 2015-16. I notified the Supervisor of EL Services of this assignment by **08/10/16.** My EL Coordinator is scheduled to attend all the EL Coordinator's Network Meetings All <u>Parent Notification Letters</u> (PAL #1) with preliminary EL Program student placements were sent to parents of EL students by **09/20/16.**

☐ **EL PARENT WORKSHOP** has been scheduled for _____. This was calendared with the Supervisor of EL Services with notification of any support or interpretation needs by **08/19/16.** EL Parent Workshop was hosted and all sign in sheets, handouts and evaluations were sent to the Parent Involvement Coordinator **by 09/30/16.**

☐ **ELAC:** I have met with the chairperson to plan agendas and meeting dates. I have sent all my ELAC information, including the name and contact information of my DELAC representative to Marsha Gober & the director of State & Federal Programs by **09/19/16.** We had our first meeting on _____. We have discussed the training topics and determined dates for ELAC meetings during which training topics will be covered. (See ELAC/DELAC Timeline Guide for details)

☐ **PROFESSIONAL LEARNING COMMUNITIES (PLC's):** All EL Students have signed a current goal setting form for the new school year by **09/30/16.** Forms have been shared at grade level PLCs and a copy placed in all EL Blue Folders.

☐ **RECLASSIFICATION:** The EL Coordinator and I have analyzed and updated our list of students who may qualify for reclassification this fall. We have notified the students' classroom teachers (K-6) and ELA/ELD teachers (7-12) of this possibility. Grade level and content area PLCs will review the list, determine eligibility, and notify every one of their findings.

☐ **R-FEP MONITORING:** The EL Coordinator and I have reviewed the list of R-FEP students who will be monitored this year and discussed the R-FEP monitoring process with classroom teachers (K-6) and ELA teachers (7-12). The site EL Coordinator and grade level/content PLCs will review the data to determine interventions as needed.

☐ **EL BLUE FOLDERS:** The EL Coordinator and I met with office staff on _____ to review the processes/procedures relating to student registration/enrollment, initial identification, Home Language Survey, EL Blue Folders, and Aeries data monitoring. All blue folders have copies of current goal setting forms. All EL students have an updated EL Blue Folder. All PAL #1 letters are filed in the folders and are dated within 30 days of the start of school.

☐ **ELD INSTRUCTION:** I have met with all teachers and reviewed class lists and master schedules. I have verified each EL student is placed in appropriate instructional programs and will receive the appropriate number of minutes of designated and integrated ELD instruction daily according to our Master Plan for English Learners Program Design. I sent a copy of our site's designated ELD schedule to the Supervisor of EL Services by **09/02/16.**

(Sign. Retain original. Send copy to Supervisor of EL Services) _____ _____ 10/003/16 _____

Principal's Signature   Date

2016-17

Form 6.1

English Learner Program Assurance Checklist

School: _____ Principal: _____ EL Coordinator: _____

October -December

☐ **EL COORDINATOR:** has resolved all "5's" in Aeries for the Fall CALPADS data capture by _____ **(TBD by SIS Staff).**

☐ **ELAC:** I conducted my **ELAC** meeting on _____. I have sent my agenda, sign in sheet, PowerPoint and handouts to Marsha Gober in DO Room 6.

☐ **PLC's:** English Learner Progress Monitoring is taking place at grade level/content area PLCs. Each EL student has a profile page in their EL Blue Folder and an attached IAP if they are not meeting standards. Goal setting forms have been revised based on fall assessment data.

☐ **RECLASSIFICATION:** All EL students that qualify for reclassification have been RFEP'd and their information updated in Aeries. Teachers and PLC's have been notified. Names of those that did not qualify for reclassification on a pending RFEP list and teachers continue to support and discuss at PLCs.

☐ **R-FEP MONITORING:** The EL Coordinator and I have reviewed the list of R-FEP students who are being monitored this year and discussed the R-FEP monitoring process with classroom teachers (K-6) and ELA teachers (7-12). The site EL Coordinator and grade level/content PLCs will review the data to determine interventions as needed.

☐ **EL BLUE FOLDERS:** All annual CELDT testing had been completed and hand scored by **10/31/16.** All test information has been noted on the HLS and placed in student EL Blue Folder. All EL students have an updated EL Blue Folder.

☐ **ELD INSTRUCTION:** I have reviewed grading policies for EL students with my staff. I have verified ELD schedules and observed effective integrated and designated ELD taking place in the classrooms.

(Sign. Retain original. Send copy to Supervisor of EL Services) _____ _____ 12/16/16 _____

Principal's Signature   Date

2016-17

Form 6.1

English Learner Program Assurance Checklist

School: _____   Principal: _____   EL Coordinator: _____

January-March

☐ **EL COORDINATOR:** Official CELDT scores have been sent home with PAL #2 letters completed. EL Blue Folder self-audits have been completed by grade level/content area PLCs. Mid-year benchmarks have been administered, scored, and uploaded into Illuminate. Planning has begun for EL student placement and curriculum orders for next year.

☐ **ELAC:** The following topics have been covered to date:

_____ SPSA _____ Attendance _____ UCP _____ Master Plan for English Learners _____ Benchmark Results _____ Bylaws (review & approve) _____ EL Programs

_____ CELDT Results _____ Title I Funding _____ SARC _____ Reclassification _____ R30 _____ LCAP/LCFF _____ Parent Involvement Policy _____ Home School Compact

_____ LEAP _____ Title III _____ Parent Education _____ 15% Rule

☐ **PLC's:** English Learner Progress Monitoring is taking place at grade level/content area PLCs. Each EL student has a profile page in their EL Blue Folder and an attached **IAP** if they are not meeting standards. Goal setting forms have been revised based on mid-year assessment data. PLCs have analyzed benchmark data and made recommendations for possible reclassification. Students on IAPs are recommended for summer services.

☐ **RECLASSIFICATION:** All EL students that qualify for reclassification have been RFEP'd and their information updated in Aeries. Teachers and PLC's have been notified. Names of those that did not qualify for reclassification on a pending RFEP list and teachers continue to support and discuss at PLCs.

☐ **R-FEP MONITORING:** The EL Coordinator and I have reviewed the list of R-FEP students who are being monitored this year and discussed the R-FEP monitoring process with classroom teachers (K-6) and ELA teachers (7-12). The site EL Coordinator and grade level/content PLCs will review the data to determine interventions as needed.

☐ **EL BLUE FOLDERS:** Official CELDT results have been compared with hand scored results and are filed in the EL Blue Folder with a copy of the PAL #2 letter. Blue folder self-audits have been completed by the grade level/content area PLCs. Blue folder audit forms have been filed by grade level/ELD section and are available for review during EL Department site visits.

☐ **ELD INSTRUCTION:** I have verified ELD schedules and observed effective integrated and designated ELD taking place in the classrooms.

(Sign. Retain original. Send copy to Supervisor of EL Services) _____   _____03/24/17_____

                                                            Principal's Signature   Date

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English Learner Program Assurance Checklist

School: _____   Principal: _____   EL Coordinator: _____

April-June

☐ **EL COORDINATOR:** End of the year benchmarks and placement tests have been administered, scored, and uploaded into Illuminate. EL student placement and curriculum orders for next year have been completed.

☐ **ELAC:** The following topics have been covered to date:

_____ SPSA _____ Attendance _____ UCP _____ Master Plan for English Learners _____ Benchmark Results _____ Bylaws (review & approve) _____ EL Programs

_____ CELDT Results _____ Title I Funding _____ SARC _____ Reclassification _____ R30 _____ LCAP/LCFF _____ Parent Involvement Policy _____ Home School Compact

_____ LEAP _____ Title III _____ Parent Education _____ 15% Rule

☐ **PLC's:** English Learner Progress Monitoring is taking place at grade level/content area PLCs. Each EL student has a profile page in their EL Blue Folder and an attached **IAP** if they are not meeting standards. Goal setting forms have been revised based on fall assessment data. PLCs have analyzed benchmark data and made recommendations for possible reclassification. Students on IAPs are recommended for summer services.

☐ **RECLASSIFICATION:** All EL students that qualify for reclassification have been RFEP'd and their information updated in Aeries. Names of those that did not qualify for reclassification on a pending RFEP list and will notify all staff of their status at the beginning of next year. All new RFEPs have been celebrated!

☐ **R-FEP MONITORING:** The EL Coordinator and I have reviewed the list of R-FEP students who were monitored this year and discussed the R-FEP monitoring process with classroom teachers (K-6) and ELA teachers (7-12). The site EL Coordinator will file this information and ensure transfer of the data to their new teachers.

☐ **EL BLUE FOLDERS:** EL Blue Folders are updated and have been exchanged for those students that are moving campuses. Blue Folders of continuing EL students have been collected and stored for redistribution next year.

(Sign. Retain original. Send copy to Supervisor of EL Services) _____   _____06/08/17_____

                                                            Principal's Signature   Date

English Learner Folder Monitoring Form

Site: _____

Grade Level: _____

Completed within 30 days

Most Recent Forms Placed on Top

Student Name	EL ID/Checklist	Labels	PAL 1 (30 days)	Hand Scored CELDT Report (Initial)	IPLA	HLS/CALPADs Verification Print Out	Annual CELDT	PAL 2	Evidence of Consistent Progress Monitoring-(IPA if necessary)

Reviewer: _____ Notes:

Date: _____

ENGLISH LEARNER RECLASSIFICATION FORM

Student's Name _____   School _____

Grade _____ Age _____ Teacher_____   Date _____

Grades:	Instrument/Protocol	Criteria	Scores/Grades	Check If Criteria Met
K-1	California English Language Development Test (C.E.L.D.T.) or Approved Alternative Assessment Listening/Speaking	*Score of Early Advanced or Advanced		
	and Teacher evaluation (and IEP team recommendation for SPED students) of curriculum mastery based on Reading and Writing Grade Level Benchmarks #2 or #3 and Fountas & Pinnell scores.	Proficient (based on current year's cutoff scores chart) Average or satisfactory progress based on projected F & P timeline		
	Parent opinion and consultation	Approval not required, but desired	Date:	
2	CELDT or Approved Alternative Assessment Overall score which includes Listening/Speaking, Reading, and Writing **and** Individual Scores for Listening, Speaking, Reading, and Writing	Overall Score of Early Advanced or Advanced Each section must be at Intermediate or higher		
	and Teacher evaluation (and IEP team recommendation for SPED students) of curriculum mastery based on Reading and Writing Grade Level PT #2 or #3 (PT or SBAC Interim) and Fountas & Pinnell scores.	Proficient (based on current year's cutoff scores chart) Average or satisfactory progress based on projected F & P timeline.		
	Parent opinion and consultation	Approval not required, but desired	Date:	
3-12	CELDT or Approved Alternative Assessment Overall score which includes Listening/Speaking, Reading, and Writing **and** Individual Scores for Listening, Speaking, Reading, and Writing	Overall Score of Early Advanced or Advanced Each section must be at Intermediate or higher		
	and Teacher evaluation (and IEP team recommendation for SPED students) of curriculum mastery based on Reading and Writing Grade Level SBAC Interim or Annual Assessments **or** Teacher evaluation based on classroom performance of ELA Unit Assessments Transcripts/Report Card	Proficient (based on current year's cutoff scores chart) "C" average on at least two ELA Unit Assessments. Grades **may** be considered as further evidence but are not the ultimate determining factor		
	Parent opinion and consultation	Approval not required, but desired	Date:	

Teacher Evaluation:

☐ Using the above criteria, I find that this student has demonstrated English language proficiency comparable to that of the **average native English speakers** and can participate equally with average native speakers in the regular instructional program.

☐ Using the above criteria, I do not find that this student has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with average native speakers in the regular instructional program.

Recommended Placement: (Check one)

☐ Reclassify to FEP, and place in a Mainstream classroom, or other appropriate setting, with monitoring for two years.

☐ Remain an English Learner and reconsider Reclassification at another time.

*Applies only to K students that have been retained or came from TK.

Approval of Administrator: Date_____   Signed _____

Approval of Parent/Guardian: Date _____   Signed _____

CENTRAL UNIFIED SCHOOL DISTRICT
STUDENT SUCCESS TEAM- SST REFERRAL
SITE_____

Person requesting meeting:_____   Date Received_____

Date of Referral_____   SST Scheduled Date/Time_____

<mark>Page One of this form is an AERIES Report – please ask office for SST Report & Attach
Page Two is to be completed by referring teacher</mark>

Student Name_____   Parent Name(s)_____
Address_____
Telephone_____   Date of birth/ Age:_____
Gender: M ☐   F ☐   Teacher_____   Grade_____
GATE: Yes ☐ No ☐
Primary language_____Circle one: EO   ELL   FEP Stage:___
High School Credit Completion Progress _____

ATTENDANCE

Attendance Report for current school year and last school year, to include absences, tardies
and in school/out of school suspension history.
Previous schools attended: _____
SARB Process: None ☐ Site SARB (date)_____ District SARB(date)_____

HEALTH INFORMATION

Vision R____L____   Hearing R____L____   (See student's CUM folder)

SUMMATIVE TESTING INFORMATION

Most recent State Testing Information: Date of Test_____ SBAC ☐ CAA ☐
Reading_____Math_____Science_____
If EL - Overall CELDT Score_____

RETENTION

Has the student been retained ? ☐Yes   ☐ No   If yes, in which grade?_____

Revised 4/23/15 - jr

CENTRAL UNIFIED
STUDENT SUCCESS TEAM (SST) RECORD

Meeting Date	

Name:	Grade:
School:	Parent:
Phone Number:	Teacher(s):

PURPOSE OF MEETING

_____
_____
_____
_____
_____
_____

STUDENT STRENGTHS

_____
_____
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CONCERNS

_____
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_____

DISCUSS CURRENT DATA (Including any health info & progress since referral)

_____
_____
_____
_____

Revised 4/15/15 - jh

Form 2.3.2

Glossary

A

(AELD) Accelerated English Language Development
CUSD's Structured English Immersion Program designed to help EL students rapidly develop English proficiency.

Access to Core
Providing English Learners with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

Alternative Assessment
An assessment given to English Learners in Special Education instead of some or all of the CELDT. Any alternatives are determined by the IEP team, and documented in the IEP.

Alternative Program
A program option for English Learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English. The Alternative Program models in the Central Unified School District include the Transitional Mainstream Program and the Alternative (Bilingual Spanish) Program, which both include daily leveled designated ELD, and integrated ELD instruction.

(AMAO) Annual Measurable Achievement Objective:
An accountability measure related to the education of English Learners. AMAO targets, having to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT), are established for all districts in the state. Districts receiving federal Title III funds and failing to meet these targets for two or more successive years are subject to state review.

(API) Academic Performance Index:
A California state accountability measure that combines results from several state assessments. Each school in the state is assigned an improvement target on the API. Schools that consistently fail to meet targets may be subject to state sanctions.

(APS) Academic Program Survey
A self-study instrument developed by the California Department of Education to assist schools in evaluating their effectiveness in implementing high-quality instructional programs in Reading/Language Arts and Mathematics; The APS focuses on nine Essential Program Components proven by research to be components of highly effective schools.

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development:
Credential or certificate which authorizes the holder to provide ELD, CENTRAL USD KEY ELD STRATEGIES, and primary language instruction.

(BICS) Basic Interpersonal Communication Skills:
Language used in everyday social interactions.

(BTSA) Beginning Teacher Support & Assessment:
The purpose of BTSA as set forth in the California Education Code, Section 44279.2(b) is to "…provide an effective transition into the teaching career for first year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers."

C

(CA CCSS) California Common Core State Standards
Standards adopted by the California State Board of Education which specify what all California children are expected to know and be able to do in each grade or course.

(CA ELD Standards) California English Language Development Standards
Set of standards adopted by the state of California in 2012 that align to California's Common Core State Standards for English Language Arts and address English language and literacy skills ELs need in key content areas. This process was grounded in two core principles: 1) transparency toward and input from the field and 2) development based on sound theory and empirical research.

(CALP) Cognitive Academic Language Proficiency:
A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

(CALPADS) California Longitudinal Pupil Achievement Data System
A CDE maintained database for student information.

(CAPA) California Alternate Performance Assessment:
A state-approved exam designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA, even with accommodations and/or modifications.

(CDE) California Department of Education
Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CELDT) California English Language Development Test
A state assessment given to initially identify English Learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing.

(CLAD) Cross-cultural Language and Academic Development
A State credential or certificate which authorizes the holder to teach designated and integrated ELD.

(CMA) California Modified Assessment
A state-approved exam designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of California content standards with or without accommodations. The CMA is developed to provide more access so that students can better demonstrate their knowledge of content standards and must be clearly identified in the student's IEP as an alternative to the administration of the standard CST.

Cooperative Learning
Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

Core Curriculum
Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, social studies.

(CTC) California Commission on Teacher Credentialing
A commission which oversees the certification of all teachers in the state of California. See: www.ctc.ca.gov/

(CTEL)
California Teacher of English Learners examination, that leads to CLAD authorization.

Cultural Proficiency
The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

Cycle of Inquiry
A standardized process for reviewing student data for the purposes of informing instruction and creating intervention or enrichment plans to meet student need.

D
Designated English Language Development
A block of time during the day when instruction for English learners is primarily focused on helping the students learn English as a second language.
(DELAC) District English Learner Advisory Committee
A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners.

Differentiated Instruction
Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

E

(EIA) Economic Impact Aid
Supplemental state funding used to support EL and socioeconomically disadvantaged students.

(EL) English Learner
A classification used to identify a student who is not currently proficient in English and whose primary language is not English. An EL is referred to as a Limited English Proficient [LEP] student in federal law.

(ELA) English Language Arts
A core subject area which includes instruction in English (reading, writing, listening and speaking).

(ELAC) English Learner Advisory Committee
A site-level committee that advises the principal and school staff on programs and services for English Learners.

(ELD) English Language Development:
Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English Learners.

EL EL Blue Folder (in Ellevation.)
In Central Unified, a folder that contains all relevant information regarding the language and academic progress of English Learners. Stored at the school the student attends and updated by the student's teacher(s) and EL Coordinators.

EL Coordinator
An administrator or teacher assigned to site who is trained to support the site administrator in the implementation of the Master Plan for English Learners, including site responsibilities for initial identification of English Learners, annual assessment, reclassification, monitoring of student progress, and coordination of ELAC, and other duties as assigned.

(EL ISC) English Learner Instructional Support Coach
A district teacher who supports EL Coordinators, teachers, and principals in the implementation of the Master Plan for English Learners- including the organization and delivery of staff development, instructional coaching, and other duties as assigned.

English Learner Program Assurance Checklist
A checklist of deadlines and duties for site administration to facilitate the needs of English Learners.

English Language Mainstream (ELM) Program
An instructional model, designed for English Learners with reasonable fluency in English. Core content is taught in English using Central USD's Key ELD Strategies to provide Integrated ELD teaching along with designated daily leveled ELD according to the MPEL program design.

(EO) English-Only student
A student with a primary language of English, and no other language.

F

(FPM) Federal Program Monitoring
A state review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

(FEP) Fluent English Proficient:
Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

G

(GATE) Gifted and Talented Education
A program/designation for students who have exhibited excellence or capacity for excellence far beyond that of their peers according to district-established criteria.

H

(HLS) Home Language Survey
A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

I

IDEA Proficiency Test (IPT) in Spanish
Test which may be used to determine oral proficiency and reading and writing in Spanish.

(IEP) Individualized Education Plan
This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

(IPLA) Informal Primary Language Assessment
A series of questions used to assess home language proficiency level for English Learners.

(I-FEP) Initially Fluent English Proficient
A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

Intervention Action Plan
A plan to assist English Learners in accessing and mastering ELD and recouping any academic deficits to mastering grade level standards in the core curriculum.

L
Language Acquisition
A natural process, progressing through predictable stages, whereby language is acquired.

(LEA) Local Education Agency
Usually refers to a school district (i.e. Central Unified School District), but may also refer to a County Office of Education.

Less Than Reasonable Fluency
A level of fluency in English when a student's overall CELDT score is at a beginning to low intermediate level, or below intermediate within any domain (listening, speaking, reading and writing).

(LTEL) Long Term English Learner
An EL student that has been in program 5+ years and is not making adequate progress.

(L1) Primary language
The language that has been identified as the student's native or home language.

(L2) Second Language
The second language students acquire; usually refers to English.

M
Mainstream Program
CUSD's program for Advance, R-FEP, IFEP, and English only students in which students learn grade-level core curriculum taught in English.

Master Plan for English Learners
A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners.

N
Native English Speaker
A student whose native language is English.

Newcomer
A student who is a recent immigrant to the United States (i.e. has been in the U.S. for less than 12 months).

O
"Overwhelmingly" in English
An expression used in the former Proposition 227. Though not specifically defined, it implies that almost all instruction be in English, while some instruction may be provided in the student's primary language.

P
Paraprofessional
A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language.

Parent/Guardian Request for English Language Mainstream Classroom Placement
A form which is requested and signed by parents or legal guardians of English Learners to place their child in an English Language Mainstream Classroom instructional setting rather than in an SEI instructional setting.

Parental Exception Waiver
A form which is requested and signed by parents or legal guardians of English Learners annually to waive the requirement to be placed in an instructional program that is "overwhelmingly" in English (i.e. SEI or ELM).

Parental Involvement
The engagement of parents in the education of their children including: parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Primary Language (L1)
The language that has been identified as the student's native or home language.

Primary Language Instruction
The use of a student's primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. The district currently offers primary language instruction in Spanish in the Transitional Bilingual Education program and Dual Immersion program models.

Primary Language Support
The use of a student's primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student's primary language.

(PLCs) Professional Learning Communities
Meetings facilitated by the site leaders in which teachers analyze data and discuss academic progress, set goals and identify interventions for students as needed.

Proposition 227
A 1998 California ballot measure requiring children to be taught in classrooms where the instruction was "overwhelmingly" in English, essentially restricting access to bilingual programs, unless students had approved parental exception waivers.

R
R-30 Language Census Report
A state-required annual census of each K–12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English Learners.

Reasonable Fluency
A level of proficiency in English when a student's overall CELDT score is at a high-intermediate level or higher and intermediate or higher within each domain (listening, speaking, reading and writing).

Reclassification (formerly called Redesignation)
When a student has met all the district criteria, s/he is reclassified from EL to R-FEP (Reclassified Fluent English Proficient). This change in language classification also often involves a change in the student's instructional program placement.

(R-FEP) Reclassified Fluent English Proficient
A classification given to students who were once identified as English Learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

(RSP) Resource Specialist Program
Classes for students, who have been identified as Individuals with Exceptional needs who spend the majority of the school day in a regular
program, but receive instructional support from an RSP teacher for specific learning disabilities.

S
(SBAC) Smarter Balanced Assessment Consortium
An assessment system that utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. The system is based on the Common Cores State Standards for ELA/literacy and mathematics.

Specially Designed Academic Instruction in English
A methodology used by teachers who possess the competency to make academic content comprehensible to English Learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners.

Second Language (L2)
The second language students acquire (usually refers to English).

(SEI) Structured English Immersion Program (called AELD- Accelerated English Language Development in Central Unified)
An instructional model, designed for English Learners with less than reasonable fluency in English. Core content is taught in English using Central USD's Key ELD Strategies along with an appropriate designated ELD block.

Special Day Class (SDC)
A self-contained, special education class for students who have been identified as Individuals with Exceptional Needs in which a student is enrolled for the majority of the school day.

(SPSA) Single Plan for Student Achievement
A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council
A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval and implementation of the SPSA.

(SST) Student Success Team
A team consisting of the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Student Support Conference
Parent/teacher conference held in the early spring to discuss Intervention Action Plans and their efficacy, with parents.

Standards for English Language Development (ELD)
Standards established by the State of California in 2012 for expected learning at each of three established English proficiency levels (Emerging, Expanding & Bridging)

T
Title I
A federal program from No Child Left Behind (NCLB) that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically based research and data that verify actions resulting in increased student achievement.

Title III
A federal program from No Child Left Behind (NCLB) which provides funding to improve the education of English Learners and Immigrant students by assisting them in learning English and meeting academic standards.

Transitional Program
CUSD's mainstream EL program in which students with 'reasonable fluency' learn core curriculum and continue to learn English.

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Legal References & Research

State and Federal Law
The complete list of State and Federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

Federal Law
20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009–1013; Gómez v. Illinois State Board of Education (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

Public Law 107–110
January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law
EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

Williams Settlement
Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: http://www.cde.ca.gov/fg/fo/profile.asp?id=1040

Research
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Mahwah, NJ: Lawrence Erlbaum Associates. Barton, Rhonda. (2007). *What the Research Says About Effective Strategies for ELL Students. Published online by Colorín Colorado*. http://www.colorincolorado.org/article/14599.

California Department of Education, *Improving Education for English Learners: Research-Based Approaches* Sacramento, CA: CDE Press.

California Department of Education (2008). *English Learners (EL) Instrument for Categorical Program Monitoring (CPM): An Ongoing Monitoring Process.* Sacramento: author. See: www.cde.ca.gov/ta/cr/cc/08instruments. asp and the 2010 Cycle D EL instrument.

California State Department of Education, Bilingual Education Office, (1986). *Beyond Language: Social and cultural factors in schooling language minority students.* Los Angeles: Evaluation, Dissemination and Assessment Center, CSU LA. Cummins, Jim, (2008). *Teaching for Transfer:*

Challenging the Two Solitudes Assumption in Bilingual Education. In Cummins, J. & Hornberger, N.H. (Eds.). Encyclopedia of Language and Education, 2nd Edition, Volume 5: Bilingual Education. New York: Springer Science+Business Media LLC.