

Alternative Program

The Sobrato Early Academic Language (SEAL) Model is implemented at the following schools: George Mayne and Scott Lane Elementary (SEAL bilingual models), Bowers and Braly Elementary (English only). This program is designed as a comprehensive model of intensive, enriched language and literacy education for English language learners, starting in preschool and continuing through third grade. SEAL is anchored by six research-based foundational components that infuse all aspects of teaching and learning:

1. Alignment of preschool and the TK-3 systems around a shared vision of powerful language development as the foundation for academic success – with support for transitions across systems and levels.
2. Simultaneous academic language and literacy (including bilingual options).
3. Language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary.
4. Text-rich curriculum and environments that engage children with books and the printed word, and lead to the appreciation and love of reading and writing.
5. Language development through academic thematic units based upon science and social studies standards.
6. An affirming learning environment that brings together teachers and parents to support strong language and literacy development at home and at school.

English Learner Designation

After a student is assessed on the initial CELDT (2017-18 and on the ELPAC in subsequent years) and identified as an English Learner (EL), changing the HLS (Home Language Survey) will not automatically change the student's designation. A student's EL status will change only when reclassification criteria are met. The State Board of Education (SBE) approved the following guidelines for interpreting the survey. If a language other than English is indicated on:

- Any of the first three questions, the student should be tested with the initial CELDT (2017-18 and on the ELPAC in subsequent years).

-The fourth question, the student may be tested at the LEA's discretion.

Secondary English learners are assigned to English Language Development (ELD) classes that correspond to their levels.

Parents cannot "opt out" of the initial CELDT (2017-18 and on the ELPAC in subsequent years). because English language proficiency assessment is both a federal (NCLB Title I, section 1111[b][7] and Title III, 2002) and state requirement (Education Code 313).

When the Home Language Survey in the Student Registration Form (FILS) identifies a potential English learner, the school informs the parents of the Master Plan instructional program options, placement, ELD requirements and their right to request a waiver for an alternative program.

Reclassification to Full English Proficiency

Reclassification is the process of re-designating an English Learner student as Full English Proficient based on the following criteria: 1. Assessment of English Language proficiency, using an objective assessment instrument, including but not limited to, the state CELDT (2017-18 and on the ELPAC in subsequent years) test (minimum of level 4 overall) 2. Teacher evaluation 3. Parent opinion and consultation and 4. Performance on an objective assessment of basic skills in English Language arts (scoring at proficient or advance levels).

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

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INSTRUCTIONAL PROGRAMS for ENGLISH LEARNERS

PARENT BROCHURE

August 2017



Upon their first enrollment in a California public school, for all students in transitional kindergarten through grade twelve who speak a language other than English, the school district uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed by the parents or guardians at the time the student is first enrolled.

Once the home language determination is made, it does not need to be re-determined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it.

State law (Education Code sections 313 and 60810) and federal law (Titles I and III of the Elementary and Secondary Education Act [ESEA]) require that local educational agencies (LEAs or School Districts) administer a state test or English Language Proficiency and develop English Learner Progress for: (1) newly enrolled students whose primary language is not English as an initial assessment, and (2) students who are English Learners, as an annual assessment.

Starting on the 2017- 2018 school year, the California public schools will administer for the last time, the California English Language Development Test (CELDT) for TK, Kinder and English Learners newly arrived to the U.S.



English Language Development Assessment

The *California English Language Development Test* (CELDT) is administered within 30 calendar days of enrollment to determine English proficiency and English Learner (EL) classification for the students mentioned above. The school notifies parents of the initial *CELDT* results and confirms program placement. At this time, parents are given an opportunity to request a change of program placement.

In the spring of 2018, the new English Language Development Assessment known as The *English Language Proficiency Assessments for California* (ELPAC) will be administered to all non-reclassified English Learner students. This assessment will be the required annual assessment to determine progress of students who have been in the District/ US for more than 1 year. Secondary English Learners are assigned to English Language Development (ELD) classes that correspond to their levels. Below is an explanation of what students are able to do at each of the four ELP levels:

ELD 1 – Limited Functional: Students have limited functional receptive and productive English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

ELD 2 – Somewhat Functional: Students continue to develop receptive and productive English skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.

ELD 3 – Moderately Functional: Students have functional receptive and productive skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.

ELD 4 – Fully Functional: Students have fully functional receptive and productive skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

Starting in the 2018-2019 school year, the ELPAC will be the only English language assessment used both for initial identification of ELs and annual ELD progress for those who have been in the District for more than 1 year. Parents are annually notified of their child's test results and program placement. They may request a conference with the principal to discuss test results, program placement, or other program options.



Instructional Programs

All Master Plan instructional programs are designed to ensure that ELs acquire full English proficiency and meet grade-level content standards as rapidly as possible. These programs are described below:

Structured English Immersion (SEI) Program

ELs with less than reasonable fluency in English (ELD levels 1-4) are placed in an SEI Program. The SEI program provides instruction in English, including: content-based ELD, primary language support, and Specially Designed Academic Instruction in English for access to grade-level content. ELs are grouped by their English proficiency level for daily ELD/ESL instruction. Secondary ELs in Intro ESL or ELD I may receive introductory ESL classes in math, science, and history during their first year to assist them with grade-level courses the following year. This may delay access to grade-level standards while students are learning English. A catch-up plan will be required for these students to monitor their progress.

Mainstream Program

ELs with reasonable fluency in English (ELD level 5) are placed in the Mainstream Program. This program provides grade-level academic instruction in English and is designed for native English speakers. ELs continue to receive additional instructional support in order to meet the requirements to be reclassified as Fluent English Proficient.

Note: Parents have the right to request the Mainstream Program for their child at any time during the year. This request should be made in writing. In this case, ELD instruction remains a required subject for EL students in ELPAC levels 1-4.