

Agenda Item: 11 d

Date: 6-13-2007

# Sequoia Union High School District

## Master Plan for English Learners



Patrick R. Gemma  
Superintendent

Francisca Miranda  
Deputy Supt., Educational Services

Suanna Gilman-Ponce  
Director, EL and Categorical Programs

Board of Trustees

Olivia Martinez, President  
Don Gibson  
Gordon Lewin  
Lorraine Rumley  
Sarah D. Stewart



## **SEQUOIA UNION HIGH SCHOOL DISTRICT**

### **BOARD OF EDUCATION**

Dr. Olivia Martinez, Board President  
Don Gibson  
Gordon Lewin  
Lorraine Rumley  
Dr. Sally Stewart

### **SUPERINTENDENT**

Dr. Patrick R. Gemma

### **DEPUTY SUPERINTENDENT**

Dr. Francisca Miranda, Educational Services

### **ASSISTANT SUPERINTENDENTS**

Ed LaVigne, Administrative Services  
Debra Moore-Washington, Human Resources

### **EDUCATIONAL SERVICES**

Suanna Gilman-Ponce, Director, English Learner and Categorical Programs  
Eric Hartwig, Director, Student Services/Special Education  
Nikki Washington, Chief Administrator, Special Education Services  
Dr. Gabrielle Charest, Coordinator, Professional Development  
Brandon Lee, Coordinator, Research and Evaluation

## **Table of Contents**

	<u>Page</u>
Executive Summary .....	5-6
English Learner Programs Dept. ....	7
Sequoia Union High School District Board of Education Vision .....	8
Glossary.....	9-11
Legal Requirements/Education Code .....	12-13
LEA Outreach .....	14-15
English Learner Advisory Committee .....	16-17
District English Learner Advisory Committee .....	18-19
Identify, Assess and Report .....	20-23
Funding .....	24-25
Reclassification .....	26-30
Professional Development: Qualified Staff .....	31-32
Professional Development: District Staff Development .....	33-34
Opportunity and Equal Educational Access .....	35-39
Parent Notification of Student Placement .....	40-42
English Language Development and Access to the Core .....	43-47
Plan for Monitoring and Overcoming Academic Deficits .....	48-49

Sequoia Union High School District  
Master Plan for English Learners

**Table of Contents**

<u>Appendix</u>	<u>Page</u>
English Learner Advisory Committee Minutes Template (EL 2) .....	1-2
Guide to Interpreting CELDT Scores and Placement (EL 4.1) .....	3
Sequoia Union High School District Registration Form (EL 4.1) .....	4-5
Decision Rules: Determination of HLS and CELDT Testing Requirement (EL4.1/EL4.2) .....	6
Diagnostic Student Profile (EL 4.2) .....	7
CELDT Score Request Form (EL 4.4) .....	8
Parent Notification of Initial CELDT Assessment Results (EL 4.5) .....	9-12
Parent Notification of CELDT Annual Assessment Results (EL 4.6) .....	13
EL Annual Progress Report and Contract (EL 4.6) .....	14
Expenditure Guidelines for EIA-LEP and Title III Funds (EL 5) .....	15
Reclassification Form (EL 6) .....	16
Reclassification Writing Rubrics (EL 6) .....	17-19
Reclassification Follow-up Form (EL 6) .....	20
Parent/Guardian Request for Waiver of English Language Instruction (English) (EL 10) .....	21
Parent/Guardian Request for Waiver of English Language Instruction (Spanish) (EL 10) .....	22
Catch-up Plan (EL 12.1) .....	23-27

## **Revised English Learner Master Plan Executive Summary**

**2006 - 2007**

The English Learner Master Plan (the Master Plan) is required in state law and once approved by the Board of Education, becomes the operative "handbook" defining administrative regulations supporting the district's policy on the education of English Learners. The Master Plan serves to guide implementation of all state and federal requirements to be used by the district and sites to ensure that programs for English Learners are compliant and of high quality.

A revision was initiated in 2005-06 and finalized in 2006-07.

### Document Organization Changes

- The organization of the EL Master Plan has been changed to align with the sequence of requirements laid out by the California Department of Education (CDE) in the Categorical Program Monitoring process.
- Each of the requirements is addressed through a format that separates the steps and procedures to implement the elements into those that fall to the district to complete and those that fall to the schools to complete.

### Program Modifications

- The "Program Design Chart," formerly labeled "Program Placement Chart" has been modified to reflect changes in the trajectory of ELD and English SDAIE courses.
- These changes establish that while 3 levels of ELD are to be provided for students at the Beginning to (low) Intermediate levels as measured by the California English Language Development Test (CELDT), the third level is reduced from 3 daily periods to 2 daily periods. This new trajectory will enable more flexibility for English Learners to participate in courses required for graduation while still providing support for acquisition of English in preparation for the transition of students to mainstream English classes.
- An additional change in the design of the program, while maintaining the commitment to continue support for students enrolled in mainstream English classes, allows flexibility in defining the components of the required support class.

Sequoia Union High School District  
Master Plan for English Learners

Flexibility is allowed to address different student needs at the schools.

- To support the implementation of these program design elements, the timeline for full implementation is set for 2008-09 giving schools and the district time to revise the Course Guides for each course and for timely changes in the master schedules.

#### Other Revisions

- To support the requirements to notify parents and students of the results of CELDT assessments, of program placement and program placement options available under the law, letters have been revised and a new timeline for sending the letters has been established.
- Redesignation to Fluent English Proficient (FEP) criteria have been revised to reflect guidelines from the State Board of Education and to add definition and expectations under the requirement that there be multiple academic criteria to determine the appropriate reclassification of students.
- In keeping with this added definition, under "Other Performance Indicators," a writing sample is included as an option, with attendant rubrics.

#### Process for the Revisions

- Structural changes were suggested by the Bilingual Resource Teachers in 2005-06. Kathie Toland, BRT at Woodside, took lead responsibility for ensuring that the requirements were aligned with the new CDE sequence.
- Changes to the program were recommended and reviewed by the BRTs, the English Subject Area Council, the Instructional Vice Principals (IVPs), and Education Services. The Curriculum Council also was given opportunities for input.
- Recommendations were made, considered, discussed, modified by all of the groups and finally approved by majority of the BRTs and the IVPs.

## **English Learner Program Department**

Deputy Superintendent	Dr. Francisca Miranda
English Learner Program Director	Suanna Gilman-Ponce
EL Department Administrative Secretary	Donna DeKom
Testing/Translations	Ninelle Escalante

### **Bilingual Resource Teachers**

Carlmont High School	Adele Alvarez, Bilingual/ELD Resource Teacher
Menlo-Atherton High School	Stephen Ready, Bilingual/ELD Resource Teacher
Redwood High School	Javier Galaviz, Bilingual/ELD Resource Teacher
Sequoia High School	Julie Thompson, Bilingual/ELD Resource Teacher Jane Slater, ELD Department Chair
Woodside High School	Kathie Toland, Bilingual/ELD Resource Teacher

**DISTRICT VISION STATEMENT**

***All students are engaged and prepared to excel in a global society.***

**Board of Education Vision  
for the Program for English Learners**

*The Sequoia Union High School District Board of Trustees believes that all students have the ability to learn and that equal access to education is the right of every student. The Board is committed to creating whole school communities that empower English Learners to participate in all areas of their education as a means of achieving the following goals:*

- *Mastery of communicative and cognitive skills in English*
- *High academic achievement across the curriculum*
- *Empowerment for positive school and community participation*
- *Confidence in individual self concept and cultural identity*

*The Sequoia Union High School District's Master Plan for English Learners guides the placement, assessment, curriculum design and redesignation of English Learners. The Master Plan for English Learners is a living document that guides the Sequoia Union High School District in its mission to meet the academic needs of all linguistically diverse English Learners. Responsibility for English Learners is shared among SUHSD Board members, District Administration, district program directors, site principals, teachers and staff. On-going reflection on the Master Plan for English Learners promotes goal-setting to improve services to English Learners both district-wide and at each high school and program.*

## **GLOSSARY OF TERMS**

Alternative Program	Primary language instructional program (Prop. 227)
AMAO	Annual Measurable Achievement Objectives for EL students only
APRENDA	A standardized assessment tool for Spanish reading and mathematics administered to EL students enrolled for 12 months or less.
BCLAD	Bilingual Cross-cultural Language and Academic Development. California Department of Education authorization for teachers of English Learners in their primary language
CBET	Community-Based English Tutoring; established to provide ESL for parents.
CELDT	California English Language Development Test; administered annually.
CLAD	Cross-cultural Linguistic Academic Development; certification for teachers of ELs to teach ELD.
CPM	Categorical Program Monitoring; compliance monitoring.
CST	California Standards Test: State Content Standards Tests (annual academic assessments, Grade 9-11)
ELA	English Language Arts course for ELs, based on ELA content standards; course receives English credit.
ELD	English Language Development. English language instruction which assists English Learners in acquiring writing, grammar, vocabulary, and spelling skills; based on ELD standards.
EL/ELL	English Learner/English Language Learner; student who has a score on CELDT that indicates he/she is an English Learner.
ELM	English Language Mainstream; English or content class in which English only, RFEP, or ELs may be placed but where ELs are supported through differentiated instruction and materials.
EO	An English-only student
ESL	English as a second language (synonymous with English language development—ELD)

**GLOSSARY OF TERMS, cont.**

General program	All courses in the master schedule in which no special assistance is provided for ELs. Students enrolled may be English only, fluent English proficient (RFEP and IFEP) or English Learner.
HLS	Home Language Survey: mandated form parents complete before registering a student which asks what languages they speak at home; included on the district's registration form.
IFEP	Initially fluent English proficient. Student who has or had a language other than English spoken in the home, has been initially tested on CELDT, and has met district criteria for initially being classified as fluent English proficient.
LEA Plan	Local Education Agency Plan; federal requirement
LEP	Limited English Proficient. A term used by the federal government referring to EL. Content classes (math, science, social studies) called LEP; ELs who are Beginning, Early Intermediate, Low Intermediate where there may be primary language support (teacher/Instructional Associate).
Parent Exception Waiver	Mandated document by which parents opt out of English-only instruction to meet educational needs of second language students through primary language instruction.
P.I.	Program Improvement status as mandated by the federal government No Child Left Behind when district or school does not meet performance targets.
P. L. Instruction	Primary Language instruction; the use of the students' home language as a vehicle for direct instruction by the teacher.
Primary Language (L <sub>1</sub> )	The language that students report speaking first and/or at home.
Reasonable Fluency	Term mandated by California Ed. Code but defined by the district; Early Advanced, Advanced proficiency on the CELDT (579 or above for 9 <sup>th</sup> ; 591 or above for 10-12 <sup>th</sup> ).
Redesignation (RFEP)	A process by which a student is determined to have met all district-established English proficiency criteria; student classification then changes from EL to FEP.

**GLOSSARY OF TERMS, cont.**

RFEP	Reclassified (or redesignated) Fluent English Proficient. Students who were initially identified as English Learners based on CELDT results and have met the district's multiple academic criteria for English proficiency.
SDAIE	Specially Designed Academic Instruction in English (SDAIE). The approach of using special techniques and strategies to teach EL in content area classes (not remedial). SDAIE incorporates a variety of teaching techniques including comprehensible English, visuals, props, graphic organizers, etc.
SEI	Structured English Immersion. Students in this program are English Learners who are at CELDT levels Beginning, Early Intermediate, and Low Intermediate.
STAR	State Testing Accountability Report; California State Assessment Program (includes CELDT, Content Standards testing, California High School Exit Exam, and APRENDA Spanish skills exam).

## **LEGAL REQUIREMENTS**

### **LAU vs. NICHOLS**

In 1974, the parent of an Asian student named Lau filed legal suit against San Francisco Unified School District. He claimed that his legal rights were violated because he was instructed in a language he could not understand (English), thus denying him equal access to education. This landmark case laid the groundwork for the Equal Education Opportunities Act (EEOA).

The United States Supreme Court decreed that Limited English Proficient (LEP) children were denied equal educational opportunities when instruction was not delivered in a language they could understand. The Lau ruling has been codified in Section 1703 (f) of the Equal Education Opportunities Act. The statute states that:

*No state shall deny equal education opportunity to an individual on account of his or her race, color, sex, or national origin, by (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.*

This federal law remains in effect to date.

### **CASTANEDA vs. PICKARD**

In *Castañeda vs. Picard*, the United States Court of Appeals for the Fifth Circuit interpreted Congress' use of the term "appropriate action" in the EEOA as an indication that state and local education authorities are to be given a substantial amount of latitude in choosing the programs and techniques they utilize to meet their legal obligations. This position allows local authorities to choose between such educational alternatives as sequential English immersion or bilingual education (simultaneous approach).

Where the appropriateness of a particular school system's language remediation program is challenged under the EEOA, the *Castañeda* court set forth the following requirements:

1. The court must examine carefully the evidence concerning the soundness of the educational theory or principles upon which the challenged program is based;
2. The court must determine whether the programs and practices actually used by the school system are reasonably calculated to effectively implement the educational theory adopted by the school;
3. The court must determine whether the school system adopted a sound program for alleviating the language barriers impeding the educational progress of its students and made bona fide efforts to make the program work; in other words, the court will measure the program's success in terms of overcoming linguistic barriers.

**CALIFORNIA EDUCATION CODE SECTION 300 AND PROPOSITION 227**

California Voter Initiative, Proposition 227, has been codified in sections 300-340 of the California Education Code. Proposition 227 mandates these main requirements:

1. All children, including English Learners (EL), must be taught English “by being taught in English”;
2. All children must be placed in English language classrooms (i.e. classrooms where the language of instruction is “overwhelmingly” in English);
3. English Learners must be placed in sheltered English immersion classrooms during a temporary transition period not normally intended to exceed one year.
4. Once English Learners have acquired a “good working knowledge” of academic and conversational English, they shall be transferred into a mainstream English classroom (i.e. a classroom of students who are native or reasonably fluent English speakers).
5. Current supplemental funding for English Learners shall be maintained.
6. Alternative Instruction in primary language requires Parent Exception Waiver after structured English Immersion is determined not to meet a student’s needs.

**NO CHILD LEFT BEHIND ACT of 2001**

United States Elementary and Secondary Education Act

Title III, the English Language Acquisition, Language Enhancement, and Academic Achievement Act provides supplemental funding to LEAs to implement programs designed to help English Learners. Title III requires that each state:

1. establish English language proficiency standards,
2. conduct an annual assessment of English language proficiency,
3. define annual measurable achievement objectives (AMAOs) for increasing the level of EL students’ development and attainment of English proficiency,
4. hold LEAs accountable for meeting the AMAOs. (Section 3122)

In addition to Title III requirements related to acquiring English proficiency, Title I of NCLB holds English Learners responsible for meeting the state’s academic content and achievement standards.

### LEA Outreach

#### State Requirements

**EL 1. The LEA outreach to parents of English learners includes the following actions:**

- (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (*20 USC 7012[e][2]*)
- (b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
  - Attain English proficiency.
  - Achieve at high levels in core academic subjects.
  - Meet challenging state academic standards expected of all students. (*20 USC 7012[e][1]*)
- (c) When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s). (*EC 48985*)
- (d) An LEA that has not made progress on annual measurable achievement objectives informs parents/guardians of English learners of such failure not later than 30 days after such failure occurs. (*20 USC 6312[g][1][B][2]*, *7012[b]*)

*Note:* The establishment and operation of an English Learner Advisory Committee/District English Learner Advisory Committee (ELAC/DELAC) pursuant to *EC 62002.5* and *5 CCR 11308* evidence compliance with (a) and (b) of this item.

#### **District Responsibility**

- The Board of Education establishes district policies on parent involvement.
- The Educational Services Department, with leadership by the English Learner and Categorical Programs Department develops administrative regulations and procedures supporting implementation of district policies.
- All district departments provide communications to parents in languages other than English through translation services.
- The Educational Services Department develops and sends letters notifying parents if the district fails to make progress on annual measurable achievement objectives

**LEA Outreach, cont.**

**School Responsibility**

**Principals or designees:**

- Provide communications to parents in languages other than English when 15 percent or more of the student population at the school site speak a single primary language other than English.
- Inform parents how they can be involved in the education of their children by one or more of the following:
  - Newsletters
  - School websites
  - Phone calls
  - Home visits
- Encourage parents to be active participants in assisting their children by volunteering in classrooms, attending parent conferences, visiting classroom, attending parent trainings, and being involved in the English Learner Advisory Committee (ELAC) and School Site Council (SSC).

### **English Learners Advisory Council (ELAC)**

#### **State Requirements**

**EL 2. A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:**

- (a) Parent members are elected by parents or guardians of English learners. (5 CCR 11308[b]; EC 62002.5)
- (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 62002.5, 52176[b])
- (c) The ELAC has advised the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a])
- (d) The ELAC has advised the principal and staff on the school's program for English learners. (EC 52176[c], 62002.5)
- (e) The ELAC has assisted in the development of the school's:
  - Needs assessment
  - Language census (R-30LC)
  - Efforts to make parents aware of the importance of regular school attendance

(EC 62002.5, 52176[c])

- (f) The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (EC 35147[c]; 5 CCR 11308[d])
- (g) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])

(EC 62002.5, 52176[b], 35147; 20 USC 6312[g][4])

#### **District Responsibility**

##### **English Learner and Categorical Programs Department:**

- Develops and monitors mechanisms for use by schools in establishing the English Learner Advisory Committees that include the *ELAC Handbook* containing sample fliers, agendas, and training materials.
- Monitors the ELAC's at each site by collecting agendas, minutes, and sign-ins regularly.
- Provides reports to the Deputy Superintendent on the status of each school's ELAC
- Institutes an annual training for parents from each school to provide learning opportunities on the rights and duties of the ELAC.
- Provides training for administrators and school staff on the establishment of the ELAC.

**English Learners Advisory Council (ELAC), cont.**

**School Responsibility**

**Principals or designees:**

- Organize an ELAC composed of the parents of English Learners in a ratio that is comparable to the percent of English Learners in the school. Other members may include staff and parents of reclassified students and/or English-only students.
- Hold elections to seat the ELAC.
- Establish a regular meeting schedule to ensure that there are at least a minimum of five ELAC meetings during each school year.
- Provide support for attendance at the ELAC meetings by providing translation, oral interpretation and child-care services.
- Ensure that all members have received full and adequate training in the rights and responsibilities of the ELAC.
- Ensure that the ELAC committee provides advice on the following:
  - ✓ An annual needs assessment of English Learners.
  - ✓ Development of the English Learner section of the school plan.
  - ✓ Provide assistance with the administration of the school's Language Census (R-30).
  - ✓ Provide parents training on the importance of regular school attendance.
  - ✓ The election of a representative to the District English Learner Advisory Committee.
- Ensure that an ELAC representative is selected to serve on the School Site Council or Site Based Decision Making Council (SBCMC).
- Ensure full documentation is kept recording ELAC agendas, minutes, and sign-in sheets.

**District English Learners Advisory Council (DELAC)**

**State Requirements**

**EL 3. An LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.**

(a) The DELAC has had the opportunity to advise the governing board on all of the following tasks:

- Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c][1])
- Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
- Establishment of district program, goals, and objectives for programs and services for English learners (5 CCR 11308[c][3])
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])
- Administration of the annual language census (5 CCR 11308[c][5])
- Review of and comment on the school district's reclassification procedures (5 CCR 11308[c][6])
- Review of and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])

(b) The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])

(EC 62002.5, 52176[a], 35147; 5 CCR 11308[d]; 20 USC 6312[g][4])

**District Responsibility**

**English Learner and Categorical Programs Department:**

- Organizes a DELAC composed of the parents of English Learners representing all schools enrolling more than 21 English Learners
- Ensures, with the support of schools, that the membership is composed of a minimum of 51% parents of English Learners.
- Develops and updates By-laws of Operation for the DELAC and the ELAC.
- Provides guidance and technical support in the development of by-laws that may allow inclusion of parents of reclassified students, parents of English-only students, and school or district staff.
- Provides training for DELAC members on the rights and responsibilities of the committee.
- Provides agendas and other documents supporting the functioning of the committee in the major languages represented by the membership.

Sequoia Union High School District  
Master Plan for English Learners

**District English Learners Advisory Council (DELAC), cont.**

- Continuously informs the Deputy Superintendent, the Superintendent, Principals, and Bilingual Resource Teachers of the actions and deliberations of the DELAC through the dissemination of agendas and minutes of all meetings.
- Reports to the Deputy Superintendent the attendance and statistics reflecting representation of all schools required to send a representative.
- Facilitates an annual report from the DELAC to the Board of Education.
- Ensures that the following legal requirements of the DELAC are met in a timely manner:
  - ✓ Establish a timetable for a development of a Master Plan and Procedural Handbook for English Learner Education.
  - ✓ Advise the District on the development of English Learner goals and objectives.
  - ✓ Review and comment on the Language Census
  - ✓ Review and comment on the written notification of initial enrollment and other parent notifications.
  - ✓ Review and comment on any related waiver request.
- Provides training and support for the District English Learner Advisory Committee (DELAC) to enable this group to advise and approve the Consolidated Application especially in relation to allocations of funds for EL.

**School Responsibility**

**Principals or designees:**

- Ensure that a representative is selected from the ELAC to attend DELAC meetings.
- Disseminate information received from the DELAC to the ELAC and/or school staff and parents, as appropriate.
- Facilitate a regular report to the ELAC by the DELAC representative informing on the actions and deliberations of the DELAC.
- Facilitate the replacement of the DELAC representative, as necessary.

**Identify, Assess and Report**

**State Requirements**

**EL 4. The district has properly identified, assessed, and reported all students who have a primary language other than English. (20 USC 6312[g]; EC 62002, 52164; 5 CCR 11307, 11511, 11511.5)**

- 4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC 52164.1[a])
- 4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency by means of the state-designated instrument *California English-Language Development Test (CELDT)*. The assessment has been conducted following all of the publisher's instructions. (EC 52164.1[b]; 5 CCR 11307[a], 11511)
- 4.3 Each English learner is assessed in the primary language. (EC 52164.1[c])
- 4.4 Each English learner is annually assessed for English proficiency (i.e., through *CELDT*) and academic progress. (5 CCR 11306, 11511)
- 4.5 Parents/guardians of English learners and fluent English-proficient students have been notified of their child's initial English-language and primary-language proficiency results and program placement. (EC 52164.1[c], 5 CCR 11511.5)
- 4.6 Parents/guardians of English learners have been notified annually of their child's English-language proficiency assessment results and program placement. (EC 52164.1[c] ; 5 CCR 11511.5)

**Home Language Survey**

**District Responsibility**

**Educational Services Department:**

- Establishes the home language code to be used in the records of students.
- Develops and updates the *Home Language Survey (HLS)* in the district's major languages.
- Monitors implementation of the HLS through a review of copies filed in the students' cumulative files and through entries made to the SASIxp student database.

**School Responsibility**

- School registrars administer HLS to all students upon registering the student in school.

**Identify, Assess and Report, cont.**

- School registrars follow criteria (see below) and schedule students who indicate a language other than English for assessment on the CELDT at the Language Assessment Center (LAC).
- School staff enters the home language into the student record in SASIxp using the established code for languages. (*see Appendix Section 4.1.*)

**CELDT Testing Criteria:**

1. Administration of the Home Language Survey must include all four state-mandated questions.
2. A HLS indicating a language other than English on the fourth question only must be coded in SASIxp as English. These students are not to be given a CELDT. *See Appendix Section EL 4.2*

**Assessment of English (Initial and Annual)**

**Initial Testing**

**District Responsibility**

**English Learner and Categorical Programs Department:**

- Receives notification of students requiring initial assessment when students enroll and are new to the state or the district. This testing occurs immediately upon enrollment and throughout the year.
- Schedules students for assessment and administers the CELDT by appointment.
- Hand scores the test and notifies the school of the preliminary results using the Diagnostic Student Profile form. *See Appendix Section EL 4.1.*
- Informs the students and parents of the preliminary results of the assessment.
- Submits assessments to the publisher for official scoring.
- Forwards all original documents to the student's school site.

**School Responsibility**

**Principals or designees:**

- Notify the English Learner Categorical Department of new students registering who require CELDT testing, based on established criteria. *See Appendix Section EL 4.1.*
- Ensure that a bilingual counselor and/or Bilingual Resource Teacher meets with the student and parents/guardians to complete the registration process.
- Provide an explanation of District services for English Learners. At that time, parents of identified EL students are informed about program options. Parents/guardians are informed of their rights to withdraw their students from established services for English Learners and of their right to request a parent exception waiver for an alternative program.
- Ensure that all records are accurately maintained at the site and in the district's data base.
- Ensure that parent questions or concerns related to the CELDT results and student placement options are answered.

**Identify, Assess and Report, cont.**

**Annual Testing**

**District Responsibility**

**Assessment and Evaluation Department:**

- Provides CELDT test booklets and manuals to school staffs at the beginning of each school year. The number of booklets is estimated based on enrollment patterns from the previous year.
- Provides training in the administration and scoring of the CELDT, for school staff each year (in collaboration with the English Learner and Categorical Programs Department.)
- Provides technical assistance to schools in producing printouts of CELDT results for monitoring purposes.

**English Learner and Categorical Programs Department:**

- Collects CELDT tests for transmittal to the publisher for official scoring.
- Hires, trains and coordinates the team of CELDT testers who conduct annual testing.
- Provides on-site assistance throughout the annual testing process.

**School Responsibility**

**Bilingual Resource Teachers/guidance personnel:**

- Develop a plan to ensure the annual administration of the state-mandated CELDT in collaboration with the English Learner and Categorical Programs Department.
- Ensure that students arriving at a new school from another school in Sequoia Union High School District, who have CELDT scores already in SASIxp, should not be retested. These students' current scores should be used for program placement.
- Request CELDT scores for students enrolling in a new school who are from another district in California using the CELDT Scores Request Form. *See Appendix Section EL 4.4.*

**Primary Language Assessment**

**District Responsibility**

**English Learner and Categorical Programs Department:**

- Administers the primary language assessments within 90 days of enrollment.
- Administers the Spanish Assessment of Basic Education (SABE) to students, who are identified as English Learners on the CELDT and speak Spanish at the time of enrollment.
- Administers the informal primary language assessments to students who are identified as English Learners who speak languages other than Spanish at the school sites using the district-developed informal assessment.
- Hires part-time speakers of languages other than Spanish to administer and scores the assessments.

**Identify, Assess and Report, cont.**

**School Responsibility**

**Bilingual Resource Teachers:**

- Collaborate with the English Learner and Categorical Programs Department to organize one on one assessment of students who speak languages other than Spanish.
- Ensure that the results of the primary language assessment are shared with teachers and counselors.
- Ensure that the primary language assessments are filed in the students' cumulative folders.

**Parent Notification of Assessment Results**

**District Responsibility**

**English Learner and Categorical Programs Department:**

- Develops and revises, as necessary, the *Notification of Language Assessment and Program Placement* (parent notification) letter to parents. *See Appendix Sections EL 4.5 and EL 4.6.*
- Ensures that the letters communicate the following:
  - Language classification (English Learner or Fluent English Proficient)
  - CELDT results
  - Informal Primary Language Survey results
  - Program Placement
  - Alternative program option
- Translates the parent notifications into all languages represented by 15% of the district school populations.
- Coordinates the completion of parent notification letters in collaboration with the Information Services Supervisor and the Bilingual Resource Teachers (BRTs).
- Within 30 days of enrollment, sends by U. S. Postal Service a copy of the parent notification letter, which includes the alternative bilingual program option to parents on a yearly basis. This copy is sent in each student's primary language, as well as in English.
- Monitors the administration and documentation of the parent notification process, including the alternative bilingual program option, through on-site reviews.

**School Responsibility**

**Bilingual Resource Teachers:**

- Ensure that the copies of the Notification of Program Placement and the CELDT Results Notification letters are filed into students' cumulative files.
- Ensure that parents and students indicate full understanding of the student's scores on the CELDT, the CST, and the CAHSEE by signing, on an annual basis, the *English Learner Progress Report and Contract*. *See Appendix Section EL 4.6.*

## **Funding**

### **State Requirements**

**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. (20 USC 1703[f]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1010, 1012–1013)**

5.1 Funds provided by Economic Impact Aid (EIA) and Title III for limited-English-proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. (20 USC 6825[g]; 5 CCR 4320[a])

### **District Responsibilities**

#### **Superintendent and the Board:**

- Ensure that sufficient general program funds are appropriated to support the base program for English Learners and that this program consists of learning opportunities in appropriate programs that include English language development and access to the core curriculum.

#### **Deputy Superintendent and Educational Services Department:**

- Coordinate and monitor categorical funds to ensure that English Learners have access to all services funded and that these services do not supplant the general program.
- Allocate categorical funds through the Consolidated Application to schools ensuring compliance with stipulated state and federal regulations including the assurance that the legal percent of categorical funds is allocated for indirect administrative services.
- Ensure that Instructional Material Funds are directed to purchase adopted core curriculum for English Learners.
- Ensure allocation of funds to support professional development for all staff supporting English Learners and their parents.

#### **Assistant Superintendent, Human Resources and the Human Resources Division:**

- Ensure the allocation of general program funds to support professional development and certification for staff supporting English Learners
- Coordinate professional development and certification for staff that require an EL Authorization to support

**Funding, cont.**

**Site Responsibilities**

**Principals or designees:**

- Ensure that General Fund resources at each school provide appropriate programs for all English Learners, including, certificated teachers, adopted core curriculum, library books and required assessments:
  1. California Standards Test (CST),
  2. California English Language Development Test (CELDT),
  3. California High School Exit Examination (CAHSEE),
  4. District Benchmark Assessments,
- Ensure program budgets and expenditures are described in the Single Plan for Student Achievement (school site plan).
- Ensure that categorical funds, including EIA, NCLB, Title III and where funded, Title I, supplement and do not supplant general fund core programs. *See Appendix Section EL 5.*
- Ensure that in consultation with the local ELAC and SSC, EIA-LEP and Title III funds supplement the district's core curriculum and are used appropriately for:
  - Staff development services and supplemental materials
  - Initial and continuing English proficiency assessment (CELDT)
  - Primary language support
  - Professional learning
  - Extended learning opportunities
  - Parent participation and training
- Ensure that Title III funds are expended in alignment with the Local Education Agency Plan (LEA Plan).
- Ensure that English Language Development and academic core content resources from local, state, and other funds support:
  - EL students' academic learning of the core curriculum;
  - access to reference materials;
  - preparation of EL students for CAHSEE;
  - EL students' acquisition of English Language Development skills.

### Reclassification

#### State Requirements

**EL 6. The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:**

- (a) Assessment of English-language proficiency (*CELDT*) (5 CCR 11303[a])
- (b) Assessment of performance in basic skills; for example, *California Standards Test for English-Language Arts (CST-ELA)* (5 CCR 11303[d])
- (c) Participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5 CCR 11303[b])
- (d) Parent opinion and consultation during the reclassification process (*EC 313*; 5 CCR 11303[c])

6.1 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (20 USC 6841, 5 CCR 11304)

6.2 The LEA maintains in the pupil's permanent record documentation of the following:

- Language and academic performance assessments
- Participants in the reclassification process
- Decision regarding reclassification

(5 CCR 11305)

#### **District Responsibilities**

##### **English Learner and Categorical Programs Department:**

- In collaboration with the Technology and Information Services Department generates a master list of previously reclassified students who have experienced a decline in CST English Language arts and/or CST mathematics scale scores in the most recent administration of the test. This list is to be generated each year that the student is enrolled in the district.
- In collaboration with the Technology and Information Services Department generates mail merged Reclassification Forms (*See Appendix Section EL 6.2*) for all students who meet the CST-ELA scale score criterion and the CELDT performance level indicators and forwards these to school sites.
- Develops a master list of students eligible for reclassification in order to monitor completion of the reclassification process.
- Provides professional development for district and school staffs on the reclassification process and criteria.

**Reclassification, cont.**

**Site Responsibilities**

**Principals or designees:**

- Ensure that English Learners are reclassified on the basis on approved criteria.
- Ensure that the approved process for conducting reclassification is followed annually.
- Ensure that parents and students are notified of reclassification.
- Ensure that any appropriate course placement changes required as a result of reclassification are acted upon in a timely manner.

**Bilingual Resource Teachers (BRTs):**

- Complete the reclassification process according to the Board approved criteria and process including the following steps.

**Reclassification Process**

The responsibility for Reclassification is shared between personnel at the district office and at the school sites. The responsibilities for each group are shown in Table 1 below.

**Table 1**  
District and School Responsibilities for Reclassification  
Timeline: **September – February**

<b>District Staff</b>	<b>School Staff</b>
1. Reviews the CELDT and California Standards tests scores for EL students in Grades 9 – 12, as these become available to determine the students eligible per established criteria.	1. Principals and teachers review the pre-printed Reclassification Forms and generate on-site any forms for students for whom recommendations have been received for reclassification from teachers or parents who are not initially eligible per the approved criteria.
2. Pre-prints the Reclassification Form for each eligible EL student.	2. School staff complete the Reclassification Forms including performance indicators for EL students who will be reclassified.
3. Reviews each EL student's Reclassification Form to ensure conformity with established criteria.	3. School staff contacts the parents/guardians of EL students who are candidates for reclassification to consult with them and learn their opinions.
4. Enters completed reclassification data into the district database.	4. Principals and designees signs the appropriate forms and submits copies to the English Learner and Categorical Programs Department.
	5. School staff files and gives a copy of the Reclassification Form and Reclassification letter to the parents/guardians of the reclassified students.

**Reclassification, cont.**

**Reclassification Follow-up**

**District Responsibilities**

**English Learner and Categorical Programs Department:**

- In collaboration with the Technology and Information Services Department generates a master list of previously reclassified students who have experienced a decline in CST English language arts and/or CST mathematics scale scores in the most recent administration of the test.
- Creates pre-slugged Reclassification Follow-up Forms (*see Appendix EL Section 6.1*) and provides these to the schools for action.
- Maintains a master list to monitor completion of the Reclassification Follow-up process.
- Provides professional development for Bilingual Resource Teachers and other staff in the Reclassification Follow-up process annually.
- Reports to the Deputy Superintendent the results of the process.
- Ensures inclusion of results in the district’s annual evaluation of English Learner programs.

**Site Responsibilities**

**Bilingual Resource Teachers and other staff:**

- Ensure completion of the Reclassification Follow-up Process annually.
- Submit copies of the Reclassification Follow-up Form to the English Learner and Categorical Programs Department.
- Ensure that Reclassification Follow-up Forms are filed in students’ cumulative folders.

**Table 2**  
District and School Responsibilities for Reclassification Follow-up  
Timeline: 2<sup>nd</sup> month of school through the last month of school

<b>District Staff</b>	<b>School Staff</b>
1. Identify students who were reclassified in the previous two years with their current achievement data.	1. Principals and teachers review and discuss the students who have Reclassification Follow-up Forms. They determine what support the students need.
2. Generate two lists: a) students whose achievement declined or remained at BASIC, and (b) students whose achievement is at the PROFICIENT or ADVANCED levels.	2. Teachers design and provide additional support to the students as needed. They monitor the students’ progress through the school year based on assessments and other data.

Sequoia Union High School District  
Master Plan for English Learners

**Reclassification, cont.**

3. Print Reclassification Follow-up Forms for the students whose achievement has declined or remained at BASIC. Distribute the forms and lists to the schools.	3. Teachers complete the Reclassification Follow-up Forms for their students based on the decisions about the students' needs for additional support.
4. Assist schools in monitoring Reclassification Follow-up through visitations and document reviews.	4. School staff discusses the plans for supporting reclassified students who need additional support with district staff
5. Ensure inclusion of reclassification follow-up data in the district's evaluation of English Learner programs.	5. School staff decides at the end of the year if the additional support was sufficient for each of the students.

**Reclassification and Reclassification Follow-up Documentation**

**District Responsibilities**

**English Learner and Categorical Programs Department maintains:**

- Copies of Reclassification Forms for both students who were reclassified and for students who were considered for reclassification, but not reclassified should be in the appropriate cum folders
- A list of all the candidates for reclassification each year, the decisions, and the reason(s) for the decisions should be maintained.

**Site Responsibilities**

**Bilingual Resource Teachers maintain:**

- A copy of each student's Reclassification Form that shows the decision made regarding reclassification and the reasons for the decision.
- Copies of language and academic performance assessments including any assessment data on which the student's reclassification was based.
- A list of all participants in each student's reclassification process.

**Reclassification, cont.**

Reclassification of English Learners to Fluent English Proficient is an on-going process throughout the year. Reclassification occurs when the sites receive the CELDT results in January and, in the fall, when ELA CST results are available. Parents, students and teachers may recommend English Learners for reclassification at any time in the year. The ELD/Bilingual Resource Teacher at each site maintains the Data Director query to monitor students who are candidates for reclassification.

**District Reclassification Criteria**

1. California Standards Test: English Language Arts (CST)
  - a) 325 or higher **OR**
  - b) 315-324 or with reasonable evidence to reclassify (**see Performance Indicators**)
  
2. California English Language Development Test (CELDT)
  - a) Overall proficiency level: Advanced or Early Advanced **OR**
  - b) Listening/speaking and reading and writing: scale score of 579 (9<sup>th</sup> grade), 591 (10<sup>th</sup> – 12<sup>th</sup> grade) or higher in all areas
  
3. Performance Indicators: A score of 12 or higher on a writing sample based on a rubric aligned to CAHSEE and/or a score of 350 or higher on CAHSEE English Language Arts.

*The site SST process will be used whenever possible to best assess student needs and recommend appropriate services for EL students needing additional support.*

**Criteria Application Matrix**

<b>CST/ELA Score</b>	<b>CELDT Score</b>	<b>CAHSEE Score</b>	<b>Writing Score</b>	<b>Reclassify Y/N</b>
<b>325 or higher</b>	<b>EA 579 (9<sup>th</sup>) overall</b>  <b>EA 591 (10-11<sup>th</sup>) overall</b>	<b>350 or higher</b>	<b>12 points</b>	<b>Y</b>
<b>325 or 315 - 324</b>	<b>EA 579 (9<sup>th</sup>) each subtest at EA or higher</b>  <b>EA 591 (10-11<sup>th</sup>) each subtest at EA or higher</b>	<b>350 or higher</b>	<b>12 points</b>	<b>Y</b>

**Professional Development: Qualified Staff**

**State Requirements**

**EL 7. Teachers assigned to provide English-language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization.**

7.1 On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

(20 USC 6319[a][1]; EC 44253.1, 44253.2, 44253.3, 44253.10; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009-1011)

**District Responsibility**

**The Superintendent and Board:**

- Fund training leading to appropriate authorizations for teachers assigned to English Learner instruction to the extent these funds are available.

**Human Resources Department:**

- Ensures hiring of appropriately credentialed teachers (with CLAD, BCLAD, CTEL, etc.) and/or informs them of obligation to complete authorization to teach English learners.
- Identifies authorizations needed by all teachers assigned to provide core instruction for English Learners.
- Notifies new and veteran teachers of the need to have an English Learner authorization and of the timeline to complete and submit evidence of authorizations.
- Informs site administration of status of teachers' certification and authorization in order to ensure timely progress toward completion.

**English Learner and Categorical Programs Department:**

- Reports annually, in collaboration with sites, the number of authorized BCLAD or CLAD/CTEL teachers who provide instructional services to English learners at each school site (R30-LC report)
  - √ ELD only
  - √ ELD and SDAIE
  - √ SDAIE instructional services

**School Responsibility**

**Principals:**

- Ensure that all teachers of English learners in English Language Development and/or English Language Arts must be highly qualified in English and have completed appropriate authorization to teach English learners.

Sequoia Union High School District  
Master Plan for English Learners

**Professional Development: Qualified Staff, cont.**

- Ensure that all teachers of English learners in academic core curriculum must have appropriate authorization and be highly qualified in subjects that they are teaching, according to NCLB mandates.
- Monitor, in collaboration with the Human Resources Division, to ensure teachers who do not possess an English Learner authorization complete training leading to such authorizations.

**Professional Development: District Staff Development**

**State Requirements**

**EL 8. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:**

- (a) Designed to improve the instruction and assessment of English learners (*20 USC 6825[c][2][A]*)
- (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners (*20 USC 6825[c][2][B]*)
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (*20 USC 6825[c][2][C]*)
- (d) Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom (*20 USC 6825[c][2][D]*)

(*20 USC 6825[c][2]*; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)

**District Responsibilities**

**The Superintendent and Board:**

- Fund training leading to appropriate authorizations for teachers assigned to English Learner instruction to the extent these funds are available.

**Educational Services Division:**

- Designs a comprehensive and articulated training plan that responds to program evaluation, compliance reviews, and specific needs of teachers requiring English Learner certification, including:
  - ELD teaching methodology
  - Structured English Immersion
  - Additional and appropriate educational services for English Learners in English-language mainstream classrooms
  - Alternative course of study
  - Special instructional methodology (e.g. SDAIE) for teaching the content of the core curriculum in English to English Learners
  - Appropriate issues related to cross-cultural understanding and self-image.
  - Ensures that all content curriculum teachers (math, science, social studies) will have completed authorization to teach English learners as well as curriculum based professional development.
  - Ensures that all instructional associates who work directly with English learners at school sites have received in-service education that is both curriculum based and targeted toward instructional strategies for English learners.
  - Provides opportunities for Spanish language study that might include, for example, Spanish for Educators classes, support for tuition/home stay in accredited Spanish language programs

**Professional Development: District Staff Development, cont.**

**The Assistant Superintendent of Human Resources and the Human Resources Division:**

- Identifies authorizations needed by teachers assigned to provide ELD and core instruction for English Learners.
- Notifies teachers of the need to have an English Learner authorization and of the timeline to complete and submit evidence of authorizations.
- Coordinates professional development and certification training for staff that require an EL Authorization to support English Learners in the classroom.
- Provide EL Certification training (i.e. AB2913 Certificate of Completion of Staff Development) at no cost to teachers with paid substitutes as negotiated with SDTA through the San Mateo County Office of Education or through the district directly.
- Assists the District and school sites with program evaluation, compliance reviews, and specific needs of teachers requiring English Learner certification.
- Assists staff with submitting certification documentation to the California Commission on Teacher Credentialing to obtain an EL Authorization.

**Site Responsibilities**

**Principals, in consultation with the SSC and ELAC:**

- Ensure that funds are allocated to provide professional development for staff that is designed to improve the instruction and assessment of English learners, to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners.
- Identify areas of need for professional development on an annual basis
- Establish with School Site Councils professional development plans in the School Plans.
- Inform school staffs of all training opportunities.
- Monitor attendance at professional development sessions.
- Ensure that professional development for staff is based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills.
- Ensure that professional development for staff is of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance and the raising of achievement of English Learners.

### **Opportunity and Equal Educational Access**

#### **State Requirements**

**EL 9. All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (EC 305, 306, 310, 311)**

- 9.1 Based on LEA criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English-language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests. (EC 305, 306; 310, 311; 5 CCR 11301)
- 9.2 The LEA has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC 306)

*Note:* The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency.

#### **Program of Structured English Immersion (SEI)**

This section describes the services provided to ELs to ensure that they are acquiring English language proficiency and closing the achievement gap between English Learners and EO students.

Criteria for “reasonable fluency:”

- CELDT overall score of low intermediate or below:
  - 9<sup>th</sup> grade scale score 548 or below
  - 10<sup>th</sup>-12<sup>th</sup> grade scale score 559 or below

#### **SEI Program Elements:**

- Classes are taught by teachers authorized to instruct English Learners, holding authorizations for ELD and SDAIE at the secondary level.
- Daily instruction is based on the district’s adopted formal ELD. (See Program Design Chart that follows.)
- Core content is delivered through specially designed academic instruction in English (SDAIE) and is intended to increasingly move students towards full access to the core curricula and grade level standards.
- Parents of students in an SEI program may, at any time, request a placement in an English Language Mainstream program where students receive appropriate ELD and additional, appropriate differentiated instruction. Parents of students in SEI may also request placement in an alternative bilingual program through the parental exception waiver process.

**Opportunity and Equal Educational Access, cont.**

**District Responsibility**

**English Learner and Categorical Programs Department:**

- Sets forth the district's implementation plans for the Structured English Immersion (SEI) Program.
- Recommends Course Guide revisions, core curriculum materials, and assessment tools to support full implementation of the SEI program in collaboration with the other departments in the Educational Services Division, and the Subject Area Councils.
- Provides professional development for administrators and other staff on the criteria for placement of English Learners in accordance with established criteria.
- Ensures that the progress of English Learners is regularly monitored and that programs are evaluated yearly.
- Coordinates yearly monitoring of the SEI programs at all schools.
- Coordinates yearly evaluation of the SEI programs and materials in collaboration with the Research and Assessment Department.
- Ensures that program evaluation results are shared with the Superintendent and the Board.

**School Responsibility**

**Principals or designees:**

- Ensure English Learners are appropriately placed in the Structured English Immersion Program.
- Hire and assign teachers with appropriate authorizations for these programs.
- Support programs with appropriate general and categorical funds.
- Monitor student placements to ensure that guidelines are followed and that the placement of students in the SEI is the most appropriate for the student.
- Honor parent requests to place students out of the SEI program into the English Language Mainstream Program.
- Ensure that parents may review instructional materials and be informed about the assessment process for monitoring progress and program effectiveness as outlined in their school Action Plans.
- Inform parents of English Learners through the Program Planning Handbook of all program options available at their sites and the procedure for requesting an alternative program.
  - Examples of ways that schools inform parents of program options are:
    - English Learner Services brochure (translated)
    - Parent Institutes (Early College Outreach Program) (in Spanish)
    - ELAC/DELAC Meetings (in Spanish)
    - Guidance College and Graduation Information Nights (translated)
    - PTSA Survival Guides (translated)
    - Guidance Alerts (translated)
    - District Bilingual Website and/or access to site websites

## **Opportunity and Equal Educational Access, cont.**

### **English Language Mainstream Placement**

#### **English Language Mainstream Program Elements:**

- The English language classroom/program is defined in SUHSD as a classroom/program where identified students will receive specialized instruction to include English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).
- Classes are taught by teachers authorized to instruct English Learners, holding authorizations for ELD and SDAIE at the secondary level.
- Students are placed in the program based on their CELDT scores according to the district's Program Design chart that follows below.
- Daily instruction is based on the district's adopted design (see Program Design Chart that follows).
- Core content is delivered through specially designed academic instruction in English (SDAIE) and is intended to increasingly move students towards full access to the core curricula and grade level standards.
- Materials are chosen to support mastery of ELA and content standards and to be comprehensible to students.
- Parents of students in an ELM program have options and may, at any time, request a placement in the General Program to receive appropriate ELA and additional, appropriate differentiated instruction. Parents of students in ELM may also request placement in an alternative bilingual program through the parental exception waiver process.

#### **District Responsibility**

##### **English Learner and Categorical Programs Department:**

- Sets forth the district's implementation plan for the English Language Mainstream Program.
- Collaborates with the Subject Area Councils and teachers to select materials, and to develop and maintain current Course Guides
- Establishes criteria and processes for the evaluation of the ELM Program.
- Establishes criteria and processes for on-going monitoring of the ELM Program.

#### **School Responsibility**

##### **Principals or designees:**

- Place students in an English Language Mainstream program with an authorized teacher, according to district models.
- Ensure that students who have been placed in one or more general program classes have met all criteria for such placement.
- Support programs with appropriate general and categorical funds.

### **Opportunity and Equal Educational Access, cont.**

- Monitor implementation of adopted curriculum and use of appropriate instructional strategies on an on-going basis.
- Ensure specially designed academic instruction and/or primary language support are provided to all English learners as academic assistance to meet grade level content standard expectations.
- Ensure that English learners who meet criteria for placement in the General Program are placed in these courses.
- Site ELD/Bilingual Resource Teachers work collaboratively with guidance advisors and teachers to identify and support English Learners in mainstream classes.

### **Alternative Program**

#### **Alternative Program Elements:**

- At minimum, 2 courses are taught through the primary language; other courses are taught through English.
- Alternative Program classes are taught by teachers authorized to instruct English Learners, holding authorizations for ELD, SDAIE and instruction through the primary language at the secondary level.
- Students are placed in the program based on their meeting eligibility criteria, applying for a waiver, and receiving approval from the principal.
- Daily instruction is based on the district's adopted design. (See Program Design Chart that follows.)
- Core content is delivered through the primary language using primary language materials.
- Materials are chosen to support mastery of ELA and state content standards.
- Parents of students in an alternative program have options and may, at any time, request a placement in the General Program, English Language Mainstream program, or the Structured English Immersion program to receive appropriate ELA and additional appropriate differentiated instruction.

#### **District Responsibilities**

##### **English Learner and Categorical Programs Department:**

- Provides professional development for site administrators and staffs on the criteria for approval of Parent Exception Waivers.
- Monitors implementation of the approved Parent Exception Waiver process and criteria at the sites.
- Monitors and evaluate on a yearly basis the implementation of the Alternative Bilingual Program.
- Processes appeals received from parents seeking a Parent Exception Waiver that has been denied at the school site, following established criteria and processes.
- Provides leadership in the selection and development of appropriate instructional materials to be used in the alternative bilingual program options.

**Opportunity and Equal Educational Access, cont.**

**Site Responsibilities**

**Principals or designees:**

- Ensure that parents are given the opportunity to visit English Learner programs and review materials prior to making decisions to seek a Parent Exception Waiver.
- Provide a Parent Request for Waiver of English Language Instruction (*See Appendix Section EL 10*) through the Head Guidance Advisor at the site.
- Follow established criteria in granting or denying waivers.
- Establish Alternative Bilingual Programs when 20 or more Parent Exception Waivers at a grade level are received and approved.
- Ensure that parents or guardians understand that Parent Exception Waivers are to be generated annually if the Alternative Bilingual Program is sought.

**Establishment of Alternative Programs**

**District Responsibility**

- Develops alternative bilingual program models to be implemented at schools.
- Provides assistance to schools to plan for alternative bilingual program options, including program design, student placement, and the use of instructional materials and other resources.

**School responsibility**

**Principals of schools that meet the criteria for establishing an alternative bilingual program:**

- Plan for and consistently implement one or more of the alternative bilingual program models, including newcomer settings.
- Recruit, hire, and assign authorized staff.
- Support programs with appropriate general and categorical funds.

### **Parent Notification of Student Placement**

#### **State Requirements**

**EL 10. Parents and guardians of English 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. (20 USC 6312[g][1][A]; EC 48985; 5 CCR 11309[a])**

10.1 LEA procedures for granting parental exception waivers include the following components:

- Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 CCR 11309[b][1])
- Parents and guardians are informed that a pupil under age ten must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR 11309[b][2])
- Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR 11309[b][3])
- Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under *Education Code* Section 311(c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (EC 310, 311; 5 CCR 11309[c])

10.2 Parental exception waivers are granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (EC 310, 311; 5 CCR 11309[b][4])

10.3 If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. (EC 310, 311; 5 CCR 11309[d])

10.4 Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. (EC 310)

*Note:* The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

#### **District Responsibilities**

##### **English Learner and Categorical Programs Department:**

- Consults with the District English Learner Advisory Committee on the development of parent notifications of placement and program options.

**Parent Notification of Student Placement, cont.**

- Sends the parent notification letter, which includes the alternative bilingual program option, to parents yearly in each student's primary language, as well as in English, within 30 days of enrollment.
- Provides training for school staffs on all elements related to parent notification requirements and procedures.
- Monitors implementation of the parental exception waiver process through on-site reviews and periodic reviews of the Alternative Bilingual Program
- Notifies the Deputy Superintendent of the status of waiver requests and of program development steps, when appropriate.

**School Responsibility**

**Principals and Bilingual Resource Teachers:**

- Provide parents written and oral information related to all programs offered at the school and within the district.
- Meet with parents/guardians requesting alternative bilingual programs, explain all options and procedures, and provide the waiver form to interested parents/guardians.
- Review for approval all requests by parents for alternative programs.
- Respond to parent requests for waivers or placement changes following district criteria and timeline.
- Maintain a list of parental exception waivers submitted, using the Alternative Bilingual Program Waiver Requests recordkeeping form.
- Notify the English Learners and Categorical Programs Department when 20 waivers are received and approved in order to begin to plan program implementation options.

**Procedures for Granting Parental Exception Waivers**

- English Learner and Categorical Programs Department and Principals or designees provide parents and guardians, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options.
- School Principals or designees inform parents or guardians of any recommendation by the school principal and educational staff for an alternative program and inform parents of their right to refuse the recommendation. (5 CCR 11309[b][3])
- School Principals or designees act on the parental exception waivers on within 20 instructional days of submission to the school principal.
- School principals ensure that each parental exception waiver that has been granted is reviewed annually and acted upon.

Sequoia Union High School District  
Master Plan for English Learners

**Parent Notification of Student Placement, cont.**

**Criteria for Granting Parental Exception Waivers**

- Student has been in the United States for less than one full calendar year.
- Student has experienced interrupted schooling in his or her home country or since arriving in the United States.
- Student demonstrates a reading and writing level that is at the equivalent of 4<sup>th</sup> grade or below in English and the primary language.

## **English Language Development and Access to the Core**

### **State Requirements**

**EL 11. 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. (20 USC 1703[f], 6825[c][1][A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)**

**EL 12. Academic instruction for English learners 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.**

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

(20 USC 1703[f], 6312[c][1][M], 6825[c][1][B]; EC 306, 310; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)

## **English Language Development**

### **District Responsibility**

#### **The Educational Services Division:**

- Establishes English Language Development (ELD) Standards based on the state-approved ELD Standards.
- Assists and supports in the development of program models.
- Supports the development and revision of Course Guides that define the content of each ELD course.
- Supports the selection of appropriate ELD curriculum based on Board adopted standards and curriculum
- Supports the development and revision of curriculum-embedded assessments.
- Supports the development of monitoring tools.
- Supports the CELDT administration, CELDT score inputting and record keeping
- Supports the design and delivery of professional development related to ELD for administrators and teachers.
- Supports the regular monitoring of ELD implementation at the schools.

### **School Responsibility**

#### **Principals:**

- Ensure that English Learners receive instruction aligned to ELD and ELA standards.
- Ensure that students make expected progress in developing English proficiency by:
  - Appropriately placing English Learners in ELD settings with authorized teachers.
  - Providing appropriate ELD instruction through district-approved curriculum ensuring mastery of ELD and ELA standards.

**English Language Development and Access to the Core, cont.**

- Providing appropriate and sufficient materials purchased from site Instructional Materials Funds.
- Conduct frequent and consistent observation and feedback of ELD Instruction.
- Ensure the administration of the CELDT annually.
- Ensure regular ongoing assessment of ELD progress through use of curriculum-embedded and other assessments.
- Address, in collaboration with the ELACs and the School Site Councils, improvements in ELD through the Single Plans for Student Achievement.

**Academic Instruction**

**District Responsibilities**

**The Educational Services Division:**

- Develops and modifies a program design that ensures all English Learners receive appropriate instruction to develop English competency and to master state content standards across the curriculum.
- Develops and modifies, based on student outcomes and other data, a plan to ensure that English Learners receive a program of instruction and support to meet the district's content and performance standards.
- Supports the development and revision of Course Guides that define the content of each academic course.
- Supports the selection of appropriate curriculum for English Learners.
- Supports the development and revision of curriculum-embedded assessments.
- Supports the development of monitoring tools.
- Supports the design and delivery of professional development related to academic instruction for English Learners for administrators and teachers.
- Supports, in collaboration with the Educational Services Division and school staffs, the regular monitoring of academic instruction at the schools
- Supports provision of professional development for administrators, teachers, counselors, and classified staff on all elements of curriculum, instruction, and assessment for English Learners.

**Site Responsibilities**

**Principals:**

- Ensure that all English Learners receive an academic program that supports English Learners' access to all core curriculum and graduation required courses.
- Review the academic progress of English Learners annually on the basis of the established targets to determine needs.

**English Language Development and Access to the Core, cont.**

- Establish core and intervention sections in the Master Schedules to ensure that English Learners have full access to courses required for graduation, earn appropriate elective credits, and, when necessary, receive diagnosed interventions.
- Determine the effectiveness of their schools' English Learner programs by evaluating a wide range of student data.
- Develop, in consultation with the ELAC and SSC, and describe, activities, resources and areas for improvement in the Single Plan for Student Achievement (SPSA), WASC Action plans, and in department goals.
- Develop, maintain, and monitor interventions for English Learners in keeping with the district-designed program. (See Program Design that follows.)
- Support, in collaboration with the ELAC and SSC, an extended school program that addresses closing the achievement gap. This includes: Saturday School, after-school tutorials, 7<sup>th</sup> period classes, opportunities for fifth year students, summer English Immersion Institutes, summer school, migrant tutorials and newcomers services.

**Description of Secondary Instructional Programs**  
**English Language Development Program Design**

**Essential Elements Supporting the Sequoia UHSD Program Design**

**A. Seven period instructional day:** English Learners are to have access to a 7 period day in order to be enrolled in appropriate support courses and have access to the full complement of courses required for graduation.

**B. Monitoring of progress:** The instruction English Learners receive must be closely monitored. The progress of students through quarterly grades, CST achievement, CAHSEE passage, and other local measures must be reviewed regularly to ascertain that students are receiving adequate supports.

**C. Strategic Interventions:** Interventions must be provided (and documented) to all students who fail to earn passing grades, raise achievement levels on the CST, pass CAHSEE, or score at passing levels on local assessments.

**D. Appropriate and accessible materials:** Materials must be selected to accommodate to the linguistic needs of the students and to ensure that students have access to grade-appropriate content standards.

**E. Teacher authorization and preparation:** Teachers providing instruction in ELD and all core courses serving English Learners must be appropriately authorized for this instruction. Teachers providing instruction in ELD and core content courses must also receive professional development of sufficient scope and breadth to enable effective use of sheltering and differentiation strategies for English Learners.

Sequoia Union High School District  
**English Learner Program Design** *(Full Implementation 2008-09)*

<b>English Performance Levels (CELDT Scaled Scores)</b>	<b>CST ELA</b>	English	<b>CST Math</b>	Math (1)	Soc. Science/ Science (1)
<b>Beginning</b> (CELDT 463 and below)	<b>FAR BELOW BASIC</b>	<ul style="list-style-type: none"> <li>• ELA 1</li> <li>• ELD 1</li> <li>• ELD Support 1</li> </ul>	<b>FAR BELOW BASIC</b>	LEP (2)	LEP (2)
<b>Early Intermediate</b> (CELDT 9 <sup>th</sup> 458-517) (CELDT 10 <sup>th</sup> -12 <sup>th</sup> 458-527)	<b>FAR BELOW BASIC/ BELOW BASIC</b>	<ul style="list-style-type: none"> <li>• ELA 2</li> <li>• ELD 2</li> <li>• ELD Support 2</li> </ul>	<b>FAR BELOW BASIC/ BELOW BASIC</b>	LEP/SDAIE (2)	LEP (2)
<b>Low Intermediate</b> (3) (CELDT 9 <sup>th</sup> 518-548) (CELDT 10 <sup>th</sup> -12 <sup>th</sup> 528-559)	<b>FAR BELOW BASIC/ BELOW BASIC</b>	<ul style="list-style-type: none"> <li>• ELA 3</li> <li>• ELD 3</li> </ul>	<b>FAR BELOW BASIC/ BELOW BASIC</b>	LEP/SDAIE (2)	SDAIE
<b>High Intermediate</b> (3) (CELDT 9 <sup>th</sup> 549-578) (CELDT 10 <sup>th</sup> -12 <sup>th</sup> 560-590)	<b>FAR BELOW BASIC/ BELOW BASIC/ BASIC (Scale score 300-314)</b>	<ul style="list-style-type: none"> <li>• English SDAIE</li> <li>• English Enhancement (6)</li> </ul>	<b>FAR BELOW BASIC/ BELOW BASIC</b>	SDAIE	SDAIE
<b>Early Advanced</b> (CELDT 9 <sup>th</sup> 579-637) (CELDT 10 <sup>th</sup> -12 <sup>th</sup> 591-651)	<b>FAR BELOW BASIC/BELOW BASIC/BASIC (Scale Scores 300-314) (5)</b>	<ul style="list-style-type: none"> <li>• English</li> <li>• Intervention</li> </ul>	<b>FAR BELOW BASIC/ BELOW BASIC</b>	SDAIE/ Intervention	SDAIE
<b>Early Advanced/Advanced</b> (CELDT 9 <sup>th</sup> 579-761) (CELDT 10 <sup>th</sup> -12 <sup>th</sup> 591-761)	<b>BASIC (Scale Scores 315- 324) (5)</b>	General Program	<b>BASIC</b>	General Program	General Program

## **English Language Development and Access to the Core, cont.**

### **Notes to Program Placement Chart**

#### **ELD and Academic Program:**

1. Math, Social Studies, and Science course sequence to follow established district design. However, these courses are to be designated, as indicated, as “LEP” or “SDAIE” sections depending on the CELDT performance levels of the students assigned.
2. “LEP” designated sections are taught with primary language support. These sections are to be designated for students at English performance levels (CELDT) of Beginning, Early Intermediate, and Low Intermediate. Bilingual teachers and/or bilingual IAs are to be assigned to these courses.
3. The Intermediate performance level is divided into two relative levels designated “low” and “high” by the scaled score range. This division has been created because data indicate that students take more time to move through this performance level. The skill range is broad between what students are able to do at the lower end of the band compared to the higher end.
4. These course sections are to be eliminated and no longer offered in 2008-09.
5. As students move to the Early Advanced and Advanced CELDT performance levels, the CST scores become more relevant in determining placement. However, students who are English Learners but have not met all of the redesignation criteria must continue to receive differentiated instruction across the core and learning support.
6. The “English Enhancement” course is intended to support the English SDAIE classes.

### **Plan for Monitoring and Overcoming Academic Deficits**

#### **State Requirements**

#### **Effectiveness of Programs**

**Cross-program Item 13.1. The LEA has implemented a process and criteria to determine the effectiveness of programs for English learners, including:**

- (a) A way to demonstrate that the programs for English learners produce, within a reasonable period of time:
- English-language proficiency comparable to that of average native speakers of English in the district
  - Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English
- (b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level.

(20 USC 1703[f], 6841; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011)

The district uses a variety of monitoring mechanisms to ensure that English Learner programs are effectively implemented. Student achievement data are reviewed at the district and site levels to determine the progress English Learners are making. A yearly English Learner Program Evaluation Report is prepared for the Superintendent and Board. Specific program and student achievement questions guide this Evaluation Report which, in turn, is used to guide decisions for improvement.

On-site visitations are conducted by teams composed of district and school personnel to determine levels of curriculum implementation and effectiveness of school organizational structures. The district monitoring process following the Categorical Program Monitoring (CPM) guidelines from the California Department of Education is conducted yearly and includes a review of data, documentation, observations in classrooms, and interviews of school personnel. Information collected during the District Internal CPM process is also used to guide decisions for improvement.

#### **Evaluation Focus**

The evaluation process for ensuring that district programs are effective for students includes the following evidence that the programs for English learners produce, within a reasonable period of time:

- English-language proficiency comparable to that of average native speakers of English in the district

Board Approved June 2007

**Plan for Monitoring and Overcoming Academic Deficits (the “Catch-up Plan”), cont.**

- Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district’s school system already proficient in English.

**District Responsibilities**

**Superintendent and Board:**

- The Superintendent and the Board direct English Learner Program development and modifications in response to the English Learner Program Evaluation and the District Internal CPM findings by developing policy and administrative regulations, as needed.
- The Superintendent, Superintendent’s Staff, and Board of Education support implementation of effective programs through the appropriation of funds.

**Educational Services Division:**

- Develops and modifies, based on results, a monitoring plan to evaluate student progress on the CELDT, the CST English language arts and mathematics tests, the CAHSEE English language arts and mathematics, and other districtwide assessments.
- Sets targets for achievement and equity in consultation with the DELAC.
- Reports the progress of English based on the evaluation plan, to the DELAC, the Superintendent and Superintendent’s Staff, and the Board of Education.
- Develops and modifies a “catch-up plan” (*see Appendix Section EL 12.1*) to ensure that English Learners not meeting targets receive appropriate interventions
- Coordinates the yearly District Internal CPM cycle
- Reports the status of program implementation, based on the District Internal CPM cycle, to the Superintendent and the Board of Education

**Site Responsibility**

**Principals or designees:**

- Analyze, with teachers, English Learner achievement data in ELD and the content areas to determine areas of strength and areas of need in the instructional program and delivery mechanisms (instructional strategies.)
- Analyze data related to the progress of students on the English Learner Targets and use this information in the development of interventions.
- Ensure that School Site Councils, in consultation with the English Learner Advisory Committees, develop Single Plans for Student Achievement targeting improved achievement of English Learners in response to data analysis, self-reviews and needs assessments.
- Ensure that teachers address the progress and instructional needs of their English Learners.
- Ensure that teachers use Board-approved Course Guides and district-adopted curricula for English Learners to support mastery of ELD and other content standards.
- Ensure that teachers administer curriculum-embedded assessments, as required.

