Santa Clara Unified School District

English Learner Master Plan
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Key members of our writing team, Shannon Potts, Coordinator of Assessment and MaryKay Going, Director of Curriculum and Instruction, were tireless in their work. We also appreciate all those who gave of their time and expertise in contributing to the plan: DELAC, Secondary EL Task Force, ELPs, EL Facilitators, our various editing teams, district administrators, and our former Superintendent Rod Adams.
Introduction

English Learners (ELs) comprise over 30% of the student population in Santa Clara Unified School District. These students face enormous challenges. The students along with their families must master a new language. The students are expected to learn the content and meet demanding grade-level standards across the curriculum. To accomplish our mission of preparing students to have the skills and experiences necessary to choose post-secondary education or to succeed in the workplace, particular focus must be given to our English Learner students.

The Santa Clara Unified School District’s English Learner (EL) Master Plan has been developed to provide schools with a standard for consistent program implementation, articulation and evaluation of services for English Learners. We believe that with common staff and parent understanding of goals and procedures, English Learners will receive consistently implemented programs of high quality that are designed to meet their academic needs. As a district, we must also ensure that students recoup any academic deficits incurred in achieving grade level standards in all content areas.
The various sections of the *EL Master Plan* are designed in an order that provides clear flow in the process and procedures that are mandated by law to meet the needs of English Learners within the Santa Clara Unified School District.

Driven by the Board of Education goals and objectives, the EL Master Plan evaluation goals will ensure optimal academic results for our students:

**Evaluation Goal 1: Program**

Implementation - EL programs outlined in this Master Plan are fully implemented.

**Evaluation Goal 2: English Language Proficiency**

English Learners gain a minimum of one language proficiency level annually until reaching English proficient level.

**Evaluation Goal 3: Academic Progress**

English Learners make steady progress in meeting grade level standards in core academic subjects.

**Evaluation Goal 4: Decrease Risk of School Failure**

English Learner retention, suspension and expulsion rates do not exceed rates for English only students.

**Evaluation Goal 5: Biliteracy**

Students in Bilingual Alternative Programs master language skills in both English and the other languages of the Bilingual Alternative Program.

**Evaluation Goal 6: Parent Engagement**

Parents of English Learners participate collaboratively with schools.

**Evaluation Goal 7: Multicultural Proficiency**

English Learners will develop multicultural proficiency.

This plan provides a sound framework for ensuring the success of all English Learners in the district. It is the expectation of the Board of Education that all procedures and guidelines will be followed as outlined in this plan.
Administrators’ Message

Santa Clara Unified School District’s mission is to prepare students of all ages and abilities to succeed in an ever-changing world. Our goal is to educate the whole learner academically, emotionally, socially, culturally and vocationally. Driven by our mission, core values and goals reflected in our Strategic Plan, the District believes it is critical for all students to acquire academic English.

We also recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population.

Santa Clara Unified School District extends this mission and our goals through continued review and implementation of the District’s Strategic Plan along with the adoption of the new Master Plan for English Learners.

The Master Plan is a guide to assist all schools in providing every identified English Learner with an instructional program that includes English Language Development, access to the core curriculum, and promotion of multicultural proficiency. The Master Plan demonstrates a collaborative effort among all departments and schools to effectively serve English Learners.

Our deepest and sincere thanks to the teachers, administrators, support staff and parents for their dedication on the Master Plan.

Sincerely,

Lisa Cesario
Assistant Superintendent, Educational Services

Kris Stanga
Coordinator, Special Projects
CHAPTER ONE

Identification, Assessment, and Program Placement

State and Federal Requirements
Categorical Program Monitoring (CPM)

CPM EL 4
The district has properly identified, assessed, and reported all students who have a primary language other than English.

CPM EL 10
All English Language Learners shall be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.
Initial Identification, Assessment, and Program Placement

This section outlines the step-by-step process for the identification, assessment, and program placement of English Learners in schools.

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

During the registration process at the school site, parents or legal guardians complete a Home Language Survey (HLS) as required by state law. This survey is completed the first time the parent or legal guardian enrolls in any district in California and the results are maintained thereafter on the Registration Form. The HLS is included on the registration form at all levels: pre-school, elementary, middle, and high school. The HLS is used to determine the language(s) spoken in the home by each student in order to provide meaningful and appropriate instruction for all students.

The student’s primary language is considered to be other than English if at least one of the responses to the first three questions on the HLS indicates a language other than English. This triggers the assessment process. If only question four indicates a language other than English, the secretary/registrar will run a report from the student information system to be given to the English Learner (EL) Facilitator for follow-up as needed. The K-5, 6-12 Initial Language Assessment and Parent Notification form will be initiated by site secretary/registrar at enrollment to our district and then given to the EL Facilitator for completion. The EL Facilitator is responsible for initiating and monitoring any subsequent assessment, classification, and placement procedures.

Step 2: English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates a language other than English complete English language proficiency testing within 30 calendar days of enrollment. This language proficiency testing is done by trained personnel at the school sites.

The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT Information Parent Brochure will be given to parents at registration by the school site. The CELDT is a state approved, standardized language proficiency test designed to measure the English proficiency of non-native speakers. The test is an
assessment of students’ proficiency in comprehending English in the domains of listening, speaking, reading, and writing.

The student receives a score for each of the four parts (listening, speaking, reading and writing) of the CELDT test as well as an overall score. The overall score is supplemented with additional information such as: raw score, scale score, and a language proficiency level for the student.

A preliminary score is calculated at the time of testing by the test administrator for the purposes of placement and program options. These preliminary results and program options are communicated to the school site administrators, guidance counselors, teachers, EL facilitator, as well as the parent via the Initial Language Assessment and Parent Notification Form (K-5 or 6-12).

Parents are also provided the district EL Information letter outlining program options. The results of the CELDT are forwarded for official scoring by the test publisher (CTB/McGraw-Hill). These official results override the preliminary scoring in those cases where the scores differ. CELDT results, and the Initial Language Assessment and the Parent Notification Form are filed in the red EL folder that is kept inside a student’s cumulative folder. The data is also inputted into the district’s database for future use in monitoring student progress and program evaluation.

Based on the English language assessment, students are classified as either Initially Fluent English Proficient (IFEP) or English Learner (EL). Each school is required to hold a meeting for the parents of ELs (i.e. ELAC, open house, parent information nights, etc.) or individual conferences to explain EL assessment, program, and placement options. Placement is made based on the parent’s preference. English Learners proceed to primary language assessment (Step 3).
Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement Process

INITIAL LANGUAGE PROFICIENCY ASSESSMENT, IDENTIFICATION and PLACEMENT PROCESS
FLOW CHART

Step 1 — Parent goes to school for Registration. Complete Home Language Survey (HLS) part of the Registration Form.

- Home Language other than English
  - HLS indicates language other than English on Questions 1, 2, or 3
  - HLS indicates language other than English on Question 4 only

- HLS indicates English Only in questions 1-4
  - Language Classification
    - EO — ENGLISH ONLY
      Notify Parent — explain mainstream. Enroll student in the appropriate program, according to parent’s preference, and notify school

Step 2 — English Proficiency Assessment CELDT:
Results of assessment are placed in red EL Folder

EL
English Learner

Assess Primary Language

Place in appropriate EL Program

- SEI
- Mainstream

IFEP
Initially Fluent English Proficient

Place in Mainstream Program

*Alternative Bilingual Program

* Requires Parent Waiver
Step 3: Primary Language Assessment

An initial assessment of the EL’s primary language is conducted as soon as possible after the completion of the English language assessment, but no later than 90 calendar days after the date of registration. A state designated instrument, The Language Assessment Scale (LAS), is currently administered to determine primary language proficiency in Spanish. For languages other than Spanish, an informal assessment is administered. Other primary language assessment tools may be used as they become available.

A parent interview/questionnaire will be collected in the primary language where possible. The Informal Assessment of Home Literacy Form will be included at the time of registration.

Primary language assessment results are communicated to the parents via the Initial Language Assessment and Parent Notification Form. Parents are notified via the Primary Language Exemption form if testing is not available in the student’s primary language. The results of this testing are used to evaluate students’ literacy development in the primary language and to make program recommendations.

Step 4: Parent Notification of Results and Placement

Upon completion of the testing, parents are notified of the results and given a description of the available program options, as well as the benefits of each option.

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

The enrollment and assessment process will result in determination of the most appropriate EL program for the student. The process is to determine the student’s fluency in English and provide each EL student with an appropriate program and/or resources.

_Determining the student’s fluency in English._

The criteria for _reasonable fluency_ in English are the same as the criteria for _“Probably English Proficient”_ in the CELDT Scoring Guide. They include:

- student’s overall proficiency level is Early Advanced or higher (CELDT 4 or 5)
- a CELDT subtest score cannot be lower than 3
- Only one CELDT subtest score can be lower than 4
If the student meets these criteria, the student is identified as Initial Fluent English Proficient (IFEP) and placed in the mainstream (see Figure 1.1).

**Step 5: Placement in an Appropriate EL Program**

If the student in grades K-12 does not meet the IFEP criteria and is **reasonably fluent** (CELDT 4 or 5) in English, a placement in a Mainstream English Program supplemented with an English Language Development (ELD) program is recommended. This placement may include additional support services that are deemed appropriate for the student. CELDT 3 students are placed in the mainstream program if they are on the high end of Intermediate (CELDT Level 3) and they have been in United States schools more than 2 years. Individual cases may be considered. The student continues in that placement until reclassified. Support services in the mainstream program must include one or more of the following, as needed:

- Content instruction using SDAIE techniques
- Specialized instruction by a Reading or Literacy Specialist
- Participation in intensive interventions
- Primary language instruction/support
- Before and/or after school intervention programs
- Tutoring
- Summer school
- Other appropriate services

If a student is **not reasonably fluent** (CELDT 1-2 or lower range of 3) in English, then a placement in a Structured English Immersion (SEI) Program is recommended. CELDT 3 students will be recommended for SEI if they are new to the country and score on the low end of Intermediate (CELDT 3).

In SEI, the instruction is mostly in English with the primary language, whenever possible, used
to support the student’s learning. The types of support services listed above are also to be provided. Intensive ELD is provided for CELDT levels 1 and 2. Detailed information is provided in the Instruction Programs Section of this document.

Students in grades K-5 have the option of applying for a Parental Exception Waiver to participate in the district’s bilingual program. The Parent Exception Waiver allows the parent to waive their child’s right to receive instruction in English (per Proposition 227). Currently, Spanish-speaking students can be enrolled in bilingual programs at two of the district’s elementary schools: Mayne Elementary and Scott Lane Elementary. Other schools may implement bilingual programs in the future, should the numbers of students with approved waivers at a school total 20 or more speakers of the same language at a grade. The bilingual program is explained in detail in Chapter 2 of this plan.

At the time of parental notification, all placement options are explained to all parents of ELs. Once the program options and recommended placement have been explained, an appropriate program is assigned to the student based on the parent’s decision. If the parent selects the bilingual program, then the parent must complete and file a Parental Exception Waiver at the child’s school where assistance is provided in filling out the form. The waiver procedures are explained in Chapter 5 of this plan.

After the parent has made an informed choice, the Initial Language Assessment and Parent Notification form is completed and signed by the parent and principal or certificated designee. By completing the waiver, the parent has elected to have the student participate in the Bilingual Program.

Through a separate exemption process, a parent may elect to have an English Learner in grades K-12 placed in a mainstream program. The district will honor the parent’s informed preference to opt their student out of the Structured English Immersion Program by signing the Structured English Immersion Program Exemption Form; under federal law, parents may choose to opt out of a specific EL classroom program but cannot opt out of EL services (including the provision of ELD instruction) provided by a CLAD certified teacher or state mandated assessments including CELDT testing, interventions, catch up plan, etc.

Annual Kindergarten Registration, Assessment and Placement

Because of the large number of new kindergarteners that must be assessed and placed at the beginning of each school year, a special process is used for handling this group.
1. Kindergarten registration begins in January of the school year preceding the child’s entrance into Kindergarten. However, CELDT testing, by state mandate, may not begin until July 1st. When the parent registers the child, the Home Language Survey is completed. If the HLS indicates a language other than English is spoken, the parent will receive the CELDT brochure and will be given information for district CELDT testing.

2. Primary Language testing must be administered within 90 calendar days of enrollment. Kindergarten students are tested as early as the spring and summer before the school year begins.

3. Assessment results are processed as quickly as possible and parents are notified of the results and the recommended placement for the child. The procedures described above are used regarding determination of the placement, notification of the parents, review of and assistance in completion of the waiver process, and placement into the selected program. District meetings will be arranged for orienting parents to the program options and explanation of the waiver process, whenever appropriate.

4. Once the assessments are completed, children are provided instructional programs that are overwhelmingly in English for the mandatory 30 calendar days. Every English Learner under 10 years of age must initially be placed in a classroom taught overwhelmingly in English for not less than 30 calendar days of their first year of enrollment beginning the first day of instruction. This is a one-time requirement.

Transfer Students

Transfers between schools within the district

Parents must make requests for intra-district transfers through the Student Services Department. Intra-district transfer forms are sent to Student Services. If the intra-district transfer is approved, all data in the EL red folder and cumulative folder including the student’s EL assessment history (current scores, current placement, records of academic progress, interventions, and information in the district’s database system) are sent to the receiving school.

The EL facilitator and site administrator of the receiving school are responsible for reviewing the student’s transcripts and records as described above and ensuring that the student is properly placed in the appropriate type of program, as specified in the student’s current records.

Transfers from other California schools

Students transferring into the district from another district within the state typically have
records of a Home Language Survey and initial language status (EO, IFEP, EL) and scores on the mandated assessments. These students do not need to go through the SCUSD initial identification process. Records are obtained from the previous school/district, and entered in the district’s student information system by the school staff. It is the responsibility of the school site to contact the previous school within 10 days to obtain all records.

If records do not contain previous CELDT information, after initial school attempt, the school refers the matter to the district assessment department using the CELDT Request Form. If these records are not available within 30 days, English and primary language assessments proceed and the identification/notification/placement process is implemented as reflected in Figure 1.1. The student’s transcripts are reviewed to determine prior placements and academic history.

Transfers from out of state, other countries, or private schools

Students entering SCUSD who are from another state, another country, or a private school follow the language assessment, classification, and placement process described in Figure 1.1. The date they enrolled in the district is entered into their records as the date they first enrolled in a California school (except for private CA schools) and the date they first enrolled in a US school (if from out of the country). Transcripts and other records are reviewed to determine the student’s prior placement and academic history.

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

The district provides training for administrators, EL Facilitators, Secretaries, Registrars in secondary schools, Attendance Clerks in elementary schools, and other staff on procedures relating to initial identification, placement, parental rights, and informed consent, including the waiver process. The training includes an emphasis on working with parents to make parents feel welcome and to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child.
**EL Student Records**

The Initial Language Assessment and Parent Notification Form is placed into the student’s red EL folder in the cumulative folder. Once the initial CELDT results have been received from the test publisher, the parent is notified in writing via the CELDT Parent Report Form provided by the test publisher. This written notification is in English and is accompanied by a letter in the student’s primary language mailed by the district Assessment Department. A copy of this notification is placed in the student’s red EL folder.

The student’s red EL folder must contain any primary language results, a copy of the CELDT results, and (for students who have opted for an alternative program) a copy of the Parental Exception Waiver form. Annually, English Learners will be tested with the CELDT until reclassification. Once the annual CELDT results are received from the test publisher (usually in January), parents will receive the CELDT Results Parent Notification Form mailed by the district Assessment Department.
CHAPTER TWO

Instructional Programs Overview

State and Federal Requirements
Categorical Program Monitoring (CPM)

CPM EL 9
The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that qualifies existing and future personnel to provide appropriate instructional services to EL students.

CPM EL 11
Parents and guardians of English Language Learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

The district has established procedures for applying for parental exception waivers, which include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The district provides full descriptions of the different educational programs and all the educational opportunities available to the student as well as descriptions of the educational materials to be used. The different educational program choices offered may not consist exclusively of courses taught only in English.

CPM EL 12, 13
The district is providing services to ELLs to ensure they are acquiring English-language proficiency and recoup any academic deficits that may have been incurred in other areas of the core curriculum. Each English Learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible.

The district provides additional and appropriate educational services to English Language Learners in kindergarten through grade twelve in all classroom situations. These services are designed to enable ELLs to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the district’s average native English-speaking students and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

Academic instruction for ELLs is designed and implemented to ensure that they meet the district’s content and performance standards for their respective grade levels in a reasonable amount of time.

The district has developed and is implementing a plan for monitoring and overcoming any academic deficits ELLs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.
**Instructional Programs Overview**

This section profiles the instructional programs and district resources available to English Learners.

Currently, Santa Clara Unified School District offers three options to English Learners:

- Structured English Immersion (EL 1-3);
- Mainstream English (EL 3-5);
- Bilingual Program at K-5 (currently Spanish Only).

Each of these options is designed to ensure that students acquire English language proficiency and to minimize any academic deficits that may have developed in other areas of the core curriculum. Each of the three options contain the following required components:

- Well-articulated, standards-based, differentiated English Language Development (ELD) specifically designed for English Learners. Differentiation of curricula allows for instruction at a student’s academic level.

- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language support and/or Specially Designed Academic Instruction in English (SDAIE).

- Structured activities designed to develop multicultural proficiency and positive self-esteem. Multicultural proficiency includes development of essential assets (41 assets as designed by the SEARCH Institute), multicultural literacy and cultural sensitivity.

Each program is designed to maximize progress in English and in grade level academics. ELs are expected to demonstrate mastery of all essential SCUSD English Language Development (ELD) Standards by the time they reach Advanced Level on CELDT.

**English Language Development**

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

ELD should build academic language proficiency that includes academic strength in grammar and vocabulary (both topic specific and basic general utility words). A great deal of emphasis is
placed on natural language acquisition, with appropriate use of direct instruction of academic 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 developed;
- Risk-taking and approximations are encouraged;
- Errors are accepted as part of the acquisition process;
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia”, props, visuals, facial expressions, and/or gestures);
- Positive feedback and correction by modeling are used.

The district’s work in ELD and in all curricular areas involves the use of scaffolding content to make it accessible to all ELs. “Scaffolding is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone (Gibbons, 2002).” Independent practice is part of the district’s instructional program that bridges the scaffolding to student performance. Thus instruction not only addresses different English proficiency levels but also works in developing academic language, building on prior knowledge, and using multiple opportunities for students to engage in academic language use.

Differentiated classrooms, “provide specific ways for each individual to learn as deeply as possible and as quickly as possible, without assuming one student’s roadmap for learning is identical to anyone else’s. Teachers believe that students should be held to high standards...Then they ask what it will take to modify that instruction so that each learner comes away with understandings and skills that offer guidance to the next phase of learning. Essentially, teachers in differentiated
classrooms accept, embrace, and plan for the fact that learners bring many commonalities to school, but that learners also bring the essential differences that make them individuals” (Tomlinson, 2002).

SCUSD uses state-adopted ELD materials or state-designated ELD materials that provide full access to the California ELD standards, and that can ensure effective and efficient mastery of English as a foundation for further success in mainstream English instruction. K-12 ELD standards can be accessed on the district webpage.

**Transferability of Skills**

Transferable skills are directly taught in our bilingual programs and teachers in SEI make every effort to identify transferable skills so that the students make the connection between their primary language and English.

Transferability of skills is possible when instruction about a specific concept or skill has already taken place in the student’s primary language. The teacher gradually assists the student in moving the knowledge from the primary language to the second language.

**Time Allotments for ELD**

English Language Development (ELD) is part of the daily program for every EL throughout the school year. The program is based on the students’ level of English proficiency and teaches students to communicate with high levels of understanding in English providing a foundation for literacy development (reading and writing). ELD is a planned, specific, and explicit component of the student’s total educational program. The following minimum daily time allotments are required:

- 30-60 minutes per day K-5 during the Language Arts Block
- Grades 6-12 English Learners will have at least a period of ELD instruction throughout the year until the students are reclassified. Students at CELDT Levels 4/5 must receive at least a period a day all year of Sheltered English/Language Arts within which they are provided their ELD instruction.
Instructional Programs at the Elementary level

Program options available in elementary schools are described in Figure 2.1. The first two options (Structured English Immersion and Mainstream English Program) are English language programs where primary language support will be provided based on student need, population, resources and staffing. Instruction is predominantly in English.

The third option (Bilingual Program) is an alternative program that offers primary language instruction as a central feature. At this time it is provided to students who are Spanish speaking and whose parents have completed an approved waiver. Should numbers of waivers warrant it in the future, bilingual programs in other languages may be provided.

ELD at the Elementary Level

The manner of delivery of ELD varies from school to school. ELD may be taught within a self-contained classroom or through a teaming arrangement in which students are leveled and regrouped across classrooms. The manner of delivery is contingent upon the specific school and program setting.

In deciding on the most appropriate manner of delivery, such conditions as the number of ELs in the classrooms, the variation of language level, and the program option are taken into account. Each site administrator and facilitator will work with Curriculum and Instruction to design the appropriate manner of delivery. The following are examples of delivery options:

- Students may be clustered by EL level and the rest of the class will be made up of English Only models.
- Students will be grouped across grade levels during a common 30-60 minute period by English Only, Reasonably Fluent levels 4-5 (ELD), Not Reasonable Fluent levels 1-3 (ELD) to target English instruction based on proficiency levels.
- Flexible grouping that is part of the Reading Workshop and Writing Workshop to specifically deliver ELD instruction.

The selection of a delivery option needs to optimize the effectiveness of ELD instruction within the constraints of the particular situation.

EL Elementary Programs

The elementary programs are described on the next few pages. They are Structured English Immersion (SEI), Mainstream English, and Bilingual Program.

Following the Bilingual Program descriptions are the suggested progression chart based on the model for this program.
### Figure 2.1 Structured English Immersion Program

<table>
<thead>
<tr>
<th>Summary</th>
<th>Students Served</th>
<th>Program Components</th>
<th>Instructional Strategies (K-5)</th>
<th>Staffing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A specialized process of teaching of the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.</td>
<td>• ELs who have not yet acquired “reasonable fluency” in English&lt;br&gt;• ELs with CELDT levels 1-3</td>
<td>• Daily ELD at the assessed stage of English acquisition for a minimum of 30-60 minutes/day&lt;br&gt;• Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction&lt;br&gt;• Differentiated instruction, based on formative assessments, in reading, math, science and social studies, delivered through SDAIE methodology, utilizing state-approved, district-adopted, standards-based materials.&lt;br&gt;• Because students in this phase are limited in English, they will need substantial sheltering and scaffolding of instruction&lt;br&gt;• Primary language support to motivate, clarify, direct and explain based on student need, population, resources, and staffing.</td>
<td>• ELD: Small group, oral language, Vocabulary visuals, Chants, songs, choral, Phonics, shared writing, Frontloading&lt;br&gt;• CONTENT: SDAIE methods, Differentiation, Access background knowledge, primary language support</td>
<td>• Credentials: Multiple or Single Subject Credential&lt;br&gt;Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) if an EL is placed in the class&lt;br&gt;Alternatives to CLAD:&lt;br&gt;• SB 395 or SB 1969&lt;br&gt;• Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) certificate&lt;br&gt;• General teaching credential or supplementary ESL authorization (ELD only)&lt;br&gt;• Internship credential with BCLAD emphasis&lt;br&gt;• Primary language support provided by BCLAD or equivalent certified teacher or bilingual instructional assistant.</td>
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</tbody>
</table>
### Figure 2.2 Mainstream English Program

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<thead>
<tr>
<th>Summary</th>
<th>Students Served</th>
<th>Program Components</th>
<th>Instructional Program (K-5)</th>
<th>Staffing Requirements</th>
</tr>
</thead>
</table>
| A specialized process of teaching of the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. However, special support options are provided for ELs as needed. | • Fluent English Proficient (FEP) students.  
• Reclassified English Learners (RFEP)  
• ELs who have acquired “reasonable fluency” in English - CELDT levels high 3-5  
• ELs whose parents/guardians have declined participation in SEI programs. (waiver) | • Daily ELD at the assessed stage of English acquisition for a minimum of 30-60 minutes/day  
• Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction  
• Differentiated instruction, based on formative assessments, in reading, math, science and social studies, delivered through SDAIE methodology, utilizing state-approved, District-adopted, standards-based materials.  
• Decreasing primary language support | ELD  
• Explicit instruction  
• Focus on academic language  
• Language objectives for each lesson  
CONTENT  
• State adopted materials  
• SDAIE strategies | Credentials  
• Multiple Credential with Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD)  
• SB 395 or SB 1969 equivalents to CLAD  
• Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) certificate  
• General teaching credential or supplementary ESL authorization (ELD only)  
• Internship credential with BCLAD emphasis  
• Primary language support provided by BCLAD or equivalent certified teacher or bilingual instructional assistant. |
### Figure 2.3 Bilingual Alternative Program

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<tr>
<th>Summary</th>
<th>Students Served</th>
<th>Program Components</th>
<th>Instructional Program (K-5)</th>
<th>Staffing Requirements</th>
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</thead>
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<tr>
<td>The goal is acquisition of academic proficiency in two languages:</td>
<td>• ELs whose parents have completed and have an approved waiver requesting that</td>
<td>• Daily ELD at the assessed stage of English acquisition for a minimum of 30-60</td>
<td>ELD</td>
<td>Credentials</td>
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<td>academic proficiency in two languages: English and Spanish, together with mastery of academic core content and multicultu</td>
<td>their child participate</td>
<td>minutes/day</td>
<td>• Explicit instruction</td>
<td>• Multiple Credential with Bilingual Cross-cultural Language and Academic Development</td>
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<td>ral proficiency</td>
<td>• May also include some IFEPs and RFEPs based on parental choice</td>
<td>• Teaming for ELD as required to meet student needs based on ELD levels. No more</td>
<td>• Focus on academic language</td>
<td>(BCLAD)</td>
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<td>Instruction is in Spanish and English. Primary language instruction</td>
<td>• Transitioning to English mainstream instruction does not mean transitioning</td>
<td>than two consecutive levels of English proficiency may be combined for ELD</td>
<td>• Language objectives for each lesson</td>
<td>• BCLAD credential</td>
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<td>supports the student’s ability to meet grade level standards while in</td>
<td>from the Bilingual Alternative program. Students can continue in the program</td>
<td>instruction</td>
<td>CONTENT-</td>
<td>• Bilingual Certificate of Competence (BCC)</td>
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<td>the process of becoming fluent in English</td>
<td>after attaining reasonable English fluency per parent choice.</td>
<td>• Differentiated instruction, based on formative assessments, in reading, math,</td>
<td>• State adopted materials in both English and the primary language (Spanish)</td>
<td>• CTEL</td>
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<tr>
<td>As the child increases in English fluency, instruction in English</td>
<td></td>
<td>science and social studies, delivered through SDAIE methodology, utilizing</td>
<td>• SDAIE strategies</td>
<td>• Internship credential with BCLAD emphasis</td>
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<td>increases</td>
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<td>state-approved, District-adopted, standards-based materials.</td>
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<td>The program uses an 80/20 model, in which instruction in Kindergarten</td>
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<td>is 80% in Spanish and 20% in English, with decreasing Spanish and</td>
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<td>increasing English each year until, by 5th grade, 20% in Spanish and</td>
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<td>80% in English.</td>
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Instructional Programs for Middle and High Schools

This section describes the instructional program for middle and high schools (Structured English Immersion, Mainstream English and Alternative Bilingual programs), and provides examples of how students of different language and academic profiles should be scheduled for instruction. This is followed with specific guidance on how to provide ELD in secondary schools, and how to ensure access to grade level core curriculum, as well as multicultural proficiency.

Overall approach to secondary programs

ELs arriving at middle school and high school have diverse needs. There are proposed district developed pathways for initial placement (See Figure 2.7). It is the intent of the district to frequently update our professional understanding of specific student strengths and needs and to adapt the instructional program to meet individual needs of students.

Identifying English Learner Assets Via an Inventory

To inform instruction for ELs, the resources and assets that EL students bring to the educational setting will first be identified. This can be done via an asset inventory whereby the following characteristics can be evaluated in order to make appropriate instructional decisions for ELs.

The district will develop a formal procedure for this inventory. It will typically be completed and updated by counselors, with the assistance of the site EL Facilitator.

Characteristics of Inventory:

a) Language assets and needs – students’ proficiencies in both the primary and second language will be accurately assessed and taken into consideration when making placement decisions. All languages must be viewed as assets, and not detriments, to the acquisition of the second language and to academic success.

b) Prior education – there must be a clear understanding and analysis of students’ prior educational experiences. In order to do this, there must be accurate interpretations by qualified personnel who have knowledge of and training regarding educational coursework in a variety of countries for proper placement in each content area within the district.

c) Family background- the educational foundation that begins in the home and within the community must be properly assessed in order that accurate educational placements are made. This can be identified via family interviews, surveys, and/or home visits to the community
d) Career/educational goals – students will be interviewed and/or surveyed regarding their career and educational interests, as well as their goals. On-going advisement regarding these goals will then be provided and monitored.

**System for Individualizing Programs for ELs**

Once EL assets have been identified, every effort will be made to develop an individualized program that takes into account each of those assets and needs. In addition, programming must be flexible enough to take into account unforeseen circumstances and responsive enough to accommodate on-going student needs as they arise.

**Structured English Immersion (SEI) Program**

The SEI program serves students at beginning through intermediate levels (CELDT 1-3) of proficiency who receive ELD classes and SDAIE content classes. Levels 1 and low 2 take EL content classes.
### Figure 2.5 Structured English Immersion (SEI) (Secondary) Program

<table>
<thead>
<tr>
<th>Summary</th>
<th>Program Components</th>
<th>ELD Strategies</th>
<th>SDAIE Strategies</th>
<th>Staffing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A specialized process of teaching of the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible. Students Served</td>
<td>• Daily ELD that is leveled according to students’ English proficiency level. 1 period or block minimum/day. • Leveled ELD required to meet students needs based on their ELD levels • Grade level content area classes (math, science, social studies, etc) delivered through Specially Designed Academic Instruction in English (SDAIE) methodology • Math placement according to math skill level, not English proficiency level. • High school honors or AP classes, as appropriate • Students in an ELD (class) levels 1-2 should not be mixed for instruction, due to great differences in language development needs • ELD 1 receives elective credit, ELD 2 and beyond receives English credit. All content classes (whether delivered in the primary language or via SDAIE) meet high school graduation requirements.</td>
<td>• Focus on language vocabulary development • Information Gap Activities • TPR • Pictures • Drama • Pronunciation • Word Analysis • Conversation Links • Shared Writing • Cloze • Paragraph frame • Manipulatives • Story Map • Presentations • Projects • Songs • Chants • Think, Write • Pair, Share • Word Walls • Workshop</td>
<td>• Focus on Content • Visuals • Kinesthetics • Jigsaw • Heterogeneous grouping • Drama • Graphic organizers • Textbook literacy strategies • Sequencing steps • Think alouds • Read alouds • KWL Plus • Word Analysis • Learning Logs • Pre-reading • Socratic Seminar • Shared Writing • Workshop • Manipulatives • Two-column notes • Projects • Presentations • Pair, Share • Word walls</td>
<td>Credentials • Appropriate subject matter authorization. • Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) if an EL is placed in the class Alternatives to CLAD: • SB 395 or SB 1969 • Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) certificate • General teaching credential or supplementary ESL authorization (ELD only) • Internship credential with BCLAD emphasis • Primary language support provided by BCLAD or equivalent certified teacher or bilingual instructional assistant.</td>
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</table>
Figure 2.6 Mainstream English Program

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<tr>
<th>Summary</th>
<th>Students Served</th>
<th>Program Components</th>
<th>EL Content Support Strategies (SDAIE)</th>
<th>Staffing Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a specially-designed Mainstream Program. The goal is for ELs to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. However, special support options are provided for ELs as needed.</td>
<td>• ELs who have acquired “reasonable fluency” in English (ELs with CELDT levels 4-5) • Long term ELs with CELDT Level 3 • Fluent English Proficient (FEP) and English-only students. • Reclassified English Learners (RFEP) • ELs whose parents/guardians have declined participation in SEI programs.</td>
<td>• Daily ELD to meet the specific ELD needs of the student. This may be delivered in a grade-level Language Arts class or a special class providing advanced ELD. • Grade-level content courses (math, science, social studies, etc) delivered in English, with differentiated instruction that includes special support, as needed, for ELs. • High school honors and AP classes, as appropriate</td>
<td>• Pre-readings • Peer Editing • Extra Models • Think Alouds • Vocabulary Journals • Group Work • Project-based assessment • Extra computer support • Writing organizers • Read alouds • Modeled note-taking • Extra visuals &amp; organizers • Extra feedback &amp; conferencing about work • Formative assessment of language skills • Word analysis • Jigsaws • Guided reading • Literature circles • Reciprocal teaching • Word walls • Socratic seminar • Structured academic controversy • Extra front-loading for labs, videos, and readings</td>
<td>Credentials • Appropriate subject matter authorization. • Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) if an EL is placed in the class • SB 395 or SB 1969 equivalents to CLAD • Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) certificate • General teaching credential or supplementary ESL authorization (ELD only) • Internship credential with BCLAD emphasis • Primary language support provided by BCLAD or equivalent certified teacher or bilingual instructional assistant.</td>
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</table>
Newly Arrived ELs and ELs Making Adequate Progress

Depending on their English proficiency level, students will be placed in a Structured English Immersion (SEI) Program or a Mainstream English Program. The SEI program includes but is not limited to ELD instruction, grade level area content classes delivered through SDAIE methodology, and mainstream placement as delineated in the pathways. It is important that ELs have English models throughout their academic day to accelerate their English language acquisition. The Mainstream English Program may include a special English support class along with daily ELD instruction and grade level content courses delivered in English with differentiated instruction (see Figure 2.7).

At the middle school and high school level, there are four distinct groups of EL students. These include:

1. newly arrived ELs with adequate formal schooling;
2. newly arrived ELs with limited formal schooling;
3. long term ELs (CELDT level 3 and in U.S. schools for more than four years);
4. ELs who are meeting benchmarks and are making expected progress toward language and academic goals.

Figure 2.7 EL Pathways

<table>
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<th>LEP 1/2</th>
<th>LEP 2/3</th>
<th>LEP 3</th>
<th>LEP 3/4</th>
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<td>LEP 4/5</td>
<td>5/RFEP</td>
<td>RFEP</td>
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</table>
Newly Arrived English Language Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country. Students are usually on grade level with respect to the expectations of the schools in their native country, and most have the content knowledge background that supports them in their content instruction in English. Depending on their English proficiency upon initial enrollment, students may need an additional year of high school in order to master English, meet High School Exit Exam requirements (CAHSEE) and graduation courses of study. It is important that these students be given credit for course work already completed in their native country so that they can meet high school course requirements and graduation standards within a reasonable amount of time. For the district’s Spanish speaking students an elective option is advanced Spanish Literacy series that will solidify Spanish academic language proficiency and thus increase English fluency and academic content language (see Figure 2.7).

Newly Arrived English Learners with Limited Formal Schooling

Immigrant students with little of no prior schooling typically score at the beginning level of reading and writing in their primary language and have grade three or below skills in Math. These students need an instructional program that will address their primary language literacy needs and a flexible middle and high school program that will allow them to make appropriate academic progress to meet grade level standards. Students may need:

- Year long leveled English language development – 2 periods or 2 blocks
- L1 literacy
- Math taught in the primary language
- Other content classes taught in the primary language
- Electives that are less language dependent in the beginning years

Long Term English Learners

Those students who have been in U.S schools for four years or longer and have an overall CELDT score of level 3 with high speaking/listening levels but low writing/reading levels may need an alternative pathway as an intervention to increase and/or accelerate their English proficiency growth. An example of a basic pathway would include a double period of English with one course focusing specifically on academic language. English Language paraprofessional support should be concentrated on this student caseload (see Figure 2.7).
In addition to this pathway, these students will need special support that may include tutoring, before/after school intervention programs, and the EL Summer Academy.

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

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

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

Students will need:

- ELD either through a SDAIE English class or intervention class that addresses both language and literacy skills.
- Sheltered or English mainstream instruction in the core subjects provided by an appropriately CLAD/BCLAD certified teachers.
- Counseling and monitoring to ensure that students are enrolled in classes that meet high school graduation and post secondary requirements.
- Intervention support (before, during, or after the school day).

**ELS Who Are Meeting Benchmarks**

Students in grades 6 – 12 can be offered three levels of ELD (beginning, intermediate, and ELD provided within a Sheltered English class using SDAIE strategies) before transition into more advanced, grade level English. Student placement at a given level is based on initial assessment scores for new students, annual CELDT performance, along with teacher recommendations for returning students. Each ELD level is a year-long course and students who master the course content standards are promoted to the next level or exited from the program.
Considerations for all EL Programs K-12

ELs are provided with access to well-articulated, standards-based core curriculum. In SEI and Mainstream settings, the core instruction occurs in English, with use of Specially Designed Academic Instruction in English (SDAIE) strategies and some primary language support as needed and feasible. In the Bilingual Program some of the core instruction is delivered in the primary language.

SDAIE Methods

SDAIE is a methodology for maximizing students’ comprehension in English language instruction by use of special strategies and techniques. SDAIE methods provide scaffolding for EL students. The basic features of SDAIE include:

- Contextualized instruction- liberal use of non-verbal language, visual support materials, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;

- Use of language modifications such as additional wait time, questioning, slower pacing and highlighting;

- Task-based instruction, allowing students to work with concepts, and the language of those concepts in a variety of ways (such as acting, drawing, or mapping out

Progression through ELD levels in Middle & High School

In order for students to develop proficiency in English as rapidly as possible, students must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. Students should not have to wait until the end of a semester in order to move levels. Master schedules are designed for movement across levels as a student progresses. At high school, students receive credit toward graduation for all ELD courses, including any that are repeated.

Change in ELD levels should be based on:

- CELDT progress
- Classroom performance
- Teacher recommendation
- Benchmark ELD Assessments
the concepts, or using poetry, song, chant, letters and diaries, etc., to express and exemplify concepts.

- Language sensitive and culture-sensitive content teaching;
- Use of language structures and vocabulary that are comprehensible to students;
- Use of accommodations in the learning environment in order to maximize the number of students able to access the content;
- Encouraging students to actively use language;
- Frequent checking for understanding; and,
- Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and product development.

**Primary Language Instruction**

Primary language instruction is used in the alternative programs as another way to provide access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are in the process of acquiring English.

Some amount of review may be done in English. For example, teachers may provide science lessons in Spanish, and dedicate ½ hour once a week to providing English academic vocabulary related to the week’s lessons. Some primary language instruction is appropriate in SEI and Mainstream English settings, as long as instruction overall is in English.

At the secondary level, it is extremely important to offer students academic subjects in the primary language in order for them to meet high content standards and fulfill graduation requirements. These courses receive high school credit and are taught by appropriately credentialed and BCLAD certified teachers.

Primary language support is also available to ELs. This is not the same as primary language instruction. Primary language support is provided by a teacher who is bilingual or a trained bilingual para-educator. It is a further means of increasing access to core curriculum taught in English. Primary language support is used to motivate, clarify, direct, support or explain.

Finally, in all program options, the materials used are standards-based and either the same as or parallel to those used in mainstream English classes. In the primary grades, for instance, students in the Sheltered English Immersion classes use the same state-approved language arts texts as the students in the
mainstream classes. In alternative programs where students are acquiring Spanish literacy, the Spanish materials directly parallel the adopted English Language Arts series.

**Overcoming Academic Deficits – the SCUSD EL Intervention Catch-Up Plan, K-12**

The academic performance of ELs is monitored using formative assessments in order to identify developing academic deficits. This monitoring of academic and language proficiency also continues twice a year for two years following reclassification to ensure that students are continuing to make expected academic growth. District formative assessments provide information that guides instruction and alerts teachers when students may be struggling.

Students are assessed throughout the year and, if they are not performing on grade level; they are identified as at-risk and in need of intervention. Depending on how far below grade level a student is will determine the intensity and type of intervention. Interventions are listed in Figure 2.8.

Middle and high schools use the ELD Pathways (Figure 2.7) to monitor and make academic adjustments to meet the needs of English Learners. This monitoring is done by the principal (or designee), the school counselor, the ELD facilitator and a classroom teacher.

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**Figure 2.8 Interventions**

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>Additional guided reading</td>
<td>Additional ELD</td>
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<tr>
<td>Additional ELD</td>
<td>Small group intervention</td>
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<tr>
<td>Additional small group instruction</td>
<td>Frontloading</td>
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<td>Frontloading</td>
<td>After school support</td>
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<td>After school support</td>
<td>CAHSEE intervention</td>
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<tr>
<td>Use of district adopted intervention programs</td>
<td>Use of district adopted intervention programs</td>
</tr>
<tr>
<td>Academic Assistance Program</td>
<td>EL summer school</td>
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</table>
The student’s English language proficiency is also assessed to ensure that the intervention meets the student’s need, whether it is academic, linguistic, motivational or some combination of these.

At the elementary level, starting in the spring of each year, the school’s leadership team will conduct an English Learner Review (ELR). The leadership team can include the teacher, EL Facilitator, principal, leadership team members and others with relevant information. They will review the CELDT scores and classroom performance of all ELs and identify students not meeting growth expectations. At this meeting:

- The teacher shares any interventions that have been implemented.
- The leadership team develops a placement plan and interventions to be implemented in the first quarter the following year.
- Recommendations are given to staff at placement meetings.

No later than October, the leadership team reviews the results of the spring STAR testing (end-of-year results on district-identified assessments for Kindergarten and first graders), considers additions or changes in options for interventions, and revises or develops an EL Intervention Catch-Up Plan for each student not meeting growth expectations. No later than the fall parent conference at elementary level the EL Intervention Catch-Up Plan included as part of the Academic Assistance Plan (AAP) is reviewed with the parent, modified if necessary to include the parental input, and documented on the appropriate forms. This plan includes interventions to be provided and timelines. All records are kept in the student’s red EL Folder.

The student is provided with intervention programs/services as specified in the AAP/EL Catch-Up Plan. His/her progress is carefully monitored throughout the school year. Adjustments and modification to the plan are made when necessary. All records of the student’s progress are kept in the student’s red EL folder.

In the spring of each year, the leadership team assesses the growth of students with EL Intervention Catch-Up Plans and the effectiveness of their plan:

- If the student continues to make inadequate progress, a meeting is held with the leadership team and includes the parent; and,
- A new Catch-Up Plan is developed based on the analysis of the student’s needs and results of the evaluation from the previous interventions.

Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of ELs.
During the second year of intervention, the student’s progress is monitored regularly, and adjustments and modifications to the AAP/EL Catch-Up Plan are made when necessary. Records of this monitoring and adjustment process are kept in the student’s red EL Folder. At the end of the second year of intervention, the student’s recent data is reviewed by the leadership team to assess growth and program effectiveness. If the student continues to make inadequate progress in the second year, he/she is referred to the Student Success Team (SST) for a more comprehensive examination of his/her needs, and planning of an appropriate program.

The student’s progress and the program effectiveness are then monitored through the SST process. A student may also be referred to the SST prior to the completion of two years of intervention services through the leadership team.

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

ELs have access to Special Education services just as all other students in SCUSD. Careful review by the SST of all referrals is the initial step which includes second language surveys, SST referral forms, modifications and intervention, review of student records, verification of current hearing and vision testing, parent interviews as well as 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, and time in this country and that growth is being made.

When it is determined that an EL 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 differences are taken into consideration when determining eligibility.

Instructional decisions related to student’s language acquisition status must be described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP will include goals that address English Language development as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student’s English Language Development program relates to the student’s need for Special Education services, the IEP must document the provision of these services.
ELs in grades K-12 with an IEP, as reflected on CELDT sub scores in listening, speaking, reading, and writing, continue to receive ELD and SDAIE instruction and primary languages support or 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 ELs. In SDC classes, the Special Education staff provides ELD instruction to ELs. Bilingual paraeducators may be assigned to the program to provide direct support to ELs with an IEP.

Through the Bilingual Parental Waiver Request Form, parents can select alternatives to the SEI program for their student. The Special Education Department and the school will work together with the parent to ensure parental request for an alternative bilingual program and educational goals are met.

**Gifted and Talented Education (GATE)**

SCUSD is committed to ensure equity in its Gifted and Talented Education (GATE) program. The district ensures equal access to all ELs through its identification, referral and testing process 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. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as result of lack of English language proficiency or among students who may not be currently experiencing academic success. Students will be tested starting in spring of Grade 3 initiated by a teacher and/or parent referral. GATE testing is conducted in English. Site administrators and/or GATE specialists will work with school staff and parents to inform all about GATE referral, testing, and services. The district GATE administrator and the site administrator monitor GATE services. All GATE requirements must adhere to the Categorical Program Monitoring (CPM) regulations and the SCUSD GATE Plan.

**Libraries**

The school library plays an integral part in the development of a student’s reading and cognitive development. Schools will plan with district staff, parents, and students for library collections that will address the needs of ELs. In order to support the cognitive development of all students, the site will provide the students access to primary language books as well as English books to support language acquisition and help develop higher levels of language proficiency.
CHAPTER THREE

Monitoring of Student Progress and Reclassification

State and Federal Requirements
Categorical Program Monitoring (CPM)

CPM EL 6
The district has established a process and criteria to determine the effectiveness of the program(s) provided to English Language Learners.

CPM EL 7
The district reclassifies a pupil from English learner to proficient in English by using a process and multiple criteria specified in law.

The district monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed.

The district maintains key data on the process and assessments in the pupil’s permanent record documentation.

Each English learner (EL student) who meets the established redesignation criteria is reclassified as Fluent English Proficient (FEP). Each former EL student who has been redesignated as FEP has demonstrated English-language proficiency comparable to that of the average native English speakers and can participate equally with them in the regular instructional program.
Monitoring of Student Progress and Reclassification

This section outlines the instruments and processes for assessing English Learner attainment of English proficiency as well as academic performance.

Monitoring of Student Progress

Student progress is monitored annually, based on a set of district–adopted assessments. The assessments in use are shown in Figure 3.3. These assessments are used to determine English language proficiency, and evaluate students’ language growth and academic performance. Ongoing formative assessments to monitor students’ English Language Development progress are administered throughout the school year in listening, speaking, reading and writing.

District Assessments

The English Learner assessments in reading, writing and mathematics are equivalent to those administered to English Only (EO) and Initially Fluent English Proficient (IFEP) students in the mainstream program. These include the state-mandated STAR tests (California Standards Tests, CAT6, and CASHEE), which are taken by all students regardless of their language classification. Assessments are equivalent to those utilized in mainstream classrooms.

English Learners in the SEI and Mainstream Programs take the Language Arts curriculum-embedded assessments in English. These tests are taken in Spanish by students receiving instruction in Spanish reading in the Bilingual Alternative program. Assessments, including the CELDT and Standards Based Tests in Spanish (STS) (and/or the Aprenda 3) given to Spanish speaking students in the Bilingual Program and students in US schools less than 12 months) are taken each year by English Language Learners.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress every 9 to 10 weeks, planning modifications in instruction and classroom interventions as appropriate. CELDT data are used for instructional grouping in ELD at the elementary level and placement in appropriate courses at the middle and high schools. Formative assessments in ELD are used by all teachers to identify areas of progress and of continuing need for all groups of students. Instruction is
modified to meet the needs that are revealed by the examination of these data. CST test results are used in conjunction with district formative assessments in language arts and mathematics to identify appropriate steps for instruction, interventions, and, at the secondary level, assign ELs to appropriate instructional schedules.

**Annual Review of Student Progress**

Each fall the EL Facilitator, counselors, and site administrator at each school site collect and review the STAR test results, the latest official CELDT scores, student grades, teachers’ recommendations, and other assessment data for all EL students. On the basis of this review, at the 3rd grade and above, the EL Facilitator and site administrator identify those students who are eligible for reclassification. The district’s criteria for reclassification are shown in Figure 3.1. These criteria include multiple measures, including:

- English language proficiency, including listening, speaking, reading and writing (CELDT)
- Academic achievement in reading and writing in English (LAS, LITCON, CST)
- Teacher’s evaluation (SOLOM)
- Teacher recommendations regarding any academic deficits
- (Report Card, Teacher Anecdotal Records)
- Parent Input

The EL Facilitator and site administrator notify parents and guardians of their rights and encourage them to participate in the reclassification process, providing an opportunity for the parent/guardian to attend a reclassification conference. If the parent/guardian wishes to attend, the meeting is scheduled at a time convenient for both parents and school site. If not, the parent should state his/her input on the Reclassification Form. The school site must make every attempt to involve the parent/guardian in the reclassification process through the avenues of letters and phone calls.
The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with the parents of ELs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal.

- Invite parents and teachers to a conference to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student’s academic performance for two additional years. Students are also included in this meeting.

- If all attempts listed above have been exhausted, the site EL facilitator or the site administrator will sign the reclassification form and the copy is sent home for the signature. The original is filed in the red EL folder, and copies are sent to the parent. The EL facilitator completes the reclassification form and files the original copy in the red EL folder and sends a copy to the Special Projects department.

The Reclassification Process

The reclassification decision is made by the EL Facilitator, site administrator, counselors, teachers, and parents after considering the evidence regarding the student’s performance. Reclassification for students is completed in the Fall using current CST data and previous CELDT scores. If CELDT criteria are needed, data is reviewed in spring after official CELDT scores are received. After the determination has been made, recommendations regarding the student’s future program and support needs are considered, the EL Facilitator fills out the district Reclassification Form Grades 3-12. The EL Facilitator will also attach the appropriate Reclassification Parent letter. One copy is given to the parent and the originals are placed in the student’s red folder.

The district’s Special Projects Office verifies each submitted reclassification form at the point of input. The student is then coded as reclassified in the district database. This enables district personnel (Special Projects, Assessment, Curriculum and Instruction, and school sites) to monitor all reclassified students as a group for ongoing success in all district programs.
Figure 3.1 Reclassification Process

Reclassification Process (grades 3-12)

Objective data on academic performance in English

Review current STAR data

Criteria

CST/ELA score of 325 or higher

Overall CELDT score of Early Advanced(L4) or Advanced(L5) with only one skill area being in the Intermediate range(L3). (Writing subscore must be 4-5).

Trigger Reclassification Process

Current report card and student work

SOLOM rubric placements

Parent reviews reclassification information and signs Reclassification Form

Parental notification and consultation concerning reclassification

Teacher evaluation of student’s curriculum mastery and language usage

EL Facilitator examines CELDT data

Student is reclassified as RFEP

Staff changes SIS designation to RFEP and enters data. EL Facilitator places all support paperwork in EL red folder and sends copy of form to Special Projects.

Site monitors student progress for two years.
### Figure 3.2 Reclassification Criteria

<table>
<thead>
<tr>
<th>Area</th>
<th>Data Gathered</th>
<th>Reclassification Criteria</th>
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</table>
| ENGLISH LANGUAGE PROFICIENCY        | • Most recent CELDT test                           | • Overall: Advanced or Early Advanced  
• Listening: Intermediate or higher*  
• Speaking: Intermediate or higher*  
• Reading: Intermediate or higher*   
• Writing: CELDT Level 4/5  
*(a student can only have one intermediate score out of the 4 sub-skill areas)* |
| ACADEMIC ACHIEVEMENT                | • Most recent California Standards Test (CSTs) in English Language Arts | • Mid-Basic (Scale Score of 325 or higher) in ELA                                         |
| TEACHER EVALUATION GRADES 3-5       | • Teacher’s recommendation and current report card | • Teacher agrees that student is performing successfully in all academic areas  
• Report Card indicates that student meets approaching standard in all areas*  
*If there are no deficits, the teacher agrees that: Student’s low performance is unrelated to English language proficiency. |
| TEACHER EVALUATION GRADES 6-12      | • Teacher’s recommendation and current report card | • SOLOM scores are given by two teachers (English & content area).                      |
| PARENT INPUT                        | • Description and results of conference with parents| • Parent has the opportunity to provide input on the recategorization process.           |
Monitoring and Follow-up of Reclassified students

Site EL Facilitators and site administrators monitor the progress of reclassified ELs at the end of each grading period for two calendar years following a students’ reclassification. The Reclassification Follow-Up Form is used to summarize student performance on the critical measures. The Reclassification Elementary Accountability Roster or the Reclassification Secondary Accountability Roster is used to chart all students (those making satisfactory or unsatisfactory progress). Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Re-entry into a Sheltered English Immersion program
- Primary language support
- Participation in strategic or intensive interventions provided by the school

Initial Fluent English Proficient Students

According to the California Department of Education, students who score at least at the early advanced proficiency level overall without any skill area below the intermediate proficiency level are identified as initial fluent English proficient (IFEP). IFEPs who incur any academic deficits may be monitored through the Student Success Team (SST) model to plan intervention and oversee academic progress.

Retention and Promotion of English Learners

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

English Learners with less than three years of English instruction will not be retained unless it is determined that the student is not making adequate progress due to factors other than language acquisition. Individual cases may need to be considered. The recorded decision must follow the procedures outlined in Board Policy. The recorded decision of the Student Success Team or Academic Assistance Plan (AAP) Team, including the classroom teacher, will provide documentation as to why the determination was made. All documentation will be placed in the student’s cumulative record. Refer to the complete Board Policy for more information about the process and parent’s rights for appeal.

**Assessments Given to English Learners**

All SCUSD schools will use standard assessments and procedures to gather information on language acquisition and academic growth for ELs. The following tables detail the instruments, grade levels, and descriptions for assessment of English and the primary languages of students. Included are timelines and information on the person(s) responsible for administering these assessments.
**Figure 3.3 Language Development Assessment**

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Grade Level</th>
<th>Description</th>
<th>When Administered</th>
<th>Who Administers</th>
</tr>
</thead>
<tbody>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td>K-12</td>
<td>• Assesses listening, speaking, reading, and writing in English&lt;br&gt;• State mandated instrument&lt;br&gt;• Used to measure Adequate Yearly Progress for NCLB Title III</td>
<td>• Initially: At registration (Legal allowance- within 30 calendar days from date of school entry)&lt;br&gt;• Annually: July - October</td>
<td>• Initial: Trained staff at school sites&lt;br&gt;• Annual: Trained staff at school sites and summer testing sites</td>
</tr>
<tr>
<td>Language Assessment Scales (LAS)</td>
<td>K-12</td>
<td>• Assesses Spanish language proficiency in speaking, listening, reading, and writing</td>
<td>• Initially: At registration (Legal allowance- within 90 calendar days from date of school entry)</td>
<td>• Trained staff at school sites</td>
</tr>
<tr>
<td>Informal Home Literacy &amp; Language Survey</td>
<td>K-12</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum embedded ELD Profiles and Assessments</td>
<td>K-12</td>
<td>To be determined</td>
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### Figure 3.4a Academic Achievement Assessments

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Grade Level</th>
<th>Description</th>
<th>When Administered</th>
<th>Who Administers</th>
</tr>
</thead>
</table>
| California Standards Test (CST)                      | 2-11        | • Criterion referenced tests assessing student’s mastery of grade level standard in ELA, Math, Science, and Social Studies  
  • State mandated instruments  
  • Used to measure Adequate Yearly Progress for NCLB accountability  
  • Included in the Academic Performance Index (API)                                                                                     | Annually in spring | Teachers         |
| California Writing Test                              | 4 and 7     | • Rubric-scored test of writing applications  
  • Included in ELA CST results for 4th and 7th grade                                                                                           | Annually in spring | Teachers         |
| California Achievement Test (CAT6)                   | 3 and 7     | • Norm referenced test assessing students’ cumulative knowledge in Reading/Language Arts, Spelling, and math  
  • State mandated instrument  
  • Included in the API at 3rd and 7th grades                                                                                               | Annually in spring | Teachers         |
| California Alternate Performance Assessment (CAPA)    | 2-11        | • Criterion reference tests for students with significant cognitive disabilities  
  • Tests assess students’ knowledge in ELA, Math, and Science                                                                                 | Annually in spring | Teachers         |
### Figure 3.4b Academic Achievement Assessments (cont’d)

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Grade Level</th>
<th>Description</th>
<th>When Administered</th>
<th>Who Administers</th>
</tr>
</thead>
<tbody>
<tr>
<td>California High School Exit Exam (CAHSEE)</td>
<td>10,11,12</td>
<td>• Test to determine student proficiency in English (reading &amp; writing) and Math</td>
<td>• According to a testing schedule established by the state</td>
<td>• High School Staff in special testing sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Required for high school graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students retake each part (up to four times?) until achieving a passing score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Observation Survey (LOS)</td>
<td>K-3</td>
<td>• District developed curriculum embedded reading assessment</td>
<td>• Four times/year as scheduled by the assessment department</td>
<td>• Teachers, Specialists</td>
</tr>
<tr>
<td>Literacy Connections (LITCON)</td>
<td>4-5</td>
<td>• Reading assessment contained in the Literacy Connections Series</td>
<td>• Four times/year as scheduled by the assessment department or as needed for students who have reached CST 325 benchmark</td>
<td>• Teachers, Specialists</td>
</tr>
<tr>
<td>Middle School Reading Assessment</td>
<td></td>
<td>• TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCUSD Math Assessments</td>
<td>K-12</td>
<td>• Curriculum embedded assessment of grade level math skills contained in the Investigations and CA Math series.</td>
<td>• As per curriculum grade level map</td>
<td>• Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MAC (Gr 2-8/Algebra)</td>
<td>• Annually</td>
<td></td>
</tr>
<tr>
<td>SCUSD Writing Assessment</td>
<td>K-11</td>
<td>• District developed assessment of grade level writing skills</td>
<td>• Three times/year as scheduled by the assessment department</td>
<td>• Teacher</td>
</tr>
<tr>
<td>SCUSD Science Assessment</td>
<td>6-8</td>
<td>• District developed assessment of grade level science skills</td>
<td>• Annually</td>
<td>• Teacher</td>
</tr>
</tbody>
</table>
### Figure 3.5 Academic Skills Assessments in Spanish

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Grade Level</th>
<th>Description</th>
<th>When Administered</th>
<th>Who Administers</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Designated Primary Language Test</td>
<td>2-11</td>
<td>• Norm referenced test: Part of STAR testing program</td>
<td>• Annually in spring</td>
<td>• Teacher or trained staff member</td>
</tr>
<tr>
<td>APRENDA 3</td>
<td>8-11</td>
<td>• Administered to Spanish speaking students who have: (1) been in US schools less than 12 months; (2) received academic instruction in Spanish during the same school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STS Standard Based Test in Spanish</td>
<td>2-12</td>
<td>• Administered to Spanish speaking students who have: (1) been in US schools less than 12 months; (2) received academic instruction in Spanish during the same school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Observation Survey (LOS)</td>
<td>K-3</td>
<td>• District developed curriculum embedded reading assessment</td>
<td>• Four times/year as scheduled by the assessment department</td>
<td>• Teachers, Specialists</td>
</tr>
</tbody>
</table>
State and Federal Requirements
Categorical Program Monitoring (CPM)

**CPM EL 8**
Teachers assigned to provide English-language development or access to core curriculum instruction for English Language Learners are appropriately authorized or are actively in training for an English learner authorization.

**CPM EL 9**
The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that qualifies existing and future personnel to provide appropriate instructional services to EL students.
Staffing and Professional Growth

This section outlines staffing procedures and staffing categories that support English Learner programs. It also provides guidance on the content and procedures to be used for professional development related to EL services.

Staff Configuration

All teaching personnel whose assignment includes English Learners will hold appropriate certification to provide necessary instructional services to ELs. Teachers assigned to provide ELD, SDAIE and primary language instruction must be properly authorized or “actively pursuing” authorization, with a signed agreement on file in the Human Resources Department. Hiring and placement of teachers are based on student and program need. Figure 4.1 outlines the authorizations required of teachers instructing English Learners.

Figure 4.1 Teacher Authorizations

<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Proper Authorization</th>
</tr>
</thead>
</table>
| English Language Development (ELD) | • Multiple or Single Subject Teaching Credential with CLAD/BCLAD emphasis  
• CLAD/BCLAD  
• BCC,LDS  
• General teaching credential (ELD only)  
• Supplementary Authorization in ESL (ELD only)  
• University or District Internship Credential with CLAD emphasis  
• SB 395 or SB 1969 |
| Specially Designed Academic Instruction in English (SDAIE) | • Multiple or Single Subject Teaching Credential with CLAD/BCLAD emphasis  
• CLAD/BCLAD  
• BCC,LDS  
• University or District Internship Credential with CLAD emphasis  
• SB 395 or SB 1969 |
| Primary Language | • Multiple or Single Subject Teaching Credential with CLAD/BCLAD emphasis  
• BCLAD  
• BCC  
• University or District Internship Credential with BCLAD emphasis |
Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers

Whenever vacant teaching positions require BCLAD or CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully credentialed to fill such positions. If fully credentialed candidates holding the BCLAD/CLAD are not available, teachers in training for BCLAD/CLAD can fill the positions as long as they complete all requirements within the required time specifications.

All newly hired teachers are required to sign an HR commitment letter to complete BCLAD or CLAD requirements. Each spring, as part of the annual Language Census (R-30) Report, the HR Department collects information from newly hired and veteran teachers who are not credentialed to work with EL students. These teachers submit information on their progress in fulfilling the requirements. All documents are submitted to HR for tracking and monitoring purposes. The Assistant Superintendent of HR and the Director of Personnel will oversee and monitor the district’s staffing.

Recruitment Procedures: Teachers

The Coordinator of Special Projects collaborates with the Assistant Superintendent of HR, Director of Personnel and the HR Department staff on efforts of recruitment, interviews and recommendations to site administrators regarding the staffing of teachers serving English Learners. The following steps reflect the district’s approach to recruitment of teachers for English Learners:

1. Following the annual R-30 Language Census report in the spring, each principal is consulted regarding the need for adequate numbers of qualified teachers to fully implement the EL programs at the school. These programs may include: ELD, content instruction with SDAIE strategies, primary language support, and primary language instruction. The principal is also provided information on the number of classes needed for each program type in the school.

2. Using the projected EL student numbers and program enrollment, the principal develops a proposed staffing plan for the school. This plan is reviewed by the Assistant Superintendent of HR and Educational Services. Vacancies are posted as necessary, listing required CTC authorizations for the positions. In a coordinated approach, district HR staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When there is an insufficient number of authorized teachers available to fill all openings, the teachers who are
assigned to classrooms with ELs must enroll in approved training programs to secure the necessary authorizations.

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

**Recruitment Procedures: Para-professionals**

1. The need for para-educators positions is determined by student enrollment and language need at a school site.

2. Positions are advertised both internally and externally with each announcement indicating the language requirements for the position(s).

**Hiring Priorities and Procedures**

- Priority #1: Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement in primary language and SEI classrooms. The first priority for SEI settings is a BCLAD teacher assigned to Beginning and Early Intermediate students as well as those most in need of primary language support in core curricular areas.

- Priority #2: The second priority is CLAD or equivalent certified teachers. These teachers are placed in SEI and Mainstream classrooms with ELs. They may receive support from bilingual para-

educators who use the primary language to clarify, explain, motivate and direct students.

- Priority #3: The third priority is bilingual teachers who lack BCLAD authorization and who may be assigned to designated bilingual classrooms as an “actively pursuing” BCLAD credential teacher.

- Priority #4: The fourth priority is for teachers who are in the process of obtaining a CLAD or equivalent credential.

Job applications, eligibility interviews, and processing procedures for both teaching and para-educators positions are processed by the district’s HR department. Teachers approved by the district paper selection process are available to the site principal for interviewing and placement in appropriate positions.

**Administrative Staff**

In order to support the implementation of the EL programs and services at the school sites, the staffing of school sites with administrators who possess the CLAD or BCLAD credential or who are taking part in a staff development plan as part of their professional development is a hiring priority.

**Appropriate Use of Bilingual Paraprofessionals**

Bilingual paraprofessionals contribute specialized skills in an EL program and work and
plan closely with the full instructional team. When the teacher does not hold the BCLAD, the bilingual paraprofessional works in concert with a CLAD teacher to provide primary language support to motivate, clarify, direct, support and explain facts and concepts to the EL student. The bilingual paraprofessional’s assignment to the classroom is the most important priority, in order to ensure comprehensible core content instruction in language arts, math, social studies, and science. This assignment is most effective when the paraprofessional is supporting English Learners in the mainstream classroom. Paraprofessionals are not responsible for ELD instruction. Paraprofessionals also assist with the full spectrum of language needs outside the classroom:
- Parent-teacher conferences and notifications;
- ELAC/DELAC meetings;
- CELDT testing;
- Primary language testing;
- Oral and written translations.

Recruitment of bilingual paraprofessionals is done through the district website through the use of ED-Join and through internal postings. Applications are accepted when job openings are available.

**Paraprofessional Staffing and Classroom Assignments**

District and site administrators will staff sites based on the need for primary language support and will consider number of ELs, categorical budgets and the need for specific home language services at the school.

**District and Site Training**

The district’s professional development plan includes training for all staff who work with ELs, including administrators, paraprofessionals, counselors, teachers, district office personnel, and office personnel. Training will address:
- Master Plan policies, procedures, and guidelines
- Implementation of the district’s English Learner Support System
- Analysis of EL student achievement data
- On-going monitoring of student language proficiency gains
- ELD classroom protocols
- EL program design and options
- ELD, SDAIE, and primary language instruction
- Research-based EL instructional and grouping strategies
- Parent engagement in EL programs and parent outreach to ensure their informed consent and understanding of the program options for their child.
- Procedures and materials for developing cultural professionals and integration of cross-cultural awareness and materials

The SCUSD Educational Services Division supports new teachers, through Induction, as part of our Beginning Teachers Support Assistance (BTSA) Program that includes an EL strand. Professional development is planned in collaboration with the Educational Services division. This plan includes timelines for implementation, areas of responsibilities, and process for monitoring school and staff adherence to EL Master Plan policies and procedures. Through the Curriculum and Instruction Department teacher leader groups are writing scope and sequence documents in all core curricular areas that address, EL, Special Education and GATE student needs.
Parent and Community Involvement

State and Federal Requirements
Categorical Program Monitoring (CPM)

CPM EL 1, 2, 3
Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

The district and school sites, have functioning English-learner advisory committees meeting all legal requirements.

CPM EL 11
Parents and guardians of English Language Learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

The district has established procedures for applying for parental exception waivers, which include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The district provides full descriptions of the different educational programs and all the educational opportunities available to the student as well as descriptions of the educational materials to be used. The different educational program choices offered may not consist exclusively of courses taught only in English.
Parent and Community Involvement

This section highlights the procedures and committees for involving parents of English Learners in the instructional decision making process.

Procedures for Parent Notification about Parental Exception Waivers

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

Once the CELDT results have been received from the test publisher, the parent is notified in writing via the CELDT letter by the Assessment Department. This written notification is in English as well as in the student’s primary language.

The parental exception waiver process is explained to parents at the same time they receive written information on the district’s program options for English Language Learners. The Parental Exemption Waiver must be obtained and signed at the school site.

During this meeting, the parent is also informed about the legal requirements that must be adhered to in placing students and in granting parental exception waivers, including:

1. Prior to their first year of placement in an alternative program, every EL student under 10 years of age who is enrolling in a California school for the first time must be initially placed in a program taught overwhelmingly in English for not less than 30 calendar days.

2. The waiver requires principal approval.

3. Each application for a waiver is considered on its individual merits. If it is denied, the parent has appeal rights.

4. A parent applying for a waiver may request that the State Board of Education review the district’s guidelines or procedures.

5. All parental exception waivers are implemented within 20 instructional days of submission to the school principal, except for waiver requests for students under 10 years of age. These may not be acted upon before the end of the 30-day calendar placement in where instruction is overwhelmingly in an English language program. This is a one-time requirement.
Parents interested in completing the waiver meet with the principal or designees to review program options and to sign the waiver. If the student is enrolled in an alternative program, the school with the alternative program distributes copies of the completed waiver to: the red EL student folder, the parent, and to Special Projects.

Once a student has been enrolled in a program, he/she should not be moved to another program without review and action of the English Learner Review Team and informed parent consent demonstrated by the parent’s participation in the review and signature on the Program Placement Form. Each parent is advised annually about the district’s placement options for ELs and the opportunity to apply for a Parental Exception Waiver. This notification includes instructions for parents who wish to apply.

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

Upon initial enrollment in SCUSD, all parents receive information to the district’s program options for English Learners. They receive written descriptions of the following program options: Sheltered English Immersion, Mainstream English, and Bilingual Alternative. Approval of the Parental Exception Waivers occurs unless the school principal and educational staff determines that evidence exists that the alternative programs would not be suited for the overall educational development of the student.

If a waiver is denied a written explanation is provided to the parent outlining the reason(s) for the denial of the request and of the district’s appeal procedures. If the parent wishes to appeal the denial, he/she uses the grievance process detailed in the SCUSD Uniform Complaint Process, which provides a formal channel for communication regarding
unresolved complaints in operations, programs or with individuals. After the parent completes the appeal form, the Superintendent reviews the case. The parents could then appeal to the Board of Education. A written summary is provided to all parties.

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

**Children who already know English:**
The child already possesses good English language skills as measured by STAR test of vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his/her grade or at or above the 5th grade average, whichever is lower.

**Older children:**
The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternative course of educational study would be better suited to the child’s rapid acquisition of basic English language skills.

**Children with special needs (less than 10 years old):**
The child already has been placed for a period of not less than 30 calendar days in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternative course of educational study would be better suited to the child’s overall educational development. The parents shall be fully informed of their rights to refuse a waiver.

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

**ELAC requirements include:**
- Voting members are chosen by election. All parents/guardians of English Learners have an opportunity to vote.
- Voting members receive materials and training related to carrying out their legal responsibilities.
- The ELAC advises the principal and staff on topics related to English Learners, including: development of the Single Plan for Student Achievement (SPSA) and the school’s needs assessment; review of the annual language census; efforts to make parents aware of the importance of regular school attendance.
- Voting members elect representatives to the District English Learner Advisory Committee (DELAC).
The district administrator/designee and site principal annually review the implementation of the ELAC in order to ensure that all requirements are met. All site ELAC documentation (calendar of ELAC dates, agendas, and minutes) must be kept at the site for at least three years and a copy of all documentation must be sent to Special Projects.

**Implementation of the Site ELAC**

The site principal is responsible for establishing an ELAC. The principal or designees coordinates meetings and communication/documentation between the site and Special Projects. ELAC meetings are conducted by elected officers.

Elections for ELAC are conducted at the school site by October 30 each year. Voting membership composition must reflect the percentage of ELs in the school. The council includes parents and school staff (fewer than the number of parents). If a member must be replaced during the year, the replacement serves for the remainder of the year. At the beginning of the following year, an election must be held to fill the positions.

After the initial ELAC meeting, members can vote to have the School Site Council (SSC) assume responsibility of including the ELAC requirements in that advisory group for two years. This delegation of responsibility is to be reflected in the minutes of both the ELAC and SSC meeting. Further, the voting membership composition of the SSC must reflect the percentage of ELs in the school and include parents and school staff.

**ELAC Roles and Responsibilities**

1. Special Projects will provide training on establishment and responsibilities of ELAC to site administrators/site personnel in early September including EL student academic performance data.

2. The principal assists with planning the ELAC meetings, attends meetings and provides information.

3. The principal arranges an agenda planning session with the ELAC chairperson prior to each meeting.

4. Meeting dates are determined and publicized in English and other languages in advance.

5. The ELAC conducts formal advisory meetings with agendas and minutes.

6. Copies of ELAC minutes and membership information are sent to Special Projects within one week after each meeting.

7. The ELAC may develop and adopt by-laws and elect officers.

8. At its first meeting of the year, ELAC elects a representative to the DELAC
DELAC Requirements

The DELAC advises the governing board on at least the following:

- Development of a district plan for ELs.
- A district-wide needs assessment on a school-by-school basis.
- The district’s program, goals, and objectives for services for ELs.
- Development of a plan to ensure compliance with teacher and aide requirements.
- Administration of the annual language census.
- District reclassification procedures.
- Written parent notification of initial school enrollment.

Other DELAC implementation provisions include:

- The DELAC meets at least once per quarter/ 4 times per year.
- The Coordinator of Special Projects serves as the district liaison to the DELAC. This person assists with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes and all communications pertaining to DELAC.
- The DELAC will communicate their ongoing advice to the Superintendent and governing board via the Coordinator of Special Projects, and will make one presentation to the governing board each year.
• The DELAC chairperson presides at meetings, signs all letters, reports and other committee communications, with prior approval of the membership. In the chairperson’s absence, resignation or inability to perform the duties, the Vice-chair assumes these duties.

• The district provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.

• DELAC minutes will be forwarded to the Superintendent via the Coordinator of Special Projects.

The following goal has been established as an effort to outreach into the community: Parents of ELs at all schools in SCUSD will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal (this list is not all-inclusive):

• Whenever possible, the school will provide translations and interpretation of school information for all predominant language groups.

• Communication in the home language. 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. All parents who are Limited English Proficient will be provided with oral translation in their primary language whenever possible. Translators are made available for parent/teacher conferences, Student Success Team meetings, and discipline conferences and for all due process actions held at the district level.

• Site administrators will plan and provide for primary language support through the use of paraprofessionals or other staff.

• Parent meetings should be parent friendly: held at convenient meeting times and locations with childcare and translation services provided.

• Parent training sessions shall be provided on parental rights, and parents should be encouraged, in a variety of ways to exercise these rights.

• The school can encourage parent volunteerism by providing opportunities for parents to volunteer and to provide training on how parents can effectively participate in school.

• The district provides on-going staff development to all school staff on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns.
Evaluation and Accountability

State and Federal Requirements
Categorical Program Monitoring (CPM)

CPM EL 6
The district has established a process and criteria to determine the effectiveness of the program(s) provided to English Language Learners.
Evaluation and Accountability

This section provides an overview of accountability and evaluation as well as sets out the specific goals and evaluation questions for the Master Plan.

Overview

In order to ensure successful implementation of this Master Plan, all parties in the district must assume accountability for their roles. This includes students, parents, and all personnel at the school and district level – teachers, counselors, instructional assistants and administrators. Accountability and evaluation are most effective when they are considered an integral part of daily work.

All district staff is accountable for ensuring the EL programs are optimally effective. District personnel are expected to follow the procedures specified in this Master Plan. Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such modifications meet the standards set by our local governing board and that they are consistent with state and federal law.

Educational Services Division

The Assistant Superintendent of Educational Division spearheads the work of Curriculum and Instruction, Assessment, Special Projects, Student Services, and Educational Partnerships Departments. These departments work in conjunction to plan and coordinate for optimal program success for the district’s ELs as well as all students in SCUSD. The division (heads of each department and site principals) meets two times per month to discuss topics pertaining to the implementation of our programs.

The Division also:

- Serves as a clearinghouse for strategies, ideas and suggestions for EL programs as well as a focus group for collaborative problem-solving.
- Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the districts programs including those for ELs.
- Makes recommendations for reporting the performance of ELs.
- Contributes to the review of the annual EL evaluation report.
- Ensures communication and integration as we continue to bring clarity, consistency, compliance, and continuing improvement to SCUSD’s programs for ELs.
Evaluation Design

The district will conduct an annual evaluation of programs and services for English Learners. The programs described in earlier sections are aligned with the seven goals listed in Figure 6.1. The evaluation activities will respond to the evaluation questions outlined in Figure 6.1. Each year, these evaluation criteria will be reviewed and may be revised in response to program changes and changes in the needs of ELs.
### Figure 6.1 Goals & Evaluation Questions

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evaluation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implementation</td>
<td>1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?</td>
</tr>
<tr>
<td>EL programs are implemented as described in this plan.</td>
<td>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 ELs and staff?</td>
</tr>
<tr>
<td></td>
<td>1.3 Are secondary pathways being implemented as designed?</td>
</tr>
<tr>
<td></td>
<td>1.4 Are ELs at the secondary level gaining access to academically rigorous core classes?</td>
</tr>
<tr>
<td></td>
<td>1.5 Are ELs receiving ELD instruction on a regular, consistent basis as outlined in the Instructional Program section?</td>
</tr>
<tr>
<td></td>
<td>1.6 Are all ELs receiving district wide formative assessments to determine areas of need?</td>
</tr>
<tr>
<td>2. English Proficiency</td>
<td>2.1 Do ELs meet the state’s Title III Annual Measurable Achievement, Objective 1 with regard to progress in learning English?</td>
</tr>
<tr>
<td>ELs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.</td>
<td>2.2 Do ELs meet the state’s Title III Annual Measurable Achievement, Objective 2 with regard to attaining English language proficiency?</td>
</tr>
<tr>
<td></td>
<td>2.3 Are there overall proficiency gains on all sub tests on the CELDT for students 1-3 years in U.S. schools?</td>
</tr>
<tr>
<td></td>
<td>2.4 Are there overall proficiency gains on all sub tests on the CELDT for students 4-5 years in U.S. schools?</td>
</tr>
<tr>
<td></td>
<td>2.5 Are there overall proficiency gains on all sub tests on the CELDT for students more than 5 years in U.S. schools?</td>
</tr>
<tr>
<td></td>
<td>2.6 What are the overall gains in the cohort group?</td>
</tr>
</tbody>
</table>
### Figure 6.1a Goals & Evaluation Questions (cont’d)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evaluation Questions</th>
</tr>
</thead>
</table>
| 3. Academic Progress                                                | Are increasing percentages of ELs making steady progress on CST-ELA?  
ELs will make steady progress in core academic areas.  
ELs in our district 5 years or longer will meet grade-level standards in core academic subjects. |
| 3.3 Are increasing percentages of ELs making steady progress on R/LA and Math local assessments?  
3.4 Are ELs not making steady academic progress being identified and properly served?  
3.5 Are increasing percentages of ELs in our district 5 years or longer meeting all criteria for reclassification?  
3.6 Do ELs (and RFEPs) meet the states Title I AYP target in English Language Arts?  
Do ELs (and RFEPs) meet the states Title I AYP target in mathematics?  
Are ELs (and RFEPs) in high school making expected progress toward graduation?  
All ELs (and RFEPs) proportionally represented in the following categories:  
• Passing CAHSEE by the end of grade 10;  
• Meeting UC/CSU (A-G) course requirements at high school graduation;  
Is there an annual increase in the percentages of ELs (and RFEPs) for each of the success factors in 3.0 and 3.94? |
| 4. Decrease Risk of Failure                                         | 4.1 Are ELs (and RFEPs) not overrepresented in the following categories:  
• Suspensions, expulsions, other discipline;  
• Retentions in grades K-5;  
• Dropouts?  
4.2 Is there an annual decrease in the percentages of ELs and RFEPs for each of the risk factors defined in 4.1? |
### Figure 6.1b Goals & Evaluation Questions (cont’d)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evaluation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Biliteracy</td>
<td>5.1 What percentage of all students (ELs, RFEPs, IFEPs) participating in these programs score at/above the proficient level in reading and mathematics on Aprenda 3 and/or STS?</td>
</tr>
<tr>
<td>Students enrolled in Bilingual Alternative pro-grams will master language skills in Spanish as well as English.</td>
<td></td>
</tr>
<tr>
<td>6. Parent Engagement</td>
<td>6.1 What are we doing to increase parent involvement of ELs?</td>
</tr>
<tr>
<td>Parents of ELs and RFEPs participate meaningfully in their children’s education.</td>
<td>6.2 Is the rate of parent engagement increasing?</td>
</tr>
<tr>
<td>7. Multicultural Proficiency</td>
<td>7.1 Are school staff providing in culturally relevant pedagogy?</td>
</tr>
<tr>
<td>ELs will develop multicultural proficiency.</td>
<td>7.2 Is there evidence that students are developing multicultural proficiency?</td>
</tr>
</tbody>
</table>
Evaluating Program Effectiveness

The district has developed benchmarks for the Structured English Immersion, Mainstream English, and Bilingual Alternative programs (See Figures 6.2 & 6.3). These charts highlight expectations for the level of achievement that English Learners should attain as they progress through SCUSD schools. The benchmarks are structured around two parameters:

1. The students’ CELDT level; and
2. The number of years in the program (for CELDT).

The student outcomes evaluation questions parallel expectations for achievement set out in the state’s Title I Adequate Yearly Progress (AYP) and Title III Annual Measurable Achievement Objectives (AMAOs).
### Figure 6.2 Expected Benchmarks for Structured English Immersion and Mainstream Programs

<table>
<thead>
<tr>
<th>CELDT LEVELS</th>
<th>Beginning</th>
<th>Early Intermediate</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Timeline toward reclassification based on CELDT overall score at time of initial enrollment year*</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; year</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>PBA STS</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Below Standard</td>
<td>Proficient</td>
</tr>
<tr>
<td>PBA CST-ELA</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Below Standard</td>
<td>Proficient</td>
</tr>
<tr>
<td>PBA CST-Math</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Below Standard</td>
<td>Proficient</td>
</tr>
<tr>
<td>PBA District PBA</td>
<td>Below Standard</td>
<td>Below Standard</td>
<td>Below Standard</td>
<td>Proficient</td>
</tr>
<tr>
<td>PBA Writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3 (for Middle School)</td>
</tr>
<tr>
<td>PBA Math</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3 (for Middle School)</td>
</tr>
</tbody>
</table>

*1<sup>st</sup> year refers to the first time student took test. (Initial Assessment (IN) thereafter students are tested annually). **Required for students 12 months or less in U.S. schools and students receiving primary language instruction.
**Figure 6.3 Expected Benchmarks for Bilingual Alternative Program**

<table>
<thead>
<tr>
<th>CELDT LEVELS</th>
<th>Beginning</th>
<th>Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced</th>
<th>Advanced</th>
<th>Reclassification</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Timeline toward reclassification based on CELDT overall score at time of initial enrollment year*</td>
<td>1st year*</td>
<td>2nd year 1st year</td>
<td>3rd year 2nd year 1st year</td>
<td>4th year 3rd year 2nd year 1st year</td>
<td>5th year 4th year 3rd year 2nd year 1st year</td>
<td>4th year 3rd year 2nd year</td>
</tr>
<tr>
<td>STS Reading/Math</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>CST-ELA</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Basic</td>
<td>Mid Basic</td>
<td>Proficient</td>
<td>Mid Basic</td>
</tr>
<tr>
<td>CST-Math</td>
<td>Far Below Basic</td>
<td>Below Basic</td>
<td>Basic</td>
<td>Mid Basic</td>
<td>Proficient</td>
<td>Mid Basic</td>
</tr>
<tr>
<td>District PBA Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District PBA Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District PBA Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Required for students 12 months or less in U.S. schools and students receiving primary language instruction.
Monitoring Program Implementation and Effectiveness

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

The district continuously upgrades its program monitoring and accountability system. District and site staff monitor implementation of all EL programs on an on-going basis. The primary goal of the monitoring process is to ensure that every school in the district is effectively and efficiently implementing programs for English Learners. The monitoring process consists of three major components:

1. **DOCUMENT REVIEWS** – All schools annually review key student files and documents ensuring compliance with the district’s Master Plan. Special Projects staff assists site EL Facilitators and administrators with these reviews. A Document Review Calendar and Checklist assists staff in the annual monitoring cycle of document reviews. Document reviews are scheduled in all schools each year.

2. **IN DEPTH REVIEWS** – District facilitated self-reviews are conducted on a four-year rotating cycle. A quarter of the district schools are reviewed each year. The reviews include a document check, teacher and parent interviews, and visits to selected classrooms. The review is conducted by teams to include district staff (Ed. Services personnel), the principal and EL Facilitator from the site being reviewed, and a selected administrator and EL Facilitator from another school. These in-depth reviews produce status reports that provide the basis for individual site improvement work as well as for any required Consolidated Program Monitoring (CPM, formerly CCR) reports to the California Department of Education. The district conducts collaborative reviews in approximately 6-7 schools each year.

3. **ON-GOING INTERVENTION AND STAFF DEVELOPMENT SUPPORT** – District EL specialists, in coordination with the Curriculum and Instruction Department, helps organize site staff development and assist with classroom coaching and intervention. They assist with the document reviews and have lead responsibility for organizing in depth reviews and any needed follow-up. The EL Specialist typically visit each assigned site at least once per month and have more contact with schools found to have difficulties in implementing EL programs.

The monitoring process:

- Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;
- Promotes full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of
planning, implementation, and evaluation activities;

- Provides for high levels of coordination between district-level and site-level improvement efforts; and,

- Ensures that program evaluation is an integral part of school improvement initiatives and activities.

School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Throughout the academic school year, principals complete sections of the Principal’s Assurances Checklist for EL Program Services and submit it to Special Projects according to the timeline indicated on the checklist. This facilitates ongoing communication with the sites and Special Projects and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The Assistant Superintendent of Educational Services reviews all Principal Assurances checklists at the end of the academic year.

**Goal 2: Steady Progress Toward and Attainment of Academic English language Proficiency**

Students are expected to gain one language proficiency level annually until they reach English proficient level and then maintain level until reclassified. AMAO1 defines progress as follows:

- Students at Beginning, Early Intermediate and Intermediate overall levels are expected to gain one level each year.
- Students at Early Advance or Advanced level are expected to bring all sub-skills up to Intermediate level.
- Students at English Proficient level are expected to maintain that level (overall and all sub-skills).

English Learners expected to reach the English proficient level (AMAO2 cohort) includes the following (based on prior year CELDT scores):

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

The CELDT is administered annually according to the state calendar. Results are be analyzed between February and April. An analysis of academic ELD progress (AMAO1) and English language proficiency attainment (AMAO2) is conducted by district, school, language group, and program. District level analysis drives the professional development priorities.
Goal 3: Steady Academic Progress Toward and Attainment of Grade-Level Academic Proficiency

Students in the district make steady progress toward meeting grade-level standards in core academic subjects, as measured by CST-ELA and CST-Math, as follows:

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

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

- District standards-based benchmark assessments in Reading, Writing and Mathematics.
- CST performance data in English Language Arts and Mathematics is analyzed each fall followed by the preparation of district summary reports. Additionally, school-level reports identifying students who have not made progress, along with relevant additional data such as time-in-district, and CELDT overall as well as sub skill levels, are prepared for each school site. The analyses include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level, and language group.
- Standard strand analysis of CST data is performed at the district level in order to identify district wide priority areas for professional development.
- Reclassification data are collected each fall and spring. District staff review & analyze performance on criteria need for reclassification for all ELs. In addition, staff review and analyze academic achievement data for former ELs. In both instances, data is disaggregated by number of years in the district, program placement, initial CELDT level and other relevant variables.
- CAHSEE scores are analyzed each spring or fall by district personnel and an analysis made available to schools.
- Data on the other indicators related to high school success is collected by high school staff and reported to the district, using table formats that are standardized
across the district. Analyzes is completed in the fall of each year.

**Goal 4: Decrease Risk of School Failure**

School site personnel compile data on suspensions, expulsions, retentions and other disciplinary actions. These data are reported to the district by the end of the school year, using table formats that are standardized across the district.

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

**Goal 5: Biliteracy for Students in Bilingual Alternative Programs**

Analysis of EL reading and mathematics scores on APRENDÁ 3/STS, and of CST scores in ELA and Mathematics, is conducted in the fall of each year.

**Goal 6: Parent Engagement**

This goal area requires a specific effort to develop benchmarks and indicators. The District’s Special Projects Department will work with the DELAC and ELACs to develop specific benchmarks, instruments and a calendar of procedures for the upcoming school year. This will be reviewed and refined and submitted to the Educational Services Division for approval and implementation for the academic year.

**Goal 7: Multicultural Proficiency**

This goal area seeks to increase staff awareness of materials reflecting multi-cultural representations in the classrooms. Furthermore, this effort calls for the integration of cross-cultural training for district administrators, principals, and teachers into the ELD professional development. The district’s Special Projects Department works with the DELAC and ELACs to develop specific benchmarks, instruments and a calendar of procedures for each school year. These items are submitted to the Educational Services Division for approval and implementation the following year.

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

The evaluation data and its analyses provide information on the effectiveness and efficiency of program implementation and outcomes. The evaluation findings supplemented by review forms and materials are used at the district and site levels to make informed programmatic decisions.
Site Level Use of Information

The self-review process/materials help to identify program strengths and areas of need allowing for timely adjustments. Site level reports assist school staff in identifying students in need of support. Individual teachers and grade level teams (departments at the secondary level) will do self-assessments on program implementation. “Learning walks” conducted by administrators will provide additional perspectives on classroom implementation of recommended instructional practices.

After gathering and discussing the checklist information along with the data reports, each site develops a multi-year professional development plan with a focus on research-based English Learner instructional and grouping strategies. The plan for professional development should be clearly articulated with the district plan for professional development with prioritization and support.

Annual improvement objectives and timelines will also be established. This information will be included in the school’s Single Plan for Student Achievement.

The site will also be able to compare student outcomes at the site level to the district goals for EL students, and use this information to plan for improved implementation of the EL program.

District level Use of Information

At the district level, the annual analyses of English Learner outcomes determine the level of effectiveness of EL program. The aggregation of outcome data supplemented by the site self reviews enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This information provides a foundation for the development of a multi-year professional development plan with a focus on research-based instructional and grouping strategies. The district also provides a train-the-trainer model on the multiple components of the EL programs using short training modules and incorporating the use of technology when appropriate. On a monthly basis, the district provides focused professional development on English Learner leadership issues for district and site administrators.

An annual evaluation report of EL Programs is shared with the Board of Education.

Evaluation and Accountability:

Roles and Responsibilities Student

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

- Monitors/promotes EL’s progress in academics, homework, attendance, and behavior
- Supports EL in activities to promote student achievement
- Communicates regularly re: student progress with student, teachers, and school
- Attends parent conferences and school functions (e.g. Back to School Night, Open House, conferences
- Participates in school committees – ELAC, SSC, etc.

Classroom Teachers

- Implements specific EL programs as described in Master Plan for English Learners and provides instruction that meets state frameworks and district and state standards.
- Ensures delivery of appropriate ELD instruction and uses SDAIE strategies for delivery of content.
- Monitors ELs’ progress. Reviews school/classroom data. Uses data to modify instruction. Reviews content and ELD standards and assessment procedures.
- Advocates for support services for students not meeting standards and benchmarks who may be at risk or retention or who require interventions in order to reach goal.

- Attends SST, AAP, LRT, etc. meetings and informs parents of progress and strategies to support students in meeting standards.

Counselor (middle and high school)

- Assists with initial placements, using the Master Plan for ELs as a guide
- Monitors progress of ELs toward meeting language, academic and multicultural benchmarks
- Assists with interpretation of student assessments and collaborates with teachers, the site EL Facilitator and others in devising individual program modifications and interventions, as needed.
- Attends the LRT meetings

Paraprofessional (ELP)

- Provides support in the core subjects (English and/or primary language)
- Assists with student testing
- Supports the implementation of the Master Plan

DELAC

- Examines program evaluation findings on an annual basis and frame recommendations for program improvement for the following year as part of its advisory role
- Reviews the annual Language Census report (R-30)

**Site Administrators**

- Monitors all aspects of staffing and instruction for EL programs, according to the Master Plan
- Is responsible for all procedures and legal requirements pertaining to ELs at the school
- Monitors placement of ELs and oversees recategorization process
- Reports periodically to district administrators on implementation of EL programs (Principal’s Assurances Checklist)

**EL Facilitator**

- Supports site administrator by implementing and monitoring process and procedures for identifying, testing, placing, and documenting ELs, including primary language assessment and recategorization
- Monitors the accuracy of EL data
- Informs staff of progress of identified students toward recategorization
- Serves as a resource for the SST
- Provides input on staff development opportunities and needs for teachers of EL students
- Assists with data collection and surveys

**EL Specialists**

- Works with Coordinator of Special Projects and Director of Curriculum and Instruction to develop a work plan to monitor, coach and support the work of the EL Facilitator and classroom teachers at all district sites
- Works closely with site administrators to support their EL accountability work

**Coordinator Special Projects**

- Supports sites in implementing the Master Plan; monitors implementation of Master Plan and Monitoring Plan; reviews district and site EL data
- Monitors, with Educational Services Division, the selection of materials used in the classroom delivery of ELD and core curriculum to ELs
- Works closely with and supervises EL Specialists
- Meets with principals to review site plans for ELs
- Monitors compliance at EL procedures at the site and district level
• Works with HR department to ensure timely recruitment, hiring and training of teachers for EL assignments

• Works with Educational Services Division to prepare the EL annual evaluation report

• Monitors curriculum and fiscal compliance to ensure alignment with the Master Plan

• Monitors school plans, budgets and evaluations regarding ELs

**Director of Curriculum and Instruction**

• Supports sites in implementing and monitoring all aspects of curricular and instructional EL programs

• Assists site administrators by providing support and guidance in all aspects of meeting the instructional needs of ELs

• Serves as a clearing house for strategies, ideas and suggestions for EL programs

• Provides a forum to determine and evaluate professional development practices and resources for EL programs

• Makes instructional and curricular recommendations for EL programming

• Ensures communication and integration of instructional and curricular EL programs

**Coordinator of Assessment**

• Coordinates with Special Projects on the administration of annual CELDT test.

• Monitors assessments used for evaluation of EL progress.

• Oversees data collection, provides analysis, writes reports and prepares charts

• Prepares Annual EL Evaluation Report together with Coordinator of Special Projects

• Works with Educational Services on annual program evaluation

• Share results of evaluation with all stakeholders, including DELAC
Assistant Superintendent, Educational Services

- Evaluates principals (or designee) on accountability for implementation of the EL Master Plan
- Supervises Coordinator of Special Projects
- Oversees compliance procedures relative to EL programs
- Evaluates district and school site data
- Provides overall support for EL program issues
- Reviews a summary of Principal’s Assurances Checklists with Educational Services Division
- Meets with principals and other administrators to review plans, program modifications, timeline for implementation, and to support services for school sites.

Assistant Superintendent, Human Resources & Director of Human Resources

- Recruits and monitors placement of EL staff in collaboration with principals and Coordinator of Special Projects
- Monitors credentials of all personnel working with ELs
- Collaborates with Special Projects to arrange/publicize CLAD/BCLAD training opportunities

Superintendent

- Evaluates district goals relative to our Strategic Plan, including implementation of the Master Plan for ELs, student achievement, professional development and evaluation and accountability
Funding and Resources

State and Federal Requirements
Categorical Program Monitoring (CPM)

CPM EL 5
Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. EIA-LEP (Economic Impact Aid-Limited English Proficiency) funds are used only to supplement, not supplant, the district’s general funds as well as any other categorical funds the district receives.
Funding and Resources

This section features the funding resources that can be utilized to support programs for English Learners.

Overview

Funds are allocated following the funding mandates prescribed by the Education Code, State regulations and district policies. EIA-LEP (Economic Impact Act-Limited English Proficient) and other categorical funds are used to supplement the core educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district’s Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement as well as the consequent allocation of funds. Table 7.1 provides descriptions of major funding sources and identifies students to be served by that source. It also gives examples of allowable expenditures that can supplement work in ELA, Math, ELD and other content areas, capacity building and professional development, school climate, parent engagement, and family support.

- The School Board approves the district LEA Plan. This is a plan to meet the needs of all students.
- The Superintendent’s Cabinet identifies and prioritizes needs, based on the LEA plan and data analysis and allocates funds and other resources to support those needs.
- The Coordinator of Special Projects allocates funds based on the Consolidated Application, works with the Educational Services Division and school principals to ensure compliance, and monitors expenditures throughout the year.
- The principal coordinates development of the school level plan and prioritization of needs based on data, meets with SSC and ELAC groups before they approve the school plan and budget. The principal assures that parents and staff are informed about funding and the site plan.
- Site and district advisory committees take the following roles: SSC and ELAC provide input regarding school plan development/revision, school budget (categorical funds) and approves the school level plan; DELAC gives input on the LEA plan.
**Figure 7.1: Categorical Programs & Strategies, Funding Sources & Allowable Expenditures**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Title 1, A</th>
<th>EIA-LEP</th>
<th>English Learner Acquisition Program (ELAP)</th>
<th>School Improvement/Library Block Grant</th>
<th>Title III, LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding Description</strong></td>
<td>Helping Disadvantaged children meet state standards. A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards</td>
<td>A state program supporting compensatory educational services for EL students.</td>
<td>A program providing funding for English acquisition, instructional support &amp; coordination of services for students enrolled in grades 4-8.</td>
<td>A program for schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils.</td>
<td>A program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.</td>
</tr>
<tr>
<td><strong>Student to be served</strong></td>
<td>Students who are Far Below Basic, Below Basic &amp; Basic on CST, including English Language Learners &amp; Special Education students</td>
<td>English Learners</td>
<td>English Language Learners in grades 4th – 8th.</td>
<td>All students (Grades K-12)</td>
<td>English Learners K-12</td>
</tr>
<tr>
<td><strong>Possible Uses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support for English Language Arts (Reading, Writing) ELD, &amp; Math</strong></td>
<td>Extended day/year for targeted students Supplemental instructional materials that support standards &amp; core program Specialized &amp; targeted interventions Primary language instruction/support materials Academic interventions</td>
<td>Specialized &amp; targeted interventions Extended day/week/year for targeted students Supplemental instructional materials Targeted intervention to accelerate EL’s reclassification Support for reclassification process Support for language assessments Support for monitoring academic progress for all students</td>
<td>Extended day/week/year (4th-8th grades) Supplemental instruction that includes ELD activities Supplemental materials to support ELD Supplemental materials to help ELs meet state standards in ELD &amp; English Language Arts Academic Interventions</td>
<td>Extended day/year for targeted students CAHSEE interventions Supplemental instructional materials that support standards &amp; core program Specialized &amp; targeted interventions Extended day/week/year for targeted students Supplemental instructional materials &amp; equipment Primary language instruction/support Primary language materials Academic interventions</td>
<td>Provide “high quality language instruction educational programs” Provide high quality professional development to classroom teachers, principals, administrators &amp; other school or community based organizational personnel Upgraded program objectives and effective instructional strategies Improving the instruction program</td>
</tr>
<tr>
<td><strong>Support Personnel</strong></td>
<td>Reading/Math/ELD Coaches Intervention teacher Instructional Aide/Paraeducator</td>
<td>Reading/Math/ELD Coaches Intervention teacher Instructional Aide/Paraeducator Multilingual Parent Advisor EL Specialist</td>
<td>Tutors Mentors Newcomer Center Co-fund a literacy or ELD Coach Instructional Aide/Paraeducator</td>
<td>Reading/Math/ELD Coaches Intervention teacher Instructional Aide/Paraeducator</td>
<td>Reading/Math/ELD Coaches Intervention teacher Instructional Aide/Paraeducator Multilingual Parent Advisor EL Specialist</td>
</tr>
</tbody>
</table>
Figure 7.1: Categorical Programs & Strategies, Funding Sources & Allowable Expenditures

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Title 1, A</th>
<th>EIA-LEP</th>
<th>English Learner Acquisition Program (ELAP)</th>
<th>School Improvement/Library Block Grant</th>
<th>Title III, LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for other Core Curricular Areas: Science, Visual &amp; Performing Arts (VAPA), Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplemental materials in English &amp; the primary language</td>
<td></td>
<td>Instructional materials &amp; equipment Professional Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Field trips</td>
<td></td>
<td>Field trips</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary language support</td>
<td></td>
<td>Primary language support</td>
<td></td>
</tr>
<tr>
<td>Capacity Building/Professional Development</td>
<td>Academic Conferencing Training Consultants Principal Coaching Teacher stipends Teacher substitutes Training materials/resources Duplication Conferences/workshops that support school plan goals</td>
<td>Academic Conferencing Training Consultants Principal Coaching Teacher stipends Teacher substitutes Training materials/resources Duplication Conferences/workshops that support school plan goals</td>
<td>Academic Conferencing Training Consultants Principal Coaching Teacher stipends Teacher substitutes Training materials/resources Duplication Conferences/workshops that support school plan goals</td>
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<td></td>
</tr>
</tbody>
</table>
General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, certificated and classified salaries, and other district services (for example, transportation, library, Special Education, nutrition, counseling, etc.) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that ELs have access to the core curriculum. The base program also includes District adopted ELD program materials. The district provides primary language instructional materials for students enrolled in the Bilingual Alternative program.

EIA/LEP Funds

EIA-LEP funds are used to supplement the base program. These funds are used for supplemental services such as:

- Employment of supplemental teachers/specialist
- Paraprofessionals
- Purchase of supplemental teaching materials
- In-service training for teachers and paraprofessionals to develop instructional skills
- Translation services
- Other reasonable expenses related to the program for ELs

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

Other Supplemental Funds

Title I, Part A

School-wide programs under Title I, Part A permit a school to use funds from Title I to raise achievement for all students and improve the entire educational program of the school. School-wide programs are not required to identify particular children as eligible for services. Schools can use their Title I funds in a flexible manner, as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive plan to help students meet the state’s challenging standards. Currently SCUSD
has identified seven elementary schools to participate in the Title I program based on their percentage of students receiving free and reduced lunch.

**Title III, LEP**

The federal Title III program provides funds for supplementary programs and services for ELs. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows ELs to meet grade level and graduation requirements. Programs must provide staff development opportunities to school site staff assigned to English Learners. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement and related EL program activities.

**Additional EL Support Programs**

**Before/After School Intervention/Enrichment Programs**

These programs focus on students whose test scores are far below basic or below basic, at risk of retention, or are at risk or have not passed the CAHSEE (7-12 only). The emphasis is on ELA and/or Math. Certificated personnel teach the course before or after school as supplements to the instructional day. Programs offered vary according to the school site.

**Prop 49 Afterschool Initiative**

Proposition 49 funds after school programs at many of the elementary and middle schools. This program is administered by the local YMCA and provides a healthy snack, a recreation activity and tutoring to support school day activities.

**Migrant Education**

Migrant Education staff works to ensure that all Migrant Education students are participating in services provided by the district and available to all students. Tutorial personnel provide
supplementary academic instruction for students with the highest needs in Language Arts during or after school. All instructional services support the core curriculum provided in the student’s classrooms. An extended year program is also offered. Additionally, secondary students have an opportunity to attend county-wide conferences which provide them with information about colleges, careers, self-esteem and study skills.
THE APPENDIX

Legal Resources
Appendix

Legal References

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), 300.352(a) (c), 300.552; Castaneda v. Pickard (5th Cir. 1981), 648.F2d 989, 1009-1013; Gomez v. Illinois State Board of Education (7th Cir. 1987) 811 F.2d 1030, 1041-1042.

**STATE LAW**


Glossary of Terms

**AMAOs:** Annual Measurable Achievement Objective

**API:** Academic Performance Index

**APREND3A:** Norm referenced test: part of STAR testing program. Administered to Spanish speaking students who have: (1) been in school 12 months or less; (2) received academic instruction in Spanish during the same school year.

**AYP:** Academic Yearly Progress

**BICS:** Basic Interpersonal Communication Skills; language used in daily social interactions.

**BCC:** Bilingual Certificate of Competency

**BCLAD:** Bilingual, Cross-cultural Language and Academic authorization. Authorizes the holder to provide: ELD; SDAIE in the primary language and instruction for primary language development.

**Bilingual Alternative Program:** A program option for Spanish speaking students who choose biliteracy as an academic program option. The program provides a language
acquisition process that develops academic language and literacy in both English and Spanish.

**BTSA:** Beginning Teacher Support and Assessment; the purpose of BTSA as set forth in the CA Ed. Code, Sec. 44279.2(b) is to...“provide an effective transition into the teaching career for first and second-year teachers in CA and improve the educational performance of pupils through improved training and assistance for new teachers.”

**CABE:** California Association for Bilingual Educators

**CAHSEE:** California High School Exit Exam

**CAPA:** California Alternate Performance Assessment

**Catch Up Plan:** A plan to assist ELs or RFEPs with any language or academic deficiencies.

**CATESOL:** California Association of Teachers of English to Speakers of Other Languages

**CDE:** California Department of Education

**CELDT:** California English Language Development Test

**CPM:** Categorical Program Monitoring; A modification of the process previously known as CCR. It includes the development of new instruments and a guide.

**CLAD:** Cross-cultural, Language and Academic Development authorization; authorizes the holder to provide the EL student with ELD and SDAIE.

**CST:** California Standards Test

**CTEL:** California Teacher of English Learners Examination

**DELAC:** District English Learner Advisory Committee; an advisory committee that advises the district governing board on programs and services for ELs.

**EIA-LEP:** Economic Impact Aid – Limited English Proficient; supplemental state funding used for ELs.

**EL:** English Learner. Also known as LEP (limited English proficient)

**ELA:** English Language Arts

**ELAC:** English Language Learner Advisory Committee. A committee that advises the principal and school staff on programs and services for ELs.

**ELAP:** English Learner Acquisition Program

**ELD:** English Language Development; a broad term encompassing all aspects of English language development for ELs. It includes listening, speaking, reading and writing at developmentally appropriate language levels.
**ELD Content:** Secondary courses such as math or science taught using SDAIE techniques

**ELEF:** English Learner Enrollment Form

**EO:** English Only

**Ever-ELs:** Students that are both ELs and RFEPs

**ESL:** English as a Second Language

**FEP:** Fluent English Proficient; students with a home language other than English, whose oral and written English skills approximate those of English Speakers.

**GATE:** Gifted and Talented Education

**HLS:** Home Language Survey

**HLS in Registration form:** Home Language Survey in registration form in English and Spanish.

**IEP:** Individualized Educational Plan

**IFEP:** Initially Fluent English Proficient

**LAS:** Language Assessment Scales

**LRT:** Language Review Team

**LEA:** Local Education Agency

**L1:** The language that has been identified as the student’s primary or home language.

**L2:** The second language student acquires (usually refers to English).

**LDS:** Language Development Specialist Certificate

**Mainstream English Program:** The goal for English Learners in the mainstream program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provided to ELs as needed.

**Newcomer:** A student who is recent immigrant to the United States

**Never ELs:** EOs and IFEPs

**OCR:** Office of Civil Rights

**Overwhelmingly in English:** Overwhelmingly in English / nearly all in English is not defined in Prop 227, but is uses strongly implies that some instruction be provided in the students primary language. Teachers or other instructional support personnel uses the student’s primary language to motivate, clarify, direct, support and explain.

**Parental Exception Waiver:** Parents or legal guardians must apply in writing and in person, annually. Request that the child be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

**Primary Language (L1):** The first language the
students learn to speak at home or the most often spoken language.

*Primary Language Support:* The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

*Principals Assurances Checklist:* Calendar dates for procedures and documents that are periodically turned in the district.

*R-30:* Annual language census report.

*Reclassification:* When a student has met all district criteria, he/she is reclassified from EL to Fluent English Proficient (RFEP) student.

*RFEP:* Reclassified Fluent English Proficient

*SABE:* Spanish Assessment of Basic Education that measure Spanish academic achievement in reading, language, and math.

*SSC:* School Site Council

*Second Language (L2):* The second language a student learns to speak.

*SDAIE:* Specially Designed Academic Instruction in English. A methodology used by teachers who posses the competency to make academic content comprehensible to EL students.

*SIP:* School Improvement Program

*SOLOM:* Student Oral Language Observation Matrix. Informal assessment of oral language, reading and writing.

*SST:* Student Success Team

*Structured English Immersion Program:* A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available.

*Title I:* A federal program that provides supplementary funds to help improve 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 providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards

*Transferability of Skills:* Instruction within a program where transferable skills are directly taught so that students make the connection between their primary language and English.