PETALUMA CITY SCHOOLS

Master Plan

A GUIDE TO SERVICES FOR ENGLISH LEARNERS

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Introduction

PROGRAM GOALS AND OBJECTIVES

The Petaluma City Schools' vision is to provide a learning environment that empowers all students to attain their highest potential. Our mission is to provide a quality education which guarantees high expectations for all students to acquire the academic, social, and emotional skills needed to become effective learners and global citizens.

Our district recognizes that English Learners (EL's) have unique instructional needs and that these needs vary from student to student. The program options outlined in the following pages are designed to address the diverse instructional needs of its EL students. This document has been developed in order to assist and guide educators and support personnel in the implementation of a rigorous educational program for the EL students in our district. While the specific instructional program will differ depending on the program option selected, the district's goals for EL students are:

> Goal 1: Increase English language proficiency as rapidly as possible through instruction that is systematic, research-based, and founded on a comprehensive diagnosis of student needs
>
> Goal 2: Provide equal opportunity to a challenging core curriculum for academic success

These goals can only be achieved through uniform and consistent application of district instructional programs and procedures. The purpose of this document is to provide a framework in which these goals can be realized.

Program Objectives:

1. The district will properly identify, assess, and report all students who have a primary language other than English; EL students (EL's) are also known as limited English proficient (*LEP).*

2. The district will ensure that all students will be placed in programs designed to meet their individual needs. *All* EL students will be placed in English language programs unless a parental exception waiver has been granted for an alternative program.

3. The district will provide services to EL students to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have incurred in other areas of the core curriculum.

4. The district shall ensure that all teaching personnel will be qualified to provide the instructional services to EL students.

5. The district will provide an adequate inservice training program, which results in qualifying existing and future personnel to provide instructional services to EL students.

6. The district will ensure that EL students will be reclassified to fluent English proficient when they demonstrate English language proficiency comparable to that of the average native speakers in the school's regular instructional program.

7. The District will provide full descriptions of the different educational program choices and of all the educational opportunities available to the student, as well as descriptions of the educational materials to be used. The district has established procedures for parental exception waivers, which include prior written informed consent, annual request, and a personal visit to the school to apply for the waiver.

8. The district and school sites, as required, will have functioning English Learner Advisory Committees (ELAC) meeting all legal requirements.

9. The district will provide adequate basic resources for EL students, and EIA-LEP funds will be used only to supplement, not supplant, the district's general funds as well as any other categorical funds the district receives.

10. The district will implement an evaluation system based on an established process and criteria to determine the effectiveness of the program(s) provided to EL students.

Legal Requirements

With the sunset of AB 507 on June 30, 1987 and the passage of Proposition 227 on June 2, 1998, school districts are required to follow the guidelines of the State Services for EL students contained in the California Department of Education's Coordinated Compliance Review (CCR) Manual in accordance with the California Education Code, Sections 300-304 and Section 62002; and Title 5 of the California Code of Regulations, Sections 11300-11305. California requirements follow both federal and state statutes. This Master Plan addresses these requirements. See *Key Sources of Federal Law* and *Coordinated Compliance Items in California State Services for English Learners* on pages 6 & 7.

The major goal of the state program for EL students (students of limited English proficiency) is to develop proficiency in English and the district's core curriculum as rapidly and as effectively as possible in an established English language classroom or in an alternative course of study (i.e., alternative program) with curriculum designed for such students. EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English language mainstream placements. EL students are reclassified to fluent English proficient (R.FEP) after meeting district criteria established to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum and can demonstrate English language proficiency comparable to that of the school district's average native English language speakers.

The *Key Dimensions of Coordinated Compliance for English Learner* on page 8 expand on each area of required services for EL students. All areas have been addressed in this Master Plan.

Key Sources of Federal Law

Title VI of the Civil Rights Act -1964

Prohibits discrimination against students on the basis of their language minority status.

OCR May 25th Memorandum -1970

Where the inability to speak and understand English excludes students from "effective participation" in the education program, the district must take "affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Lau v. Nichols -1974

Classes taught exclusively in English and which provide no assistance in learning English deny LEP students a meaningful opportunity to participate in the educational program.

Equal Educational Opportunities Act: 20 U.S.C. § 1703(f):

Requires educational agencies to take "appropriate action to overcome language barriers that impede equal participation" by students in their instructional programs.

Castañeda v. Pickard -1981

Development of a three-prong test to evaluate the effectiveness of a district program:

1. Is the program informed by an educational theory recognized as sound by at least some experts in the field?

2. Are the district's programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?

3. Does the district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Coordinated Compliance Items in California State Services for English Learners

EL-1   **Reclassification**

EL-2   **Program Evaluation**
       EL-2a   Criteria and process to demonstrate implementation and results
       EL-2b   Mechanism to improve programs

EL-3   **Instructional Services**
       EL-3a   English Language Development (ELD)
       EL-3b   Core Curriculum

EL-4   **Identification and Parent Notification**
       EL-4a   Home Language Survey (HLS)
       EL-4b   English language proficiency assessment
       EL-4c   Primary language proficiency assessment
       EL-4d   Parent notification of assessment results

EL-5   **Placement in Instructional Programs**
       EL-5a   Program of Structured English Immersion
       EL-5b   English Language Mainstream Placement
       EL-5c   Alternative Program

EL-6   **Teaching Personnel**
       EL-6a   Adequate qualified staff to teach ELD
       EL-6b   Adequate qualified staff to provide access to the core curriculum

EL-7   **Professional Development**

EL-8   **Parental Exception Waivers**
       EL-8a   Notification of placement of EL student and opportunity to apply for parental waivers
       EL-8b   District acts on waivers based on established procedures

EL-9   **Advisory Committees**
       EL-9a   Establish a functioning school English Learner Advisory Committee (ELAC)
       EL-9b   Establish a functioning District English Learner Advisory Committee (DELAC)

EL-10   **Funding/Resources**
       EL-10a Basic general fund
       EL-10b EIA-LEP supplemental funds

Key Dimensions of Coordinated Compliance for English Learners

1. Standards, Assessment, and Accountability: To ensure that all educational programs are based on high and challenging standards and accompanied by a process for monitoring and determining effectiveness (EL-I and EL-2).

2. Teaching and Learning: To ensure that all students are provided integrated and coordinated programs based on student needs and educationally sound and legally acceptable education practices (EL-3).

3. Opportunity (Equal Educational Access): To ensure that all students have equitable access and opportunity to participate in and benefit from high-quality curricular and co-curricular activities (EL-4 and EL-5).

4. Staffing and Professional Growth: To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities (EL-6 and EL-7).

5. Parent and Community Involvement: To ensure that parents and members of the community, including business industry, and labor, have the opportunity to assist and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships (EL-8 and EL-9).

6. Governance and Administration: To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters (EL-2).

7. Funding: To ensure that financial plans and practices meet legal requirements and operate to achieve the district's priorities and goals for student success (EL-10).

English Learner Program Contacts

Cliff De Graw, Assistant Superintendent of
Educational Services
Telephone: (707) 778-4619
Email: cdegraw@petk12.org

Bea Cseszlyar, District Bilingual Coordinator
Telephone: (707) 778-4617
Email: bcseszlyar@petk12.org
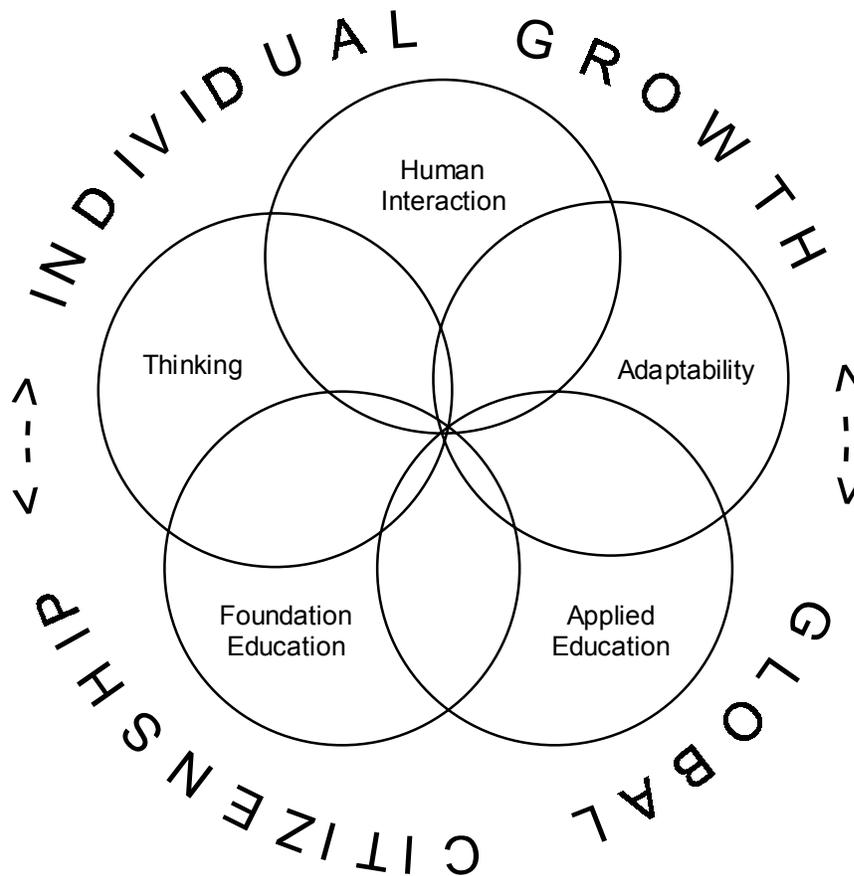

Shelby Nelson, Administrative Secretary
Telephone: (707) 778-46189
Email: snelson@petk12.org

Administration Building
200 Douglas Street
Petaluma, CA 94952
Fax Number (707) 778-4785

Mission Statement

MISSION STATEMENT

INDIVIDUAL GROWTH

GLOBAL CITIZENSHIP

- Human Interaction
- Thinking
- Adaptability
- Foundation Education
- Applied Education
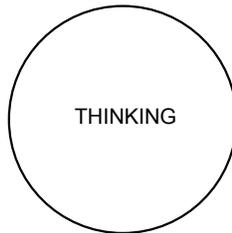
WE BELIEVE THAT STUDENTS MUST BE EMPOWERED TO:
- value themselves, their skills, knowledge and abilities
- strive to attain their highest individual potential
- value the importance of reflection and contemplation
- value their natural curiosity and enthusiasm for learning
- value wellness in mind and body

WE BELIEVE THAT STUDENTS MUST VALUE:
- their personal liberty while respecting the rights of others
- their responsibilities as global citizens
- the diversity of cultures
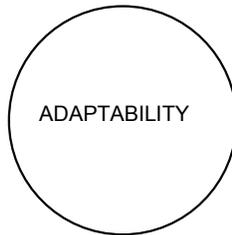- the importance of ecological social, economic and political interdependence

PETALUMA CITY SCHOOLS

W**E BELIEVE THAT STUDENTS MUST DEVELOP AN ABILITY TO:**

THINKING

- think creatively
- generate, analyze, synthesize and evaluate ideas
- make informed decisions

# W**E BELIEVE THAT STUDENTS MUST:**

ADAPTABILITY

- be able to adapt to new situations, disappointment and stress
- have the freedom and courage to take risks and work with the results
- recognize that obstacles are opportunities in disguise

W**E BELIEVE THAT STUDENTS MUST BE ABLE TO:**

APPLIED EDUCATION
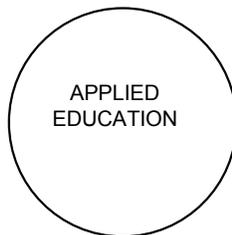
- take responsibility for seeing tasks through to completion
- derive enjoyment from and take pride in the activities of daily life
- understand leisure time as recreation
- experience learning as related to their own lives

W**E BELIEVE THAT STUDENTS MUST BE ABLE TO:**

FOUNDATION EDUCATION
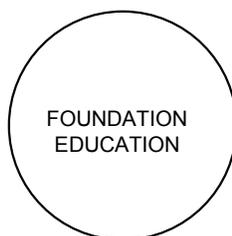
- develop problem solving approaches for use throughout life
- process information
- achieve technological literacy
- read, write, listen and speak clearly
- understand and apply mathematical concepts
- discover and use their own artistic abilities
- recognize the value of all artistic expression

W**E BELIEVE THAT STUDENTS MUST BE ABLE TO:**
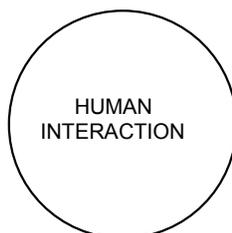
HUMAN INTERACTION

- understand the dynamics of effective human interaction
- develop support skills for families of the future
- be able to work cooperatively as caring and compassionate individuals
- develop non-verbal and intuitive communication
- understand the power of words
- understand the richness of languages

Duties

DISTRICT OFFICE PERSONNEL

A. Assistant Superintendent, Curriculum and Instruction		
EL-1	**Student Reclassification to R-FEP**	• Oversees reclassification process and procedures
EL-2	**Program Evaluation**	• Oversees EL program evaluation procedures at district level • Oversees the implementation of EL services at the school sites • Reviews assessment data and makes recommendations
EL-3	**Instructional Programs**	• Oversees EL instructional programs and services
EL-4	**Identification, Assessment and Notification**	• Oversees EL student identification, initial testing procedures and training • Oversees parent notification process
EL-5	**Instructional Placement for English Learners**	• Oversees student placement process
EL-6 & EL-7	**Staffing and Professional Growth**	• Determines staffing and training needs in collaboration with the Department of Human Resources and principals • Coordinates and implements district training programs and maintains training records • Schedules ELRT meetings
EL-8	**Parental Exception Waiver**	• Oversees parental exception waiver policy procedures
EL-9	**Parent Advisory Committees**	• Oversees notification and parent committee procedures • Facilitates and implements the DELAC • Reviews ELAC/ DELAC records
EL-10	**Funding**	• Oversees and administers EL programs budget • Facilitates text and curriculum adoptions • Assists site personnel in selecting appropriate instructional materials

DISTRICT OFFICE PERSONNEL (cont.)

	B. Assistant Superintendent, Department of Human Resources	
EL-3	**Instructional Programs**	• Maintains records of teacher credentials • Maintains records of teachers in training for bilingual credentials • Coordinates district staffing plan
EL-6 & EL-7	**Staffing and Professional Growth**	• Oversees district recruitment, hiring, and placement of appropriate staff • Writes and monitors EL staffing plan • Files documentation for EL staffing plan

C. District Bilingual Coordinator (DBC)		
EL-1	**Student Reclassification to R-FEP**	• Provides technical assistance and support • Oversees the collection of forms • Changes code from EL to R.FEP and deletes El services in SASIxp
EL-2	**Program Evaluation**	• Coordinates the R-30 Language Census reporting data • Provides technical assistance and support • Collects and monitors assessment and evaluation data
EL-4	**Identification, Assessment and Notification**	• Coordinates procedures • Provides technical assistance and support • Provides forms, collects and audits data • Supplies materials (cards and letters)
EL-8	**Parental Exception Waiver**	• Audits parental exception waivers

SCHOOL PERSONNEL

<table>
<tr><td colspan="3" align="center">D. Principal</td></tr>
<tr>
<td colspan="2">Comprehensive Duties</td>
<td>

Is familiar with the EL Master Plan
Ensures that all EL CCR items are reviewed regularly and are in compliance at their site
Is responsible for the R-30 Language Census
Responsible for designating an ELRT or assumes duties of ELRT if site does not qualify or have one

</td>
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<tr>
<td>EL-1</td>
<td>Student Reclassification to R-FEP</td>
<td>

Responsible for reclassification process at school
Involved in review of test scores and participates in Language Evaluation Team (LET) recommendations

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<tr>
<td>EL-2</td>
<td>Program Evaluation</td>
<td>

Oversees program evaluation procedures at school site
Oversees collection of data
Submits all required data to District
Monitors the implementation of EL services at site
Reviews assessment data and makes recommendations

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<tr>
<td>EL-3</td>
<td>Instructional Programs</td>
<td>

Responsible for implementation of program/services and documentation of procedures at school
Monitors student progress
Oversees testing and appropriate placement of EL students
Responsible for appropriate teacher placement

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</tr>
<tr>
<td>EL-4</td>
<td>Identification, Assessment and Notification</td>
<td>

Responsible for ensuring that the Home Language Survey (HLS) is part of the registration process at the school
Responsible for English Language and Primary Language proficiency testing process at school
Responsible for parent notification of initial and annual testing and placement letters

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</table>

		D. Principal (cont.)		
EL-5	Instructional Placement for English Learners	• Oversees placement procedures • Provides opportunities for conference with parent/guardians regarding placement selections and program options
EL-6 & EL-7	Staffing and Professional Growth	• Determines staffing and training needs in collaboration with staff • Recruits, hires, and places staff appropriately • Places staff in appropriate training programs • Monitors and evaluates staff
EL-8	Parental Exception Waiver	• Responsible for parental exception waiver procedures
EL-9	Parent Advisory Committees	• Facilitates formation and implementation of the ELAC
EL-10	Funding	• Responsible for and administers the EL budget • Responsible for reviewing and ordering materials with English Learner Resource Teacher

		E. Counselor (7-12)
EL-1	Student Reclassification to R-FEP	• Involved in review of test scores • Participates in Language Evaluation Team (LET) recommendations
EL-5	Placement of Students	• Assists in the proper placement of EL students

		F. English Learner Resource Teacher (ELRT)		
EL-1	**Student Reclassification to FEP**	• Identifies eligible students and supervises process at school site • Oversees evaluation of data used for reclassification • Establishes and works with LET during the reclassification process • Oversees the completion of the reclassification forms • Submits copies to District Bilingual Coordinator		
EL-2	**Program Evaluation**	• Assists with the program evaluation process at school site • Collects and organizes data		
EL-3	**Instructional Program**	• Provides support and materials for teachers • Reviews distribution of materials and identifies additional needs • Helps identify staff development needs • Monitors implementation of program/services • Initiates the Catch-up Plan • Coordinates BIA schedule and responsibilities at the site • Monitors documentation of EL Folders		
EL-4	**Identification, Assessment and Notification**	• Reviews the Home Language Survey (HLS), identifies bilingual students and coordinates testing • Coordinates, monitors and administers the initial and annual CELDT and primary language assessment • Scores the initial CELDT and may score the primary language assessment • Oversees updating Student Profile Card and maintains EL Folder • Oversees preparation of initial and annual testing results and placement letters		
EL-5	**Instructional Placement for English Learners**	• May assist principal/teachers in the placement of students (K-6) • Advises the principal/counselor in the placement of students (7-12)		
EL-7	**Professional Development**	• Provides input to district staff development planning		
EL-8	**Parental Exception Waiver**	• May inform parent/guardian of parental exception waivers • May assist in filling out waiver forms		
EL-9	**Parent Advisory Committees**	• Responsible for the implementation of ELAC • Submits ELAC records to the curriculum and instruction department		
EL-10	**Funding**	• Assists with reviewing and ordering materials with Principal • Consults with staff in purchasing EL materials		

SCHOOL PERSONNEL (cont.)

		G. Classroom Teacher
EL-1	**Student Reclassification to R-FEP**	- Administers some assessments and academic achievement tests - Supplies other curriculum information needed for reclassification - Assist with the reclassification process
EL-2	**Program Evaluation**	- Analyzes data - Uses data to make program modifications
EL-3	**Instructional Programs**	- Implements program/services (Structured English Immersion, English Mainstream Placement) and provides instruction - Responsible for PCS local assessment entries in Student Profile Card
EL-4	**Identification, Assessment and Notification**	- May administer the initial and annual CELDT and other required assessments with proper training - May score the initial CELDT

SCHOOL PERSONNEL (cont.)

	H. Bilingual Instructional Assistant (BIA)	
EL-1	**Student Reclassification to R-FEP**	• Assists ELRT with reclassification documentation
EL-3	**Instructional Programs**	• Assists with implementation of programs/services • Provides primary language assistance and support to students • Assists EL students with access to the core curriculum • Works in classroom settings under the direction and supervision of a credentialed teacher to provide instructional assistance to EL Students
EL-4	**Identification, Assessment and Notification**	• May administer the Oral Spanish IPT—Reading and Writing, grades 2-12 and the Informal Assessment of Primary Language • Establishes the EL Folder
Miscellaneous Duties		• Assists with oral translations and telephone calls. • Assists with written translations. • Assists with parent conferences and IEP and SST process

SCHOOL PERSONNEL (cont.)

I. Bilingual Clerk	
MISCELLANEOUS DUTIES	• May administer the Oral Spanish IPT—Reading and Writing, grades 2-12 and the Informal Assessment of Primary Language. • Maintains binder with data forms for all EL, R.FEP and I.FEP students. • Assists with the filing out of the Student Profile Card • Assists with the preparation of the initial and annual testing results and placement letters • Creates the EL Folder • Sends new and amended data forms to District Bilingual Coordinator at DO and maintains binder. • Sends EL student count at the end of each month to the District Bilingual Coordinator at the DO. • Assists with oral translations and telephone calls. • Assists with written translations. • Assists with parent conferences and IEP and SST process

J. School Secretary/Registrar		
EL-4	**Identification, Assessment and Notification**	• Ensures HLS is completed as part of the registration process • Assists with HLS explanations and requests • Arranges for interpreters as needed • Notifies the ELRT or principal designee when a new student registers with a language other than English on any of the first three lines on the HLS and gives the ELRT a copy of the registration form for all bilingual students • Forwards a copy of the registration form with date of birth confirmation to the District Bilingual Coordinator to populate language codes Verifies date of birth of all • students • Updates SASIxp to complete all information with the exception of the English Proficiency designation and the language entered in the home language section of the registration form • Notifies the ELRT when an EL student leaves school to go to another school in or out of the district • Seeks answers from ELRT to questions about a new student language status • Updates SASIxp regarding all EL students to ensure accurate and current records to accommodate use by other sites

SCHOOL PERSONNEL (cont.)

K. Parent/Guardian		
EL-1	**Student Reclassification to R-FEP**	▪ Participates in the reclassification process as a member of the LET and signs reclassification form
EL-4 & EL-5	**Identification, Assessment, Notification, Placement**	▪ Acknowledges receipt of CELDT test results and placement by signing the Acknowledgement Form
EL-9	**Parent Advisory Committees**	▪ Participates on committees ▪ Offers input in district/site issues ▪ Participates in decision making

Timelines
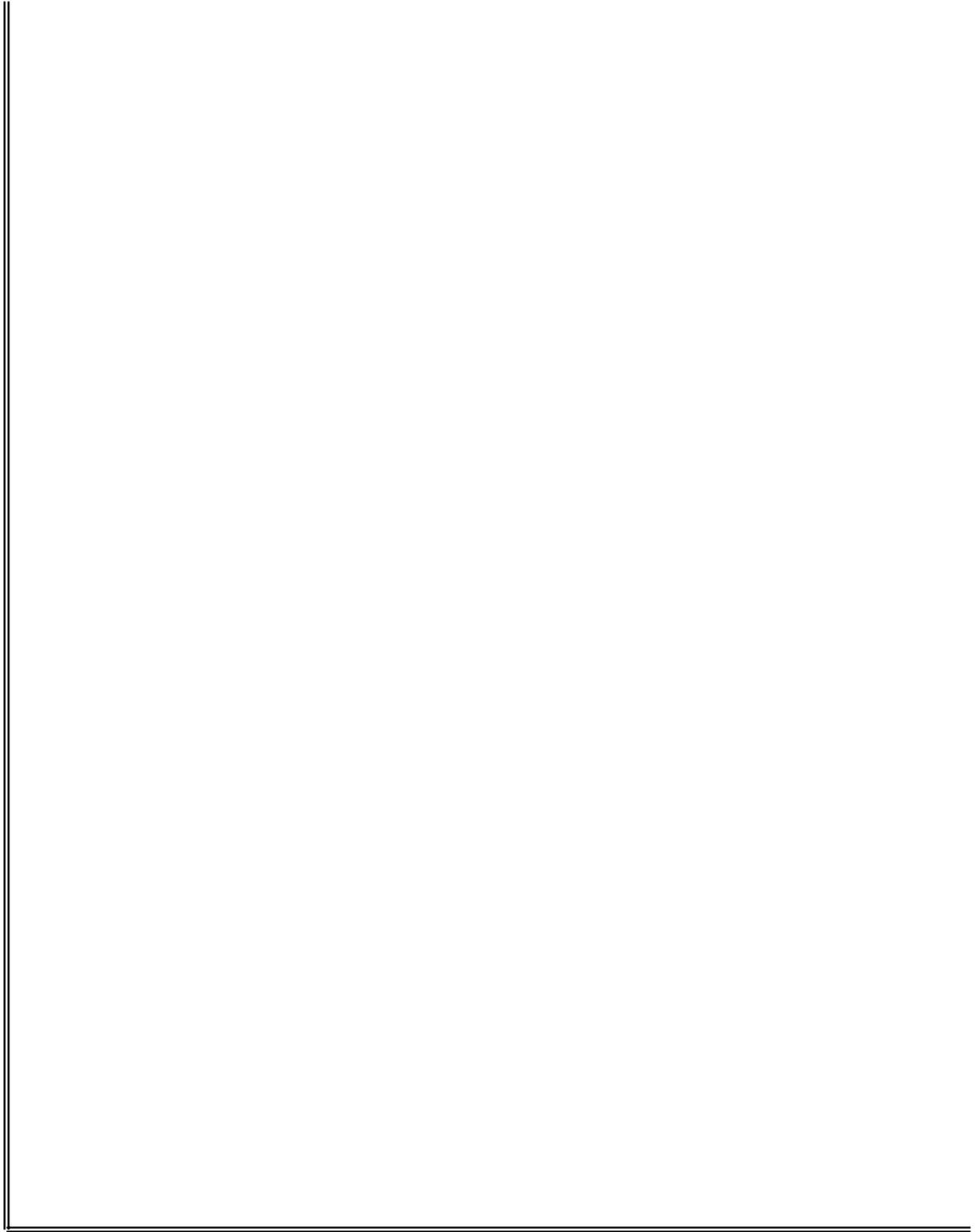
TIMELINE K-6

School Office Personnel (SP)
Principals (P)
English Learner Resource Teacher (ELRT)
Teacher (T)
Staff (S)
District Personnel (DO)
District Bilingual Coordinator (DBC)

JULY & AUGUST (for year round schools) and ongoing
SEPTEMBER (for traditional calendar schools) and ongoing

(SP) **REGISTRATION – HOME LANGUAGE SURVEY (HLS)**
As new students enroll, complete the **HLS** included in the registration form. Give a copy of the registration form to the Principal and English Learner Resource Teacher **(ELRT)** of students reflecting a home language other than English.

(ELRT)) **CELDT – INITIAL AND ANNUAL ASSESSMENT and ongoing**
or (T) Administer the CELDT initial and annual assessments**.**
(BIA) **Assessments need** to be completed within 30 calendar days of enrollment.
Assess new incoming students first, and hand score all initial assessments.
ELRT PRIMARY LANGUAGE ASSESSMENT and ongoing or **Primary Language assessment (for new incoming students)**
IPT Spanish (Oral K-12, reading/writing grades 2-12)
Informal Assessment of Primary Language for languages other than Spanish.
Assessments need to be completed within 90 days of enrollment.

(ELRT) **INITIAL AND ANNUAL PARENT NOTIFICATION LETTERS**
and (BIA) Mail Initial and Annual Parent Notification Letters **(no later than 30 days from the beginning of the school year, or within 2 weeks from the student placement in a program.**
For new students use the CELDT hand scored results and the primary language results.
For returning students use the CELDT and CAT-6 scores for last year.

(ELRT) and Establish the EL Folder for EL students. For Fluent English Proficient in the
(BIA) Initial assessment (I.FEP) do not create a folder. Place all **stapled** documentation and assessments in the CUM file with a copy of the data form.

(P), (ELRT), **STUDENT PLACEMENT**
and (T) Place new EL students **(EL)** in an appropriate placement based on assessment results. If necessary hold a discussion with parents describing placement options and waiver process.

(BIA) Send copies of data forms to **(DBC)** for all new students and Monthly EL Count to District Bilingual Coordinator **(DBC).**

SEPTEMBER

(ELRT)   **Year round schools** - Provide principal & teachers with CELDT initial assessment levels by the end of September for instructional purposes, or as early as possible.

(P) and (S)   Establish academic goals for EL student progress based on assessed needs.

All schools

(DO)   Approve or deny waivers based on B.P. and A.R. 6174.

(P)   Maintain waiting lists for program options offered/not offered send copies to **(DO).**

(BIA)   Forward Monthly EL Count to District Bilingual Coordinator **(DBC).**

OCTOBER

(ELRT)   **Traditional calendar schools** - Provide principal & teachers with CELDT initial assessments levels by the end of October for instructional purposes or as early as possible.

(P) and (S)   Establish academic goals for EL student progress based on assessed needs.

All schools

(BIA)   Forward Monthly EL Count to District Bilingual Coordinator **(DBC).**

NOVEMBER

(ELRT)   Send completed monitoring forms (EL Monitoring Form K-6 and R-FEP Monitoring Form K-6 in Appendix) to **DO.**

(DBC)   Print a list of EL students reflecting grade level, language, and English proficiency and forward to ELRT

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

DECEMBER

(ELRT)   Provide **DBC** with list of students that will be taking the SABE/2 in the spring.

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC.)**

JANUARY and ongoing

CELDT – OFFICIAL SCORE RESULTS – RECORDING INFORMATION

(P),(T) and (ELRT)   When printed CELDT scores are received, record information on the student Student Profile Card. Also record grades, STAR, CST results and any other information available. Give original copy of CELDT scores to classroom teacher at the time of conference to give to parent. Place copy of CELDT scores in the EL Folder inside the Student Profile Card. For I.FEP students, place results with their **stapled** documentation and assessment results in the CUM file.

(ELRT),(T)   Consider new interventions for students who are not making adequate progress

(P)   Complete Monitoring Participation of EL students in Gifted and Advanced Placement Programs and send to **DO.**

(ELRT), (T) and (BIA)   Complete SOLOM assessment and file in the EL Folder.

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

FEBRUARY

RECLASSIFICATION PROCESS

(P) and	Follow procedures for reclassification as stated in the Student Profile Card.
(ELRT)	Complete reclassification of all eligible students based on the reclassification guidelines.
(ELRT) and (BIA)	Submit copies of the reclassification documents to **(DBC)** with a copy of the revised data form. Change designation on the EL Folder from **EL** to **R.FEP.**
(ELRT)	Track progress of **R.FEP's**. If a student needs to be reclassified back to **EL,** follow the procedures.
(BIA)	Monthly EL Count to District Bilingual Coordinator **(DBC).**

MARCH

ANNUAL REPORTS

(P) (ELRT) and (DO)	Complete and submit R-30 Report.
(DO)	Complete and submit SNOR Report.
(P)	Complete waiver applications during the spring conferences for next year
(ELRT)	Send completed monitoring forms (EL Monitoring Form K-6 and R-FEP Monitoring Form K-6 in Appendix) to **DO.**
(P) and (T)	Prepare recommendations for summer school.
(DBC)	Print a list of EL students reflecting grade level, language, and English proficiency and forward to ELRT
(BIA)	Monthly EL Count to District Bilingual Coordinator **(DBC).**

APRIL

ANNUAL TESTING

(P)	Confirm logistical arrangements for state testing (STAR – SABE/2).
(P)	Compile summer school applications.
(P) and (T)	Provide parents of new Kindergarten students with program information
(BIA)	Monthly EL Count to District Bilingual Coordinator **(DBC).**

MAY

PROGRAM EVALUATION

(P)	Evaluate all programs and progress made towards goals.
(P)	Gather information for annual evaluation report.
(P)	Evaluate interventions this year and plan interventions for the coming year and send copies to **DO.**
(ELRT)	Plan summer and beginning of the school year CELDT testing.
(DO)	Responsible for the training of CELDT testing staff.
(DO)	Identify EL Program in-service needs for following year.
(P), (ELRT)	Set up BIA schedule for the following year.
(P), (ELRT)	Set up English Learner Advisory Committee **(ELAC)** for following year.*

(DO)	Plan (DELAC) meeting dates for following year.**
(BIA)	Send copies of the 6th grader's data forms (EL, R.FEP, and I.FEP) to BIA at the appropriate junior high school
(BIA)	Monthly EL Count to District Bilingual Coordinator **(DBC).**

JUNE

YEAR END WRAP-UP

(DO)	Complete Annual Evaluation Report.
(DBC)	Will provide ELRT with a current list of all EL students at their site.
(ELRT)	Schedule summer CELDT testing.
(BIA)	Monthly EL Count to District Bilingual Coordinator **(DBC).**

IMPORTANT: The principal is responsible for designating an ELRT or assumes duties of ELRT if site does not qualify or have one.

*****ELAC** meetings should be held at least four times a year and, are recommended to be held in the months of October, December, February, and May.

******DELAC** meetings will be held four times a year in the months of November, January, March, and May.

TIMELINE 7-12

Registrar (R)
Principals (P)
English Learner Resource Teacher (ELRT)
Counselor (C)
Teacher (T)
District Personnel (DO)
District Bilingual Coordinator (DBC)

JULY & AUGUST (for year round schools) and ongoing
SEPTEMBER (for traditional calendar schools) and ongoing

(R) **REGISTRATION – HOME LANGUAGE SURVEY (HLS)**
As new students enroll, complete the **(HLS)** included in the registration form. Give a copy of the registration form to the Principal and English Learner Resource Teacher **(ELRT)** of students reflecting a home language other than English.

(ELRT)) **CELDT – INITIAL AND ANNUAL ASSESSMENT (ongoing)**
or (T) Administer the CELDT initial and annual assessments**.**
Assessments need to be completed within 30 calendar days of enrollment.
Assess new incoming students first, and hand score all initial assessments.

(ELRT) PRIMARY LANGUAGE ASSESSMENT (ongoing)
or (BIA) **Primary Language assessment (for new incoming students) –**
IPT Spanish (Oral K-12, reading/writing grades 2-12)
Informal Assessment of Primary Language for languages other than Spanish.
Assessments need to be completed within 90 days of enrollment.

(ELRT) **INITIAL AND ANNUAL PARENT NOTIFICATION LETTERS**
or (BIA) Mail Initial and Annual Parent Notification Letters **(no later than 30 days from the beginning of the school year, or within 2 weeks from the student placement in a program).**
For new students use the CELDT hand scored results and the primary language results. For returning students use the CELDT and CAT-6 scores for last year.

(ELRT) and Establish the EL Folder for EL students. For (Fluent English Proficient in the
(BIA) Initial assessment (I.FEP) do not create a folder. Place all **stapled** documentation and assessments in the CUM file with a copy of the data form.

(C), **and** **STUDENT PLACEMENT**
(ELRT) Place new EL students **(EL)** in an appropriate placement based on assessment results. If necessary hold a discussion with parents describing placement options and waiver process.

(BIA) Send copies of data forms to **(DBC)** for all new students and Monthly EL Count to District Bilingual Coordinator **(DBC).**

SEPTEMBER

(ELRT)   Year round schools - Provide principal & teachers with CELDT initial assessments levels by the end of September for instructional purposes, or as early as possible.

(DO)   Approve or deny waivers based on B.P. and A.R. 6174.

(P) and (ELRT)   Maintain waiting lists for alternative program options offered/not offered. Send copies to **(DO).**

(P) and Staff Establish goals for EL student progress.

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

OCTOBER

(ELRT)   Traditional calendar schools - Provide principal & teachers with CELDT initial assessments levels for instructional purposes by the end of October or as early as possible.

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

NOVEMBER

(ELRT)   Send completed monitoring forms (EL and R-FEP monitoring forms 7-12 in Appendix) to **DO.**

(DBC)   Print a list of EL students reflecting grade level, language, and English proficiency and forward to ELRT

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

DECEMBER

(ELRT)   Provide **DBC** with list of students that will be taking the SABE/2 in the spring.

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

JANUARY and ongoing

      CELDT – OFFICIAL SCORE RESULTS – RECORDING INFORMATION

(P) and (ELRT)   When printed CELDT scores are received record information on the student Student Profile Card. Also record grades, STAR, CST results and any other available information. Mail or give original copy to parent at time of conference, share information with student's teacher, and file copy in the EL Folder inside the Student Profile Card. Report the CELDT results to the staff. For I.FEP students, place results with their **stapled** documentation and assessment results in the CUM file.

(ELRT), (T) Consider new interventions for students who are not making adequate progress.

(P) and   Complete Monitoring Participation of EL students in Gifted and Advanced Placement programs and send to **DO.**

(ELRT)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

(BIA)

FEBRUARY

RECLASSIFICATION PROCESS

(P) and (C)   Follow procedure for reclassification and complete reclassification of all eligible
(ELRT)   students based guidelines.

(ELRT) and   Submit copies of the reclassification documents to **(DBC)** with a copy of the
(BIA)   revised data form. Change designation on the EL Folder from **EL to R.FEP**.

(ELRT)   Send completed monitoring forms of **EL** students to **DO.**

(ELRT)   Track progress of **R.FEP's**. If a student needs to be reclassified back to **EL,** follow
                        the district procedures.

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

MARCH

ANNUAL REPORTS

(P), (ELRT)
and (DO)   Complete and submit R-30 Report.

(DBC)   Complete and submit SNOR Report.

(DBC)   Print a list of EL students reflecting grade level, language, and English proficiency
                        and forward to ELRT

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

APRIL

ANNUAL TESTING

(P), (ELRT)   Confirm logistics for state testing (STAR and SABE/2).

(C), (ELRT)   Prepare recommendations for summer school, and compile summer school
                        applications.

(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

MAY

PROGRAM EVALUATION

(P)   Evaluate all programs and progress made towards goals.

(P)   Gather information for annual evaluation report.

(P)   Evaluate interventions this year and plan interventions (i.e. remedial) for the coming
                        year and send copies to **DO.**

(ELRT)   Plan and summer and beginning of the school year CELDT testing.

(DO)   Identify EL Program and training needs for the following year.

(DO)   Responsible for providing training of CELDT testing staff.

(DBC)   Provide ELRT's with a current list of their students to use for a checklist for next
                        year from all feeder schools. Provide a copy of the incoming 7th and 9th graders.

(ELRT)   Set up BIA schedule for next year.

(ELRT)   Set up English Learner Advisory Committee **(ELAC)** for following year.*

(DO)   Plan (DELAC) meeting dates for following year.**

(BIA)   Send copies of the 8th grader's data forms (EL, R.FEP, and I.FEP) to BIA
               at the appropriate high school
(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

JUNE
(DO)   Complete Annual Evaluation Report.
(DBC)   Provide ELRT with a current list of all EL students at their site.
(ELRT)   Schedule summer CELDT testing.
(BIA)   Monthly EL Count to District Bilingual Coordinator **(DBC).**

IMPORTANT: The principal is responsible for designating an ELRT or assume duties of ELRT if site does not qualify or have one.

 ***ELAC** meetings should be held at least four times a year, and are recommended to be held in the months of October, December, February, and May.

 ****DELAC** meetings will be held four times a year in the months of November, January, March, and May.

Reclassification

Each English Learner who meets the established multiple redesignation criteria is reclassified as fluent English proficient (R.FEP). Each former English learner who has been redesignated at R.FEP had demonstrated English Language proficiency comparable to that of the average native English speakers and can participate equally with them in the school's regular instructional program.

STUDENT RECLASSIFICATION TO R.FEP

Principal	• Responsible for reclassification and monitoring process at school • Involved in the review of test scores student identification, and participates in LET recommendations
English Learner Resource Teacher (ELRT)	• Helps identifies students and supervises process at school site • Oversees evaluation of data used for reclassification • Establishes and works with LET during the reclassification process and monitoring of R.FEP's • Oversees the completion of the reclassification forms • Submits copies of reclassification forms to DBC
Counselor (7-12)	• Involved in review of test scores and participates in the LET team recommendations and monitoring of R.FEP's.
Classroom Teacher	• Administers some assessments and academic achievement tests • Supplies other curriculum information needed for reclassification • Assists with the reclassification process
Bilingual Instructional Assistant (BIA)	• Assists ELRT with reclassification documentation
Assistant Superintendent, Curriculum and Instruction	• Oversees process and procedures at district level
District Bilingual Coordinator (DBC)	• Provides technical assistance and support • Oversees the collection of forms • Changes code in from EL to R.FEP and deletes EL services in SASIxp
Parent/Guardian	• Participates in the reclassification process as a member of the LET and signs reclassification form

School districts are required to design and implement a process for reclassifying English Learner (EL) to Reclassified Fluent English Proficient (R.FEP) that reflects state Law including regulations adopted by the State Board of Education. The process shall have clearly defined standardized reclassification criteria and procedures that are researched-based and student centered. These standardized criteria and measures ensure that districts reclassify EL students only when they have the requisite academic English language skills and content knowledge needed to meet grade level standards.

The district process shall incorporate the following four criteria as essential factor in the classification decision for every EL student:
1. Assessment of English language proficiency using the California English Language Development Test (CELDT)
2. Comparisons of performance on standardized basic skills tests (meeting grade level standards)
3. Teacher evaluation
4. Parent opinion and consultation

To be reclassified to R.FEP, students in the Petaluma City Schools must meet minimum benchmarks in the following areas:
- ❖ Oral proficiency in social and academic English
- ❖ Ability to comprehend as a listener both social and academic English
- ❖ Demonstrate reading skills that permit access to grade level materials and an ability to appropriately comprehend these materials
- ❖ Demonstrate an ability to communicate effectively in writing, and in a variety of contexts, appropriate to the student's grade level

In essence, EL students shall be reclassified to R.FEP when they can demonstrate an ability to consistently perform on par with their native English speaking peers.

Reclassification Procedures

1. **Reclassification Process**: District Bilingual Coordinator (DBC) shall coordinate the reclassification process and procedures at the district level and maintain the reclassification database for the district. The DBC also will provide technical assistance and support and collect reclassification information.

2. **English Language Development**: An EL student is eligible for reclassification to R.FEP when he/she achieves a proficiency level of Early Advanced or Advanced in all four areas of the CELDT (listening and speaking, reading, writing, and overall) and has met the criteria in a minimum of three other total areas reflected in the Student Profile Card and has completed the exit benchmarks for the early advanced proficiency of English Language Development (ELD). At the elementary level upon identification by the principal and English Language Resource Teacher (ELRT) and by the principal/ELRT (grades 7-12**),** the ELRT initiates the reclassification process by convening the Language Evaluation Team (LET).

The Language Evaluation Team (LET) shall be comprised of the principal or designee, a counselor (grades 7-12), the ELRT, the classroom teacher, and any other persons knowledgeable about the student's academic status, the parent plus the student at the secondary level. If the EL student also receives Special Education Services, a Special Education teacher or representative must also be a member of the LET.

3. **Academic Achievement meeting grade level standards**): District approved assessments shall be used to evaluate an EL student's academic achievement in Reading/Language Arts. The EL student shall meet or exceed the district standard (meet district or state established grade level standards).

   - ❖ District Writing Assessment, 4-6
   - ❖ End-of-Course Exams
   - ❖ Report Cards
   - ❖ SOLOM
   - ❖ GPA
   - ❖ STAR:
     - ∗ California Standards Test
     - ∗ CAT 6

4. **Curricular Objectives and Supplemental Information (LET Evaluation**): The LET shall review the level of skills mastered by the EL students; i.e. on or above grade level in subject areas. Additional information and comments regarding language development, academic skills, and/or general success in school shall be noted. If the EL student is also receiving Special Education services, the Special Education teacher or representative should complete this section. Information stated should agree with the student's IEP.

5. **Placement Options**: An EL student shall meet all the established district criteria and standards to be reclassified to R.FEP. See Criteria and Standards for Reclassification on page 38. EL students who are also receiving Special Education services shall meet the established criteria unless their IEP notes that ELD can best be met through Special Education services. In these cases, a copy of the IEP must be attached to the reclassification form.

6. **Parent Opinion and Consultation**: The parents/guardians of the EL students shall be invited to be part of the LET to participate on the reclassification process of their son/daughter. Translation services shall be available if needed. The parent shall sign and date the reclassification form. If the parent is unable to attend, a person speaking the parent's primary language shall arrange a home visit or consult with the parent by telephone. This person shall document the communication with the parent. The parent shall be informed of their legal right to challenge the decisions of placement and language reclassification.

7. **Signatures:** All members of the LET shall review and sign the reclassification form. If the EL student is also receiving Special Education services, a Special Education teacher or representative must also sign the form.

8. **Distribution of Reclassification Form:** The *Reclassification Forms* shall be distributed as follows: the original set is placed on top of all the information in the student's R.FEP folder in the CUM file, and a copy of the set is sent to the DBC at the district office. The set of reclassification forms consists of:

   ❖ Copy of Letter to Parent/Guardian
   ❖ Student Reclassification Form
   ❖ Teacher's Evaluation Form
   ❖ Student Profile Card
   ❖ SOLOM
   ❖ Parent Notification of Meeting

9. **Reclassified Student Placement (R.FEP):** The reclassified student shall be placed in the regular (mainstream) academic program at the school. The DO will make sure that SASIxp is amended to reflect the student new status.

10. **Follow-up Monitoring of Reclassified Student (R.FEP):** Students who have been reclassified to R.FEP shall receive follow-up monitoring for two years after reclassification. Monitoring of the academic progress and performance of such students shall be on a periodic basis (in February and at the end of the school year) to ensure correct classification and placement. The DBC shall annually provide the ELRT with a roster of students who are in this category. If a student's grades fall below C or S in any academic area, the principals/ELRT (K-6) and the principal/counselor/ELRT (9-12) shall re-evaluate the student's progress and intervention measures shall be recommended.

Criteria and Standards for Reclassification

The purpose of the reclassification process is to document that an EL student has demonstrated English language proficiency comparable to the average native English speaker and is able to participate equally with average native English speakers in the school's regular instructional program. The standards for reclassification for EL students are set at the same competency levels that are expected for English only (EO) students. The criteria and standards described below shall be used to determine when an EL student has developed the English language skills necessary to succeed in English only instruction and may be reclassified as R.FEP.

Students may be considered for reclassification when their CELDT proficiency level is Early Advanced or Advanced in all four areas (listening and speaking, reading, writing, and overall) and they have met the criteria in a minimum of three other total areas. (See Student Profile Card in the reclassification section of the *Appendix*).

   ❖ All CELDT levels are Early Advanced or Advanced
   ❖ STAR Testing above 40% tile
   ❖ STAR Standards at Proficient Level
   ❖ Grades (GPA) at 2.0 or above
   ❖ Local Assessments in Reading, Writing, and Math at 3 or above
   ❖ SOLOM all 4's or 5's

Evaluation and Accountability

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

PROGRAM EVALUATION

Principal	• Oversees program evaluation procedures at school site • Oversees collection of data • Submits all required data to District • Monitors the implementation of EL services at site • Reviews assessment data and makes recommendations
English Learner Resource Teacher (ELRT)	• Assists with the program evaluation process at school site • Collects and organizes data
Classroom Teacher	• Analyzes data • Uses data to make program modifications
Assistant Superintendent, Curriculum and Instruction	• Oversees EL program evaluation procedures at district level • Oversees the implementation of EL services at the school sites • Reviews assessment data and makes recommendations
District Bilingual Coordinator	• Coordinates R-30 Language Census reporting data • Provides technical assistance and support • Collects and monitors assessment and evaluation data

Governance

Quality Program Implementation
Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the allocation of sufficient resources. A qualitative program cannot be successfully implemented without all three of these critical elements. The district and the sites have essential and unique roles in program implementation.

Role of the District

The district administration shall be responsible for the provision of sufficient resources to the sites needed to successfully implement this plan. These resources include qualified and well trained staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. Guidance in curriculum development, program compliance, program evaluation and data analysis, program improvement, minor modifications, and master plan revisions are also essential district responsibilities to assure quality program implementation.

Role of the School Site

Site-based planning is the most critical element of this plan. The responsibility of school sites is to determine how best to deliver services to the students attending the school. The distribution of the EL population and the diversity of the school community are important factors to be taken into account by sites in planning their programs. All school sites shall be responsible for planning and program implementation. The *Master Plan - A Guide to Services for English Learners* shall be the guiding document for this planning. Sites are encouraged to work together and with the district to design their programs to meet the needs of the EL students. Program quality and effectiveness is tied to effective use of essential human and material resources, ongoing planning, program revision, and is based on site program evaluation results.

Role of the Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils and English Learner Advisory Committees (ELAC) have a responsibility to assist in the on-going program planning and evaluation through committee and school activities.

Student Evaluation and On-Going Monitoring

❖ The goal of program evaluation is to provide information about the effectiveness of EL services. The information gives comprehensive direction to district and school staffs for continuing, modifying, or discontinuing programs and/or program elements. The Curriculum and Instruction Department will provide the data to measure the effectiveness of EL services.

❖ An EL Folder shall be maintained for each EL student. At the High School level, the EL Folder is kept in the Bilingual Office. The purpose of the folder is to assist teachers, parents, and staff with program placement and development, student monitoring, and reclassification. The folder contains a copy of the registration form with HLS, initial and annual testing information, copies of parent notification letters, Student Profile Card**,** and the Petaluma City Schools ELD Standards Based Benchmarks.

English Language Development (ELD)

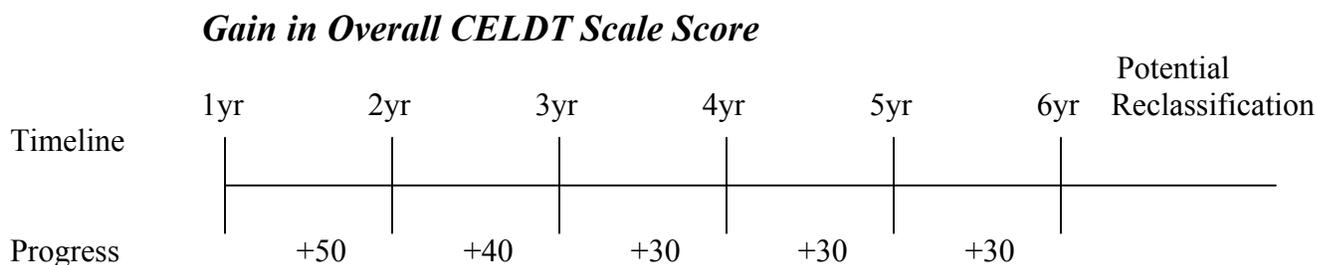Progress in English Language Development shall be monitored by**:**
- The annual CELDT
- The Petaluma City Schools ELD Standards Based Benchmarks
- EL Folder monitoring

Annual California English Language Development Test (CELDT)

State law (Education Code sections 313, 60810 and 60812) required the development of a state test that school districts shall give to students whose home language is not English. The test is called the California English Language Development Test (CELDT). The CELDT shall be administered annually to each EL student during the time frame established by the state. The results of the annual CELDT shall be used to evaluate how well EL students are learning English. An explanation of the annual CELDT is given in EL-4.

English Language Development Timeline

EL students shall be expected to progress through the ELD levels of English proficiency up to and including reclassification according to the timeline below.

Gain in Overall CELDT Scale Score

	1yr	2yr	3yr	4yr	5yr	6yr	Potential Reclassification
Timeline							
Progress	+50	+40	+30	+30	+30		

ELD Standards Progress

Progress in ELD for each EL student shall also be monitored using the Petaluma City Schools ELD Standards Based Benchmarks. These benchmarks are aligned to the California ELD Standards and are available for the following grade spans: K-2, 3-5, 6-8, and 9-12. As an EL student completes an ELD standard, the classroom teachers shall mark the standard with the completion date. The Petaluma City Schools ELD Standards Based Benchmarks are located in the Monitoring section of the *Appendix.*

EL Folder Monitoring

The assistant superintendent of curriculum and instruction shall review a random sample of EL Folders at each school on an annual basis. The purpose of this review shall be to check for proper documentation, and to determine that EL students have been receiving instruction in ELD and/or SDAIE from a qualified teacher.

Academic Achievement

Academic progress in the core curriculum areas shall be evaluated through various state and district tests including the following: District Writing Assessment, 4-6; End-of-Course Exams; STAR, (CST, CAT 6); Report Cards; GPA; and SOLOM. Data and information for these assessments are available in a consistent form for all schools. The Curriculum and Instruction Department evaluates all assessment results (local, state, and national) on an annual basis. The data for most assessments are disaggregated to show how both EL and R.FEP students performed. In addition, schools assess student progress in a variety of ways: tests from adopted textbooks, teacher made tests, performance based assessments, and grades. All school testing data shall be analyzed to insure that EL students are successfully closing the gap in academic English proficiency and are achieving academically at a rate substantially equivalent to that of their native English speaking peers. Using the state testing system, EL students shall be monitored for growth over their previous score in English language arts; mathematics; science; and/or social science. The combined results are used to evaluate program effectiveness and to make program revisions.

Academic Achievement Timeline

EL students shall be expected to progress academically through the core curriculum as measured by the end-of-the-year academic benchmarks set forth below. Progress might vary depending in their prior schooling and literacy in their primary language.

End-of-Year Academic Benchmarks for English Learners, Grades 2-11

CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
CST, Reading and Language Scale score	Far Below Basic 150	Below Basic 260	Basic 330	Proficient 350		
CST, Math Scale score	Far Below Basic 150	Below Basic 260	Basic 330	Proficient 350		
District Writing Assessment (4-6)(4pt rubric, 3 is proficient)	1	1	2	2	3	3
GPA Grades 4-12	≥ 1.7	≥ 1.7	≥ 2.0	≥ 2.0	≥ 2.00	≥ 2.00
Reading Level (number is years below grade level)	4	3-3.5	2-2.5	1-1.5	0-0.5	At grade level

<u>**English Learner Database**</u>
The Department of Curriculum and Instruction maintains a district database of EL and FEP students. The data maintained for EL students includes date of entry into EL services, primary language, grade level, and English language proficiency level. The data for R.FEP students includes primary language, grade level, and date of reclassification. I.FEP information includes grade level and date of initial designation. The database is updated regularly. This database is used to produce various reports for EL services including assessment reports, English proficiency levels, etc. The database information is also used for completing the EL Staffing Plan and the school level R-30 Language Census Reports.

<u>**R-30 Language Census Reports**</u>
Annually, in the spring, each school shall complete a R-30 Language Census Report. The report indicates the number of EL and FEP students in the school by language and grade level. It also reports the type of EL services provided, the number of authorized staff providing the services, and the number of EL students who were reclassified to R.FEP. The information gathered is used to create district charts and graphs for the EL and FEP population. Historical charts indicating growth of EL populations are also maintained. Curriculum and Instruction oversees the R-30 Language Census process and maintains the documentation.

Annual Evaluation of Instructional Programs

The Petaluma City Schools' department of Curriculum and Instruction will conduct an annual evaluation of programs and services for EL students. This evaluation plan provides a framework for program evaluation activities and describes a process for ensuring that evaluation data will be used for purposes of planning and program improvement. Although ongoing renewal and improvement are goals through out the school year, the most focused data analysis will occur at the end of the year. During this time, administrators develop and submit goals that are based upon our district's *Master Plan - A Guide to Services for English Learners.* Further, administrators analyze data in order to develop appropriate instructional goals for the upcoming school year, matching student needs with both staff development options, as well as program modifications, where required. All personnel in the district are expected to implement this *Master Plan.*

The purposes of evaluation will be:
1. To determine to what extent EL students are learning English and achieving in the district's core curriculum

2. To determine the effectiveness of programs and services for EL students

3. To determine the extent to which language minority students enjoy equitable access to district programs and services, including paths to higher education

4. To provide the basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvement for all students including our EL population

5. To shape classroom practice

In order to properly evaluate our programs for EL students, Petaluma City Schools has developed two comprehensive goals for EL students, which are also described in the introduction section of this Master Plan. The first goal is to develop English language proficiency. The second goal is to provide students an equal opportunity for academic success. Our EL programs are focused around implementing these goals in an effective manner. At the end of the school year, the department of Curriculum and Instruction will gather various types of disaggregated data to determine the effectiveness of our programs. To aide in this process, the department of Curriculum and Instruction will examine each goal in the manner described below:

Goal 1: Increase English language proficiency, as rapidly as possible, through instruction that is systematic, research-base, and founded on a comprehensive diagnosis of student needs.

Question: Are EL students acquiring English language proficiency as specified by district criteria?

- English language development data will be collected from the CELDT and the Petaluma City Schools ELD Standards Based Benchmarks to determine:
  1. The extent EL students are achieving proficiency in ELD according to district criteria.
  2. The percentage of students reclassified from EL to R.FEP each year according to district criteria.
- Data will be collected from annual, end-of-the-year site reports to determine:
  1. How sites are using assessment data to place EL students in appropriate instructional settings.
  2. How sites are using assessment data to inform program and instructional decisions.
  3. That each site's ELD instructional materials are State approved, how they are used and the average time allotted for daily, explicit ELD instruction.

Goal 2: Provide equal opportunity to a challenging core curriculum for academic success.

Question: Are EL and R.FEP students making academic progress in the core curriculum?

- Achievement data will be collected at the end of the school year from the district's data base service to determine:
  1. The percentage of EL and R.FEP students meeting grade level standards and benchmarks as specified by the K-1 and 2-11 "End of Year Academic Benchmarks for English Learners" tables.
  2. The high school graduation rates of EL and R.FEP students.
  3. The percentage of EL and R.FEP students retained each year.

Question: To what extent do EL and R.FEP students participate in all district curricular programs?

- Data will be collected on the End-of-Year Site Summary Report forms, (see monitoring section of the Appendix), to determine:
  1. The percentage of EL and R.FEP students enrolled in GATE, Advanced Placement, and honors classes.
  2. The percentage of EL and R.FEP students enrolled in courses that satisfy admission requirements for the University of California.

3. The percentage of EL and R.FEP students enrolled in Resource Specialist Programs and Special Day Classes.
4. The percentage of EL and R.FEP students enrolled in the alternative education setting.

After going through an evaluation process as outlined above, the department of Curriculum and Instruction shall compile an Annual Evaluation Report. The Annual Evaluation Report will summarize the district's progress toward meeting its two principle goals as outlined in the *Master Plan - A Guide to Services for English Learners* and focus on areas where improvement is needed. The results of this evaluation will be used to direct programmatic changes both at district and site levels.

Instructional Programs

The district is providing services to English Learners to ensure that they acquire English-language proficiency and recoup any academic deficits that may have been incurred in other areas of the core curriculum. The district provides additional and appropriate educational services to English Learners in kindergarten through grade twelve in all classroom situations. These services are for the purposes of enabling English Learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the district's average native English speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

INSTRUCTIONAL PROGRAMS

Principal	• Responsible for implementation of program/services at school • Monitors student progress • Oversees testing and appropriate placement of EL students • Responsible for appropriate teacher placement
English Learner Resource Teacher (ELRT)	• Provides support and materials for teachers • Reviews distribution of materials and identifies additional needs • Helps identify staff development needs • Monitors implementation of program/services • Initiates the Catch-Up Plan • Coordinates BIA schedule and responsibilities at the site • Monitors documentation of EL Folders
Classroom Teacher	• Implements program/services (Structured English Immersion, English Mainstream Placement) and provides instruction • Responsible for PCS local assessment entries in Student Profile Card
Bilingual Instructional Assistant (BIA)	• Assists with implementation of programs/services • Provides primary language assistance and support to students • Assists EL students with access to the core curriculum • Works in the classroom setting under the direction and supervision of a credentialed teacher to provide instructional assistance to EL students
Assistant Superintendent, Curriculum and Instruction	• Oversees EL instructional programs and services
Assistant Superintendent, Department of Human Resources	• Maintains records of teacher credentials • Maintains records of teachers in training for bilingual credentials • Coordinates district staffing plan

❖ Petaluma City School District is committed to a program that assures all children equal educational opportunities. The district intends to provide EL students with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society. PCS maintains Board Policy and Administrative Regulation 6174 that describes the curriculum and instruction policy for EL programs/services.

❖ All EL students shall receive a sequential instructional program (ELD and access to the core curriculum). EL students shall be placed in the appropriate instructional program/services based on their English language proficiency level. EL students shall receive intense English Language Development (ELD) and shall gain access to the core curriculum through primary language assistance and support, primary language instruction (if needed), and/or *Specially Designed Academic Instruction in English* (SDAIE).

Stages of Language Acquisition

The characteristics of students in each stage of language acquisitions in the English Language Development Standards are as follows:

Beginning Stage
Students new to acquiring English are at the Beginning Stage. During this phase, beginners have minimal comprehension of English, but are developing their receptive language. Gradually, they are able to produce one-to-two word responses in contextualized settings. They are able to: comprehend high frequency words and basic phrases in immediate physical surroundings; interact with frequently used English print in a limited way, demonstrating initial English print awareness; write and demonstrate understanding of familiar words and phrases drawn from content areas; and respond to questions with key words and gestures. The initial stage of language learning, which lasts varying lengths of time, has been referred to as pre-production, the silent period, and early production.

Early Intermediate Stage
Language learners demonstrate increased English comprehension especially in highly contextualized settings. At this Early Intermediate Stage, students produce short phrases and simple sentences in English. This phase is sometimes called the speech emergence or simple sentence stage as students respond to more varied communication tasks with learned materials and increasing ease. They are able to: comprehend information on familiar topics as presented through stories and conversations; produce basic statements and ask questions on familiar subjects; interact with a variety of familiar print, recognize words, and phrases from previously learned materials; write short responses within structured contexts; and participate in simple conversations with peers and others.

Intermediate Stage
At this stage, students' speech patterns become more complex although errors are still common. Students' increased comprehension enables them to function in contextualized settings. In this phase, also known as Intermediate Fluency, students begin to refashion learned materials to meet their immediate communication and learning needs. They are able to produce sustained conversation on an expanding variety of general topics; interact independently with a variety of simplified print; write basic information and expanded responses in contextualized settings; comprehend main ideas and basic concepts in content areas; and respond to questions using short sentences.

Early Advanced Stage
Language learners are beyond the intermediate stages but still make grammatical and syntactic errors both in oral and written English. The students are able to function academically in English in many settings, but need additional English language development instruction and practice to enhance linguistic skills. They are able to comprehend detailed information with fewer contextual clues on unfamiliar topics; produce, initiate, and sustain spontaneous communicative interactions; interact with print relying on context and prior knowledge to obtain meaning; write to satisfy academic tasks through the recombination of learned vocabulary and structures; and participate actively in all content areas and in non-academic settings. Students may plateau at this stage if not provided with ongoing English Language Development instruction to promote their cognitive academic language proficiency.

Advanced Stage
Students are able to think critically and analytically in English at or near native English speakers' level. However, some areas in English competency still need refinement in order to participate effectively in programs designed for their native English-speaking peers. They are able to: recognize language subtleties in a variety of settings; produce, initiate and sustain extensive interactions tailored to specific purposes and audiences; read grade level written material with limited comprehension difficulties; write to meet most academic tasks; and participate fully in all content areas at grade level and in non-academic settings. Students

at this stage are almost ready to be reclassified as R.FEP and their English Language Development (ELD) instructional needs should be determined on an individual basis.

Stages of Language Development by Grade Level

Kindergarten - Grade 2

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening and Speaking	Responds with one to two word responses	Speaks with inconsistent use of standard English	Participates in social conversations	Uses consistent English grammar Interprets inferred meaning	Negotiates and initiates conversations Consistently speaks using standard grammatical forms and sounds
Reading	Reads simple words aloud Draws pictures from experience or story	Reads simple words, phrases, and sentences Draws and labels pictures related to experiences or story	Recognizes sound/ symbol relationships Uses decoding skills to read more complex words	Reads aloud with nearly natural speech Identifies main idea and makes predictions using detailed sentences	Recognizes words with multiple meanings Compares and contrasts literary elements of different authors
Writing	Copies the English alphabet legibly Writes a few words or phrases	Writes simple sentences using environ-mental print Uses capital letters to begin a sentence and for proper nouns	Writes short stories including setting and character Uses standard word order in spelling	Writes short paragraphs with a consistent focus Writes independently with minimal inconsistent use of punctuation and spelling	Writes short narratives addressing content areas Uses writing process Writes using standard English

Grades 3 – 5

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening and Speaking	Responds with one to two word responses	Speaks with inconsistent use of standard English	Participates in social conversations	Uses consistent English grammar States and defends an opinion	Negotiates and initiates conversations Consistently speaks using standard grammatical forms and sounds
Reading	Reads simple words aloud Recognizes sound symbol relationships	Reads simple words, phrases, and sentences Recognizes letters, sounds, and syllables	Can be understood when reading orally Reads and identifies problems and resolutions in stories	Understands words read in text and content areas Distinguishes examples of fact and opinion, cause and effect, and chronological order in text	Identifies root words, suffixes, and prefixes found in text and content areas Describes characteristics of drama, poetry, and fiction
Writing	Copies the English alphabet legibly Uses a period at the end of a sentence	Given a model, writes a paragraph of four sentences or more that is legible but may have some errors Uses capital letters and periods correctly	Creates cohesive paragraphs that have a central idea Uses consistent grammar, but may have some errors Uses standard word order	Produces independent writing with consistent use of capitali-zation, punctuation, and correct spelling	Writes multi-paragraph composition with consistent use of standard grammar in both narrative and expository domains

Grades 6 – 12

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Listening and Speaking	Word responses	Begins to be understood when speaking English	Participates in group discussions and social conversations Prepares and delivers short presentations	Is understood when speaking Interprets meaning by asking questions	Builds upon conversation by questioning, restating, paraphrasing, and soliciting information
Reading	Reads simple words aloud Recites simple poems	Reads simple paragraphs and passages Reads aloud and verbally identifies the main events	Recognizes metaphors Verbally identifies two ways in which poet uses personifica-tion, figures of speech, and sounds	Applies decoding skills and knowledge of academic and social vocabulary to read independently	Relates literary works and authors to major themes and issues of their eras
Writing	Fills out simple forms Revises writing for proper use of punctuation, capitals, and correct spelling	Takes dictation about familiar topics in content areas Creates a draft of composi-tion using description, compare/ contrast, problem solving, main idea, and details	Uses basic strategies such as note taking, outlining, and the writing press Consistently uses standard grammatical forms	Develops a clear thesis supported with analogies, quotations, and the facts	Uses various methods of investigation and research Writes expository compositions including evidence of thesis

Written Language Characteristics of English Learners

Beginning
- Single words
- 2-3 word phrases
- Very limited vocabulary
- Not yet able to apply conventions of grammar or word order
- Uses illustrations to communicate
- Lists
- Copies
- Uses words from native language

Early Intermediate
- Short phrases and fragments
- Restricted short simple sentences
- Repetitive sentence structure
- Limited basic vocabulary
- Use of grammar and word order that contains frequent errors
- General lack of fluency
- Short responses within structured context (copies from model)
- Expresses simple ideas

Intermediate
- Simple, uncomplicated sentences
- Usually complete sentences
- Some variation of sentence structure
- Some range of vocabulary
- Generally appropriate grammar and work order, but errors still common
- Usually present or past tense only
- Errors occasionally obscure meaning
- Evidence of emerging fluency
- Some attempt to use basic academic knowledge from content areas

Early Advanced
- Usually complete sentences
- Usually complete narratives
- Range of vocabulary sufficient to express ideas appropriate for subject
- Sentence structure varied, but often lacking skillful sentence combining
- Appropriate word order and grammar but errors still evident
- Experiments with more complex verb forms
- Errors rarely interfere with communication
- General fluency
- Often some rereading necessary for complete understanding
- Use of academic knowledge
- Often some rereading necessary for complete understanding
- Use of academic knowledge
- Retells and recounts of personal information are detailed
- Possible reclassification candidate

Advanced
- Complete sentences and narratives
- Use of complex verb forms
- Only sophisticated grammatical and syntactic evident
- Sentence structure varied and complex
- Wide range of vocabulary
- Grammar and word order approximating that of a native speaker
- Errors do not interfere with communication
- Grade level appropriate fluency approximating that of a native speaker
- Reader does not have to reread for meaning
- Correct use of academic language
- Reclassification candidate

Types of English Learners

Newly arrived with adequate schooling
- Recent arrival (less than five years in the United States)
- Adequate formal schooling in native country, might be below grade level and could lack school records
- Traditional English Language Development program meets their needs
- Quickly catches up academically
- Academic achievement in terms of grades is usually comparable to rest of school
- May still score low on standardized tests given in English

Newly Arrived with limited or no formal schooling
- Recent arrival (less than five years in the United States)
- Limited or no English fluency
- Interrupted or limited schooling in native country
- Limited or no native language literacy
- Below grade level in mathematics
- Progress through ELD levels is slow, may have to repeat levels
- Poor academic achievement
- Poor performance on course and standardized tests
- Difficult to diagnose learning disabilities

Long term English Learner
- Seven or more years in the United States
- Usually orally fluent in English
- Below grade level in reading and mathematics
- Mismatch between student perception of achievement (high) and actual grades (low)
- Some adequate grades, but low scores on tests
- Have had ELD or bilingual instruction, but no consistent program

Instructional Placement for English Learners

	Student's English Proficiency Level	
	Less Than Reasonable Fluency Beginning Early Intermediate Intermediate	**Reasonable Fluency** Early Advanced Advanced
Program Options	English Language Placement • Structured English Immersion Process * or English Language Mainstream Placement • Parent Request • Additional Services or Alternative Course of Study • Parent Exception Waiver	English Language Mainstream Placement • Additional Services or Alternative Course of Study • Parental Exception Waiver * or May be considered for reclassification based on district criteria

Based on Educational Code 300-340

* *Structured English Immersion* and *Sheltered English Immersion* are used interchangeably in
the statute. Structured English Immersion means an English language acquisition process
for young children in which nearly all classroom instruction is in English but with the curriculum
and presentation designed for children who are learning the language.

Program Options: Elements and Staffing

Program Options	Required Elements	Staffing*

Structured English Immersion Process
 	
English Language Development Placement
	• ELD
	• Instruction nearly all in English
	• Plan for recouping academic deficits **
	• *Content* Instruction (access to the core curriculum)
	  ❖ SDAIE
	  ❖ Primary language support
	  ❖ Primary language instruction, if needed
	• Language of Instruction
	  ❖ Overwhelmingly in English
		▪ BCLAD
		▪ CLAD
		▪ SDAIE/ELD
		▪ SDAIE (may provide only SDAIE)
		▪ LDS

English Language Mainstream Placement
 	
Additional Services
	• ELD
	• Strategies to overcome academic deficits ***
	• Approaches
	  ❖ SDAIE
	  ❖ Primary language support, if needed
		▪ BCLAD
		▪ CLAD
		▪ SDAIE/ELD
		▪ SDAIE (may provide only SDAIE)
		▪ LDS

Alternative Course of Study
 	
Bilingual Education
or
Other methodology permitted by law
	• ELD
	• Primary Language Instruction (for bilingual students only)
	• Strategies to overcome academic deficits ***
	• Approaches
	  ❖ *SDAIE*
	  ❖ *Primary* language instruction
	  ❖ *Primary* language support
		• BCLAD (for L1 instruction
		• CLAD
		• SDAIE/ELD
		• LDS

* Depending on the special services needed by EL students, one or more of these authorizations may be needed.
** Only required if students are incurring academic deficits.
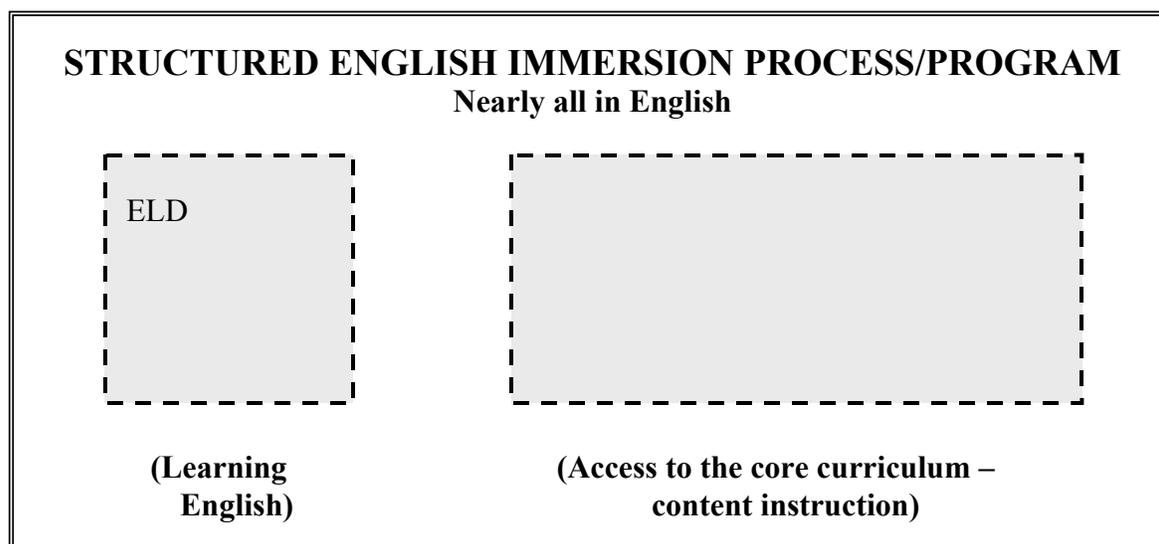*** Only required if students have incurred academic deficits.

Program Options for ELD Instruction

Structured English Immersion or Sheltered English Immersion Process
Structured English Immersion or Sheltered English Immersion is an English language acquisition process/instructional program in which nearly all classroom instruction is in English but with the curriculum and presentation designed for those learning the language. The program is designed to help students acquire English through various instructional models that use communicative and content based approaches. Clarification, explanation, assistance, and support may be in the student's primary language. The goal is to teach language proficiency in English as rapidly and effectively as possible. Content instruction will be given simultaneously with English Language Development (ELD) so the EL students will not incur academic deficits.

The Structured English or Sheltered English Immersion process/instructional program is designed for EL students who have less than reasonable fluency in English. *Less than reasonable Fluency* means the EL student is at the beginning, early intermediate, or intermediate level of English language development.

This temporary transition period is not normally intended to exceed one year. After one year, unless parents/guardians object, students may continue in structured or sheltered English immersion until they meet the district's criteria, but not to exceed three years.

STRUCTURED ENGLISH IMMERSION PROCESS/PROGRAM
Nearly all in English

ELD

(Learning English)   **(Access to the core curriculum – content instruction)**

In the Structured English or Sheltered English Immersion process/instructional program, the purpose of English Language Development (ELD) is two fold. English acquisition occurs throughout an EL student's instructional day in all subject areas as the teacher provides instruction through the use of English. In addition, each EL student receives separate ELD instruction that is devoted to the vocabulary, semantics, grammar, and structures of the English language. ELD encompasses the various instructional strategies teachers utilize to make language and content accessible to EL students.

Utilizing *Specially Designed Academic Instruction in English* (SDAIE) as a methodology, the teacher adapts the language to meet the needs of the EL student to provide access to the core curriculum. Modifications include an increased emphasis on comprehensible input, vocabulary development, and a greater reliance on manipulatives and hands on experiences. Repetition of content concepts is also used.

Parent Request

At any time during the school year, a parent/guardian of an EL student may request a transfer from the Structured English Language Immersion Program to the English Language Mainstream Placement using the *Limited Service Form*, in the Identification and Notification section of the *Appendix*. In these cases, the EL student shall be placed in an English Language Mainstream Placement and shall receive additional services.

English Language Mainstream

English Language Mainstream is an instructional program designed for El Students who have reasonable fluency. *Reasonable Fluency* means the EL student is at the Early Advanced level of English language development or above. Additional services are delivered in an English language mainstream placement. Content instruction is in English with the curriculum specially designed to meet the EL student's needs. The goal is to transition the student into a mainstream English Placement as an R.FEP.

ENGLISH LANGUAGE MAINSTREAM
Instruction in English

(ELD and access to the core curriculum – content instruction)
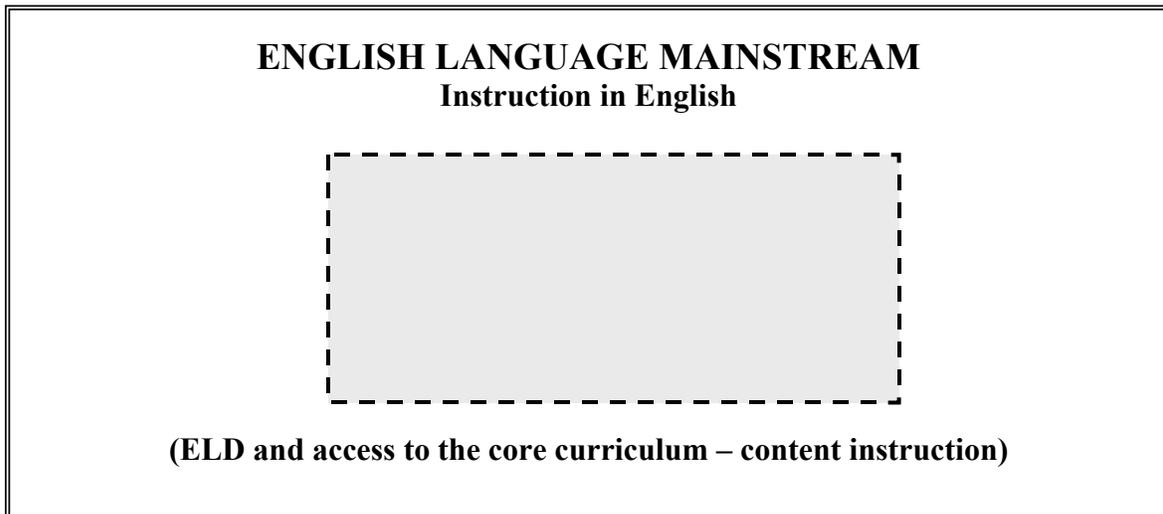
Parental Exception Waiver

Under certain conditions, parents may request a Parental Exception Waiver for placement in an Alternative Course of Study (bilingual program). A bilingual program is a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child's native language. (See Parental Exception Waiver process in EL-8 and waiver form in the Identification and Assessment section of the *Appendix.)* The Individualized Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency. No provision of an IEP requires a parental waiver.

Note: The composition of each EL student's program/services shall be based upon individual diagnosed needs. EL students shall be appropriately assigned to teachers who are authorized under California state regulations and guidelines to provide EL services.

Additional and Appropriate Services

SDAIE (Specially Designed Academic Instruction in English)
Instruction of grade level core curriculum is in English and is specially designed for speakers of other languages. SDAIE is most appropriate for students who have reasonable English fluency to benefit and succeed in rigorous content instruction. SDAIE, with primary language support, is also used with EL students who have less than reasonable fluency. The purpose of SDAIE is to develop knowledge in content areas. SDAIE incorporates a variety of instructional strategies and methods to help make grade level core academic instruction in English understandable for EL students. Definite characteristics exist that describe the SDAIE approach. These characteristics include:
- Cooperative and thematic learning environments
- Teacher delivery that conceptualizes content using comprehensible input and uses techniques such as rephrasing and paraphrasing
- A variety of interactive strategies including student-to-student, student-to-teacher, student-to-text, and student-to-self (reflection, self-evaluation)
- Careful planning of the environment, instruction, and materials
- Identification and selection of focus concepts that integrate student learning
- Facilitating a connection of focus concepts to students' experiences, knowledge, and need to know
- Selection of scaffolds to assist students' engagement and performance (social-affective, linguistic, cognitive-academic, meta-cognitive/meta-linguistic)
- Continuous observation, monitoring, and assessment leading to teachers' modifications of instructional procedures and to students' increasing autonomy
- Multi-cultural development and awareness and the validation of diversity

Primary Language Support
Instruction is in English and the EL students receive primary language support (assistance) from a BCLAD teacher or BIA who speaks the EL student's primary language. Core curriculum areas are presented in a comprehensive manner using SDAIE strategies. Support strategies are preview/review, small groups, individual tutoring, clarification, etc. Primary language support/assistance in the EL student's primary language shall be for a sufficient time per day to cover all the core content areas in which the EL students needs such support. An EL student's primary language may be used for clarifying content, drawing upon the EL student's prior knowledge, monitoring student comprehension in order to maximize understanding, and/or determining if a concept has been internalized by the EL student.

Primary Language Instruction
The EL student's primary language is used during instruction to provide access to the core curriculum. Instruction, textbooks, and teaching materials may be in the EL student's primary language. BCLAD teachers who speak the EL student's primary language shall provide primary

language instruction. *Primary Language instruction shall not be used for more than 20% of the instructional time.*

Primary Language Instruction (Bilingual Program Only)
A bilingual program is a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. The EL student's primary language is used during instruction to provide access to the core curriculum. The EL student also receives a sequential English Language Development (ELD) program based on his/her individual diagnosed need.

Elements of Effective ELD Instruction

English Language Development (ELD)
All EL students shall receive a sequential English Language Development (ELD) program based on their individual diagnosed needs. ELD is a specific curriculum that addresses the teaching of the English language according to the level of language proficiency of the EL students. The goal is to teach language proficiency in English as rapidly and effectively as possible.

Why do we need ELD? EL students need a specific, developmental curriculum designed to develop their conversational and academic proficiency in English. Students who are not proficient in English need specialized instruction that meets their particular needs. EL students have the same cognitive and academic abilities as their native English speaking classmates, but they lack the English language skills needed to understand grade level appropriate instruction in the different content areas when the instruction is delivered in English. ELD provides EL students with these English language skills.

Who can teach ELD? ELD shall be delivered to all EL students by an appropriately certificated/credentialed teacher. Appropriate certification includes: LDS, BCLAD, CLAD, SB 1969/395, or actively in training for any of these three certificates or credentials.

What are the ELD Standards? The California State Board of Education adopted ELD Standards in August of 1999. PCS shall use these standards for ELD. The standards are designed to assist teachers in moving EL students to fluency in English and to proficiency in the California English Language Arts Content Standards. The ELD Standards were designed around proficiency levels, which have been well documented through research, to provide teacher in all types of programs clear indicators of progress. An additional document that may be used is *A Map for Teaching and Assessing California's English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners* published by WestEd.

The ELD Standards are written as pathways to the California English Language Arts Standards. Rather than delaying the introduction of English reading and writing until oral proficiency is acquired, the ELD Standards integrate listening, speaking, reading, and writing at **all** ELD proficiency levels. **Regularly** scheduled ELD instruction shall be based on the state adopted ELD standards. ELD lessons shall be based on these standards and shall reflect curriculum, materials,

and approaches designed to promote each EL student's acquisition of listening, speaking, reading, and writing skills in English.

How is English Language Development (ELD) taught? ELD needs to be a part of the daily program for every EL student. ELD shall be a planned, specific component of the total education of an EL student. In order to provide appropriate English language instruction, the EL students current ELD level must be taken into account. All EL students shall receive daily ELD instruction targeted to their proficiency levels.

For ELD instruction to be effective, the individual needs of the student must be addressed through careful planning and implementation.

Research shows that a second language is acquired in much the same way as the first. To facilitate the acquisition of English, ELD should be taught in settings where the language is used in authentic contexts and the atmosphere is one of low anxiety. English instruction that is relevant to the student and is presented in a student friendly environment promotes the acquisition of English. Tapping prior knowledge helps students connect the new language to familiar topics and helps create a low stress environment that encourages learners to take risks and experiment with language.

ELD instruction focuses on language input, using strategies designed to help make messages comprehensible. The use of real objects, props, visuals, facial expressions and gestures all provide contextual support which helps EL students understand the new language.

Flexibility in grouping can enhance English language acquisition as long as ELD instruction is differentiated according to the student's proficiency level. Teachers can effectively provide small group ELD instruction during the Language Arts block by organizing classrooms into centers or stations where literacy and content area activities, which are appropriate to the needs of their EL students, are provided.

It is recommended that *EL students receive at least thirty minutes of ELD instruction on a daily basis*. Based on the EL student's individual needs, ELD instruction shall be planned so the student will progress through the ELD curriculum as rapidly and effectively as possible.

An individual EL Folder shall be maintained for each EL student to document student progress. ELD progress shall be charted regularly by level in the Petaluma City Schools ELD Standards Based Benchmarks in the Monitoring section of the Appendix.

Should ELD be taught to the whole class, including English only students? This method is not recommended. ELD is a curricular area designed specifically for students who are learning English as a second language. Grouping EL students with English only students is not an effective way to teach ELD. EL students need to develop a foundation of English language skills before they can begin to have success in the mainstream English Language Arts program. They need to learn the syntactical (word arrangement) and phonological (sound) systems of English, in addition to age appropriate vocabulary and other aspects of English that many English only students already know. It takes two to three years for an EL student to develop "survival English" or Basic Interpersonal Communicative Skills (BICS), with which most English dominant students enter kindergarten. To develop Cognitive Academic Language Proficiency (CALP) equal to that of an English only student, it may take a total of seven to ten years, even under the most ideal

conditions for language learning English only/Fluent English Proficient (FEP) elementary students could benefit from additional instruction in English in order to strengthen their communication and literacy skills. Indeed, English Language Arts is a major curricular area for all elementary students. However, the needs of English dominant students are very different from the needs of students who are learning English as a second or third language. English dominant student will benefit from being exposed to a larger vocabulary, direct instruction on points of grammar, the development of literacy, and writing skills, etc. English Language Arts materials, such as those adopted by PCS that focus on the development of all areas of language (oral, listening, reading, and writing) should be used for this purpose.

ELD Grouping Options
There must be an ELD instruction time that is specific to the EL student's learning needs. During this ELD time the appropriately credentialed teacher must provide ELD instruction to EL students only via differentiated instruction based on the students' ELD levels. Specific materials designed to provide instruction in ELD should be used for this purpose.

When possible, in Structured English Immersion and Mainstream programs, ELD instruction should be provided within the context of the EL student's own classroom during the English Language Arts block. Just as teachers group English only and FEP students for direct instruction in English Language Arts, EL students should also be grouped for direct instruction in English Language Development. When ELD instruction is based on the ELD Standards and the EL students are grouped based on their ELD levels, the requirements for language arts instruction for these students can be met without need for additional small group direct instruction in language arts.

Ideally, a teacher would group the EL students so that only one to two (adjacent) levels of ELD would be addressed in each instructional group. By such grouping, the teacher can direct the ELD instruction in a very focused manner. Students assigned to such groups might be from one classroom or be deployed from several classrooms; in addition, students may be from the same grade level or from adjacent grade levels.

However, under some circumstances, providing ELD to EL students of one to five ELD levels may be necessary. This is especially true when a site has a small EL population and there are only a few EL students in any particular grade or classroom. When more than two levels of ELD are represented in one instructional group, the teacher needs to design lessons that will address the needs at the various ELD levels through differentiated instructional questioning techniques. A positive design feature of most published ELD materials is their differentiated instruction within each lesson.

ELD Strategies and Methods:

The following lists provide activities/suggestions for thinking skills and strategies/methods that may be utilized for ELD instruction to make information comprehensible to EL students.

Beginning Level
→ **Verbs for Thinking Skills**

Observe

Point

Draw

Listen

Arrange

Select

Recognize

Match

Choose

Move

Put things in order

Act/Act out

Locate

Circle

Assemble

Activities/Strategies
- Total physical response (TPR)
- Maps, visuals, charts, gestures, graphic organizers
- Simple speech, clear enunciation, controlled sentence length
- Active games, finger plays, puppetry, role-playing
- Flannel board stories, big books
- Brainstorming with pictures
- Simple classification with pictures
- Rhythms, rhymes, songs, choral readings, simple poetry, music
- Manipulatives, e.g., Bingo Vocabulary
- Dramatization

Early Intermediate Level
→ **Verbs for Thinking Skills**

Name

List

Label

Categorize

Group

Tell/Say

Respond

Answer

Recall

Draw

Organize

Give examples

Activities/Strategies
- Story mapping, story boards
- Sentence frames
- Sequencing events
- Language experience approach
- Categorizing and classifying
- Journal writing, reflections
- Shared Reading
- Continue all strategies introduced in the earlier level
- Drawing on past and present experiences
- Cooperative learning, grouping techniques
- Cross-age tutoring, peer tutoring
- Reader's Theater
- Concepts about print

Intermediate Level

Verbs for Thinking Skills

Recall	Explain
Summarize	Restate
Retell	Compare
Describe	Record
Define	Report
Role-playing	Contrast

Activities/Strategies

- Group discussions
- Critical thinking
- Literature logs
- Writing process, reading
- Process
- Mapping, charting, graphing
- Reading aloud,
- Teacher directed reading, oral reports
- All strategies introduced in the earlier levels

- Oral reports
- Problem solving
- Guided Reading
- Story Mapping
- Process Writing: emphasis
- on prewriting and drafting steps
- Continue

Early Advanced Level

Verbs for Thinking Skills

Analyze	Rewrite
Debate	Examine
Evaluate	Summarize
Create	Critique
Complete	Describe in Detail
Justify	Demonstrate
Defend	Estimate
Illustrate	Explain
Support	Infer
Outline	Judge

Activities/Strategies

- Categorizing
- Brainstorming
- Comparing, contrasting
- Plays and skits followed by reading and writing
- Literary analysis, compare, describe characterization, summarize, outline
- Essay writing, computer assisted writing, writing across the curriculum
- Crossword puzzles, word search
- Process writing
- Journal writing

- Directed reading
- Research projects
- Formal presentation
- Public speaking
- Enrich strategies from the previous levels

Catch-Up Plan
Preventing and Recouping Academic Deficits

Even though the PCS maintain the goal of simultaneous core and ELD instruction for EL students, it is reasonable that some EL students fall behind in core academic subjects while attaining English proficiency. It is for this reason that the District has crafted a catch-up plan that includes standards, interim benchmarks, assessments, interventions, and an evaluation process.

1. **Standards:** there are *clearly articulated and implemented content standards* for English Language Development (ELD) and the rest of the district's core curriculum (e.g. language arts/English, math, science, social studies/history)

2. **Interim Benchmarks:** there are *clearly defined interim benchmarks* to measure expected growth toward meeting ELD and grade level content standards.

3. **Assessments:** there is a process to *objectively assess EL student' progress in ELD and the rest of the districts core curriculum* using multiple measures. These multiple measures are valid and reliable assessments that make it possible to determine if the interim benchmarks have been met

4. **Interventions:** there are *clearly defined interventions implemented for EL students who are not meeting the established interim benchmarks.* These interventions are provided based on a district plan and on individual student assessments. The plan is designed and implemented by an EL authorized teacher or overseen by such a teacher.

5. **Evaluation:** There is a *clearly defined process to determine the effectiveness of the Catch-Up Plan* as part of the district's overall program evaluation and improvement plan.

Identifying English Learners Who Are Not Meeting Expected Growth
The ELRT will review multiple assessment data to determine which EL students are not making satisfactory progress in meeting district's benchmarks. This information should be gathered in *November and May* (year round schools adjust accordingly) using the EL Monitoring Forms K-6 and 7-12 in the Monitoring section of the *Appendix*.   The ELRT will compile a list of EL students who are not reaching benchmarks, and/or students who have been identified by a teacher, principal or parent/guardian as needing further consideration. The ELRT will then convene the LET in order to consider appropriate interventions for these at-risk EL students.

In support of this task, the LET reviews student data and answers the following questions:

1. Does the school provide appropriate classes for EL students in the Master Schedule?
2. Is the student placed in the correct academic setting?
3. Are the teachers trained in the use of the most appropriate instructional strategies?
4. Has the staff provided purposeful and individualized planning for each student?
5. How many years has the student been in a program for EL students?

After gathering this data, the LET completes the *K-12 Academic Support Plan for At-Risk Students* in the Monitoring section of the *Appendix* and prescribes appropriate interventions. In addition to in school and/or school sponsored interventions, the student may also be placed in instructional settings that extend beyond the school's curricular day.

English Language Development Timeline and Interim Benchmarks
The district employs a number of multiple measures to monitor student progress. ELD proficiency progress will be measured with CELDT scores as indicated on fig. A. Reading progress for K-6 will be measured the BPST, DRA, and QRI according to the interim benchmarks in fig. B. PCS will also use Grades/GPA in grades K-12 to monitor student progress. If an EL student's grades fall below a S or C in any academic subject, the LET will place the student on a watch list and determine appropriate intervention.

English Proficiency Level
English proficiency will be measured by yearly gain in the overall CELDT score.

Fig. A

Timeline	1yr	2yr	3yr	4yr	5yr	Potential 6yr Reclassification
Progress	+50	+40	+30	+30	+30	
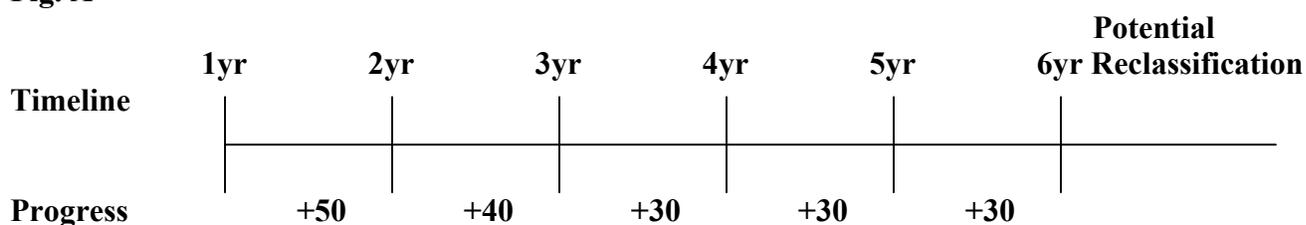
DRA/QRI Conversion to EL Four Point Rubric
Based on End of First Trimester Assessment

Fig. B

Level / Grade	1	2	3	4
K (end of year assessment)	BPST 0-14	BPST 15-19	BPST 20-23	BPST 24+
1st	DRA A, 1	DRA 2	DRA 3	DRA 4+
2nd	DRA -12	DRA 14-16	DRA 18	DRA 20+
3rd	DRA –22 QRI 1	DRA 24-26 QRI 2	DRA 28 QR1 3	DRA 30+ QRI 4+
4th	QRI 1	QRI 2-3	QRI 4	QRI 5+
5th	QRI 1	QRI 2-4	QRI 5	QRI 6+
6th	QRI 1-2	QRI 3-5	QRI 6	QRI 7+

Level 1 = remediation/retention candidate
Level 2 = approaching grade level
Level 3 = at grade level
Level 4 = above grade level

Monitoring of Student Progress

The LET regularly monitors the EL/R.FEP students on the watch list and those students receiving intervention. At minimum, the team will meet twice a year in *November and May* (year round schools adjust accordingly) to review the most recent assessment data for the referred student. At this time, the LET will possibly modify, extend, or replace interventions when required. If the interventions are not offering effective support, the LET will pursue other avenues of support until a correct match has been found for the referred student. At this time other specialized assistance (e.g. Student Study Team for possible referral for Special Education Testing) may be explored. Monitoring of EL/R.FEP students using the EL/R.FEP Monitoring Forms K-6 and & 7-12 in the Monitoring section of the *Appendix* will also take place at these times. If a student's grade falls below a S or C in any academic subject, the LET will re-evaluate the student's placement and decide on appropriate intervention.

Evaluation of the Catch-up Plan and intervention approaches:
The District and sites will make every attempt to determine the effectiveness of its Catch-up Plan and interventions as part of the district's overall program evaluation and improvement plan. To this end, the district and sites will review the data it collects in order to make program modifications and will also compile an annual report. This report will include, but not be limited to, evaluation of the following questions:

Standards
- To what extent are EL students accessing sequential, explicit instruction in ELD?
- To what extent are EL students accessing the core curriculum?

Interim Benchmarks
- Are our benchmarks in ELD adequately measuring expected growth?
- Are our benchmarks in content areas adequately measuring expected growth?

Assessments
- Are our multiple measures of assessment objectively measuring EL students' progress in ELD?
- Are our multiple measures of assessment objectively measuring EL students' progress in core curricular areas?
- Are our assessments valid and reliable?
- Do our assessments make it possible to determine if the interim benchmarks have been met?

Interventions
- Is our list of clearly defined interventions implemented for EL students who are not meeting the established interim benchmarks?
- Are the interventions provided based on individual student assessments?
- Is the Intervention Plan designed and implemented by an EL qualified teacher or overseen by such a teacher?

Evaluation
- Is our Catch-Up Plan evaluation process clearly defined?
- Is our Catch-Up Plan evaluation process clearly part of the district's overall program evaluation and improvement plan?

Staffing Requirements

Teachers who have been assigned to provide ELD and core curriculum instruction for EL students shall hold the appropriate authorization. **Provisionally assigned teachers shall be enrolled in training that will result in authorization.**

Authorizations for the teaching of ELD include:
- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- English as a Second Language Certificate (ESL)
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- SB 1969/395 Certificate of Completion for SDAIE/ELD or ELD
- University or district bilingual internship credential
- Any teacher who is documented as being in training for one of the above certifications

Authorizations for providing SDAIE include:
- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- University or district bilingual internship credential
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- SB 1969/395 Certificate of Completion for SDAIE/ELD or SDAIE
- Any teacher who is documented as being in training for one of the above certifications

Authorizations for providing primary language instruction include:
- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- University or district bilingual internship credential
- Any teacher who is documented as being in training for one of the above certifications

Required Documentation of services to English Learners

Principal	• Responsible for documentation process at school • Establishes procedures that ensures services and EL information are documented in each EL Folder
English Learner Resource Teacher (ELRT)	• Monitors documentation of EL Folders • Provides support and materials for teachers
Classroom Teachers	• Responsible for PCS local assessment entries in Student Profile Card

Procedures for Documenting EL Services
Each EL student shall have an EL Folder. The folder shall contain all the required items for documenting services to the EL student. The required items are listed below:

1. Initial testing information shall be in each EL Folder.
2. Placement in EL services shall be documented on the EL student's I*nitial* P*arent Notification Letter.* Placement into the services shall occur within thirty (30) days of enrollment. Parent/Guardian Acknowledgement Form for EL students should be placed in EL Folder, for FEP students place in Cum Folder with assessment results. *The initial Acknowledgement Form should be stapled to the left inside cover.*
3. ELD progress shall be documented on the English Learner's Petaluma City Schools ELD Standards Based Benchmarks. Progress shall be based on meeting the listed California ELD Standards. Benchmarks for Grade-spans K-2, 3-5, 6-8, and 9-12 are available in the Monitoring section of the *Appendix.*
4. On an annual basis, each parent shall be sent the *Annual Parent Notification letter.* The signed Parent/Guardian Acknowledgement Form should be placed in the EL Folder.
5. English Learners placed in a bilingual (alternative) program shall have an approved *Parental Exception Waiver Form* in their EL Folder. See Parental Exceptional Waiver procedures in the Parental Exception Waiver section EL-8.
6. EL students whose parents/guardians have withdrawn their student from the Structured English Language Immersion Program shall have an approved *Limited Services Form* in their EL Folder. See procedures in the Instructional Placement Section EL-5.

Instructional Delivery Models for PCS

Elementary Model:
This model assumes a large population of EL students. For those schools with a moderate or small population, this model would be adjusted to fit the individual needs of that school. Sheltered immersion is the instructional model. All teachers are certified to teach EL students in the core subject areas. EL students are placed in classrooms, mixing proficiency levels with native English speakers. Students with the lowest English fluency levels would be placed with teachers who have BCLAD or Spanish language fluency. For schools with a moderate to small EL populations, at least one appropriately certified teacher per grade level would be available to serve EL students. The structuring of staffing would continue to be a site-based decision.

ELD is to be taught daily for a minimum of *thirty (30) minutes* by the classroom teacher. The teacher uses SDAIE strategies to give EL students access to the core curriculum. *One hour of BIA support* is provided to the class during language arts time daily (probably in the morning). This would provide primary language support of language arts and provide access to the core curriculum. The BIA would work with a small group or in a center in the classroom. Site schedules let them rotate through 3-4 classes in the morning.

In the afternoon, BIA time is reduced. The remaining BIA time is used to support small groups of students for targeted instructional support. Other BIA's would assume another position to provide the variety of duties once performed by BIA's (e.g. testing, paperwork, oral and written translations).

If staffing and student numbers permit, in Kindergarten, native Spanish speakers are grouped with a BCLAD teacher to receive an intensive ELD program to ready their integration into the regular first grade program. BIA staffing would be *one hour per teacher per day in the morning*. Additional time would be allocated for afternoon support.

Junior High Model:
Structured teams to serve targeted needs. For a junior high with 900 students, have 450 per grade divided into **three teams**. Each team has five teachers and approximately 150 students. One team has all CLAD certified teachers and all EL students are assigned to that team. Students take five classes within the team. EL students are clustered within the team to help with scheduling support.

For beginners, level 1-2, students take a two-period ELD block and have one less subject. In 8th grade the students may have a similar block. Even with a block schedule, this provides daily ELD.

EL students would be clustered within the five (5) groups and the BIA would support those sections each period. It could be all period or the BIA would divide time between 1-3 teachers in that period. This would probably be needed for math, science, and social studies; a core access issue. ELD instruction is given during block time, and may not need BIA time every day. Training and support for team teachers on strategies for success with EL students would be necessary.

Staffing: *One BIA assigned to the team all day; five (5) hours per da*y. After school support provided with intervention funding and the BIA may work there.

High School Model:
In grades 9-12 EL students should be placed with a teacher who has CLAD, BCLAD, or SDAIE certification. A Structured Immersion Program must be provided for all students who have *less than reasonable fluency (*beginning, early intermediate, and intermediate levels as defined by CELDT). The curriculum for EL students should provide a four-year course of study that will allow students to learn English while having access to the core curriculum that is required for graduation from high school in California. Through the use of Specially Designed Academic Instruction in English (SDAIE) instructional strategies from qualified instructors, as well as language support from BIA's, students will have a greater opportunity for success both in completing courses that are required for graduation as well as passing the state mandated High School Exit Examination.

The EL Academy was launched at Casa Grande High School in the 2002-03 school year. This model reflects the instructional program described above. Additionally, it provides a social and academic setting in which students will learn not only the English language but will learn to function successfully in a new culture. Content is delivered using ELD and specific SDAIE techniques and instructional strategies to increase concept acquisition. As Casa Grande has a block schedule with classes alternating each day, this program design allows students who are non-English proficient or limited English proficient to study English everyday. The levels in the EL Academy are not graded levels, but are based on a student's level of language acquisition. Following is an outline of the courses suggested for students at each level:

Level One SDAIE Algebra IA
     Introduction to Science
     ELD I
     ELD II
     Physical Education
     Spanish for Native Speakers I or Visual Art Survey

Level Two ELD II and/or ELD III
     SDAIE Algebra IB or SDAIE Geometry
     SDAIE Physical Science
     Spanish for Native Speakers I or II
     SDAIE World History
     Physical Education
     Elective or Human Interaction/Elective

Level Three ELD III and/or ELD IV
     SDAIE Geometry or SDAIE Algebra II
     SDAIE Biology
     SDAIE U. S. History
     Spanish for Native Speakers II or III
     Elective

Level Four ELD IV
     SDAIE Government/SDAIE Economics
     Spanish for Native Speakers AP
     Electives

Identification, Assessment and Reporting

The district has properly identified, assessed, and reported all students who have a primary language other than English. All parents of English Language (EL) and Fluent English Proficient (FEP) students have been notified in writing of their student's English language and primary language proficiency assessment results.

IDENTIFICATION, ASSESSMENT AND NOTIFICATION

Home Language Survey

Principal	▪ Responsible for ensuring that the Home Language Survey (HLS) is part of the registration process at the school
School Secretary/Registrar	• Ensures that HLS is completed as part of the registration process • Assists with explanations, requests, and arranges for interpreters as needed
English Learner Resource Teacher (ELRT)*	• Reviews the home Language Survey (HLS) • Identifies bilingual students • Coordinates testing
Bilingual Instructional Assistant (BIA)	• Assists ELRT bilingual student identification and testing coordination
Assistant Superintendent Curriculum and Instruction	• Oversees EL student identification
District Bilingual Coordinator (DBC)	• Provides technical assistance and support

❖ A Home Language Survey (HLS), which is part of the district's registration form, shall be completed by the parent or legal guardian of all new K-12 students as part of the enrollment procedure at each school site.

❖ In the Petaluma City Schools, the parent /guardian shall complete the HLS when a student registers. See sample HLS in the Identification and Assessment section of the *Appendix.*

❖ The HLS shall become a permanent part of the student's CUM file. Each school shall have a procedure in place that insures this will happen.

In the registration form, the HLS portion should have **each** question answered. See Initial Identification and Placement Procedures flow chart in the Identification and Assessment section of the *Appendix.*

What to Look for in the Home Language Survey

A. **What happens if the registration form/ HLS indicates <u>all English</u>?**
   1. A copy of the registration form/HLS shall be placed in the student's CUM file.
   2. **No** EL testing or EL program services are needed.
   3. The student is placed in the school's base/core academic curricular program.

B. **What happens if the registration form/HLS indicates a language other than English on <u>question #4</u>?**
   1. A copy of the registration form/HLS shall be placed in the student's CUM file.
   2. A copy of the registration form/HLS shall be given to the person at the school site who is responsible for the EL program.
   3. **No** EL testing or EL program services are required.
   4. The student is placed in the school's base/core academic curricular program.

C. **What happens if the registration form/HLS indicates <u>at least one response other than English on questions #1-3</u>?**
   1. The student shall be designated as having a primary language other than English and an assessment process begins. This includes migrant, special education, and alternative education students.
   2. A copy of the registration form /HLS shall be given to the ELRT or principal (if a site does not have an ELRT) to initiate testing.
   3. A copy of the registration form/HLS shall be placed in the student's CUM file. A copy of the registration form/HLS shall also be placed in the EL Folder.
   4. The initial and annual assessment process of the California English Language Development Test, (CELDT), shall take place within thirty (30) days of enrollment. Schools may attempt to seek the initial CELDT score for new students who have been enrolled during that school year at a different school district within the thirty (30) day period. If official results are not available, the school shall administer the CELDT within the thirty (30) day period.
   5. **Initial assessments should be administered first since they have to be scored**.
   6. CELDT assessment materials shall be available from the Department of Curriculum and Instruction
   7. The student is placed in the appropriate educational program based on the results of the initial English testing (CELDT).

English Language Proficiency Testing

Principal	• Responsible for the English language proficiency testing at school process at school
English Learner Resource Teacher (ELRT)	• Coordinates, monitors, and administers the initial and annual CELDT administration Scores the initial CELDT
Teacher	• May administer the initial and annual CELDT and other required assessments with proper training • May score the initial CELDT
Bilingual Instructional Assistant (BIA)	• May assist with the administration of the CELDT with proper training
Assistant Superintendent, Curriculum and Instruction	• Oversees EL testing procedures and training
District Bilingual Coordinator	• Provides technical assistance and support
Parent/Guardian	• Acknowledges receipt of CELDT test results and placement by signing the Acknowledgement Form
Time Line	• Within thirty (30) days of enrollment

Administering the California English Language Development Test (CELDT)

The CELDT must be administered within thirty (30) days of the student's enrollment.

Assembly Bill 748 (Statutes of 1997) required the Superintendent of Public Instruction to select or develop a test that assesses the English language development of pupils whose primary language is a language other that English. Subsequently, Senate Bill 638 (Statues of 1999) required school districts to assess the English Language Development of all EL students. See Education Code in the Education Code and Board Policy section of the *Appendix*. The assessments must be conducted upon initial enrollment and annually thereafter. Responding to these requirements, the California Department of Education, (CDE), with the approval of the Superintendent of Public Instruction and the Board of Education, developed the CELDT. The CELDT provides scores for the skill areas of listening and speaking, reading, and writing as well as an overall score. The overall score is derived from combining the skill area scores. Proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) were developed for each skill area and for the overall score.

Administering the California English Language Development Test (CELDT) (cont)

 A. The ELRT shall monitor the administration of the CELDT.

 B. The CELDT shall be administered to each student by a credentialed teacher or a staff member who has attended the CELDT training and been certified to give the test.

 C. CELDT materials shall be available from the District Bilingual Coordinator (DBC). All CELDT materials shall be kept secure.

 D. When administering the CELDT, the directions in the *Examiner's Manual* and in the *Tabulation, Interpretation, and Placement Guide* shall be followed.

 E. The correct CELDT level Test booklet for the grade level shall be used for each student being assessed.

 F. Students in Kindergarten and Grade 1 are not required to be assessed in reading and writing. Kindergarten and Grade 1 students are assessed only in listening and speaking.

 G. After administering and scoring the initial CELDT, test information shall be recorded on a *Student Score Sheet.* The score sheets are used for student placement and are filed in the student's EL Folder.

Note: The Alternative Assessment Guidelines and Accommodations may be used when administering the CELDT. The accommodations and alternative assessments shall be used for Special Education students when appropriate.

Interpreting the Initial CELDT Results

In general, a decision to identify a student as an English Learner (EL) should rest not only on a single test score, but also on other relevant available information. The law requires districts to use the CELDT as a primary indicator of English proficiency for the initial identification of EL students. The following criteria are recommended to guide the initial identification of a student as either Fluent English Proficient in the initial assessment (I.FEP) or as an English Learner (EL).

 A. A student with a proficiency level of Early Advanced or Advanced in all four areas (listening and speaking, reading, writing, and overall) should probably be identified at Fluent English Proficient in the Initial assessment (I.FEP).

 B. A student scoring below the Early Advanced Level in any of the four areas should probably be identified as an English Learner (EL). However, no single test is a perfect measure. Therefore, a school should take special care to examine other information in making the initial identification decision, including but not limited to, other test scores, report card grades, and input from parents and teachers. Documentation should be retained for accountability purposes.

 C. The results of the CELDT will then be used to determine an appropriate placement.

Primary Language Proficiency Testing

Principal	• Responsible for the primary language proficiency testing at school
English Learner Resource Teacher (ELRT)	• Coordinates, monitors, and administers the primary language assessment • May score the primary language assessment
Bilingual Instructional Assistant (BIA)	• Administers the Spanish IPT I & II oral, reading, and writing and Informal Assessment of Primary Language
Assistant Superintendent, Curriculum and Instruction	• Oversees EL student initial testing procedures and training
District Bilingual Coordinator	• Provides technical assistance, support, and materials
Time Line	• Within ninety (90) days of enrollment

All EL students are further assessed for primary language proficiency.

Primary language testing shall be completed within ninety (90) days of the student's enrollment.

Each EL student shall have their primary language assessed by using the IPT Spanish Oral, Reading, and Writing Tests or the Informal Assessment of Primary Language for language other than English. The student's primary language proficiency shall be assessed in listening and speaking, reading, and writing.

A. **Students who speak Spanish:** A teacher or a supervised (BIA) that speaks Spanish shall administer the IPT Spanish Oral to students in grades K-12. The reading and writing portion of the assessment should be administered to students in grades 2 –12. The Spanish IPT materials shall be available from the DBC.

B. **Students who speak any other language:** A teacher or a supervised (BIA) shall administer the Informal Assessment that assesses oral, reading and writing skills. These materials shall be available from the DBC.

C. Alternative assessments for primary language testing may be used for Special Education students with low incidence and severe disabilities.

D. BCLAD teachers or (BIA's) under the supervision of a teacher, shall assess the student with the appropriate primary language instrument. All testers shall be trained to administer the tests.

Documentation and Parent Notification of Initial Testing

Principal	▪ Responsible for parent notification of initial and annual testing and placement letters
English Learner Resource Teacher (ELRT)	• Oversees preparation of initial and annual testing results and placement letters • Oversees the filling out and update of the Student Profile Card and maintains the EL Folder
Bilingual Instructional Assistant (BIA)	• Assists with the filling out of the Student Profile Card • Assists with the preparation of the initial and annual testing results and placement letters • Establishes the EL Folder
Assistant Superintendent, Curriculum and Instruction	• Oversees parent notification process
District Bilingual Coordinator (DBC)	• Coordinates procedures • Provides technical assistance and support • Provides forms, collects, and audits data
Time Line	▪ Within thirty (30) days

Establishing an EL Folder
An EL Folder shall be established and maintained for each EL student as soon as initial testing is completed. The purpose of the folder is to assist teachers, parents, and staff with program placement and information, and student monitoring. The following items are placed in the EL Folder: summary check list, the registration form with the HLS, the CELDT Student Score Sheet, initial and annual CELDT results, the primary language test results, copies of parent/guardian Acknowledgement Forms, the Student Profile Card, and ELD student progress records. The EL Folder Cover Sheet should be placed on the front of the EL Folder and the pertinent information recorded. Copy of the EL Folder Cover Sheet is located in the Notification and Identification section of the *Appendix.*

Recording Initial Test Scores
A Student Profile Card is filled out for each EL student and placed in the EL Folder. See sample card in the Monitoring section of the *Appendix.* Cards for this purpose are available from the DBC. Please be diligent about making sure all results are accurately recorded.

For all K-12 students who score I.FEP on the CELDT:
Place all assessments results and documentation in the student's CUM file.

For all K-12 students who score EL on the CELDT:
Place assessments in the EL Folder and record information on the pink cover sheet that goes in front of the folder and in the Student Profile Card.

Parent Notification

A. Initial Assessment Results and Recommended Placement

Within **thirty (30) days** of enrollment after the completion of the <u>initial CELDT assessment</u>, parents/guardians of I.FEP and EL students shall receive written notification of the assessment results and placement of their student. The *Parent Notification of Initial Testing Results and Placement* letter shall be used for this notification and is located in the Notification and Assessment section of the *Appendix*. The following information shall be completed: CELDT assessment results, English proficiency designation, student's program placement, and Primary Language Assessment results. The notification letter should be signed by the principal or designee and mailed to the parents/guardian.

B. Annual Parent Notification of Placement of an English Learner

Within **thirty (30) days** and on an <u>annual </u>basis, parent/guardian of an EL student shall receive written notification of assessment results and placement of their student. The *Annual Parent Notification and Placement Letter* shall be used for this notification and is located in the Notification and Assessment section of the *Appendix*. The following information shall be completed: most recent CELDT assessment results, most recent academic scores, and student's program placement. The parent notification letter should be signed by the principal or designee and mailed to the parents/guardian.

C. Parent/Guardian Acknowledgement Form

This form is part of the initial and annual Parent Notification Letter. It is an acknowledgement of the student's assessment results and placement. This form needs to be signed, dated, and returned by the parent/guardian and placed in the EL Folder for EL students and in the CUM file for I.FEP students with test results and documentation. A copy of this form is located in the Identification and Notification section of the *Appendix.*

Note: Initial and annual Parent Notification Letters may be sent only in English if less than fifteen percent of the students at the school speak a single primary language other than English.

Placement of Students

All English Learners shall be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program.

INSTRUCTIONAL PLACEMENT FOR ENGLISH LEARNERS

Principal	• Oversees placement procedures • Provides opportunities for conference with parent/guardians regarding placement selections and program options
Counselor (7-12)	• Assists in the proper placement of EL students
English Learner Resource Teacher (ELRT)	• May assist principal/teacher in the placement of students (K-6) • Advises principal/counselor in the placement of EL students (7-12)
Assistant Superintendent, Curriculum and Instruction	• Oversees student placement process
Parent/Guardian	• Acknowledges receipt of test results by signing the Acknowledgement Form

PCS uses a number of program models to serve students who are EL students. Placements of EL students are based upon provisions of former Proposition 227, now cited in CA Ed. Code Sections 300-340. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are disseminated in a language comprehensible to the parent (written or oral translation) to ensure that parents can be active partners in placement decisions for their children.

Because students enter with varying levels of English language proficiency, it is imperative that each EL student be placed in the instructional program that is the best fit for his/her needs. We work closely with the parents/guardians to explain the instructional options, report student progress, prescribe appropriate interventions if and when the student is not succeeding, and devise a plan for maximum success for each student. In short, we wish to create a learning environment where success *is probable* rather than possible.

Using the assessment information described in the following page, the principal/counselor/ELRT will place the student in the most appropriate instructional setting. Written descriptions of actual program options specific to the site are available for parent review. The site principal or designee will meet with the parent(s)/legal guardians to clarify any questions as needed and/or to review any

concerns parents may have regarding testing results or program placement recommendations. The program placement settings through which students progress are:

A. **Structured English Immersion:**
This model provides instruction for all subjects in English for students with less than reasonable fluency in English. For students with a CELDT score at the *Beginning and Early Intermediate Level,* teachers will combine specially designed academic instruction in English (SDAIE) with primary language instructional support when needed and a strong, structured, sequential English Language Development (ELD) program. For students with an overall CELDT score at the *Intermediate Level,* the teachers will use specially designed instructional strategies and structured ELD, with decreasing use of primary language support.

B. **English Language Mainstream:**
This model, may be recommended for students with reasonable fluency, provides all instruction in English with additional and appropriate services as needed. This placement is recommended for students with an overall CELDT score at the *Early Advanced Level* or above.

C. **Alternative Program**
This program option is designed for students whose parents wish to waive into an alternative program. All students receive daily ELD instruction and language arts instruction will be initially provided in the primary language. Content areas will initially be taught in the primary language in math, science and social studies. As students gain proficiency in English, an increasing amount of content instruction will be in English. Please refer to the Parental Exception Waiver procedures in the EL-8 section.

D. **Limited Services**
This choice is for parent/guardians who wish to withdraw their student/s from the Structured English Immersion program. However, if this option is chosen, the law requires that the student/s continue to receive ELD and access to the core curriculum through SDAIE. Instructional services will be provided in the English Language Mainstream Placement that offers additional and appropriate services. In order to obtain a Limited Services Form, the parent/guardian must visit the school. The Limited Services form is located in the Identification and Notification section of the *Appendix.*

Placement Procedures

A. **Determining Proficiency Level**
Initial English proficiency levels from the CELDT reflect the student's development in English fluency.

After completing a student's CELDT score sheet, the tables in the scoring guide (*Tabulation, Interpretation, and Placement Guide)* shall be used to establish the student's overall proficiency level. Once the student's proficiency level is calculated, this information is used to determine the student's placement in EL services.

In general, a decision to identify a student as an EL student should rest not only on a single test score, but also on other relevant available information. The law requires districts to use the CELDT as a <u>primary indicator</u> of English proficiency for the initial identification of EL students. Therefore, a school should take special care to examine other information in making the initial identification decision, including but not limited to, other test scores, report card grades, and input from parents and teachers. Documentation should be retained for accountability purposes.

B. Instructional Placement for EL Students

1. All EL students scoring at the Beginning through Intermediate level shall be enrolled in a Structured/Sheltered English Immersion Program.

2. All EL students scoring at the Early Advanced Level and above shall be enrolled in the English Language Mainstream Program.

3. An EL student shall remain in EL services until he/she becomes fully fluent in English. Refer to reclassification procedures in the EL-1 section of this master plan.

4. **Special Education students** who are also EL students shall be placed in the instructional program that best suits their needs. The Individual Education Plan (IEP) shall define the student's placement and program. The IEP shall address how the Special Education EL student will receive English Language Development, access to the core curriculum using SDAIE, and if needed, academic instruction in the primary language and/or primary language support.

C. Placement Documentation and Notification

1. If the student is EL,

   a. Place the student in the appropriate EL services; mail the Parent Notification of Initial Results and Placement Letter that is in the Identification and Notification section of the *Appendix.*
   b. English proficiency designation will be entered in SASIxp at the district office.
   c. Place the student's name on the EL Student List (site computer generated list).
   d. Complete primary language proficiency testing (IPT or Informal Assessment).

2. If the student is FEP, no further testing is necessary.

   a. The student is placed in the school's regular academic program.
   b. Mail out the Parent Notification of Initial Testing Results and Placement Letter.
   c. English proficiency designation will be entered in SASIxp at the district office
   d. Place the student's name on the FEP student list, (district/site computer generated list).
   e. No primary language proficiency testing required, (IPT or Informal).

Instructional Placement for English Learners

	Student's English Proficiency Level	
	Less Than Reasonable Fluency Beginning Early Intermediate Intermediate	**Reasonable Fluency** Early Advanced Advanced
Program Options	English Language Placement • Structured English Immersion Process * or English Language Mainstream Placement • Parent Request • Additional Services or Alternative Course of Study • Parent Exception Waiver	English Language Mainstream Placement • Additional Services or Alternative Course of Study • Parental Exception Waiver * or May be considered for reclassification based on district criteria

Based on Educational Code 300-340

* *Structured English Immersion* and *Sheltered English Immersion* are used interchangeably in the statute. Structured English Immersion means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

Voluntary Participation in Structured English Immersion Program

At any time, including during the school year, a parent/guardian of an EL student may request a transfer from the Structured English Immersion Program (Limited Services Form). In these cases, the EL student shall be placed in an English Language Mainstream Placement.

Parents/guardians wishing to request a transfer from structured English immersion shall attend a parent/school conference. At the conference, the parent shall be informed of the academic goals, objectives, and instructional activities of the Structured English Immersion Program; and that the district remains obligated to provide ELD and access to the core curriculum through SDAIE. To withdraw from the Structured English Immersion Program, the parent/guardian shall sign the Limited Services Form. This form is distributed as follows: the original is placed in the Student's EL Folder and a copy is sent to the parent.

See sample parent letters in the Identification and Notification section in the *Appendix.* The parent letters are available in Spanish.

Reclassification

EL students may be considered for reclassification to R. FEP status when they score at the Early Advanced or Advanced level in all four categories (listening and speaking, reading, writing, and overall) on the annual California English Language Development Test (CELDT) and meet the district's criteria for transition to an English only program. Procedures and parent notification for this process are stated in EL-1.

Adequate and Qualified Staff

The district shall ensure that all teaching personnel assigned to provide instruction as described in item II-EL3 are qualified to provide the instructional services to English Learners.

Professional Development

The district provides an adequate inservice training program which results in qualifying existing and future personnel to provide appropriate instruction services to English Learners.

STAFFING AND PROFESSIONAL GROWTH

Principal	• Determines staffing and training needs in collaboration with staff • Recruits, hires, and places staff appropriately • Places staff in appropriate training programs • Monitors and evaluates staff
English Learner Resource Teacher (ELRT)	• Provides input to district staff development planning
Assistant Superintendent of Human Resources	• Oversees district recruitment, hiring, and placement of appropriate staff • Writes and monitors EL staffing plan • Files documentation for EL staffing plan
Assistant Superintendent, Curriculum and Instruction	• Determines staffing and training needs in collaboration with the Dept. of Human Resources and the principals • Coordinates and implements district training programs and maintains training records • Schedules ELRT meetings

❖ PCS shall recruit authorized teachers and train staff members to meet the needs of EL students. All teachers providing ELD instruction through the primary language and/or SDAIE, shall hold the appropriate credentials or certificates issued by the Commission on Teacher Credentialing (CTC) and/or in the case of SB 1969 or SB 395 certification. Teachers not holding the appropriate credentials or certificates shall be in training programs to complete the required course work.

❖ PCS shall annually assess the need, supply, and shortage of authorized teachers and incorporate this information into a comprehensive EL Staffing Plan. An EL Staffing Plan chart shall be designed for each school to provide information regarding the number of EL students, the current number and names of authorized teachers by credential held, current number and names of teachers in various training programs, the shortage of authorized teachers, and the time line to remedy the shortage. The Assistant Superintendent of Human Resources shall maintain the EL Staffing Plan Charts. The charts shall be updated twice per year: in the fall when EL recounts are completed and in the spring after the completion of the R-30 Language Census Report. Where shortages exist, PCS shall establish time lines to recruit, hire, and/or train the needed teachers.

Staffing Requirements

Teachers who have been assigned to provide ELD and/or access to the core curriculum for EL students shall hold the appropriate authorization. Provisionally assigned teachers shall be enrolled in training that will result in authorization.

Authorizations for the teaching of ELD include:
- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- English as a Second Language Certificate (ESL)
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- SB 1969/395 Certificate of Completion for SDAIE/ELD or ELD
- University or district bilingual internship credential
- Any teacher who is documented as being in training for one of the above certifications

Authorizations for providing SDAIE include:
- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- University or district bilingual internship credential
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- SB 1969/395 Certificate of Completion for SDAIE/ELD or SDAIE
- Any teacher who is documented as being in training for one of the above certifications

Authorizations for providing primary language instruction include:
- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- University or district bilingual internship credential
- Any teacher who is documented as being in training for one of the above certifications

Determining Staffing Needs

Each *fall and spring*, principals and ELRT shall receive an EL Report that lists EL students Learners by grade level, language group, and English language proficiency level from the DBC. This information forms the basis for determining ELD, SDAIE, and if needed, primary language instruction staffing needs. If there is a shortage of teachers, an action plan shall be developed to address the shortage.

Appropriate Use of Bilingual Instructional Assistants

Bilingual Instructional Assistants (BIA's) shall be used to provide primary language support in the absence of a BCLAD teacher or other teacher who speaks the language of the EL students and/or other academic support. Such support shall be implemented to assist the EL student Learner with access to the core curriculum. BIA's shall work in a classroom setting under the direction and supervision of a credentialed teacher or resource teacher to provide instructional assistance to EL students individually or in small groups. BIA's may:

❖ assist teachers with preparing of materials for EL student
❖ assist teachers with instructional activities for EL student
❖ provide primary language support to EL students
❖ assist teachers in making telephone calls and home visits to limited or non-English speaking parents
❖ assist teachers with parent/teacher conferences with limited or non-English speaking parents
❖ assist with the administration of the initial or annual CELDT and primary language assessments
❖ participate in staff development training programs, conferences, or in-services which pertain to services for EL students
❖ assist the teacher with the documentation which pertains to the implementation of services for EL students.

Recruitment

PCS may participate in recruitment fairs sponsored by universities, colleges, and organizations. Advertisements shall be placed in local newspapers. The Assistant Superintendent of Human Resources and site administrators shall participate in recruitment efforts. Every effort shall be made to hire and retain authorized teachers and qualified bilingual instructional assistants.

Training

Teachers who need to obtain appropriate certification may participate in training programs through PCS, the County Office of Education, and/or local colleges and universities. Course offerings available through PCS are announced through the District. In addition, the Sonoma County Office of Education course offerings are published and sent to schools by the Department of Curriculum and Instruction.

Training programs are available and shall include the courses needed to complete both ELD and SDAIE certificates. PCS shall work collaboratively with local universities and trainers to provide on-site courses when needed.

Bilingual instructional Assistants are provided training through their school sites and at the district level to improve their skills. The Department of Curriculum and Instruction shall hold an annual in-service for BIA's each fall. The in-service shall include methods, methodology, and strategies for improving assistance to EL students.

Bilingual Instructional Assistants are encouraged to further their professional growth. All teachers, instructional assistants, site administrators, and other personnel are given opportunities to participate in staff development that focuses on strategies to meet the needs of EL students. Offerings include ELD teaching methodology, Structured English Immersion, SDAIE, early literacy, cooperative learning groups, cross-cultural understanding, reading and writing strategies, etc. Individual schools offer staff development for EL program implementation. The ELRT, support providers, and mentor teachers provide assistance in implementing staff development.

Teachers on Interim Assignment

Teachers listed as in training on the EL Staffing Plan charts and on interim assignment to provide ELD, primary language instruction, and/or SDAIE shall complete a BCLAD or CLAD Training Sheet annually. The training sheet information shall include the teacher's current status, course work completed, course work enrolled in for the current school year, a timeline to complete all course work, and projected date of BCLAD or CLAD certification. The teacher and the principal shall sign the form. To remain in training and on interim assignment to provide services to EL students, the teacher shall complete at least one course per school year. The Department of Human Resources shall review, monitor, and maintain all training records.

Parental Exception Waivers

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

PARENTAL EXCEPTION WAIVER

PCS maintains Board Policy and Administrative Regulation 6174 that describes the parental exception waiver policy and procedures.

Principal	• Responsible for parental exception waiver procedures
English Learner Resource Teacher (ELRT)	• May inform parents/guardian of parental exception waivers • May assist in filling out waiver forms
Assistant Superintendent, Curriculum and Instruction	• Oversees parental exception waiver policy procedures
District Bilingual Coordinator (DBC)	• Audits parental exception waivers

The requirement of Education Code section 305 may be waived with the prior written informed consent, to be provided annually, of the parents/guardians of the EL students under the circumstances specified in Education Code section 311. Such informed consent shall require that the parents/guardians personally visit the school to apply for the waiver and that they be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized education methodologies permitted by law. Individual schools in which twenty (20) pupils or more of a given grade level (same language) receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.

The circumstances (options) in which a parental exception waiver may be granted are as follows:

A. **Children who already know English**: the child already possesses good English language skills, as measured by standardized tests of English 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 fifth grade average, whichever is lower.

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

C. **Children with special needs:** the child already has been placed for a period of not less than thirty (30) 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 child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the superintendent, under guidelines established by and subject to the review of the local board and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their rights to refuse to agree to a waiver.

Waiver Type	Prerequisites	Conditions	Time Frame
A. English Speakers	Knows English based on standardized tests. Must score at grade level or fifth grade (whichever is lower).	None	Act upon within twenty (20) instructional days.
B. Older Students	10 years or older	Informed belief by principal and educators that the alternative is better suited to rapid acquisition of English.	Act upon within twenty (20) instructional days.
C. Special Needs ▪ **physical** ▪ **emotional** ▪ **psychological** ▪ **educational**	Already placed for a period of not less than thirty (30) days in an English language classroom.	Informed belief by principal and educators that the alternative is better suited to overall educational development. Approved by superintendent under guidelines of the board. Written descriptions of special needs provided.	Act upon no later that ten (10) days after the thirty (30) day English language placement or twenty (20) instructional days, whichever is later.

Based on Education Code 300-304

Procedures for Granting Parental Exception Waivers

1. Purpose: for parents/guardians to request a waiver to have their child/children transferred to a class, which teaches English and other core curriculum through bilingual education techniques, or other generally recognized educational methodologies.

2. All waivers requests shall be applied for and processed/acted upon through the principal.

3. The *Annual Parent Notification of Placement of English Learner* letter shall be sent annually to the parents/guardians of each EL student. The district parent letter explains the child's placement and parental rights and options. See sample letter in the Identification and Notification section of the *Appendix.*

4. Parents/guardians shall be required to visit the school to apply for the waiver. At that time parents/guardians shall be provided with a full written description of:

   a) The intent and content of the Structured English Immersion Program.
   b) Any alternative courses of study (program) offered by the district and available to the student.
   c) All education opportunities offered by the district and available to the student.
   d) The educational materials to be used in the alternative courses of study (program) choices.

   Upon request of the parents/guardians, a spoken explanation of a-d above shall also be provided

5. At the school visit, the parents/guardians shall complete and sign the *Parental Exception Waiver for Alternative (Bilingual) Program* form. The principal shall complete and sign the school part of the form. The form is distributed as follows: the completed original is filed in the student's EL Folder, a copy is sent to the parent/guardian, and a copy is sent to the DBC.

6. Parents/guardians may apply for a parental exception waiver at anytime after the first day of school for options (a) and (b), and after the EL student has been placed in an English language program for a minimum of thirty (30) days for option (c). Waivers shall be applied for on an annual basis.

7. Parents/guardians who apply for a waiver may request a review of the district's guidelines. In these cases, the parents/guardians shall be given Board Policy and Administrative Regulation 6174. They may also request a copy of the procedures adopted by the State Board of Education. In these cases, the parents/guardians shall be given Education Code sections 300-340 and Title 5, California Code of Regulations sections 11300-11304. See the Education Codes and Board Policies section of the *Appendix*

8. If twenty (20) or more parent/guardians in a school, at a given grade level (same language), request a waiver and receive approval, the school shall be required to offer the class (program) or allow the student to transfer to a public school in which such a class is offered.

9. A waiver may be granted when:
    a) The child already knows English and possesses good English language skills as measured by a standardized test of English 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 fifth grade average whichever is lower.

    b) The child is age ten (10) years or older and it is the **informed** (based on data) belief of the principal and educational star that an alternative course of educational study would be better suited to the child's rapid acquisition of basic English language skills. Achievement data shall be attached to the waiver form.

    c) The child has been in an English language classroom for not less than thirty (30) days and it is the **informed** belief of the principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternative course of study would be better suited to the child's overall educational development.

        Written description of these needs must be provided and any such decision shall be made subject to the examination and approval of the superintendent, under guidelines established by and subject to the review of the local board and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents/guardians shall be fully informed of their right to refuse to agree to a waiver.

10. If the parental exception wavier is denied, the parents/guardians shall be informed **in writing** about the reason(s) for the denial and shall be informed of the procedures that exist to appeal the decision to the board. If the results were communicated orally to parents/guardians who request or are unable to understand written communication, such information shall be documented.

11. The principal shall maintain a log (by grade level and language) of all applied waivers and his/her decision regarding each waiver.

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

        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.

Parent Advisory Committees

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

PARENT ADVISORY COMMITTEES

Principal	• Facilitates formation and implementation of the ELAC
English Learner Resource Teacher (ELRT)	• Responsible for the implementation of the ELAC • Submits ELAC records to the Department of Curriculum and Instruction
Assistant Superintendent, Curriculum and Instruction	• Oversees notification and parent committee procedures • Facilitates and implements the DELAC • Reviews ELAC/DELAC records
Parents	• Participates on committees • Offers input in district/site issues • Participates in decision making

❖ Parents form an integral part of the educational process that results from the partnership between school, community, and family. In order for parents of EL students to participate, they must be well informed of all school site and district activities, procedures, and policies that directly affect their children. It shall be a joint responsibility of both the school and the district to help parents clearly understand the educational process so that they can positively interact with the school and thus become advocates for the education of their children. Parents shall be encouraged to participate in all committees to advise at the school, district, and board level on services for EL students.

❖ Parent involvement activities include parent notifications of assessment results and program options; parent advisory committee participation; parent education (family literacy and language learning, participating in educational conferences, participating in school level theme nights, etc.); and parent classroom/school volunteer activities.

English Learner Advisory Committees

English Learner Advisory Committees (ELAC) at both the school and district levels provide an integrated school staff, parent, and community group to help ensure that the district's EL program is well planned, effectively implemented, and ultimately successful in achieving its goals for EL students.

English Learner Advisory Committee (ELAC)

All school sites with twenty-one (21) or more EL students shall have an elected ELAC that meets at least four times a year. The committee shall be comprised of parents and staff, with parents of EL students making the majority of members. Parents of EL students shall be represented in at least the same percentage as the EL student's enrollment at the site. Committee members serve for two years. Election procedures, meeting requirements, and sample agendas for implementing the ELAC are explained in the first meeting of the school year. ELAC agendas, sign-in sheets, and minutes in English and Spanish shall be submitted to the Department Curriculum and Instruction after every meeting for review and filing.

The principal shall be responsible to ensure that training is provided in required areas, appropriate procedures are followed, and required activities are carried out. To ensure parent training, the principal/ELRT will use the Handbook For School Site Councils that is provided by the Department of Curriculum and Instruction. Training is also provided in areas and topics that the individual committee requests. **In addition, each ELAC elects a representative for the District English Learner Advisory Committee (DELAC).**

The ELAC shall meet all of the following requirements:

1. Has been elected by the parents or guardians of EL students at the school site.

2. Has advised the principal and staff on:
    a. The development of a detailed school plan for EL students submitted to the governing board.
    b. The development of the school's needs assessment.
    c. Efforts to make parents aware of the importance of regular school attendance.

3. Has an election of members in which all parents of EL students have had an opportunity to vote and in which the parents or guardians of EL students elect parent members to the committee.

4. Has had the opportunity to elect at least one member to the Districts' English Learner Advisory Committee (DELAC) or has participated in a proportionate regional representation scheme when there are fifty-one (51) or more parents advisory committees in the district.

5. Has received training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying our their legal responsibilities.

District English Learner Advisory Committee (DELAC)

When there are fifty-one (51) or more EL students in a district, a District English Learner Advisory Committee (DELAC) shall be formed. The DELAC shall be comprised of representatives from the school level ELAC and interested school and district staff. The majority of the members shall be parents of EL students who are not district employees. Committee members serve for two years. Committee members shall be trained in regards to their roles and responsibilities and shall be kept apprised of issues, policies, and information that relate to EL programs. District staff and DELAC members shall plan the yearly meeting schedule in order to meet district and parent needs. Meeting notification shall be mailed to all members at least one week prior to the meeting. Notices and handouts shall be translated in Spanish. In addition, DELAC members will act as a liaison between the DELAC and ELAC. The DELAC representative will present information received at the DELAC to the ELAC.

The DELAC shall meet all of the following requirements:

1. Has had the opportunity to advise the governing board on at least the following tasks:
    a. A timetable for and development of a district master plan of education programs and services for EL students, taking into consideration the school site plans for EL students.
    b. Conducting a district wide needs assessment on a school-by-school basis.
    c. Establishing a district program, goals, and objectives for programs and services for EL students.
    d. Development of a plan to ensure compliance with applicable teacher or assistant requirements.
    e. Review of and comment on the written notification of initial enrollment as required in 5 CCR 11303(a).
    f. Review of and comment on any related waiver request.
    g. Review of and comment on the district reclassification procedures.

2. Has received training materials and training, planned in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

Funding

Adequate basic resources are available for English Learners, and EIA (Economic Impact Aid)-LEP funds are used only to supplement, not supplant, the district's general funds as well as any other categorical funds the district receives.

FUNDING

Principal	▪ Responsible for and administers the EL budget ▪ Responsible for reviewing and ordering materials with the English Learner Resource Teacher
English Learner Resource Teacher (ELRT)	• Assists in reviewing and ordering materials with Principal • Consults with staff in the purchasing of EL materials
Assistant Superintendent, Curriculum and Instruction	• Oversees and administers EL programs budget • Facilitates text and curriculum adoptions • Assists site personnel in selecting appropriate instructional materials

District general funds provide an appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students. District sources provide adequate services in ELD, primary language support, SDAIE, and instruction that promote each student's self-image and cross-cultural understanding. Instructional supplies and appropriate curriculum materials are provided for each EL student, including, when appropriate, primary language materials used to implement the districts' alternative program, e.g., textbooks, reading materials, leveled reading books, and so forth.

PCS has policies, procedures, and practices in place for the selection and adoption of curriculum materials. Teachers, administrators, and parents serve on various committees that participate in the review and selection process. All PCS basic core curriculum materials are purchased through the general fund. Supplemental moneys, such as EIA/LEP funds, Lottery funds, English Learner Acquisition Program funds, and various eligible federal funds, are used to supplement the core curriculum.

EIA/LEP resources shall be used for supplemental services and materials. This includes, but is not limited to, the following:

- Hiring supplemental teachers,
- Hiring paraprofessionals (BIA's),
- Purchasing EL supplemental teaching materials and assessment instruments,
- Providing staff and paraprofessional in-service training to develop instructional skills,
- Supporting parent involvement;
- Providing other reasonable expenses, which may include childcare, translation services, and training of parent advisory groups.

Note: If the district and school site receive other state and federal funds, such as School Improvement Program (SIP) or No Child Left Behind Act (NCLB), such funds supplement and do not supplant the district's core curriculum services or other categorical funds for EL students.

Throughout the year, school site personnel purchase materials, both basic core and supplemental, as needed. Staff at the district review site requisitions to ensure moneys are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and need. Schools receive regulations, guidelines, and suggestions/recommendations for materials and expenditures from the Department of Curriculum and Instruction.

PCS has adopted Houghton Mifflin Reading: A Legacy of Literacy for grades K-6. At the secondary level, grades 7-12 have adopted the Hampton-Brown: High Point series. These textbook programs include specially designed instructional strategies to ensure EL students have equal access to the state's rigorous English/Language Arts academic content standards. The textbooks are to be used by the classroom teacher to teach grade level content standards to EL students while they attain English language proficiency.