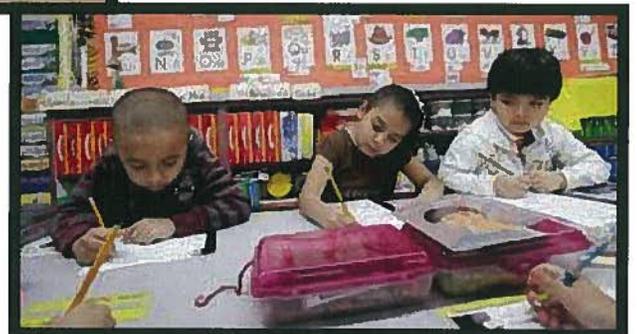




Master Plan for English Learners



Our Vision

Our students will be prepared with the 21st Century skills required to succeed in a rapidly changing world.

Our Mission

Creating Successful Learners NOW...



Each student in the National School District receives an exemplary, world-class education in a safe, nurturing environment. By collaborating with educators, staff, parents and our diverse community, all students attain the skills essential to succeed and thrive in a competitive, global society.

Core Values

WE BELIEVE:

- All Students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

WE PROMISE:

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

Acknowledgements

The National School District Master Plan for English Learners was developed through the dedicated effort, collaboration, and valuable input from district teachers, administrators, and parents. We greatly appreciate the guidance, support, and time they gave to provide input.

We are indebted to the National School District's Governing Board: James Grier, Rosalie "Rosie" Alvarado, Barbara Avalos, Alma Sarmiento, Elizabeth Vazquez for their vision, support, and commitment to the children of National School District.

We thank all who dedicated their time and insight to the development of our Master Plan by participating on the Task Force, from November 2011 to April 2012.

Task Force (Master Plan)

Richard Bermudez*

Alfonso Denegri*

Adela Garaicoa*

Deborah Hernandez*

Roxie Jackson*

Alicia Castellanos

Deidra Tineo

Oralia Lopez-Mascorro

Emily Caballero

Christina Alton

Diana Whitaker*

Angela Franco*

Dalilah Gil-Dang*

Clint Anderson*

Imelda Kerzic

Sarah Peterson*

Lourdes Cabrales

Mayra Cueva Flores

Eleanor Devincenzo

Diana Herrera-Ortiz

Martha Garcia Gallaga*

Beverly Hayes*

Sonia Ruan

Elizabeth McEvoy*

Angela Censoplano

Eulalia Nava

Jisel Cervantes

Natalia Morales

Lucia Ortiz*

*Master Plan Team

Valuable input was also provided by parents participating on the District English Learner Advisory Committee.

We are grateful for the consultation provided by Antonio Mora, from the San Diego County Office of Education. We received guidance and models from the EL master plans prepared by several California school districts. We are particularly grateful for the examples from Oxnard School District, Hayward Unified School District, and Vista Unified School District

Finally we are thankful to the entire educational community of the National School District. Their commitment to the success of English Learners is unrelenting. The National School District Master Plan for English Learners is now our guiding document for the delivery and implementation of progress for English Learners.

Introduction

In 2011, National School District embarked in the process of developing a 5-year strategic plan to ensure focused and sustained progress toward student achievement goals. Five core strategies underpin the district's strategic plan: Safe and Healthy Environment; Quality, Standards-based Instruction Program; High Quality Teachers; Effective Communication and Community Outreach; and Managing Fiscal Resources. It is within the context of the National School District Strategic Plan and its core strategies that the Master Plan for English Learners was developed; to serve as an operational guide for all district personnel as we seek to implement outstanding programs for all of our students.

The Master Plan, adopted by the governing board in 2012, describes how we identify, serve and support students who initially enroll in the National School District with limited proficiency in the English language. It sets forth six goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success as measured by local and state measures.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.
6. Students enrolled in alternative bilingual programs will master language skills in English and without academic deficits in the core subjects

This plan complies with state and federal laws, and reflects district board policies, research, and the input from stakeholders who worked throughout 2011-12 to ensure that the very best pedagogy, practice and procedures will be used in the National School District. Staff should frequently consult this plan to ensure consistency and the delivery of the highest quality of services to English learners and their families. The plan is published simultaneously in hard copy and on the internet at <http://www.nsd.us>. All English learner forms and letters are available for staff on the district's website.

The National School District is committed to the English Learners' development of academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the District community.

It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the National School District will ensure that programs and services for English learners will be of the highest quality.

National School District Master Plan for English Learner Outline

Chapter 1: Identification, Assessment and Placement

Initial Identification, Assessment, and Placement

Kindergarten Registration, Assessment and Placement

Transfer Students

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

Chapter 2: Instructional Programs

Program Options for English Learners in National School District

English Language Development

Access to Grade Level Core Content

Commitment to Special Education Services

Program Options

Chapter 3: Monitoring of Student Progress and Reclassification

Monitoring of Student Progress

District Assessments

Use of Data for Instructional Planning

Annual Review of Student Progress

Process for Monitoring of Student Progress and Reclassification

Reclassification Process

Monitoring and Follow up on Reclassification Students

Initial Fluent Proficient Students

Retention and Promotion of English Learners

Assessment Given to English Learners

Chapter 4: Staffing and Professional Growth

Staffing and Certification

Teacher Vacancies: New Hires & Veteran Teachers

Recruitment Procedures: Teachers

Administrative Staff

District and Site Professional Development

Chapter 5: Parent and Community Involvement

Parent Advisory Committees

Implementation of the Site ELAC

Implementation of the DELAC

Parental Exception Waiver Procedures

Program Placement

Waiver Denial Appeal Process

Annual Notification and Parental Exception Waiver Process

Activities to Help Parents Effectively Assist their Children Toward Educational Success and Advocate for their Children Within the Schools and Community

Chapter 6: Evaluation and Accountability

EL Taskforce, a Key Mechanism for EL Accountability

Evaluation Design and Goals

Monitoring Program Implementation

Goal 1: Program Implementation

Goal 2: English Proficiency

Goal 3: Academic Progress

Goal 4: Decrease of Risk of Failure (risk factors)

Goal 5: Decrease Risk Failure (bilingual instruction)

Evaluation Design

Evaluating Program Effectiveness

Evaluation and Accountability: Roles and Responsibilities

Chapter 7: Funding

Funding

General Fund Resources

Supplemental Funds

Appendix

Board Policy

CHAPTER 1

INITIAL IDENTIFICATION, ASSESSMENT, AND PROGRAM PLACEMENT

Aligned to the following National School District's Strategic Plan Core Strategies:

- 2. Quality, Standards-based Instructional Program:** Refine and implement non-negotiable instructional strategies, practices and resources to ensure that every student makes measurable progress in their academic and social development.
- 4. Effective Communication and Community Outreach:** Ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.

(EL 4, EL 10 and EL 11)

State and Federal requirements for Programs serving English Learners

Relevant Categorical Program Monitoring Items:

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

EL 10: All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program.

EL 11: 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.

Initial Identification, Assessment, and Program Placement

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

Parents go to the school site in order to register for school. At the school, parents complete a Home Language Survey, as required by state law. This survey is completed the first time the parent enrolls the child in the district and the results are maintained thereafter.

If the answers to items, 1, 2, and 3 are “English”, the child is classified as English Only (EO). The parent is notified of the result and given an explanation of the options open to the student, which is the mainstream English Program. Detailed descriptions of these programs are provided in Chapter 2.

If any of Items 1, 2 or 3 on this survey are answered with a language other than English, the child is tested for English proficiency with the CELDT.



Step 2: English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates that a language other than English is used at home complete English language proficiency testing within 30 calendar days of initial enrollment. In the National School District this testing will be accomplished as soon as possible within the required timeframe. During the language proficiency assessment window in the fall, new students (initials) will be assessed earlier in the window to ensure compliance with the 30-day requirement. After the fall assessment window closes new students (initials) will be assessed within 2-3 days of enrollment. Figure 1.1 explains the initial identification process.

Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement Process

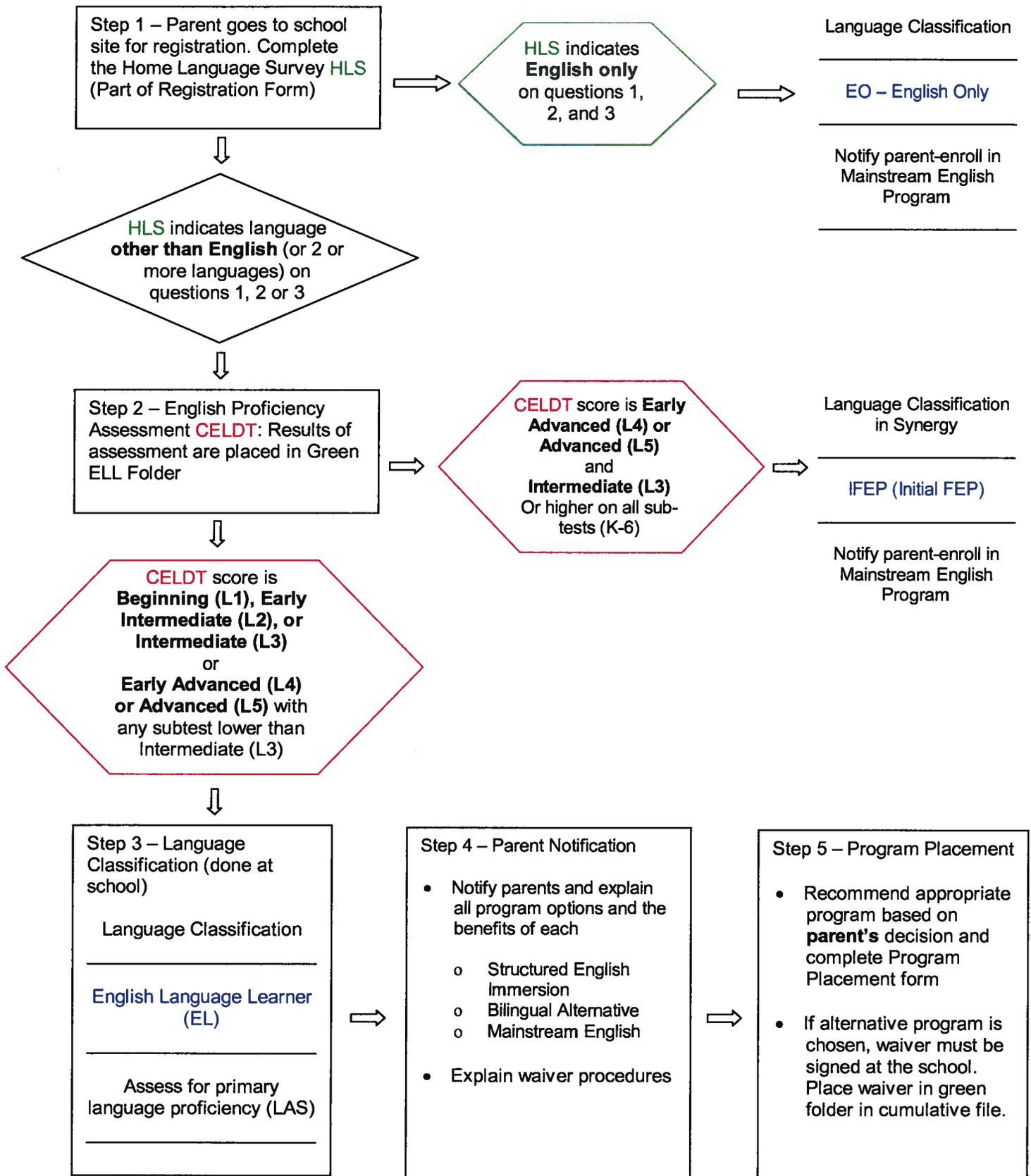


Figure 1.2: Initial Primary Language Assessments by Grade Level

Grades	Initial Primary Language Assessments	Languages
PK - K	Pre-LAS	Spanish
1 st – 6 th	Language Assessment Scales (LAS)	Spanish
K - 6 th	Student Oral Language Observation Matrix (SOLOM)	Language other than Spanish
3 rd – 6 th	District Math Placement Test (Initials)	Spanish

The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT is a standardized language proficiency test designed to measure the English fluency of non-native speakers.

The child receives a score on each part of the test taken (Listening/Speaking, Reading, Writing) as well as an overall score. The score types used include; raw score, scale score and proficiency level. A preliminary score is calculated by the Language Assessment Center staff for the purposes of placement and program options. These preliminary results and program options are communicated to the school site and the parent via the Preliminary Program Placement Form. The results are also forwarded for official scoring by the test publisher, Educational Testing Service (ETS). These official results override the informal scoring in those cases where the scores differ. CELDT results and the Preliminary Program Placement form are stored in the green EL folder inside the student's cumulative folder, and in the district's database for future use in monitoring student progress and program evaluation.

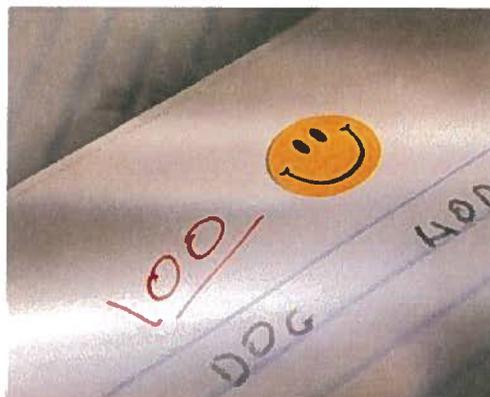
On the basis of the English language assessment, students are classified as either Initially Fluent English Proficient (IFEP) or English Learner (EL). The parents of IFEP students are informed of the results and students are placed in the Mainstream English Program (see Chapter 2 for descriptions). English Language Learners proceed to primary language assessment (Step 3).

Communication

Results of the primary language assessments are communicated to the parents via the Parent Notification Form.

Step 3: Primary Language Assessment

An initial assessment of the EL's primary language is conducted as soon as possible after the completion of English language assessment, but no later than 90 calendar days after the date of registration. Primary language assessment is administered by staff of the Language Assessment Center by a trained person fluent in the student's primary language.



Results of the primary language assessments are communicated to the parents via the Parent Notification Form. Parents will be notified via the Primary Language Testing Exemption form if testing is not available in the student's primary language. The results of the primary language assessments are placed in the student's EL green folder and entered in the district's Student Information System. The results of this testing are used to evaluate students' proficiency in the primary language and to make program recommendations.

Step 4: Parent Notification of Results, Placement Recommendations, and Program Options

Upon completion of the testing, parents are notified of the results and given a description of the available program options, as well as the benefits of each option. This preliminary notification should take place in a meeting at the school site, the principal or certificated

designee provides the parents with this information. The results of the Home Language Survey and the language assessments are used to define the options open to students for program placement. The options for EO and IFEP students were presented earlier in this chapter (Step 1 for EOs and Step 2 for IFEPs).

The options for English Language Learners:

- Structured English Immersion (SEI) Program
- Mainstream English Program
- Bilingual Alternate Program (Spanish-English)
- Newcomer Program (4th – 6th Grades)

The process will include determination of the most appropriate EL program for the student. This is determined in the following manner.

Determine whether the student is reasonably fluent in English.

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

1. Student’s overall proficiency level is Early Advanced or higher, and
2. Each skill area proficiency level is intermediate or higher.

If the child is reasonably fluent in English by these criteria, a placement in a Mainstream English Program is recommended, including additional support services that are appropriate. In this case, the child continues in that placement until reclassified. Support services in the mainstream program must include one or more of the following, as needed:

- Content instruction using SDAIE techniques
- Specialized instruction by a Reading or Literacy Specialist
- English Language Development
- Participation in Benchmark, Strategic or Intensive interventions
- Primary language instruction/support

- Before and/or after school intervention programs
- Other appropriate services

If a child is not reasonably fluent in English by the above criteria, then a placement in a Structured English Immersion (SEI) Program is recommended. In SEI, the instruction is nearly all in English, with the primary language used to support the child’s learning as necessary. The types of support services listed in the previous paragraph are also provided as needed.



At the time of the parental notification, all placement options are explained to all parents of ELs. The benefits of each option are included in this explanation. The parent’s right to waiver is explained. By completing a waiver, the parent may elect to have the child participate in a Bilingual Alternative Program (grades PK-3rd only). This program alternative is explained in detail in Chapter 2 and the waiver procedures are explained in Chapter 5. In addition, a parent might, through a separate exemption process, elect to have a child placed in a mainstream program. The district will honor the parent’s informed preference to opt their child out of the Structured English Immersion (SEI)

Program and the parent must sign the Structured English Immersion Program Exemption Form.

In the National School District, the Structured English Immersion (SEI) program is embedded within the mainstream and the Bilingual Alternative programs. For students who remain in the Structured English Immersion (SEI) program for one year, instruction is delivered through a combination of resources and staff at the site.

Throughout this document, when the text refers to a classroom (for example Structured English Immersion classroom), it means a classroom in which the program exists. It does not mean that the classroom is exclusively dedicated to that program.

When more than one program exists within a classroom, it is important that students be clearly identified as to the program to which they are assigned, and that they receive the services appropriate to the program. This requires differentiation of instruction and activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed.

Step 5: Program Placement

Once the program options and recommended placement have been explained, an appropriate program is assigned to the student based on the parent's decision. If the parent selects an alternative program, then the parent must complete and file a Parental Exception Waiver request at the child's school site, where assistance is provided in filling out the form.

Parents may choose to opt out of a program for the student but cannot opt out of EL services provided to the student (i.e. ELD instruction, CELDT testing, intervention, catch up plan, etc). After the parent has made an informed choice, the Program Placement Notification form is completed and signed by parent and Principal or certificated designee.

The program Placement Notification form is placed into the student's green EL folder. Once the CELDT results have been received from the test publisher, the parent is notified in writing via the Initial CELDT Results Parent Notification Form and receives the CELDT Information Parent brochure by the home school.

Legislative Restrictions on Enrollment in Alternative Programs

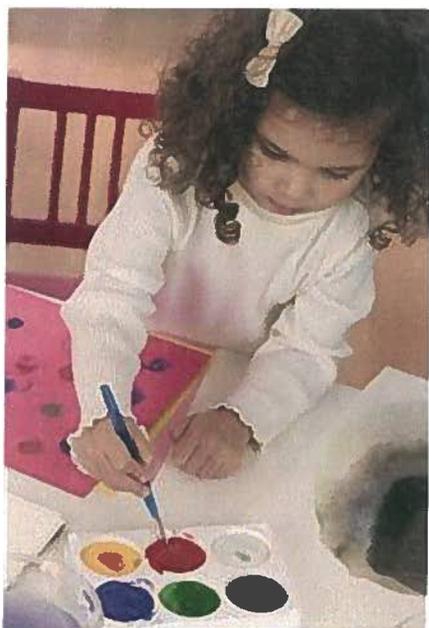
According to California's Ed Code (305, 306, 310, 311, 48985), the following types of ELL students under 10 years old must be placed in a mainstream or SEI program for at least 30 days before a parent's request for an alternative program can be honored:

- a. Students in California school for the first time:
 - New Kindergartners
 - Transfers from out of state
 - Students entering a US school for the first time
- b. Students transferring from another California school who have not completed the 30-day requirement in another school.

All other ELLs, including those who have completed the 30-day requirement in another school, may enter an alternative program immediately.

Annually, English Language Learners will be tested with the CELDT until reclassification occurs. Parents will receive the Annual CELDT Results Parent Notification Form and the CELDT Information Parent brochure each year students are tested. This written notification is in English and in the student's primary language. A copy of this notification is placed in the student's green EL folder in the cumulative folder.

The student's green EL folder must contain any primary language test results, a copy of CELDT results, and (for students who have opted for an alternative program) a copy of the Parental Exception Waiver form.



Annual Kindergarten Registration, Assessment and Placement

Because of the large number of new Kindergarteners that must be assessed and placed at the beginning of each school year, a special process is used for handling this group.

1. Kindergarten pre-registration begins in February of the school year preceding the child's entrance into Kindergarten. However, CELDT testing, by state mandate, may not begin until July. When the parent pre-registers the child, the Home Language Survey is completed. If the Home Language Survey indicates "Spanish" in lines 1, 2, and 3, and school staff has knowledge that the student is not proficient in English, students may be placed in a Bilingual Alternative program at the request of parents.
2. Assessment results are processed as quickly as possible and parents notified of the results and the recommended placement for the child. The procedures described above are used regarding determination of the placement, notification of the parents, review of and assistance in completion of the waiver process, and placement into the selected program. Group meetings will be arranged for orienting parents to the program options and explanation of the waiver process, whenever appropriate.
3. Once the assessments are completed, children are provided instructional programs that are overwhelmingly in English for the mandatory 30 calendar days. Every English Learner under 10 years of age must initially be placed in a classroom taught overwhelmingly in English for not less than 30 calendar days beginning the first day of instruction. This is a one-time requirement.

Transfer Students

1. Transfers between district schools.

Schools make intradistrict transfers through student services office. Intradistrict transfer forms are sent to the school, and all data regarding the student's EL assessment history – current scores, current placement, records of academic progress, and interventions – are sent to the receiving school.

The principal or certificated designee at the receiving school are responsible for reviewing the student's cum folder and information in the district's database system, and ensuring that the student is properly placed in the appropriate type of program, as specified in the student's current records.

2. Transfers from other California schools.

Students transferring into the district from another district within the state typically have records of a Home Language Survey and initial language status (EO, IFEP, ELL), and scores on the mandated assessments.

These students do not need to go through the National School District initial identification process. Records are obtained from the previous school/district, and entered into the district's student information system by the LAC staff. If these records are not available within ten days, the initial identification, notification, and placement process for English Learners of English and primary language assessments proceeds and is implemented per the above description. Once received the student's records are reviewed to determine prior placements and academic history.

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

Students entering National School District who are new to the state or from another country follow the language assessment, classification and placement process described above. The date they enrolled in the district is entered into their records as the date they first enrolled in a California school and/or the date they first enrolled in a US school.

Records are reviewed to determine the student's prior placements and academic history. This procedure also applies to students transferring from private schools.

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

The district provides ongoing training for administrators and staff on procedures relating to initial identification, placement, parental rights and informed consent, including the waiver process. The persons to be trained include the Language Assessment Center staff members, the school principals and office staff, Language Arts Specialists, and other staff as necessary. In order to ensure consistency, the training gives special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child.

Preschool

As part of the enrollment process for Preschool, parents complete a home language survey. Preschool staff recommends program placement based on the answers on the HLS and other relevant information about the student. When necessary, preschool staff will assess the English proficiency of students in order to recommend best placement option. As in K-6th, preschool staff strives to honor parent requests for program placement while ensuring that such placement offers the best opportunities for student success.



CHAPTER 2

INSTRUCTIONAL PROGRAMS

Aligned to the following National School District's Strategic Plan Core Strategy:

2. **Quality, Standards-based Instructional Program:** Refine and implement non-negotiable instructional strategies, practices and resources to ensure that every student makes measurable progress in their academic and social development.

(EL 12 and 13)

**State and Federal requirements
for Programs serving English Learners**

Relevant Categorical Program Monitoring Items:

EL 12: 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.

EL 13: 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.

INSTRUCTIONAL PROGRAMS

Federal case law stipulates that the main goals of the English Learner Program be to develop proficiency in English in each English Learner as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers. Districts must ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the district will:

- Provide all students with the opportunity to participate in high quality curricular activities that address rigorous academic standards.
- Offer programs based on student need and sound educational pedagogy.
- Provide for and honor parent choice.
- Provide on-going high-quality staff development.
- Embrace parent involvement in the educational process.
- Provide a process for monitoring the effectiveness of programs for English Learners.

The National School District is committed to the English Learners' development of academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English Learners bring to the District community.

Instructional Programs Overview

Currently, National School District offers four program options to English Learners: Structured English Immersion, Mainstream English and Bilingual Alternative. In 2012-13 a fourth option, Dual Language Immersion, will be piloted at one school. Each of these options is designed to ensure that students acquire English-language proficiency and close any academic gap that may have developed in other areas of the core curriculum. All options contain the following required components:

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

Regardless of program option provided, each EL is expected to make progress in English and in grade level academics. ELD instruction begins in pre-kindergarten, and should equip participants in all programs to participate effectively in mainstream English language instruction. The design of the Bilingual Alternative (also known as Transitional Bilingual) and Dual Language Immersion programs include the use of the primary language for some instruction even after students have reached the point where they are capable of full participation in mainstream English language

instruction. The George Washington University Principles for Second Language serve as guidelines for our work with English Learners.

Principle 1: English Learners are held to the same high expectations of learning established for all students. We hold the same standards for all students and our work in meeting student needs can draw upon work in the fields of bilingual education, second language acquisition, and recognizing that the education of an English Learner is multi-faceted. We are to work towards not just supporting second language acquisition but all educational subjects and needs.

Principle 2: English Learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. National School District recognizes that language acquisition is multi-faceted and that while the basic interpersonal skills may develop more quickly, the academic use of language can take from five-seven years depending on the individual learning variation of a student.

Principle 3: English Learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, health, and physical education, consistent with those for all students. National School District further recognizes that students who participate in the Bilingual Alternative program option or the Dual Language Immersion program are provided the same challenging content in all academic areas.

Principle 4: English Learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. National School District recognizes that ongoing assessment using multiple measures is crucial in determining progress and to drive instruction in language acquisition and academic progress. National School District further recognizes the need to provide professional development for administrators, teachers and all school staff to help support the learning of ELs in our schools.

Principle 5: English Learners are evaluated with appropriate and valid assessments that are aligned with State and local standards and that take into account the language acquisition stages and cultural backgrounds of the students.

Principle 6: The academic success of English Learners is a responsibility shared by all educators, the family, and the community. National School District, in partnership with the families and community must all take interest and responsibility for the education of English Learners. The Master Plan for English Learners strives to promote the family's role in the education of the student and to promote open communication and avenues for involvement.

Types of English Learners

There are distinct groups of English Learners in the National School District. Each group presents a different set of opportunities and challenges. While all sites are expected to follow the guidelines described in the Master Plan, there is flexibility in the manner in which each site organizes its resources and optimizes services to distinct types of English Learners.

English Learners in the National School District may fall into the following categories:

1. Newly arrived ELs with adequate formal schooling;
2. Newly arrived ELs with limited formal schooling;
3. Long term ELs (three years at the same level of proficiency);
4. ELs who are meeting benchmarks and making expected progress toward language and academic goals;
5. ELs who speak languages other than Spanish and who have the characteristics of groups one-four. Programs will be adapted to meet the needs of students.

English Language Development

English Language Development (ELD) is a component of all program options for English Learners. The ELD component is based on the California English Language Development standards and it is delivered according to students' proficiency levels. The purpose of ELD instruction is to develop a strong foundation in both social and academic English and provides a



pathway to the English Language Arts (ELA) standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. Instruction must develop EL's full receptive and expressive proficiencies in the domains of listening, speaking, reading, and writing.

ELD instruction provides an on-ramp to the English language arts curriculum. It should build academic language proficiency that includes functions, forms and fluency. This approach, "...places meaning and use as the central features of language and approaches grammar from that stance." The district supports the use of rigorous ELD instruction that includes both informal and formal language learning opportunities (Dutro and Moran, 2002).

Language instruction must address the variety of English proficiency levels but also work towards building academic language, expanding vocabulary, building on prior knowledge, and using multiple opportunities for students to engage in academic language use.

All schools are expected to use district-approved ELD materials that provide full access to the California ELD standards, and that can ensure effective and efficient mastery of English as a foundation for further success in mainstream English instruction.

Structure for ELD

English Language Development must be a part of the daily program for every EL throughout the whole year. It is a planned, specific, explicit component of the student's total educational program and is based on the student's level of English proficiency. The ELD program at every site adheres to the following parameters:

- 150 -180 minutes for ELD weekly
- At least four days per week

- Students grouped by language CELDT proficiency levels (Listening/Speaking levels)
- Strategic school-wide ELD block (all/most grades participate in ELD at the same time). This affords schools the flexibility of combining students of the same proficiency level within a grade level span.

Transferability of Skills

New learning is achieved most successfully when introduced in connection to prior knowledge. Students are able to transfer their knowledge from one language to another given adequate instruction, support and opportunities to make connections. Many skills in English are either totally or partially transferable from Spanish. For example, when a student understands the concept of *synonyms* in their primary language (Spanish), they would be able to transfer the concept into the new language (English). In many cases, decoding in English will not need to be taught separately for students who can decode in Spanish. The exceptions, however, do need to be taught. For example, the vowels in English are only partially transferable, since some English short vowels do not exist in Spanish. There are some concepts that are not transferable at all, or that differ greatly, depending on the primary language of the student. Those must be taught explicitly.

Transferable skills are directly taught so that students make the connection between their primary language and English. Transferability of skills is possible when instruction about a specific concept or skill has already

taken place in the student's primary language. The teacher then gradually assists the student in moving the knowledge from the primary language to the second language. National School District has created Scope and Sequence of transferable skills for the bilingual alternative program (K-3rd).

Specially Designed Academic Instruction in English (SDAIE)

SDAIE is a teaching approach intended for teaching core subjects (such as; Language Arts, Math, Science, Social Studies), using the English language to students who are still learning English. The instruction is carefully designed so the student can access concepts presented in English through instructional strategies that strive for comprehensible input.

Effective SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject matter and in using academic English. In the National School District, SDAIE Strategies are delineated within the Sheltered Instruction Observation Protocol (SIOP). SIOP offers a systematic approach to planning and delivering content instruction to English Learners. The SIOP model encompasses eight components: Lesson Preparation; Building Background; Comprehensible Input; Strategies; Interaction; Practice/Applications; Lesson Delivery; and Review/Assessment. National School District teachers will receive professional development in the elements of SIOP beginning in 2012.

Newcomer Students

A newcomer student in grades 4th-6th entering National School District at a CELDT level 1 or 2 is offered the Newcomer program option at the point of registration. The district's Newcomer programs are housed at Palmer Way and Kimball Schools. If parents choose not to send their child to the Newcomer program, the student remains at the school of enrollment. The classroom teacher and Language Arts Specialist work to ensure that the student will receive daily English Language Development at his/her level of English proficiency and will develop a plan to include additional support that may take several forms:

- Primary Language support in content area
- Extended day program focusing on English Language Development and/or primary language
- Monitoring of academic progress
- Staff development for teachers working with newcomer students
- Instructional materials specially designed to promote understanding (i.e. realia, visuals, graphs, etc)



Instructional Programs

The following section describes the program options available to ELs in the National School District. Each program description includes a summary, students served and essential program components. Staffing requirements and support options are addressed as well.

The first two options (Structured English Immersion and Mainstream English Programs) are English-Language programs, where primary language support may be provided, but instruction is predominantly in English.

The third and fourth options (Bilingual Alternative and Dual Language Immersion Programs) are alternative programs. Both offer primary language instruction as a central feature. They are open to students whose parents have completed a waiver request (see Chapter 5 for information on waivers). The Newcomers Program and consideration for English Learners in Special Education are explained here as well.

The descriptions here are intended to provide all stakeholders a general overview of the key elements for each program option. A supplemental handbook for teachers and administrators contains a more detailed description of programs, expectations, and resources.



Structured English Immersion Program

Summary

A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.

Students Served

- ELs who have not yet acquired “reasonable fluency” in English (see Chapter One for definition of reasonable fluency)
- Embedded in the Mainstream Program or the Bilingual Program

Program Components

- Daily English Language Development at the assessed stage of English acquisition.
- K- 6th (45 minutes)
- Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction.
- Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-approved, District-adopted, standards-based materials.
- Primary language support to motivate, clarify, direct, and explain.



Staffing Requirements

Credentials:

- No Child Left Behind's Highly Qualified Teachers
- Multiple or Single Subject Teaching Credential (MSC) with Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) emphasis
- SB 395 or SB1969 equivalents to CLAD
- Bilingual Certificate of Competence (BCC) or Language Development Specialist (LDS) Certificate

Primary language support provided by BCLAD or equivalent certified teacher or bilingual instructional assistant.

Special Support Options

- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or language arts specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD intersession
- Other appropriate services

Mainstream English Program

Summary

The goal for English Learners in the Mainstream English Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is in English. However, special support options, including use of primary language, are provided for ELs as needed.

Students Served

- Fluent English Proficient (FEP) students.
- Reclassified English Learners (RFEP).
- ELs whose parents/guardians have declined participation in Sheltered English Immersion programs.
- ELs who are “reasonably fluent” in English (see pp.5-6 for a definition).

Program Components

- Daily English Language Development (ELD) for ELs at the assessed stage of English acquisition.*

K (15 minutes)

1st –6th (45 minutes)

*Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction.

- Differentiated instruction in reading, writing, math, science and social science, delivered in English, using decreasing SDAIE strategies. Use of State-approved, district-adopted, standards-based materials.
- Decreasing primary language support.

Staffing Requirements

Credentials:

- Multiple or Single Subject Teaching Credential.
- CLAD/BCLAD or equivalent required if an English Learner (EL) is placed in the class.

Alternatives to CLAD/BCLAD:

- SB 395 or SB1969
- BCC or LDS Certificate

Primary language support provided by BCLAD or equivalent certified teacher or bilingual instructional assistant.

Special Support Options:

- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD intersession
- Other appropriate services

Bilingual Alternative Program

Summary

The goal is acquisition of academic proficiency in two languages: English and Spanish.

Instruction is in Spanish and English. Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English.

As the child increases in English fluency, instruction in English increases. In grades two and three, math can be delivered in English with Spanish support.

The program uses a scope and sequence of transferable/non transferable skills in K-3rd. Students in bilingual classes receive ELD and an additional block of English Literacy development.

Students Served

- ELs whose parents have completed a waiver requesting that their child participate.
- Transitioning to English mainstream instruction does not mean transitioning from the Bilingual Alternative Program. Students can continue in the program after attaining reasonable English fluency per parent choice. Transitioning into English is not an event but rather a process that begins in Pre-Kindergarten or Kindergarten and continues until the student is reclassified.

Program Components

- Daily English Language Development (ELD) at the assessed stage of English acquisition*: 30 minutes in Kindergarten and 45 minutes in 1st-3rd grades*.

*Teaming for ELD as required to meet student needs based on ELD levels. No more than two consecutive levels of English proficiency may be combined for ELD instruction.

- Spanish language arts component and English language arts for all students.
- SEBT literacy component for students whose primary language is Spanish, as they achieve a reasonable level of English literacy.
- Differentiated instruction in reading, writing, math, science, and social science, delivered in Spanish or through Specially Designed Academic Instruction in English (SDAIE), utilizing State-approved, District-adopted, standards-based materials.
- Primary language support to motivate, clarify, direct and explain.
- Presentation of new concepts may occur in Spanish.

Elementary Level

Staffing Requirements

Credentials:

- Multiple of Single Subject Teaching Credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization
- BCLAD Credential
- Bilingual Certification of Competence (BCC)
- CTEL

Special Support Options:

- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or Language Arts Specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD Intersession
- Other appropriate services

Dual Language Immersion Program

Summary

The goal is acquisition of academic proficiency in two languages: English and Spanish*, together with mastery of academic core content and multicultural proficiency. Instruction is in Spanish and English.

The program uses a 50-50 model, in which instruction at each grade level is 50% in Spanish and 50% in English.

Students Served

- ELs whose parents have completed a waiver requesting that their child participate.
- EOs, IFEPs and RFEPs, based on parental choice.
- Enrollment in this program begins only in Kindergarten or Grade One. Exceptions require individual approval by the National School District Assistant Superintendent of Educational Services.

Program Components

- Separation of languages by time and space.
- Teaming model preferred.
- Daily leveled English Language Development (ELD) for all EL students. No more than two consecutive levels of English proficiency may be combined for ELD instruction.
- Daily Spanish Language Development for all EO students.
- Full Spanish language arts component for all students, comparable to English language arts.
- English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency.
- Differentiated instruction in reading, writing, math, science and social science, delivered through both languages, with use of specially designed academic instructional techniques for non-native speakers of each language, using State-approved, District-adopted, standards-based materials.

Elementary Level

Staffing Requirements

Credentials:

- Multiple of Single Subject Teaching Credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization
- BCLAD Credential
- Bilingual Certificate of Competence (BCC)

Special Support Options:

- Primary language instruction/support
- Tutoring
- Specialized instruction by reading or literacy specialists
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- ELD Intersession
- Other appropriate services

Newcomer Program

Description

The goal of the Newcomer program is to accelerate the acquisition of English language proficiency to promote the ability of the student to mainstream into an English Only or Sheltered English Immersion (SEI) classroom after one year of specialized instruction.

Instruction is in Spanish and English with the strategic use of primary language to support the student's ability to develop academic language proficiency in English while continuing to develop knowledge of core content and grade level standards.

The Newcomer Program offers extended opportunities to develop proficiency in all domains of English – listening, speaking, reading, and writing.

Students Served

- Newcomers in grades 4-6
- Newcomers are defined as:
 - Overall CELDT Level 1
 - Students with less than 12 months of formal schooling in the United States
 - Students with inconsistent schooling within the United States totaling less than 12 months
- Students may or may not have had formal study of English in their native country
- Extra support will be provided as needed through Leveled ELD instruction and literacy support
- Newcomers in Grades K-3 will be placed in an SEI or Transitional Bilingual Class depending on need and parental request

Program Components

- Extended program instruction of English Language Development at their level of English proficiency
- Grouping of students within a self-contained classroom to provide appropriate instruction according to student's language and academic needs
- Primary language support and/or instruction of all language domains - reading, writing, listening, and speaking
- Focus on Language Forms and Functions
- Academic content taught through SDAIE with primary language support or in the student's primary language
- Monitoring of academic and language progress
- Instructional materials specially designed to promote understanding (i.e. realia, visuals, graphs, etc)
- Bilingual materials support students, i.e. Bilingual dictionary, thesaurus

Staffing & Professional Development

- BCLAD, CLAD Certification
- On-going training of specific instructional strategies for literacy and language instruction of newcomers

Assessments and Monitoring

- Initial Assessment
- Progress monitoring
- Exit criteria

Special Support Options:

- Grouping of students within a self-contained classroom to provide appropriate instruction according to student's language and academic needs
- Newly arrived English Learners with Adequate Formal Schooling
- Newly Arrived English Learners with Inadequate Formal Schooling
- For non-Spanish speaking newcomers efforts will be made to provide additional instructional support through Instructional Aides and/or materials
- Mainstreaming to grade level classes as students demonstrate proficiency in specific areas

Identification and Placement Criteria

- Upon enrollment parents fill out the Home Language Survey
- If the student's is an English Learner and their last school is identified as being outside the United States:

The District will:

- Administer CELDT and LAS or SOLOM
- Determine appropriate placement upon request.

The home school:

- Will work with the parent to complete the School History Questionnaire.
- Will refer the student to the Assessment Center for language assessment
- Will administer Initial Assessments
- Send a request to the District for placement in the Newcomer's Program

The District will:

- Administer CELDT and LAS or SOLOM
- Determine appropriate placement upon request from the home school
- Send copies of all paperwork and assessments to the Newcomer teacher and school

Initial Assessment

- Educational analysis to be conducted by the sending school
 - School History questionnaire with parents
 - Reading assessment in primary language
 - Reading assessment in English where appropriate
 - Basic Math Skills Assessment
 - Baseline ADEPT
- Language Assessment to be administered by the district assessment team
 - CELDT
 - LAS – Spanish
 - SOLOM

Progress Monitoring

- ADEPT – three times per year; baseline to be done as part of the initial placement
- SEBT Assessments
 - Phonemic Awareness
 - BPST in L1 and L2
 - High Frequency Words
- ORF – in English as indicated by proficiency on other assessments
- Quarterly: Houghton Mifflin – English Language Development Test
- Quarterly Writing Samples in the language of instruction
- Quarterly ELD writing assessment using the CELDT rubrics to measure growth
- District Math Assessments administered in the language of instruction

Exit Criteria – from the Newcomer Program

- Students will be exited from the Newcomer Program at the end of the academic school year and placed in a regular classroom with necessary support for continued progress in academic content at grade level and English language development. Students who do not meet the exit criteria should have an intervention plan developed which may include an additional year in the Newcomer Program.
- Newcomers and newcomers in the third grade transitional program may be placed in the Newcomer's program for an additional year only after a meeting to review documented progress and achievement. The meeting should include the current teacher, newcomer teacher, support staff, and the principal.
 - ADEPT
 - Content area assessments

Interventions

- Impact teacher in the Newcomer program to be able to provide small group instruction based on grade level content and academic and language ability.
- Imagine Learning computer program.
- Before or after school interventions.
- Intervention plan developed midyear if students are not making adequate progress in any area of language development or academics.

Support for Students with IEPs in Structured Immersion Program

Summary

The goal for English Learners in the Mainstream English Program, who also require special education services, is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Supports and services identified by the student's IEP will be provided. This program can be delivered in either the general education setting or a separate setting.

Students Served

- ELs with an IEP that has determined that their academic goals should be met through the use of SDAIE strategies in a setting that is taught primarily in English.

Program Components

- Students with disabilities receive additional accommodations and modifications to the curriculum-based on their IEPs.
- Regardless of grouping based on ELD level, and requirements of IEP, ongoing collaboration with special education teacher.
- Students may also receive core instruction services and ELD support directly from a special education teacher.

Support for Students with IEPs in Structured Immersion Program

Staffing Requirements

Same as for Structured Immersion Program, in addition to all required Special Education credentials.

Special Support Options:

Students are eligible for the same options as students without an IEP, with required special education supports.

Specialized instruction by reading or language arts specialists with collaboration from Special Education Teachers.

Support for Students with Disabilities in *Mainstream English Program*

Summary

The goal for English Learners in the Mainstream English Program, who also require special education services, is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Supports and services identified by the student's IEP will be provided. This program can be delivered in either the general education setting or a separate setting.

Students Served

- ELs with an IEP that has determined that their academic goals should be met through the use SDAIE strategies in a setting that is taught primarily in English.

Program Components

- Students with disabilities receive additional accommodations and modifications to the curriculum based on their IEPs.
- Based on grouping of student based on ELD level, and requirements of IEP, ongoing collaboration with special education teacher.
- Students may also receive core instruction services and ELD support directly from a special education teacher.

Support for Students with Disabilities in *Mainstream English Program*

Staffing Requirements

Same as for Mainstream English Program, in addition to all required Special Education credentials.

Special Support Options:

- Students are eligible for the same options as students without an IEP, with required special education supports.
- Specialized instruction by reading or literacy specialists, with collaboration from Special Education teacher.

Supports for Students with IEPs in the *Transitional Bilingual (Alternative) Program*

Summary

The goal is acquisition of academic proficiency in English while implementing the supports and services specified on the student's IEP.

Special Education strategies are integrated into the student's entire instructional program. Students may also receive pull-out supports as necessary.

Classroom and Special Education teachers monitor student learning, differentiating and addressing issues related to the identified disability and/or English development.

Students Served

- Students whose IEP has determined that this is the most appropriate program for the student that is in the Transitional Bilingual (Alternative) Program.

Program Components

- Special Education supports and services as determined necessary to meet the student's linguistically appropriate IEP goals.

Supports for Students with Disabilities in the *Transitional Bilingual (Alternative) Program*

Staffing Requirements

Same as for Transitional Bilingual (Alternative) Program, in addition to all required Special Education credentials.

Special Support Options:

- Students are eligible for the same options as students without an IEP, with required Special Education supports.
- Specialized instruction by reading or Language Arts specialists with collaboration from Special Education teacher.

Supports for Students with Disabilities in the *Dual Language Immersion Program*

Summary

The goal of the Dual Language Program for students with an IEP is for them to participate in a manner, per their IEP, that allows them to develop high bilingual and biliterate academic levels in English and Spanish.

The IEP team will determine the appropriate instructional program for these students.

Students Served

- Students whose IEPs could be implemented in this program.

Program Components

- Special Education teachers will collaborate with general education teachers to design appropriate programs for students with IEPs.
- Special Education teachers will provide supports in the form of co-teaching, collaboration, and pull-out.

Supports for Students with Disabilities in the *Dual Language Immersion Program*

Staffing Requirements

Same as for Dual Language Immersion Program, in addition to all required Special Education credentials.

Assessments

- Progress monitoring in English and Spanish.
- Standardized assessments in English and Spanish grades two-six.
- Data used to provide differentiated instruction.
- Progress on IEP goals.

Special Support Options:

- Primary language instruction/support
- Tutoring (impact teachers)
- Specialized instruction by reading or literacy specialists
- Participation in benchmark, strategic, and/or intensive intervention programs
- Before and/or after school intervention programs
- Other appropriate services

CHAPTER 3

MONITORING OF STUDENT PROGRESS AND RECLASSIFICATION

Aligned to the following National School District's Strategic Plan Core Strategies:

2. **Quality, Standards-based Instructional Program:** Refine and implement non-negotiable instructional strategies, practices and resources to ensure that every student makes measurable progress in their academic and social development.
4. **Effective Communication and Community Outreach:** Ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.

(EL 7)

State and Federal requirements for Programs serving English Learners

Relevant Categorical Program Monitoring Item:

EL 7: 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)
- b. Assessment of performance in basic skills: California Standards Tests for English-Language Arts
- c. Teacher evaluation that includes, but is not limited to, the pupil's academic performance
- d. Parent opinion and consultation during the reclassification process

Monitoring of Student Progress and Reclassification

Monitoring Student Progress

Student progress is monitored annually, based on a set of district-adopted assessments. These assessments are used to evaluate students' language growth and academic performance. Formative assessments to monitor students' language development progress in listening/speaking, reading and writing are used throughout the school year.

District Assessments

The assessments are equivalent to those used with EO and IFEP students in the mainstream program. These include the state-mandated STAR tests (California Standards Test), which is taken by all students regardless of their language classification. Some assessments are equivalent to those utilized in mainstream classroom. Curriculum-embedded assessments in language arts are taken in English, for example, by ELs in the SEI and Mainstream Programs, and in Spanish by students being instructed in Spanish reading in the Alternative Bilingual Program or Dual Language Immersion Program. The California English Language Development Test (CELDT) is taken every year by English Learners.



In addition, English Only students in the Dual Language Immersion Program will take a standards-based assessment in Spanish.

Use of Assessment Data for Instructional Planning

Teachers use the language arts and mathematics curriculum-embedded assessments to review student progress every 6 to 8 weeks, planning modifications in instruction and classroom interventions as appropriate. CELDT data is used as part of the criteria for instructional grouping in ELD. Formative assessments are used by all teachers to identify areas of progress and of continuing need for all groups of students. Instruction is modified to meet the needs that are revealed by the examination of these data. CST test results are used in conjunction with the district's multiple measures to identify students in need of benchmark, strategic, and intensive interventions and assign them to appropriate instructional supports.

Annual Review of Student Progress

Each fall by the end of Quarter I, the principal, EL Liaison, and other staff at each school site review the STAR test results, the latest official CELDT scores, as well as other assessment data for ELs. On the basis of this review, the EL Liaison and Principal (or designee) identify students who are eligible for reclassification. The site's EL Advisory Team meets to determine which students meet the criteria and makes the recommendation for reclassification. The district's criteria are shown in the table on the next page. These criteria include multiple measures, including:

- English language proficiency, including listening, speaking, reading and writing
- Academic achievement in reading and writing measured in English
- Teacher's evaluation
- Teacher recommendations regarding any academic performance deficits
- Parent's opinion

The EL Liaison and/or Principal notify parents and guardians of their rights and encourage them to attend the meeting and participate in the reclassification process. If the parent/guardian wishes to attend, the meeting is scheduled at a time convenient for the parent/guardian. If not, the parent should state his/her opinion in writing. The school site must make every attempt to involve the parent/guardian in the reclassification process through the avenues of letters (invitation to participate in the EL Advisory meeting) and/or phone calls.

The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with parents of ELs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal.
- Invite parents and teachers to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for two additional years. Students are also included in this meeting.

- If all attempts listed above have been exhausted, the sites will hold the reclassification meeting, the site EL Liaison and the Principal will sign the reclassification form and the copy is sent home for the parent signature. The original is filed in the green EL folder, and copies are sent to the parent. The EL Liaison works with the school office staff to change the students' language classification in the student information system. This process is repeated in the Spring, at the beginning of Quarter III.

For all other ELs, the EL Advisory Team analyzes student performance as compared with the expectations outlined in the EL Catch-Up Plan. Students who failed to achieve expected progress are identified for additional support, intervention, and monitoring. This plan is captured in an EL Intervention Catch-Up Plan. Figure 3.1 explains this process.

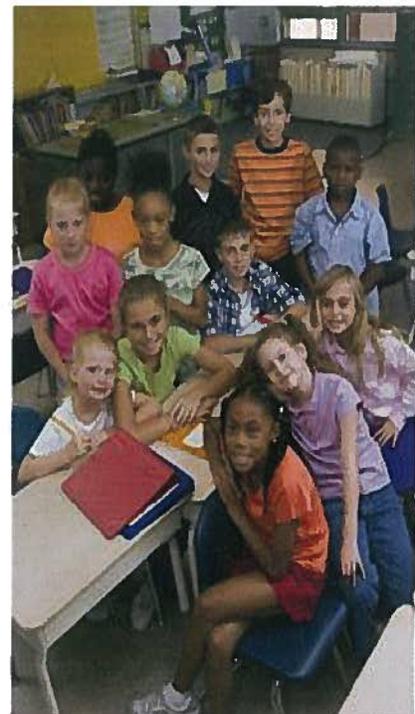
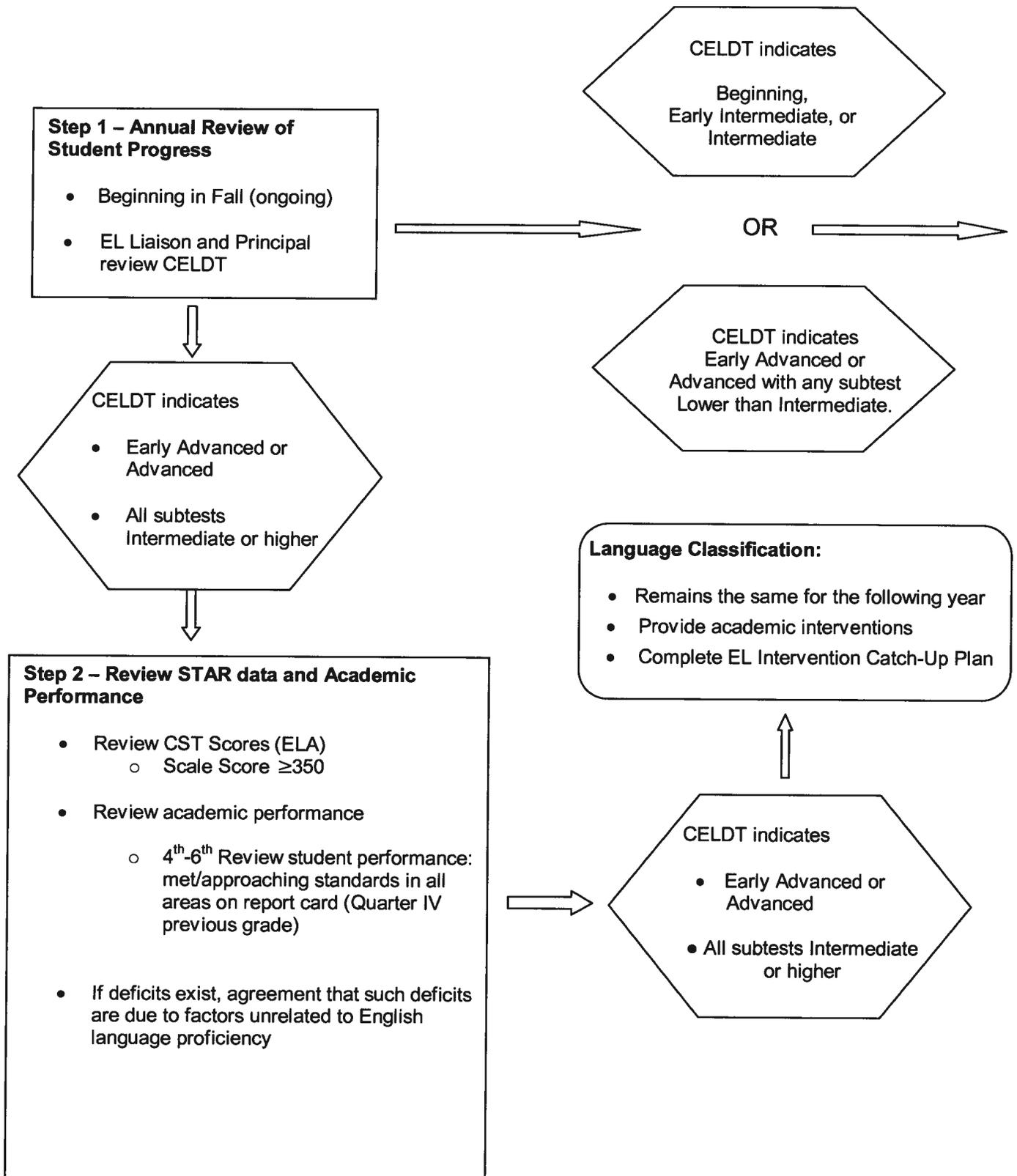
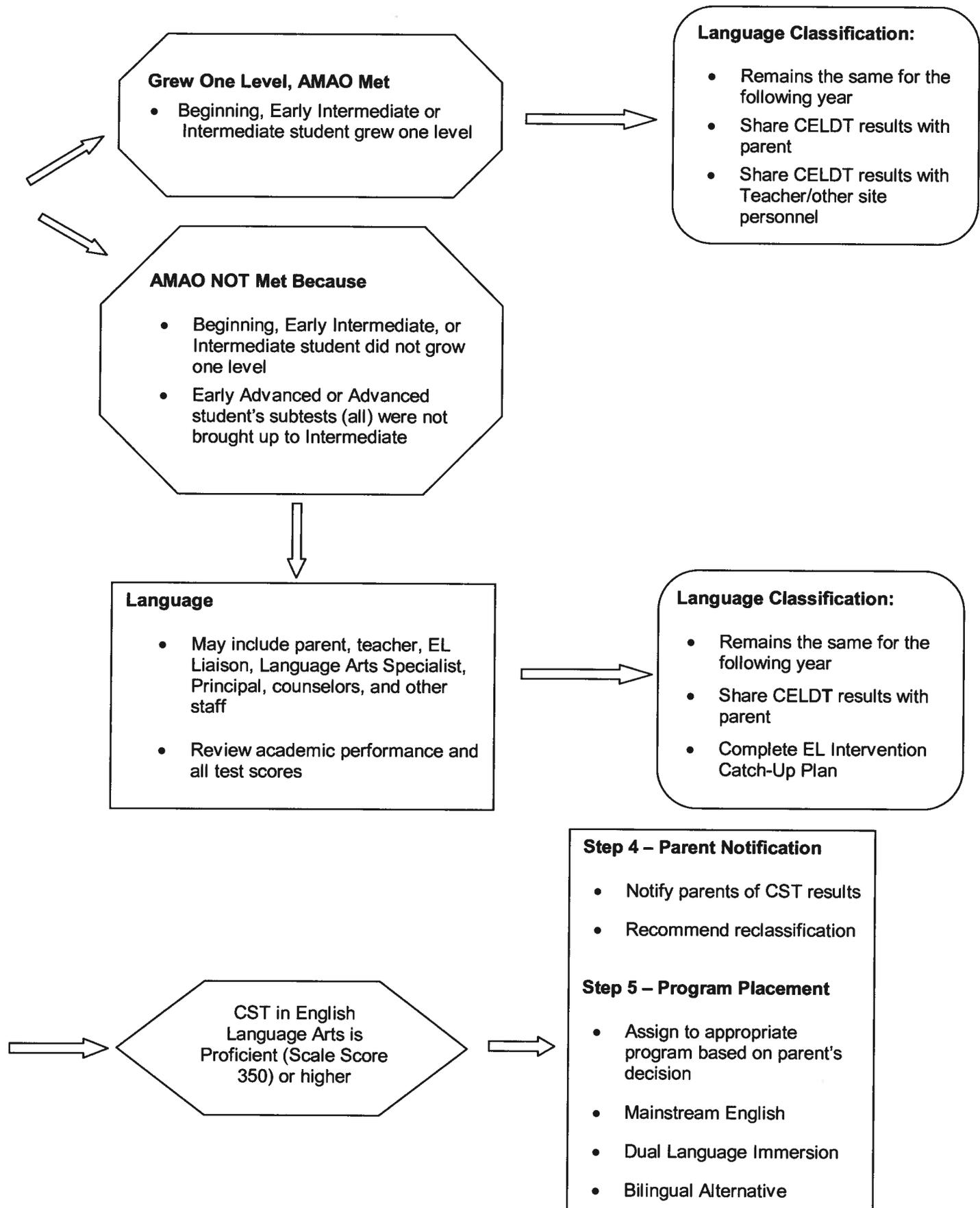


Figure 3.1: Process for Monitoring of Student Progress and Reclassification





The Reclassification Process

The reclassification decision is made by the EL Advisory Team after considering the evidence regarding the student's academic performance and consulting with the parent. The membership of the EL Advisory Team includes: Language Arts Specialist,

Principal, classroom teacher, EL Liaison, and any other relevant specialists. After the team has made a determination, and made recommendations regarding the student's future program and support needs, the EL Liaison completes the district Reclassification Form and

Figure 3.2: Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent CELDT Scores	Overall: Advanced or Early Advanced Listening/Speaking: Early Advanced or Advanced Reading: Early Advanced or Advanced Writing: Early Advanced or Advanced
Academic Achievement	Most recent California Standards Tests in English Language Arts (ELA).	Proficient (Scale Score of 350 or higher) in ELA NOTE: The state does not require math as part of reclassification criteria.
Teacher Evaluation	Teacher's recommendation Current assessments and/or report card	Grades 2-6: <ul style="list-style-type: none"> • Teacher agrees that student is performing successfully in all academic areas • Report card indicates that student meets approaching standards in all areas
Parent Opinion	Description and results of consultation with parent	Parent agrees that reclassification is appropriate

also attach the appropriate grade level Reclassification Parent letter. Copies are given to the parent, and a copy is placed in the child's EL Green Folder in the cumulative folder. The child is then coded as reclassified in the student information system. This enables site and district personnel monitor all reclassified students

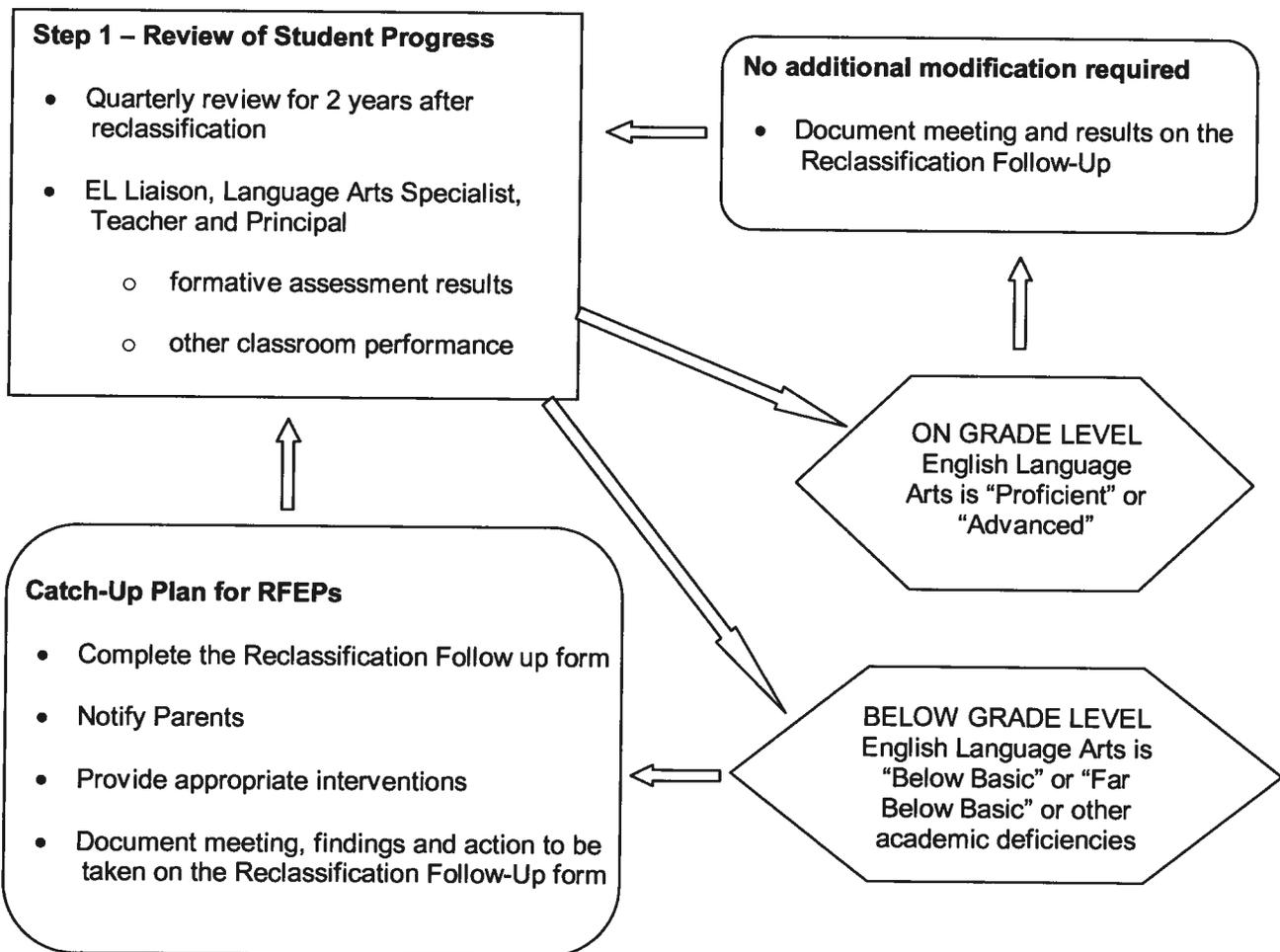
as a group for ongoing success in all district programs.

Monitoring and Follow-up on Reclassified Students

The site’s EL Liaison, Language Arts Specialist and principals monitor the progress of reclassified ELs at the end of each quarter for two calendar years following a student’s reclassification. (See

Figure 3.3) The Reclassification Follow-Up Form is used to summarize student performance on the critical measures. To ensure a consistent monitoring process, the district provides site with specialized reports for targeted students.

Figure 3.3: Process for Follow-Up Monitoring of Student Progress After Reclassification (RFEP)



The Reclassification Follow Up Form is used to chart all students (those making satisfactory or unsatisfactory progress). Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Primary language support
- Participation in benchmark, strategic or intensive interventions provided by the school

Initial Fluent Proficient Students

According to the CDE definition, students who, upon initial assessment of language proficiency, score at least at the early advanced proficiency level overall without any skill area below the intermediate proficiency level should be identified as Initial Fluent English Proficient (IFEPS). IFEPS who incur any academic deficits may be monitored through the Response to Intervention (RTI Model) to plan intervention and oversee academic progress.

Retention and Promotion of English Learners

The Governing Board of National School District expects students to progress through each grade within one school year. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student performance. To accomplish this goal, instruction should accommodate the varying interests and

growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

ELs with less than three years of English instruction will not be retained unless it is determined that the student is not making adequate progress due to factors other than language acquisition. The recorded decision must follow the procedures outlined in Board Policy. The recorded decision of the RTI, including the classroom teacher, will provide documentation as to why the determination was made. All documentation will be placed in the student's cumulative record.

Assessments Given to English Learners

All National School District schools will use standard assessments and procedures to gather information on language acquisition and academic progress for ELs. The following tables detail the instruments, grade levels, and descriptions for assessments of English and the primary languages of students. Included are timelines, and information on the person(s) responsible for administering these assessments.

Figure 3.4: English Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	K-6 th	<ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English State mandated instrument Used to measure Adequate Yearly Progress for NCLB Title III 	Initially: At registration (Legal allowance – within 30 calendar days from date of registration) Annually: July-October	Initial: Trained staff at Language Assessment Center (LAC) and Trained Temporary teachers Annual: Trained staff at LAC
Curriculum embedded ELD assessments	K-6 th	<ul style="list-style-type: none"> To be developed 		

Figure 3.5: Primary Language Development Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
Language Assessment Scales (LAS and Pre-LAS)	K-6 th	<ul style="list-style-type: none"> Assess Spanish language proficiency in speaking, reading, and writing 	Initially: At registration (Legal allowance – within 90 calendar days from date of registration)	Trained staff person at LAC
Student Oral Language Observation Matrix	K-6 th	<ul style="list-style-type: none"> Assesses primary language proficiency in non-Spanish languages 	Initially: At registration (Legal allowance – within 90 calendar days from date of registration) Annually only as needed	Initial: Trained staff at LAC. Annual: Trained staff at LAC and/or the school site

Figure 3.6: Academic Achievement: Assessments in English

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Standards Tests (including the California Modified Assessments)	2 nd – 6 th	<ul style="list-style-type: none"> • Criterion referenced tests assessing student's mastery of grade level standards in English Language Arts, Mathematics, Science and Social Studies • State mandated instruments • Used to measure Adequate Yearly Progress for federal No Child Left Behind accountability • Included in the Academic Performance Index 	Annually in Spring	Teacher
California Writing Test	4 th	<ul style="list-style-type: none"> • Rubric-scored test of writing applications • Included in ELA CST results for 4th grade 	Annually in Spring	Teacher
California Alternate Performance Assessment (CAPA)	2-6 th	<ul style="list-style-type: none"> • Criterion reference tests for students with significant cognitive disabilities • Test assess student's knowledge in the areas of English Language Arts, Math and Science 	Annually in Spring	Teacher
District's English Language Arts Assessments (Multiple Measures)	K-6 th	<ul style="list-style-type: none"> • Curriculum-embedded reading/Language arts assessments contained in the Houghton Mifflin English Language Arts series • District mandate 	Periodically throughout the year	Teacher
DIBELS/IDEL	K-3 rd	<ul style="list-style-type: none"> • Assessment of Phonemic Awareness • Alphabetic principle, Accuracy and fluency, vocabulary and comprehension • English 	Quarterly	Teacher & Language Arts Specialist
STAR Reading	2-6 th	<ul style="list-style-type: none"> • Online Assessment 	Quarterly	Teacher
NSD Benchmark Math Assessments	K-6 th	<ul style="list-style-type: none"> • District-developed assessment of grade level mathematics skills 	Once Quarterly	Teacher
STAR Math	2-6 th	<ul style="list-style-type: none"> • Online Assessment 	Quarterly	Teacher

Figure 3.7: Academic Skills Assessments in Spanish

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Designated Primary Language Test Standards Test in Spanish (STS)	2 nd -3 rd , other ELs with 12 months or less in US	<ul style="list-style-type: none"> • Criterion-referenced test: Part of STAR testing program • Administered to Spanish speaking students who have: (1) been in school 12 months or less; (2) received academic instruction in Spanish during the same school year • State mandated instrument 	Annually in Spring for all students in Bilingual Alternative Programs and Newcomer Program	Teacher
Lectura (Houghton Mifflin Spanish), assessments	K-3 rd	<ul style="list-style-type: none"> • Curriculum-embedded reading/language arts assessments contained in the Houghton Mifflin Spanish series • District mandate 	Periodically throughout the year	Teacher
NSD Benchmark Math Assessments	K-2 nd	<ul style="list-style-type: none"> • District-developed assessment of grade level mathematics skills 	Once Quarterly	Teacher
IDEL		<ul style="list-style-type: none"> • Assessment of Phonemic Awareness Alphabetic principle, Accuracy and fluency, vocabulary and comprehension • English 	Quarterly	Teacher & Language Arts Specialist

CHAPTER 4

STAFFING AND PROFESSIONAL GROWTH

Aligned to the following National School District's Strategic Plan Core Strategies:

2. **Quality, Standards-based Instructional Program:** Refine and implement non-negotiable instructional strategies, practices and resources to ensure that every student makes measurable progress in their academic and social development.
3. **High Quality Teachers:** Ensure that every student is taught by high quality, effective and well-trained staff.

(EL 8 and EL 9)

State and Federal requirements for Programs serving English Learners

Relevant Categorical Program Monitoring Items:

EL 8: 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.

EL 9: The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- d. Designed to improve the instruction and assessment of English Learners.

- a. Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners
- b. 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.
- c. Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Staffing and Professional Growth

Staff Certification

The district ensures that all teaching personnel whose assignment includes English Learner students will hold appropriate certification to provide necessary instructional services to English Learners. Teachers must be properly authorized or “actively pursuing” authorization, with a signed agreement on file in the Human Resources Department. Hiring and placement of teachers are based on student and program need.

Teacher Vacancies: New Hires and Veteran Teachers

Whenever open teaching positions require BCLAD and CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions.



In some cases, fully credentialed candidates holding the BCLAD/CLAD are not available. Teachers in training for BCLAD/CLAD can fill the positions as long as they complete all requirements within the district’s required time specifications. All newly hired teachers are required to sign an HR commitment letter to complete BCLAD or CLAD requirements. Each spring, during the preparation for submission of the annual Language Census (R-30) Report, the HR department collects information from newly hired and veteran teachers who are not credentialed to work with EL students, the teachers will submit information on their progress in fulfilling the requirements, utilizing the CLAD/BCLAD Credential Training Status Form.

All submitted information is tracked and monitored by the HR department. The HR Assistant Superintendent will oversee and monitor the district’s Plan to Remedy the Shortage of Teachers for ELs.

In the Spring of each academic year, the HR Assistant Superintendent meets with site administrators to plan and oversee teacher staffing based on program need.

Recruitment Procedures: Teachers

The following steps taken each year constitute the district’s approach to recruitment of teachers.

1. Each spring, following the annual R-30 Language Census report, the district assesses the need for qualified teachers to fully implement the EL programs at each school, as directed by the district’s Master Plan for ELs. The elements that comprise these programs include: English Language Development, content instruction with SDAIE strategies, primary language support, and primary language instruction. The principal is also given information on how many classes are needed for each program type in the school.
2. Working together, district Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When there is not a sufficient number of authorized teachers available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.
3. Advertising and aggressive recruitment efforts are undertaken, internally and externally, until all positions are filled. Position announcements indicate the language requirements for the position(s).

Figure 4.1: Required Teacher Authorization

Type of Instruction	Proper Authorization
English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential with CLAD/BCLAD Emphasis • CLAD/BCLAD • BCC/LDS • General teaching credential (ELD only) • Supplementary Authorization in ESL (ELD only) • University or District Internship Credential with CLAD Emphasis • SB 395 or SB 1969
Primary Language	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential with CLAD/BCLAD Emphasis • BCLAD • BCC • University or District Internship Credential with BCLAD Emphasis

Administrative Staff

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

District and Site Professional Development

Currently, professional development on the content of the Master Plan is in the planning stages. This plan will include timelines for implementation and process for monitoring school and staff adherence to Master Plan policies and procedures. This professional development will include training for

office staff on the procedures and required documentation for ELs. The district's professional development plan for staff will address:

- Master Plan policies, procedures, and guidelines
- EL program design and options
- Effective ELD, SDAIE, and primary language instructional strategies
- Parent outreach to ensure their informed consent and understanding of the program options for their child

In addition, the Assistant Superintendent of Educational Services will oversee the development and implementation of a three-year professional development plan based on the district Strategic Plan.



CHAPTER 5

PARENT & COMMUNITY INVOLVEMENT

Aligned to the following National School District's Strategic Plan Core Strategy:

- 4. Effective Communication and Community Outreach:** Ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.

(EL 1, EL 2, EL 3 and EL 4)

State and Federal requirements for Programs serving English Learners

Relevant Categorical Program Monitoring Items:

EL 1: The LEA outreach to parents of English Learners includes all the required items.

EL 2: A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets all 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.

EL 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 assessment results and program placement.

EL 4.6: Parents/guardians of English Learners have been notified annually of their child's English-language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

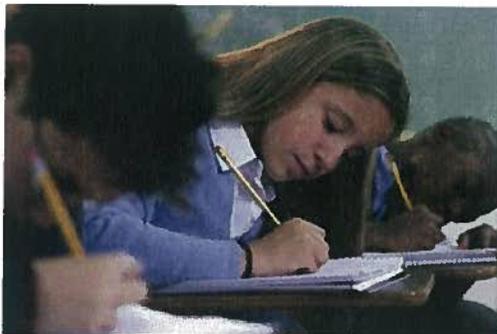
PARENT AND COMMUNITY INVOLVEMENT

Procedures for Parent Notification about Parental Exception Waivers

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

Once the CELDT results have been received from the test publisher, the parent receives CELDT results along with a pamphlet with information about the CELDT. This pamphlet is available in English and Spanish.

The parental exception waiver process is explained to parents and they receive an orientation to the district's program options for English Learners. They are also provided with a written explanation of the description of academic programs available to ELs in NSD, and information about the waiver process. The Parental Exemption Waiver must be obtained and signed at the school site.



Parents are informed of the following:

- When 20 or more students at a given grade level of the same language receive an approved waiver, the school is required to offer such a program.
- Otherwise, students must be allowed to transfer to a school with such a program.
- School staff guides the parent through the process of requesting an intradistrict transfer when this is necessary. If a redirect occurs, then the "receiving" site will provide the desired program option for the student.

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

- Prior to their first year of placement in an alternative program, every English Learner under 10 years of age who is enrolling in a California school for the first time must be initially placed in a program taught overwhelmingly in English for not less than 30 calendar days. In NSD, this 30-day placement occurs within the Mainstream English or Bilingual classroom.
- The waiver requires the principal's approval.

- Each application for a waiver is considered on its individual merits. If it is denied, the parent has appeal rights.
- A parent applying for a waiver may request that the State Board of Education review the district's guidelines or procedures.
- All parental exception waivers are implemented within 20 instructional days of submission to the school principal, except for waiver requests for students under 10 years of age. These may not be acted upon before the end of the 30-day calendar placement where instruction is overwhelmingly in an English language program. This is a one-time requirement.

The principal (or designee) or language arts specialists will provide program placement recommendation, based on assessments and parent preference. The school of assignment is notified of the new enrollee.

If the student is enrolled in an alternative program, the school with the alternative program distributes copies of the completed waiver to:

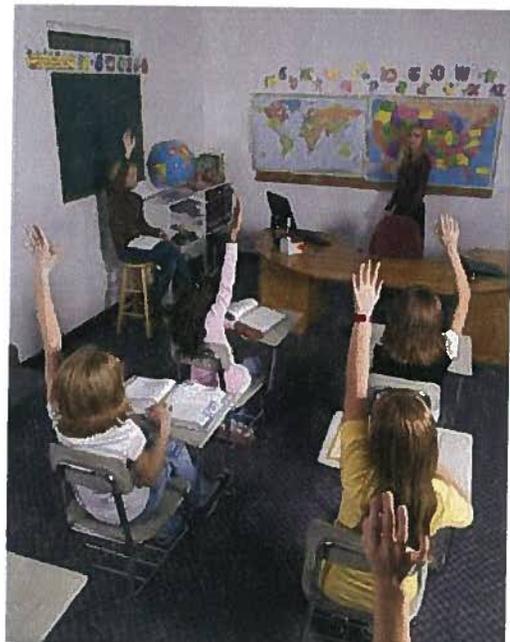
- The green EL folder in the child's cumulative file
- The parents

Once a student has been enrolled in a program, he/she should not be moved to another program without review and action by the school's EL Advisory Team and informed parental consent demonstrated by parent's presence at the EL Advisory meeting and the parent's signature on the Program Placement Form.

Each parent is advised yearly about the district's placement options for English Learners and the opportunity to apply for a Parental Exception Waiver. This notification includes instructions for parents who wish to apply. Each spring, the parent is informed of the child's CELDT results. At that time, the parent reviews the official CELDT (Initial or Annual) results, noting program options and the district's recommendation for placement for the coming year.

Procedures for Approval or Denial of Parental Exception Waivers

Upon initial enrollment in our district, all parents receive an orientation to our district's program options for English Learners and the parental exception waiver process. The principal or his/her designee explains the program options and give each parent written descriptions of the options: Structured English Immersion, Mainstream English, Bilingual Alternative, and Dual Language Immersion (after 2014).



During the conference with the principal or designee, at the school site:

- Parental Exception Waivers are made available to parents of all English Learners.
- Parents interested in completing the waiver process will meet with the principal or designee per Sections 305, 306, 310, 311 of the California Education Code.
- English only instruction may be waived by parent request; thus, parents can request a waiver into the Bilingual Alternative or Dual Language Immersion Program.
- The waiver requires the principal's approval.
- Each application for a waiver will be considered on its individual merits.
- Approval of Parental Exception Waivers occurs unless the school principal and educational staff determines that evidence exists that the alternative programs would not be better suited for the overall educational development of the student.
- All approved and denied waivers will be sent to the Director of Educational Services. The Director of Educational Services will issue a quarterly report of waivers granted/denied. This report will be sent to the schools' administrators and the Assistant Superintendent.
- Any parent who applies for a waiver can request that the State Board of Education review the district's guidelines or procedures.
- An explanation, in writing, will be provided to the parent of the reason(s) for the denial of a waiver request and of the district's appeal procedures.
- If the parent wishes to appeal the denial, s/he uses the grievance process detailed in National School District's Uniform Complaint Procedure, which provides a formal channel of communication regarding unresolved complaints in operations, programs, or with individuals.
- After the parent completes the appeal form, the Superintendent appoints a Review Committee to study the case and prepare a recommendation. The Superintendent then upholds or overturns the Review Committee's recommendation.
- The parents could then appeal directly to the Board of Education. A written summary is provided to all parties.
- All Parental Exception Waivers are implemented within 20 instructional days of submission to the school principal, except for waiver requests for students under 10 years of age, which may not be acted upon before the end of the 30-day placement in an English language classroom.

- The student is enrolled at the school where the alternative program is offered and assigned to the requested instructional classroom or program.
- The school with the alternative program distributes copies of the completed waiver to:
 1. Student's green EL folder in the cumulative record
 2. National School District Director of Educational Services
 3. Parent

Section 311 of CA Ed. Code describes the three circumstances in which a Parental Exception Waiver may be granted.

Parental Exception Waivers may be granted for the following reasons:

1. Children who already know English

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

2. Older Children

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

3. Children with special needs (children less than 10 years old)

The child already has been placed for a period of not less than thirty calendar days in a sheltered immersion classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special educational, physical, emotional, or psychological needs that an alternate course of educational study would be better suited to the child's overall educational development. The parents shall be fully informed of their right to refuse a waiver.

Parent Advisory Committees

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

English Learner Advisory Committee (ELAC) Requirements:

- Members are chosen by election in the fall at each school site. All parents/guardians of English Learners have an opportunity to vote.

- Members receive materials and training related to carrying out their legal responsibilities.
- The ELAC advises the principal and staff on topics related to English Learners, including:
 - Development of School Plan for English Learners;
 - The school's needs assessment; (Fall/Spring CELDT)
 - Administration of the annual language census; (Spring)
 - Efforts to make parents aware of the importance of regular school attendance. (Fall)
- Members elect representatives to the District English Learner Advisory Committee.

All site ELAC documentation calendar of ELAC dates, agendas, and minutes must be kept at the site and an electronic copy of all documentation filed in the site's Categorical Program Monitoring (CPM) folder in the district's server.

The Assistant Superintendent of Educational Services, Site Principal, and the Director of Educational Services annually review the implementation of the ELAC in order to ensure that all requirements are met.

Implementation of the Site ELAC

- The site Principal is responsible for establishing the ELAC. The principal or a designee coordinates meetings and communication/ documentation between the sites and the Educational Services Department. Elected officers conduct the meetings.
- Elections for ELAC are conducted at the school site by October 1st each year.
- Membership composition must reflect the percentage of English Learners in the school. Membership includes parents and school staff (fewer than the number of parents).
- If a member must be replaced during the year, the replacement serves for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

ELAC Roles and Responsibilities

- In early September, the Educational Services Department will provide training to site administrators/site personnel on establishment of ELAC.
- The principal assists with planning the ELAC meetings, arranging an agenda planning session with the ELAC chairperson prior to each meeting, and attends the meetings.

- Meeting dates are determined and publicized in English and other languages in advance.
- The ELAC conducts formal and advisory meetings, with agendas and minutes.
- During the school year, the ELAC members receive training in the four areas mentioned above.
- Copies of ELAC minutes and its membership information are uploaded to CPM file within one (1) week after each meeting.
- The ELAC may develop and adopt by-laws and elect officers.
- At its first or second meeting of the year, the ELAC elects the proportional amount of representation (one member per up to 200 ELs at a site and one alternate representative) to the District English Learner Advisory Committee.
- The district program, goals, and objectives for programs and services for English Learners.
- The plan to ensure compliance with applicable teacher or aide requirements.
- Administration of the language census.
- District reclassification procedures.
- Written parent notification of initial language program placement.

Other DELAC implementation provisions include:

- The DELAC meets at least 8 times per year.
- The DELAC operates according to guidelines contained in its by-laws.
- The District Director of Educational Services or designee serves as district liaison to the DELAC. This person assists with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
- The DELAC will communicate their ongoing advice to the Superintendent and governing board via the Director of Educational Services. Once a year in the spring, the DELAC will make a presentation to the Superintendent and the governing board.

District English Learner Advisory Committee (DELAC) Requirements:

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

- A timetable for and development of a district Master Plan of Education Programs and Services for English Learners, taking into consideration the school site plans for English Learners.
- A district-wide needs assessment on a school-by-school basis.

- The DELAC chairperson presides at meetings and signs all letters, reports and other committee communications, with prior approval of the membership. In the chairperson's absence, resignation or inability to perform the duties, the Vice-chair assumes these duties.
- The district provides all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.
- DELAC minutes will be filed in the CPM file by the Director of Educational Services or Designee.
- When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language.
- All parents who are Limited English Proficient will be provided with oral translations in their primary language. Translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, RTI meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the district level.

Forums and Activities to Help Parents Effectively Assist Their Children Toward Educational Success and Advocate for Their Children Within the Schools and Community

The following goal has been established:
Parents of English Learners at all schools in National will participate meaningfully in the education of their children.

The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

- Whenever possible, the school will provide translations and interpretation of school information in the home language for all language groups.
- The District office provides the services of a translator to support interpreting in district-wide events and translating of documents.
- Site administrators will plan and provide for primary language through the use of para-educators or other staff.
- Other bilingual staff members may be available to interpret or translate documents at a site, based on availability and the site's categorical funds if work is requested outside of the staff work hours.
- School sites may assign a staff member to provide for translation for parent meetings, parent conferences, etc.
- Parent meetings should be parent friendly: held at convenient meeting times, with childcare, and translation services provided.

- Parent training sessions may be provided on parental rights, encouraging parents to exercise these rights in a variety of ways.
- The school can encourage parent volunteerism by providing opportunities for parents to volunteer and training on how parents can effectively participate in school.
- Training on school advocacy may be provided. Such trainings can include informational sessions on school operations and who to go to for assistance related to problems or concerns.



CHAPTER 6

EVALUATION AND ACCOUNTABILITY

Aligned to the following National School District's Strategic Plan Core Strategies:

2. **Quality, Standards-based Instructional Program:** Refine and implement non-negotiable instructional strategies, practices and resources to ensure that every student makes measurable progress in their academic and social development.
3. **High Quality Teachers:** Ensure that every student is taught by high quality, effective and well-trained staff.
4. **Effective Communication and Community Outreach:** Ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.
5. **Managing Fiscal Resources:** Ensure the effective use of District fiscal resources to support student achievement.

(EL 6)

State and Federal requirements for Programs serving English Learners

Relevant Categorical Program Monitoring Items:

EL 6: 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

Evaluation and Accountability

The National School District is accountable for ensuring that EL programs are optimally effective and result on sustained academic achievement for English learners. All district personnel are expected to follow the procedures specified in this Master Plan.

EL Task Force: a key mechanism for EL accountability

The Director of Educational Services leads the EL Task Force. This group was convened to ensure that district stakeholders had a mechanism to plan and coordinate for optimal programs and for the success of English Learners. The Task Force is comprised of teachers representing all program options for English Learners. In addition, the EL Task Force includes principals and District office personnel. In the first year of implementation of the revised Master Plan, the group will meet monthly to discuss topics pertaining to the implementation of programs for English Learners.



The Task Force also:

- serves as a “Think-Tank” for strategies, ideas, and suggestions for EL programs as well as a focus group for collaborative problem-solving
- provides a forum to evaluate and determine that practice resources and personnel are being used effectively to implement the district’s program(s) for ELs
- makes recommendations for reporting the performance of English Learners
- ensures communication and integration as we continue to bring clarity, consistency, compliance, and continuing improvement to National School District’s programs for English Learners

Evaluation Goals and Questions

Figure 6.1 explains the evaluation questions linked to every goal. These questions drive the conversation English Learner Achievement both at the site and district level

Figure 6.1: Evaluation Goals and Questions

GOAL

EVALUATION QUESTIONS

1. Implementation

EL programs are fully implemented as described in this plan.

- 1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law?
- 1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of ELs and staff?

2. English Proficiency

ELs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.

- 2.1 Do ELs meet the state's Title III Annual Measurable Achievement? Objective 1 with regard to progress in learning English?
- 2.2 Do ELs meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency?
- 2.3 Are there overall proficiency gains on all sub tests on the CELDT for students 1-3 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students 4-5 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students more than 5 years in U.S. schools? What are the overall gains in the cohort groups?

3. Academic Progress

a. ELs will make steady progress in core academic subjects

b. ELs in our district 5 years or longer will meet grade-level standards in core academic subjects.

c. Sixth grade ELs who attend the National School District for at least 5 years will be reclassified as RFEP before moving on to middle school.

- 3.1 Are increasing percentages of ELs making steady academic progress on CST-ELA?
- 3.2 Are increasing percentages of ELs making steady academic progress on CST-Math?
- 3.3 Are ELs not making steady academic progress being identified and appropriately served?
- 3.4 Are increasing percentages of ELs in our district 5 years or longer meeting all criteria required for reclassification?
- 3.5 Do ELs (and RFEPs) meet the state's Title 1 Academic Yearly Progress target in English Language Arts?
- 3.6 Do ELs (and RFEPs) meet the state's Title 1 Academic Yearly Progress target in mathematics?
- 3.7 Is there an annual increase in the percentage of ELs (and RFEPs) for each of the success factors in 3.3 and 3.4?

4. Decrease Risk of Failure

Rates for ELs and RFEPs in categories indicating risk for school failure decrease yearly.

- 4.1 Are ELs (and RFEPs) not overrepresented in the following categories:
 - Suspensions, expulsions, and other discipline issues
 - Retentions in grades K-6
 - Referrals to Special Education
- 4.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?

Figure 6.1: Evaluation Goals and Questions (continued)

GOAL

EVALUATION QUESTIONS

5. Decrease Risk of Failure in Alternative Programs

Students enrolled in Bilingual Alternative and Dual Language Immersion programs will master language skills in Spanish as well as English

5.1 What percentage of ELs in grades 2 and 3 and newcomers in grades 4, 5, 6 participating in these programs score at/above the 50th percentile in reading and mathematics on STS?

6. Parent Engagement

Parents of ELs and RFEPs participate meaningfully in their children's education.

6.1 Are parents of ELs and RFEP likely to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?
6.2 Is the rate of parent engagement increasing?

Evaluation Design

The district will conduct an annual evaluation of programs and services for English Learners based on the goals and evaluation questions. Each year these evaluation criteria will be reviewed, and may be revised in response to program changes and changes in the needs of ELs.

Evaluating Program Effectiveness

The district has identified benchmarks for the Structured English Immersion Program, Mainstream English, Bilingual Alternative program, (see figure 6.2).

These figures lay out expectations for the level of achievement that students should attain as they progress through the grades. Note that the benchmarks are built around two main parameters in addition to program: 1) the student's CELDT level and 2) the number of years in the program (for CELDT). The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's Title 1 Adequate Yearly Progress (AYP) and Academic Performance Index (API).



Monitoring Program Implementation and Effectiveness

An effective monitoring process establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved. This process promotes full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation, and evaluation activities, provides for high levels of coordination between district-level and site-level improvement efforts, and ensures that program evaluation is an integral part of school improvement initiatives and activities.

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

The development of a program monitoring an accountability system is an ongoing process.

Monitoring of EL Master Plan Implementation (Goal 1)

District and site staff will periodically monitor implementation of all EL programs. The primary goal of the monitoring is to ensure that every school in the district has optimally effective and compliant programs for ELs. This monitoring will consist of three major aspects:

1. Document Audit/Reviews. All schools will conduct annual monitoring by means of review of key files and documents. EL Liaisons, Language Arts Specialists and staff from the Language Assessment Center will support this review. The district

will develop a Document Review Calendar and Checklist for the annual cycle of document reviews. Five schools, selected at random, will go through this review yearly. Selected schools will be notified at the beginning of the school year.

2. Student Information System Reviews

District staff will provide the school biweekly, automated reports to ensure that all the required demographical data for ELs is accurate. This is important to maintain accurate records and to ensure that data files for internal as well as state assessments accurately reflect the EL population in the district.

3. EL Achievement Data Review

Throughout the year, site principals systematically lead staff in an in-depth analysis of assessment data. This analysis provides rationale for allocation of funds, hiring of support personnel, and acquisition of supplementary resources. It is also the basis for instructional decision-making and the allocations of support services. District staff will provide site principals with targeted data reports focused on the goals and expectations as outlined in the Master Plan for English Learners.

At the district level, the Assistant Superintendent with support from the Director of Educational Services will conduct quarterly, in-depth analysis of achievement data for ELs based on the goals and expectations outlined in this plan. This analysis will enable district staff and site leaders to identify trends and gaps in the academic achievement of ELs and will serve as the basis for decisions concerning the allocation of district level supports, e.g., district supplemental classes, focused professional development, coaching, etc.

Goal 2: Steady progress toward and attainment of academic English language proficiency

Students are expected to gain one language proficiency level annually until they reach English proficient level and then maintain level until reclassified. (See also Chapter 3, Monitoring of Student Progress and Reclassification.)

AMAO1 defines progress as follows:

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



AMAO 2 defines English proficiency.

The following ELs are expected to reach the English proficient level (based on prior year CELDT scores):

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

The CELDT is administered annually according to the state calendar. Results will be analyzed between February and April.

An analysis of academic ELD progress (AMAO1) and English language proficiency attainment (AMAO2) will be conducted by district, school, language group and program. District level analysis will help identify professional development priorities.

During the school year, will review and measure growth on CELDT and CST. The analysis will focus on the following cohorts:

- Students in U.S. schools 1-3 years
- Students in U.S. schools 4-5 years
- Students in U.S. schools more than five years

Additionally, reports will be provided to each school indicating which ELs have missed AMAO1 (progress) and which ELs from the AMAO2 cohort did not attain English language proficiency. These will be used for site-level planning and instructional changes.

Goal 3: Steady academic progress toward and attainment of grade-level academic proficiency

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

- Students at “Far Below Basic” will progress in 1 year to “Below Basic”
- Students at “Below Basic” will progress in 1 year to “Basic”
- Students at “Basic” will progress within 2 years to “Proficient”
- No student will drop in academic performance in progressing toward or maintaining “Proficient”

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

- District standards-based benchmark assessments in English language arts and mathematics
- CST performance data in English Language Arts and Mathematics will be analyzed each fall. District summary reports will be prepared. In addition, school-level reports identifying students who have not made progress, along with such relevant additional data as time-in-district, and CELDT overall as well as sub skill levels, will be prepared for each school site. The analysis will include cross-sectional profiles of performance by CELDT level as well as disaggregations of data by school, grade level and language group.
- Standard strand analyses of CST data will be performed at the district level in order to identify district wide priority areas for professional development.
- Reclassification data are collected throughout the fall and spring quarters. District staff will review & analyze performance on criteria need for reclassification for all ELs. In addition, staff will review and analyze academic achievement data for former ELs. In both instances, data will be disaggregated by number of years in the district, program placement, initial CELDT level, and other relevant variables.

Goal 4: Indicators of Risk for School Failure

District personnel will compile the data on suspensions, expulsions, other disciplinary actions and retentions, and report it to the Governing Board as part of the annual report on the achievement of English Learners.

Goal 5: Biliteracy for Students in Bilingual Alternative and Dual Language Immersion Programs

Analysis of EL reading and mathematics scores and of STS and CST scores in English Language Arts and Mathematics, as well as District-designated Assessment Standards in Spanish, will be conducted in the fall of each year.

Goal 6: Parent Engagement

This goal area will require a specific effort to develop benchmarks and indicators. The Director of Educational Services will work with the DELAC and ELACs to develop specific benchmarks and strategies for parental involvement. In addition, schools will receive a “menu” of options for parent education and involvement. Three times a year, during goal setting conferences with the superintendent, principals will report on parent activities implemented at their site. Sites will report to the district on parent activities implemented during the year.

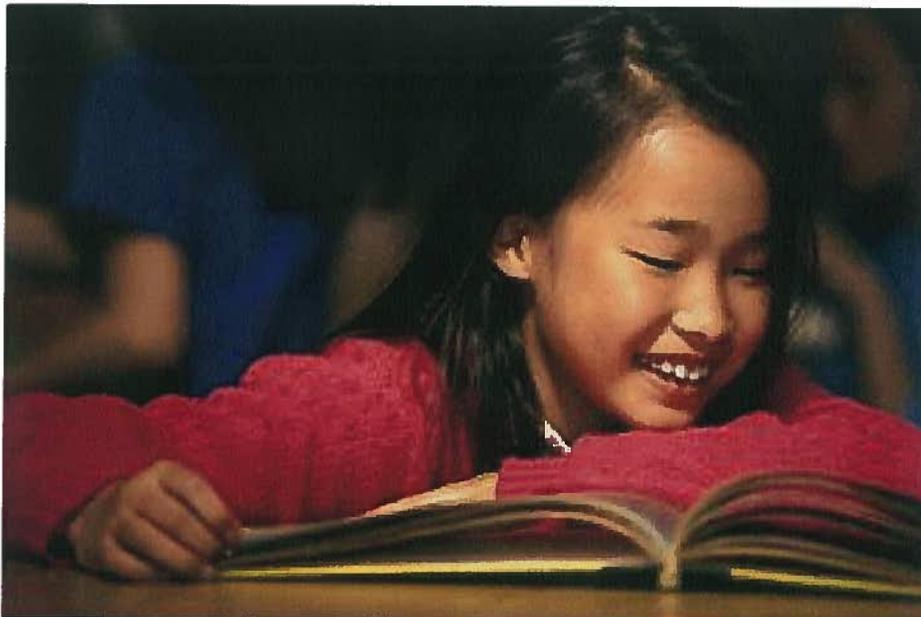


Figure 6.2

**National School District English Learner Catch-up Plan
ELD and other Core Academic Subjects**

Local ID: _____ State ID: _____ Name: _____ School: _____ Grade: _____ Date: _____
 Time in U.S.: _____ CELDT @US Arrival: Level/SS _____ Time in District: _____ CELDT @ Dist Arrival: Level/SS _____
 Time out of U.S.: _____

Program Options: [] Structured English Immersion (SEI w/ w/o Primary Language) [] Alternative Bilingual						
[] Mainstream English (ME) [] Newcomer Program						
CELDT Overall	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification RFEF
Local ELD Rating	1	2	3a	3b	5	<input type="checkbox"/> CELDT Overall Level 4 or 5 <input type="checkbox"/> CST/ELA SS 350 <input type="checkbox"/> Teacher Recommendation <input type="checkbox"/> Parent Notification
Timeline based on student's CELDT level at U.S. entry	1st year	2nd year	3rd year	4th year	6th year	
		1st year	2nd year	3rd year	5th year	
			1st year	2nd year	4th year	
				1st year	3rd year	
CST/ELA	Far Below Basic (low)	Far Below Basic (high)	Below Basic (300-316)	Basic (300-324)	Basic (325-349)	PROFICIENT 350 or higher
CST/Math	Far Below Basic	Below Basic	Basic (300-316)	Basic (317-333)	Basic (334-349)	PROFICIENT 350 or higher
Spanish Lang. Arts	STS: Proficient					
Spanish Math	STS: Proficient					

NOTES: _____

End of Year Expected Level	
Assessment	Level
CELDT	
CST - ELA	
CST - Math	
STS - LA	
STS - Math	

Year	CELDT Progress					CST Progress					CMA					STS		
	Overall	L	SS	L	SS	W	ELA	Math	Math	ELA	Math	Math	Lang. Arts	Math	Lang. Arts	Math		
	L	SS	L	SS	L	SS	L	SS	L	SS	L	SS	L	SS	L	SS	L	
One																		
Two																		
Three																		
Four																		
Five																		

Evaluation and Accountability: Roles and Responsibilities

Student

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

Parent

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

Classroom Teacher

- Implements specific EL programs as described in Master Plan for English Learners
- Provides instruction that meets state frameworks and district and state standards using Specially Designed Academic Instruction in English (SDAIE) Strategies.
- Ensures delivery of appropriate English Language Development (ELD) instruction.
- Monitors ELs' progress. Reviews school/classroom data. Uses data to modify instruction. Reviews content and ELD standards and assessment procedures.
- Determines/implements differentiated strategies for English Language Learners and R-FEP students.
- Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals.
- Attends RTI meetings and informs parents of progress and strategies to support students in meeting standards.
- Supports the implementation of the Master Plan for English Learners.

The (District) English Learner Advisory Committee (ELAC and DELAC)

- Examines program evaluation findings on an annual basis and frame recommendations for program improvement for the following year as part of its advisory role.
- Review the Annual Language Census report

Director of Educational Services

- Supports sites in implementing Master Plan; monitors implementation of Master Plan, reviews district and site EL data.
- Monitors, with Assistant Superintendent, the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners.
- Meets with principals to review site plans for English Language Learners.
- Monitors compliance and EL procedures at the site and district level.
- Works with Assistant Superintendent of Educational Services to provide ongoing training for teachers, administrators, and support staff (e.g. Admin. Assistants).

- Provides logistics and support to the EL Task Force, DELAC, and DAC
- Prepares the annual EL evaluation report to the Governing Board.

Site Administrator

- Monitors all aspects of staffing and instruction for EL programs, according to the Master Plan.
- Is responsible for all procedures and legal requirements pertaining to EL at the school.
- Monitors placement of English Learners and overseas reclassification process.
- Reports periodically to district administrators on implementation of ELL programs (Principal's Assurances Checklist)

Site English Learner Advisory Team

- Meets regularly to reviews EL achievement data and make recommendations for reclassification, interventions and other support services.

Site EL Liaison

- Supports the site implementation of the Master Plan for English Learners.

Superintendent

- Evaluates district goals relative to our Strategic Plan, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability.
- Prepares school plans for Board of Education approval.
- Meets with school and district staff to determine program effectiveness.
- Monitors the accuracy of ELs' data in the district computer system, including number of waivers' applied for and approved.
- Informs staff of progress of identified students toward reclassification.
- Serves as a resource for the Student Study Team and Academic Support Team.
- Provides input on staff development opportunities and needs for teachers of EL students.
- Assists with data collection and surveys.

Assistant Superintendent, Educational Services

- Supervises Director of Educational Services
- Oversees compliance procedures relative to English Learners' programs.
- Evaluates district and school site data
- Provides overall support for EL Program issues
- Meets with principals and directors to review plans, program modifications, timeline for implementation, and to support services for school sites.

Assistant Superintendent of Human Resources

- Recruits and monitors placement of highly qualified and appropriately-credentialed staff.
- Monitors credentials of all personnel working with English Language Learners.

CHAPTER 7

FUNDING AND RESOURCES

Aligned to the following National School District's Strategic Plan Core Strategy:

- 5. Managing Fiscal Resources:** Ensure the effective use of District fiscal resources to support student achievement.

State and Federal requirements for Programs serving English Learners

Relevant Categorical Program
Monitoring Item:

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.

Funding and Resources

Funds are allocated following the funding mandates prescribed by the Education Code, state regulations and district policies. Title III, EIA-LEP and other categorical funds are used to supplement the core educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds. **Figure 7.1** provides descriptions of major funding sources, identifies students to be served by that source, and examples of expenditures that are not appropriate. It also gives examples of allowable expenditures that can supplement work in English Language Arts, Math, ELD, and other content areas, capacity building and professional development, school climate, parent engagement, and family support.

1. The Director of Educational Services allocates funds based on the Consolidated Application, advises school Principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
2. The Principal coordinates development of the school level plan and prioritization of needs based on data, meets with the School Site Council and ELAC groups before they approve the school plan and budget. The Principal assures that parents and staff are informed about funding and the site plan.
3. The Director of Educational Services coordinates development of the district (Local Education Agency or LEA) plan and prioritization of needs based on data, meets with the District Advisory Council (DAC) and DELAC groups before they approve the LEA plan and budget.
4. Site and District Advisory Committees take the following roles:
 - a. The School Site Council provides input regarding school plan development/revision and approves the school level plan.
 - b. The District Advisory Council provides input regarding the LEA plan development/revision of the district plan.
 - c. ELAC members advise and give input on the school level plan and school budget.
 - d. DELAC gives input on the district level plan.

5. The Assistant Superintendent of Educational Services submits the schools and district plan for approval of the Governing Board.

- In-Service training for staff to develop instructional skill
- Support for parent involvement activities
- Parent training
- Translation services
- Other reasonable expenses related to the program for ELs

General Fund Resources

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

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

EIA/LEP Funds

EIA/LEP funds are used to supplement the base program. They are integrated with other supplemental funding sources through the Single Plan for Student Achievement (SPSA). These funds are used for supplemental services such as:

- Employment of supplemental teachers
- Purchase of supplemental teaching materials

Other Supplemental Funds

Title I, Part A

Schoolwide program under Title I, Part A permit a school to use funds from Title I to raise achievement for all students and improve the entire educational program of the school. School-wide programs are not required to identify particular children as eligible for services. Schools can use their Title I funds in a flexible manner, as long as they engage in research-based reform strategies that increase the amount and quality for learning and help provide a high-quality curriculum for all children

according to a comprehensive plan to help students meet the state's challenging standards.

Title III

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



Additional EL Support Programs

Before/After School Intervention/Enrichment Programs

These programs focus on students whose test scores are far below or below basic, or are at risk of retention. The emphasis is on ELA and/or Math. Certificated personnel teach the courses before or after school as supplements to the instructional day.

Community Programs

Winners Growing Strong (WINGS)

The goal of the program is to provide an efficient and effective childcare and development system, as determined by community needs, offering content-based enrichment classes, sports, games, homework assistance, and other activities in a safe, healthful and nurturing environment. The program is fully funded by After School Education and Safety Program (ASES) funds and it is free of charge for all families in the National School District.

Figure 7.1: Categorical Programs and Strategies, Funding Sources and Allowable Expenditures

Funding Source:	Title I, A	EIA-LEP	Title III, LEP
Funding Description	<p>Helping Disadvantaged Children Meet State Standards. A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.</p> <p>Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.</p>	A state program support compensatory educational services for LEP students	A program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.
Students to be served	All students in the NSD (Schoolwide Program)	English Learners	English Learners
Examples of expenditures not appropriate for funding source			
Inappropriate Expenditure Examples	<ul style="list-style-type: none"> Supplementing General Funds Strategies that are not based on scientifically based research or have no data to support increased student achievement Regular teacher Food for staff meetings 	<ul style="list-style-type: none"> Supplanting General Funds Regular teacher Food for staff meetings Capital outlay 	<ul style="list-style-type: none"> Supplanting General Funds
Examples of expenditures appropriate for funding source			
<p>Support for English Language Arts (Reading, Writing)</p> <p>ELD</p> <p>Math</p>	<ul style="list-style-type: none"> Extended day/year for targeted students Supplemental instructional materials that support standards & core program Specialized and targeted interventions Extended day/week/year for targeted students Supplemental instructional materials and equipment Primary language instruction/support Primary language materials Academic interventions 	<ul style="list-style-type: none"> Specialized and targeted interventions Extended day/week/year for targeted students Supplemental instructional materials and equipment Primary language instruction/support Targeted intervention to accelerate reclassification Support for reclassification process Support for language assessment Support for monitoring academic progress of ELs 	<ul style="list-style-type: none"> Provide "high quality language instruction educational programs" Provide high-quality professional development to staff Improving the instruction program ELs by identifying, acquiring and upgrading curricula, instruction materials, educational software and assessment procedures.
Support Personnel	<ul style="list-style-type: none"> Reading/Math/ELD Resource teachers Intervention (Impact) teacher 	<ul style="list-style-type: none"> Reading/Math/ELD resource teachers Intervention (Impact) teacher 	<ul style="list-style-type: none"> Reading/Math/ELD Resource teachers Intervention (impact) teacher

Funding Source:	Title I, A	EIA-LEP	Title III, LEP
Support for other Core Curricular Areas: Science Physical Education		<ul style="list-style-type: none"> • Supplemental materials in English and the primary language • Field trips • Primary language support 	<ul style="list-style-type: none"> • Supplemental materials in English and the primary language • Field trips • Primary language support
Capacity Building/ Professional Development	<ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher stipends • Teacher substitutes • Training Materials/resources • Duplication • Conferences/workshops that support school plan goals 	<ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher stipends • Teacher substitutes • Training Materials/resources • Duplication • Conferences/workshops that support school plan goals 	<ul style="list-style-type: none"> • Academic Conferencing • Training • Consultants • Principal Coaching • Teacher stipends • Teacher substitutes • Training Materials/resources • Duplication • Conferences/workshops that support school plan goals
School Climate Parent Engagement Family Support and Learning Environment	<p>Set-aside 1% of the Title I allocation for Parent Involvement activities</p> <ul style="list-style-type: none"> • Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent Workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation <p>Support Personnel</p> <ul style="list-style-type: none"> • Attendance Incentives • Home Visits • Parent Orientations • Kinder Academy & Pre-K articulation • Counselor/Therapist 	<p>With a focus on ELAC activities:</p> <ul style="list-style-type: none"> • Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent Workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation <p>Support Personnel</p> <ul style="list-style-type: none"> • Home Visits • Parent Orientations • Kinder Academy • Pre-K articulation 	<ul style="list-style-type: none"> • Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent Workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation <p>Support Personnel</p> <ul style="list-style-type: none"> • Attendance Incentives • Home Visits • Parent Orientations

Appendix

Board Policy

Education For English Language Learners

BP 6174

Instruction

The Governing Board intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.

(cf. 4112.22/4212.22 - Staff Teaching Students of Limited English Proficiency)

The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.

To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the English language learners' academic achievement, their progress towards proficiency in English and the progress of students who have been redesignated as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

(cf. 6190 - Evaluation of the Instructional Program)

Type of Instruction

Students who are English language learners shall be educated through "sheltered English immersion" or "structured English immersion" during a temporary transition period not normally intended to exceed one year. "Nearly all" of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

The district has defined the term "nearly all" as follows:

All classroom instruction will be conducted in English except for clarification, explanation and support as needed.

When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments and using other criteria developed by the district, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is "overwhelmingly" in English. (Education Code 305; 5 CCR 11301)

An English language learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

Proficiency Level 4/Early Advanced or higher on the California English Language Development Test (CELDT)

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6171 - Title I Programs)

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)

Parental Exception Waivers

At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program.

Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation.

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33308.5 CDE guidelines not binding

44253.5-44253.10 Certification for bilingual-cross-cultural competence

48985 Notices to parents in language other than English

51101 Rights of parents to information

51101.1 Rights for parents of English learners
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54028 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sunseting of programs
CODE OF REGULATIONS, TITLE 5
4320 Determination of funding to support program to overcome the linguistic difficulties of English learners
11300-11316 English Language Learner Education
11510-11517 California English Language Development Test
UNITED STATES CODE, TITLE 20
1701-1705 Equal Educational Opportunities Act
6312 Local education agency plans
6801-6871 Title III, Language instruction for limited English proficient and immigrant students
COURT DECISIONS
Valeria G. v. Wilson, (9th Circuit) 2002 U.S. App. Lexis 20956
California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Guidelines for Reclassification of English Learners, September 2002

Accommodations for the California English Language Development Test, Revised 8/13/01

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

Policy NATIONAL SCHOOL DISTRICT

adopted: May 14, 2003 National City, California

Administrative Regulation

Education For English Language Learners

AR 6174
Instruction

Definitions

English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a limited English proficient or LEP child. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5 CCR 11511)

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the

student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

The district shall notify parents/guardians of their child's results on the CELDT within 30 calendar days. (5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (former Education Code 52164.1, 62002)

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the student's classification as English language learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
 - a. The manner in which the program will meet the educational strengths and needs of the student
 - b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
 - d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program

5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))

2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))

3. Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)

1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices

2. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Governing Board guidelines

Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (5 CCR 11309)

When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311(c) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

The principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.

Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special needs shall not be acted upon during the 30-day placement

in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5117.1 - Interdistrict Attendance Agreements)
(cf. 5117.2 - Alternative Interdistrict Attendance Program)

In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers
2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

(Education Code 52164.6)

The following measures shall be used to determine whether an English language learner shall be reclassified as fluent English proficient: (5 CCR 11303)

1. Assessment of English language proficiency utilizing the CELDT as the primary criterion, and objective assessment of the student's English reading and writing skills
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions
3. Parent/guardian opinion and consultation during a redesignation interview

Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

4. Comparison of performance in basic skills, including performance on the English-Language Arts section and math sections of the California Standards Test
5. Objective data on the student's academic performance in English

The Superintendent or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Superintendent or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

Advisory Committees

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308)

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners

2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures
7. Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Regulation NATIONAL SCHOOL DISTRICT
approved: June 11, 2003 National City, California

