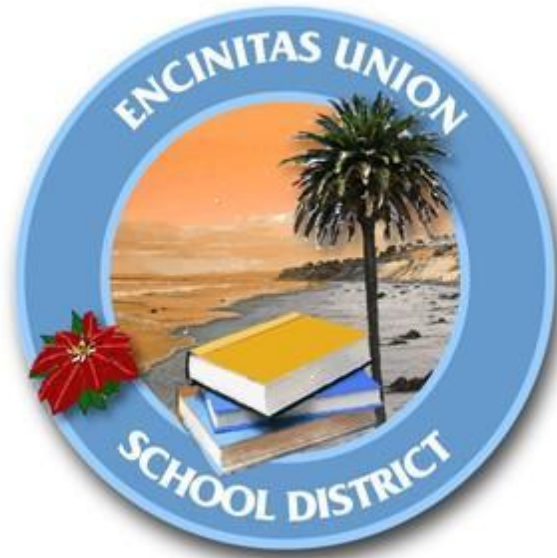


# Encinitas Union School District



## English Learner Master Plan

Revised and Approved  
2015

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**State and Federal requirements for  
Programs serving English Learners  
Relevant Categorical Program Monitoring Items:**

II-EL 4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.

VI-EL 17. All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

VI-EL 18. Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

# Chapter One

## Identification, Assessment and Placement

### Initial Identification

#### Registration and Home Language Survey

When new students register in the Encinitas Union School District (EUSD), their parents or guardians complete the State-mandated Home Language Survey (HLS) as part of the registration packet.

If the answers to questions 1, 2, and 3 are “English” the child is classified as English Only (EO). The parent is notified of these results and given an explanation of the options open to the student. These options for English Only students may include Mainstream English and Dual Language Program (DLP). The child will be placed in the program type that the parent requests. (In the case of a request for an alternative to the mainstream program, the placement will occur if space is available and eligibility is met.) Detailed descriptions of these programs are provided in Chapter Two. The District may use discretion to clarify information provided on the HLS by using the EUSD Informal Primary Language Interview.

If the first three responses on the Home Language Survey indicate a language other than English, the student is referred for mandated English proficiency testing using the California English Language Development Test (CELDT). This will take place within 30 calendar days of initial enrollment. If only question #4 indicates a language other than English, testing is not administered, but students are academically monitored as necessary. The results will indicate if the student qualifies as an English learner (EL).

#### Initial Identification Table

<b>Grades</b>	<b>CELDT Score</b>	<b>Identification</b>
K-1	Beginning (1) Early Intermediate (2) Intermediate (3)	English Learner
	Early Advanced (4) Advanced (5) Listening or Speaking below (3)	English Learner
	Early Advanced (4) Advanced (5) Listening and Speaking (3) or above <i>-domain scores for Reading &amp; Writing are not required to be at level 3</i>	Initial Fluent English Proficient

<b>Grades</b>	<b>CELDT Score</b>	<b>Identification</b>
2-6	Beginning (1) Early Intermediate (2) Intermediate (3)	English Learner
	Early Advanced (4) Advanced (5) Any subtest below (3)	English Learner
	Early Advanced (4) Advanced (5) All subtests (3) or above	Initial Fluent English Proficient

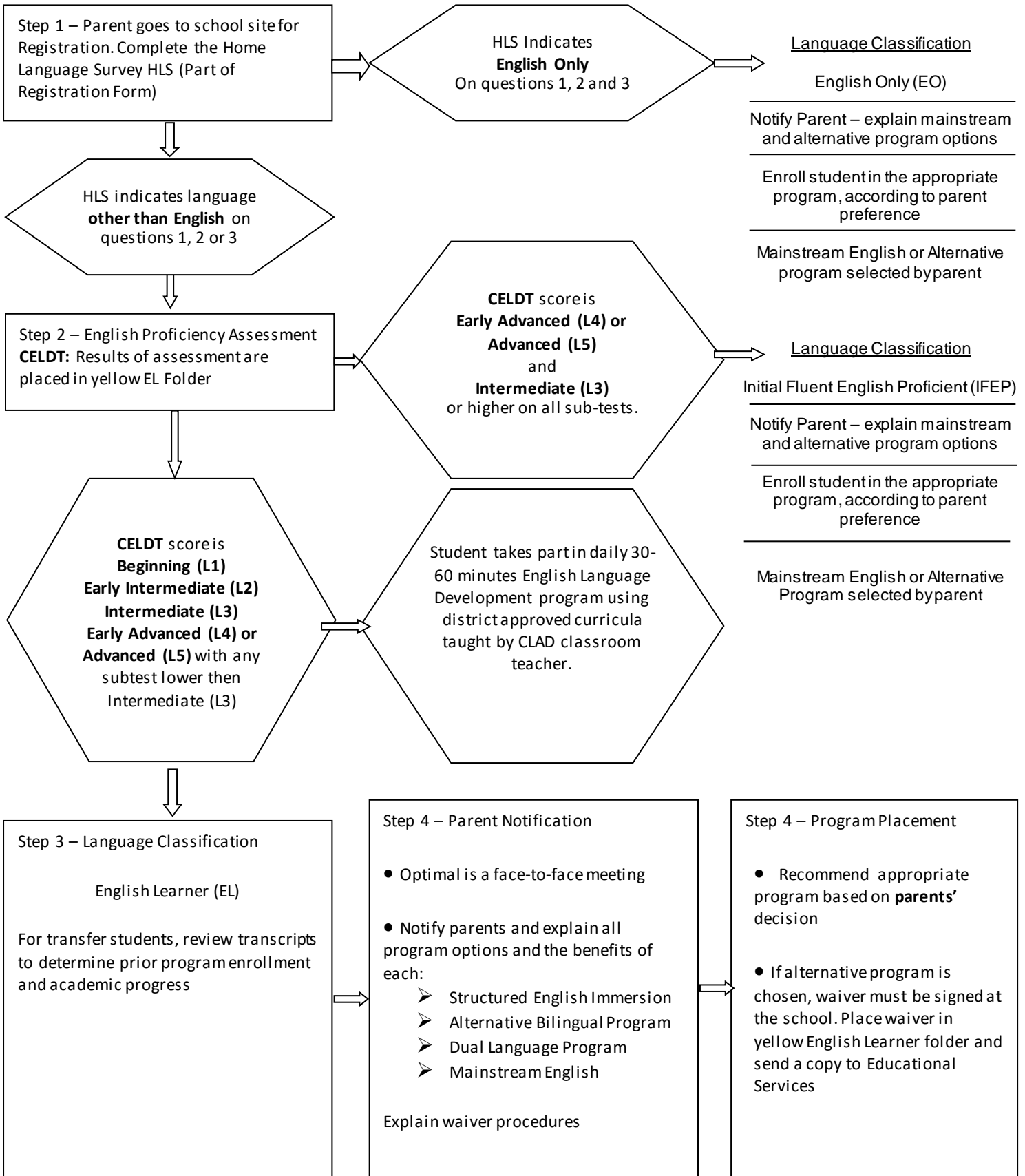
For students who are transferring from a California school district, the Home Language Survey need not be re-administered. The only HLS that is valid is the form completed by the parent/guardian at the initial enrollment in a California school district. Student language proficiency will be obtained from the California Longitudinal Pupil Achievement Data System (CALPADS) and prior records will be obtained from the former district. (If a student transfers to EUSD and the original HLS cannot be located, the parent will be required to complete another HLS.)

### **Yellow English Learner Folder**

Educational Services will create a yellow folder for every English learner during the initial testing process. The EL folder is placed in the student's cumulative folder at the school site. The purpose of the EL folder is to assist teachers, parents, and District administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the yellow EL folder:

- Home Language Survey
- Testing booklets from all initial primary language testing
- Official CELDT or Alternative Language Proficiency Assessment Process (ALPAP) Scores
- Copies of parent notification letters
- Placement program information for English Language Development (ELD) progress reports
- Reclassification checklist and form, upon reclassification
- Waiver(s)

Initial Language Proficiency Assessment, Identification and Placement Process





## **English Language Proficient Assessment**

The District will use the California English Language Development Test (CELDT) when appropriate to: 1) identify students who are limited English proficient, 2) determine the level of English proficiency in listening, speaking, reading, and writing of students who are limited English proficient and, 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. The test is administered by trained personnel.

## **Alternative Language Proficiency Assessment**

The California Department of Education (CDE) has determined that, “Students with disabilities may take an alternative assessment if their IEP team determines they are unable to take one or more parts of the CELDT even with variations, accommodations, and/or modifications.” The CDE has not specified any specific approved alternative and has given individual districts the discretion to determine how to address this alternative assessment process. CDE has offered guidelines. These guidelines provide that any alternative assessment must assess in all four domain areas included within the standard CELDT test, i.e., listening, speaking, reading and writing. They have also provided a checklist for determining participation criteria for alternative language assessment. This checklist must be used in any situation where an IEP team is considering the Alternate Language Proficiency Assessment Process (ALPAP).

As previously stated, Federal and State laws require that all students with a primary language other than English be assessed to determine their level of proficiency in English and in their home language. Often students with moderate to severe disabilities have general cognitive and language delays, which affect their language development in their primary language, as well as English language development. This makes it challenging to assess their level of English acquisition. These students may communicate using gestures, sign language or communication devices. These students may become bilingual up to their ability level, but the traditional CELDT may not be the most sensitive indicator or predictor of their language development.

An important component of the ALPAP will be to consider overall language skill and cognitive ability and to analyze English language proficiency as compared to primary language proficiency. This will assist the assessor to determine if a student is an English Language Learner in need of English Language Development services, or a student with a cognitive and language disability across both languages. Students identified as English Language Learners will receive targeted English Language Development instruction in vocabulary, morphology, syntax and pragmatics. Students who are determined to be language impaired across languages will receive specialized academic instruction and targeted language and communication development. It is important to make this distinction to ensure that students with significant disabilities have access to instruction that will best meet their needs. The ALPAP is only used for students who are unable to perform on all or a portion of the CELDT as a result of their disabling condition.

## **Timeline**

CELDT testing for new students who are potentially EL will occur within 30 days of initial enrollment. In EUSD to assist with class placement, testing will take place as soon as possible. The Educational Services Department will be responsible for obtaining preliminary test scores for initial identification of ELs (for immediate program placement) prior to sending the completed booklets to the contractor for official scoring. The preliminary scores will be used for unofficial purposes only. For continuing ELs, the District shall submit the annual assessment booklets to the contractor for scoring during the annual assessment window, July 1–October 31. Official results of the assessments typically arrive in January of each year.

## **Primary Language Assessment**

Students who are identified ELs will also be assessed for primary language proficiency within 90 school days of initial enrollment using the Language Assessment Scales (LAS) for Spanish. For students whose primary language is other than Spanish, the Student Oral Language Observation Matrix (SOLOM) is used. The form is completed by the student's parent or guardian. In addition, a parent interview/conference is held to assist in determination of primary language proficiency. The purpose of the rating is to gain information that will help to identify the student's oral language level.

## **Results**

CELDT results for identified ELs indicate proficiency levels aligned with English Language Development (ELD) Standards in strands of listening, speaking, reading, and writing. For those students for whom the IEP team has determined that the alternate assessment to the CELDT be administered, the ALPAP results describe the receptive and expressive linguistic abilities of that student. The preliminary Overall CELDT or ALPAP level is used to make a placement recommendation to an appropriate instructional program. Parent notification of initial CELDT or ALPAP results and consultation on program options precedes formal placement. Students continuing in the EL Program will take the CELDT or ALPAP, as appropriate, each year during the annual administration window until they qualify for reclassification.

The preliminary score is calculated for the purposes of placement and program options. These preliminary results and program options, including materials used, are communicated to the school site and the parent via the Initial Parent Notification Letter (Title III). The official CELDT results when received from the testing contractor and the Initial Parent Notification Letter (Title III) form are stored in the yellow EL folder inside the student's cumulative folder. Test results are also entered into the district's database for future use in monitoring student progress and program evaluation.

## **Proficiency Levels**

The State of California has adopted English Language Development (ELD) standards that provide a description of student expectations for each grade level and proficiency level.

Grade	CELDT Overall score	English Language Proficiency
K-6	1	Beginning
	2	Early Intermediate
	3	Intermediate
	4	Early Advanced
	5	Advanced

The California law governing programs for English learners requires that all English learners shall be placed in English language classrooms unless a parent exception waiver has been granted for an alternative program. (An exception is Special Education where an IEP team determines placement).

### **Parent Notification of Assessment Results**

Upon completion of the testing, parents are notified of the results. Parents are notified in writing in a language they can understand (and orally, if they are unable to understand written communication), of the preliminary results of the initial language assessment within 30 days of initial enrollment. It is optimal to have this preliminary notification take place in a face-to-face meeting, which may occur at parent conference week, if timely. The parent notification includes test results of English language proficiency (and primary language proficiency, if available), placement options, program descriptions and goals for ELs, waiver procedures, reclassification criteria and the student's initial placement. The notification is provided in English and in Spanish, and when necessary, in the student's home language. (The law requires that when 15% or more of the student population speak a common language, all relevant parent notification be available in that language.)

The Initial Parent Notification Letter (Title III) is placed in the student's yellow EL folder. Once the official CELDT results have been received from the test publisher, the parent is notified in writing via the Initial CELDT Results Parent Notification Form. This written notification is in English and Spanish. A copy of this notification is placed in the student's yellow EL folder. This folder must contain any primary language test results, a copy of CELDT results, and for students who have selected the Dual Language Program a copy of the Parent Exception Waiver form.

Annually, English learners will be tested with the CELDT until reclassification. Once the official CELDT results are received from the test publisher, parents will receive the Annual CELDT Results Parent Notification form mailed by the Educational Services Department. A copy of the CELDT Information Brochure is also made available to parents in English and Spanish. In addition, within the first 30 days of each new school year parents will receive annual notification which includes their child's most recent CELDT results, EL proficiency identification, academic achievement results, placement options, program descriptions and goals for ELs, waiver procedures and reclassification criteria.

## Program Placement

Based on the English language proficiency assessment, students are classified as either Initial Fluent English Proficient (IFEP) or English learner (EL). The parents of IFEP students are informed of the results and given the program options: Mainstream English or Dual Language Program, if the student meets eligibility criteria. Placement is made based on the parent's preference, as with English Only students (EOs).

Grade	CELDT Overall	English Language Proficiency
K-6	1 & 2	Less than reasonable fluency
	3	Reasonable fluency
	4 - 5	Initial Fluent English Proficient

The Encinitas Union School District offers three program options to English Learners:

- Structured English Immersion
- English Language Mainstream
- Alternative Program— Dual Language Program or Alternative Bilingual Program

Each of these options is designed to ensure that students acquire English language proficiency and academic achievement. (Descriptions of these programs are provided in Chapter Two).

**Special Education Services for English Learners** - The IEP team will determine an appropriate educational program to ensure that the student receives English language development, access to the core curriculum, and any other services and supports determined by the IEP team to be necessary. The IEP will also include culturally linguistic goals to address the student's area of need.

Once the program options and recommended placement have been explained, an appropriate program is assigned to the student based on the parent's decision. If the parent selects the Dual Language Program and space is available, then the parent must complete and file a Parent Exception Waiver request at the child's school site, where assistance is provided in filling out the form. (See Chapter Two for a description of the parental exception waiver process and description of approval and denial of the waiver).

### Placement in Structured English Immersion

Placement for students in the Encinitas Union School District with less than reasonable fluency in English is:

Grade	Proficiency Level	Recommended Placement
K-6	Beginning	Structured English Immersion
	Early Intermediate	Structured English Immersion

## Placement in Mainstream English

Encinitas Union school district's placement for English learners with reasonable English language fluency (good working knowledge) or above is:

Grade	Proficiency Level	Recommended Placement
K-6	Intermediate	English Language Mainstream
	Early Advanced	English Language Mainstream
	Advanced	English Language Mainstream

## Alternative Programs

English learners whose parents have been granted parental exception waivers are placed in a Dual Language Program or Alternative Bilingual Program. (See **Chapter Two** for program descriptions).

If a child is accepted into the Dual Language Program, a signed waiver is required. The original is sent to the district office and a copy is kept at the school site. These programs and the waiver procedures are explained in detail in Chapter Two. Parents/guardians may through a separate exemption process elect to have a student placed in a mainstream program. Parents may request that their children be exempted from a specific instructional setting, but they cannot opt out of EL services provided to the student (i.e., ELD instruction, CELDT testing, intervention, Catch Up Plan, etc.).

**State and Federal requirements for  
Programs serving English Learners  
Relevant Categorical Program Monitoring Items:**

VII-EL 20. Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.

VII-EL 21. Academic instruction for ELs is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

# **Chapter Two**

## **Instructional Programs**

### **Notification of Programs, Waiver Option and Placement Change Request**

All parents of English learners must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a full written description of programs, including educational materials used in these programs and their right to request an alternative program. The information must be provided in a language the parents understand. Such a notification shall accompany the parent notification of assessment results within 30 days of the beginning of the school year.

English learners younger than ten (10) years of age shall be enrolled for the first 30 calendar days in a Structured English Immersion (SEI) setting. All English learners must be placed in English Language classrooms unless a signed Parental Exception Waiver is annually submitted with the exception of Special Education. The Individual Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency. Students with active IEPs do not need to submit a Parental Exception Waiver.

Parents/Guardians wishing to change their child's placement from Structured English Immersion (SEI), English Language Mainstream (ELM), Alternative Language Program (ALP) or Dual Language Program (DLP) must complete the Request to Change English Learner Placement Form.

The District's program options for English learners are described below.

### **Option 1 - English Language Mainstream Program**

English learners who have been assessed as having attained a good working knowledge of English (Intermediate, Early Advanced, Advanced) may be placed in Mainstream English Program classrooms. For most students, the Mainstream Program represents a continuation of the Structured English Immersion Program or students may be placed in this program by parent request. The English Language Development (ELD) focus of the program is students at CELDT levels 3, 4 and 5. Instruction focuses on the linguistic and literacy gaps typically found in students at these proficiency levels. English learners in this program receive ELD from the classroom teacher until they are reclassified in English. English is the language of instruction for all subjects with no primary language support.

Characteristics of the Mainstream Program include:

- Students have attained a good working knowledge of English.
- The ELD focus is for students at Intermediate, Early Advanced and Advanced.
- Systematic ELD instruction is a critical program element.

- The instructional focus is access to grade-level core curriculum through the use of ELD and Specially Designed Academic Instruction in English (SDAIE) strategies.

Students may be placed in this program based on achievement on the CELDT assessment or by parental request. For English learners placed in Mainstream Programs by parental request who have not met program criteria, ELD will be provided daily at the student's specific level of English proficiency.

### **Program Requirements:**

- Core instruction in language arts, math, science and social science is taught in English using ELD/SDAIE methodology and district-adopted materials.
- All English learners receive daily standards-based systematic ELD instruction based on the district-adopted program from an English learner certificated teacher. Instruction addresses the standards in listening, speaking, reading and writing.

### **Staffing:**

- All teachers must be appropriately authorized, i.e., CLAD or equivalent.

### **Materials:**

- State approved, district-adopted language materials are used for framework aligned, standards-based instruction in all core subjects

### **Option 2 - Structured English Immersion (SEI)**

This instructional model is designed for English learners whose English language proficiency is between the beginning and early intermediate levels and whose parents did not elect the Alternative or Dual Language Program. The program goal is to develop English language proficiency and provide access to the core curriculum through English using ELD, SDAIE strategies when appropriate, and through instructional modifications to text, teacher language, and other strategies designed to make instruction comprehensible to a non-English proficient student. Characteristics of the Structured English Immersion Program include:

- English learners are clustered in grade level classrooms.
- Teachers hold appropriate certification (CLAD or equivalent).
- The instructional focus is on:
  - a) Developing proficiency in English through ELD
  - b) Providing increasing access to the core curriculum through SDAIE
  - c) Specially modified instruction for non-English proficient students
  - d) Up to 30% of instruction may be in the primary language as appropriate

At any time during the school year, a parent or guardian of an English learner may have his or her child moved into a mainstream English language classroom. The SEI program provides instruction predominantly in English. Students are taught language skills in



English. Students are taught subjects using special methods in English at a minimum of 70% of the instructional time, with primary language instruction or support used for clarification as needed.

Under California Education Code 300-340, English learners are to be instructed in the content "overwhelmingly" in English. Primary language is used for clarification, support and reinforcement. The goal of the Structured English Immersion Program is for the English learners to demonstrate "reasonable fluency" in English. Participation in this program is intended for one year and students are evaluated at the end of the year to determine if they have met the requirements to be exited into the Mainstream English Program.

### **Program Requirements:**

- Parents must be notified of the placement of their child in a Structured English Immersion Program and must also be informed of the opportunity to sign a Parental Exception Waiver to participate in a Dual Language Program.
- Core subject instruction in language arts, math, science, and social science is "overwhelmingly" in English with primary language support and SDAIE strategies.
- It is recommended that primary language support be provided as appropriate for equitable access to core content.
- All English learners receive daily standards-based systematic ELD instruction at each student's specific level of proficiency with the District-adopted curriculum by an appropriately certified teacher (CLAD/BCLAD).
- An integration component that includes structured activities in the following areas: art, music and physical education.

### **Staffing:**

- All teachers must be appropriately certified, i.e., CLAD, BCLAD.
- Teachers delivering primary language instruction must be BCLAD.

### **Materials:**

- State approved, district-adopted language materials are used for framework aligned, standards-based instruction in all core subjects.
- District-adopted materials are used for the ELD instruction.

### **Option 3A–Dual Language Program (DLP) (alternative bilingual program)**

- The goal of the Dual Language Program is acquisition of academic proficiency in two languages: English and Spanish, together with mastery of academic core content and multicultural proficiency. Instruction is in Spanish and English. The program uses a 80/20 immersion model in which K-1 students receive 80% of their instruction in Spanish and 20% in English. The percentage of English instruction increases as follows:

- a) **Kindergarten and 1st Grade** - Core subjects are taught in Spanish for 80% of the day. English Language Development and instruction in English is provided for 20% of the day.
- b) **2nd Grade** - Core subjects are taught in Spanish for 70% of the day. English Language Development and instruction in English is provided for 30% of the day.
- c) **3rd Grade** - Core subjects are taught in Spanish for 60% of the day. English Language Development and instruction in English including English Language Arts are provided for 40% of the day.
- d) **4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> Grade** - Core subjects are taught in Spanish 50% of the day and English 50% of the day.

### **Program Requirements for Participation:**

- ELs whose parents have completed a waiver requesting that their child participate are eligible.
- EOs, IFEPs and Reclassified Fluent English Proficient (RFEPs) based on parental choice are eligible.
- Students can continue in the Dual Language Program after attaining reasonable English fluency per parent choice.
- Enrollment in this program begins only in Kindergarten or before the third month in Grade 1.
- If there are more applicants than vacancies a lottery will be implemented.

### **Program Components:**

- Separation of languages by time and location
- Teaming model preferred
- Daily leveled standards-based systematic English Language Development (ELD) for all EL students. No more than two consecutive levels of English proficiency may be combined for ELD instruction
- Daily Spanish Language Development for all EO students

### **Staffing Credential Requirements:**

- BCLAD
- Primary Language Support provided by BCLAD equivalent Certificated teacher

### **Materials:**

- State approved, district-adopted primary language materials are used for framework aligned, standards-based instruction in all core subjects as appropriate.
- District-adopted materials are used for standards-based systematic ELD instruction.
- State approved, district-adopted language materials in English are used for framework aligned, standards-based instruction in all core subjects as appropriate

### **Option 3B – Alternative Bilingual Program**

In the event that there are 20 or more English learners of the same language group at a given grade level at one school site with an approved parental exception waiver, the school site must offer an Alternative Bilingual Program.

Instruction is provided in two languages in a balanced manner and is designed to ensure that students learn to listen, speak, read and write in English and Spanish at a high level of proficiency. Instructional materials written in English and in Spanish are used in this program. This instructional program requires a Parental Exception Waiver for student participation. This instructional model is designed for students whose parents elect an Alternative Bilingual Program separate from the Dual Language Program. **(At the present time all waiver needs are being met through the Dual Language Program).**

Characteristics of the Alternative program include the following:

- Homerooms are balanced between English only students and Spanish-speaking English learners.
- Students are regrouped by language for instructional purposes according to program design.
- Focus of instruction is to develop proficiency in English and Spanish.
- Systematic ELD instruction is a critical program element.
- Teachers hold appropriate bilingual certification (BCLAD or equivalent).

#### **Program Requirements:**

With approved Parental Exception Waivers for an Alternative Bilingual Program, all English learners who are under ten years of age must participate in a Structured English Immersion Program for a minimum of 30 calendar days. During this period, the instruction is “overwhelmingly” in English as defined above. Additionally:

- Students participating in this program must have a signed Parental Exception Waiver prior to beginning the Alternative Bilingual Program.
- The 30-day requirement for participation in the Structured English Immersion Program is limited to the first year of enrollment in an Alternative Bilingual Program.
- Core instruction in language arts, math, science, and social science is conducted in the primary language using the District-adopted materials.
- Core subject instruction may also be conducted in English using SDAIE methodology when appropriate and as students approach intermediate grade levels.
- All English learner students receive ELD daily using District-adopted materials by an appropriately certified teacher.
- A grouping component will be included with structured activities in the following areas: art, music and physical education.
- When there are 20 or more English learners of the same language group at a given grade level at one school site with an approved parental exception waiver, the school site must offer the Alternative Bilingual Program.

- If a school site has fewer than 20 English learners of the same language group at a given grade level with an approved parental exception waiver, the school may choose to offer an Alternative Bilingual Program or must allow parents to transfer their English learners to another site where such a program is offered.

### **Staffing:**

- All teachers delivering primary language instruction must be appropriately certified, i.e., BCLAD.
- In instructional teaming situations, teachers providing ELD must be CLAD authorized to provide that instruction, i.e., CLAD or equivalent.

### **Materials:**

- State approved, district-adopted primary language materials are used for framework aligned, standards-based instruction in all core subjects.
- District-adopted materials are used for standards-based systematic ELD instruction.
- State approved, district-adopted language materials in English are used for framework aligned, standards-based instruction in all core subjects as appropriate.

### **Waiver Process for Dual Language Program of English Learners and Alternative Bilingual Program**

The District letter describing the parental program selection process shall be provided annually to parents of all English learners. Parents unable to visit the school site may submit, along with their waiver, an affidavit of inability to fulfill the requirement to visit the school site. Otherwise, in order to submit a waiver, parents must personally visit the school. At that time, the school must provide:

- A written (oral, if requested) description of the educational opportunities available to their children (see above)
- A description of the educational materials used in the programs
- An explanation of the program selection process
- An explanation of the process for parents to appeal if an application is denied

### **Eligibility:**

To participate in the Dual Language Program or Alternative Bilingual Program, the student must meet one of the following eligibility requirements:

- The student already speaks English.
- The student must be ten years or older (Alternative Bilingual Program).
- The student has special needs for which the Dual Language Program or Alternative Bilingual Program would be beneficial.

Sites must act upon all requests within 20 instructional days of the date filed, or within ten calendar days of the expiration of the 30-day placement in Structured English

Immersion, whichever is later. Sites may not act upon any request before the 30-day placement has expired. Copies of all parental exception waivers shall be filed at each school site and the district office by grade level.

Parental exception waivers are granted unless the principal and educational staff determines that a Dual Language Program or Alternative Bilingual Program would not be better suited for the student and evidence is provided to support such a claim. Schools are required to offer the Alternative Bilingual Program if there are 20 or more approved requests for students at one grade level in the same language group. Students with approved parental exception waivers shall be placed in a Dual Language Program or Alternative Bilingual Program. If no space is available in the Dual Language Program or Alternative Bilingual Program, the child's name is added to a waiting list and other instructional options are discussed with the parents or guardians. Significant numbers of English learners on such a waiting list would require another Alternative Bilingual class. At any time during the school year, parents may request that their child be placed in a classroom where English is the only language of instruction.

### **Waiver Appeal Process**

If parents wish to contest a waiver that has been denied, they may submit a request for a review of the denial to the office of the Assistant Superintendent, Educational Services. If they are not satisfied with the decision of the office, they may request a review by the District's Board of Trustees.

### **Access to Grade Level Core Curriculum**

All students must have access to grade-level core curriculum. Instructional programs for English learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- English language development
- Primary language support
- Primary language support along with English language development

Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum.

### **English Language Development (ELD)**

English Language Development (ELD) is a specialized language program for all English learners attending California public schools. During daily standards-based systematic ELD time, students practice English skills through explicit instruction of academic English. ELD is geared toward each language learner's proficiency level as measured annually by the CELDT (California English Language Development Test) or Alternative Language Proficiency Assessment Process (ALPAP).

Our goal for English learners is to progress one level a year. By the end of the Early Advanced proficiency level, students are expected to be reclassified as Fluent English Proficient (RFEP), to exit the ELD program, and meet the same rigorous grade level standards as native English speakers. Student reclassification should be recognized and celebrated at each school site. ELD curriculum is based on California English Language Development Standards, District adopted or designated ELD curriculum, and English language supplementary materials. ELD is to be taught by teachers who hold an appropriate California certificate for the teaching of English learners CLAD (Cross-cultural, Language, and Academic Development) or BCLAD (Bilingual Cross-cultural, Language, and Academic Development Certificate). Strategies teachers may employ in the teaching of English may include GLAD Strategies, TPR (Total Physical Response), and computer based programs. It is the responsibility of the site administrator to oversee each teacher's ELD program. ELD is taught daily for a minimum of 30 minutes in Kindergarten through third grade and for a minimum of 45 minutes in fourth through sixth grade.

In order to teach ELD at the CELDT language proficiency level of each student, teachers may combine or divide students into appropriate leveled groups (using CELDT scores and/or ELD Focused Approach Express Placement scores). Students are to be in ELD groups composed of one or two proficiency levels. For example, clustering CELDT level 1 and 2 students together for an ELD group would be an appropriate grouping, but not clustering level 1 and level 4 as a group. Students may be grouped with a different grade level as appropriate for their proficiency level. For example, a fourth grader at a CELDT level 2 could work with a third grade level 2 group.

The state-adopted English Language Development Standards establish a framework for teachers to follow as they facilitate students developing the skills necessary to meet grade-level standards in English Language Arts and in the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards.

In order to determine the student's progress in English, each English learner is assessed annually with the CELDT during the CELDT annual assessment window or ALPAP. Official scores are mailed to parents and schools within 30 calendar days after they are received by the school district. English learner progress is also measured by teacher observations made during the daily ELD instructional period and through Benchmark ELD assessments.

### **Access to Core Content Instruction**

The District's programs for English learners are designed to enable English learners to acquire English and learn grade-level academic content. Students enrolled in any of the program models are expected to master the ELD standards and meet grade-level standards in the core academic subject areas. Within a reasonable amount of time, as defined by the catch-up plan, students in the Dual Language Program or Alternative Bilingual Program are expected to meet the same rigorous grade-level standards in English as well as Spanish.

English learners' progress toward meeting ELD standards and grade-level standards in the core subject areas is monitored using multiple measures aligned to the district's Catch-up Plan.

**See Appendix:**

- Catch-Up Plan – Appendix A
- Catch-Up Plan Benchmarks – Appendix B

Results on these multiple measures are reported through the District's student data system. When students are unable to meet grade-level standards in academic content areas students shall receive academic interventions and support during the school day that enable them to overcome any academic deficits before they become irreparable.

Factors that may create challenges for students to meet grade-level standards in academic content areas include:

- Student's level of literacy in the primary language
- Consistency of placement in one program model
- Consistency of enrollment at one school site (District)
- Rate of absenteeism

**Primary Language Instruction**

Primary language instruction is used in the Dual Language Program and Alternative Bilingual Programs as another way to provide access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are in the process of acquiring English. Some primary language instruction is appropriate in SEI and Mainstream English settings, as long as the instruction is overwhelmingly in English.

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

**State and Federal requirements for  
Programs serving English Learners  
Relevant Categorical Program Monitoring Items:**

IV-EL 14. The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

- a) Assessment of English language proficiency (CELDT).
- b) Comparison of pupil's performance in basic skills against an empirically-established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.
- d) Opportunities for parent opinion and consultation during the reclassification process.



# Chapter Three

## Monitoring of Student Progress and Reclassification

### Monitoring of Student Progress

The academic performance of ELs is monitored using formative assessments in English language arts, mathematics and writing in order to identify developing academic deficits. This monitoring of academic and language proficiency also continues twice a year for two to three years following reclassification to ensure that students are continuing to make expected academic growth.

School/District formative assessments provide information that informs instruction and alerts teachers to students that may be struggling.

Upon receipt of official results, school personnel review the CELDT scores and classroom performance of all ELs to identify students not meeting growth expectations.

At this meeting with the principal, classroom teacher and support staff, as appropriate:

- The teacher reviews all interventions that have been implemented, using the Checklist for Catch-up Intervention Plan as a guide.
- The team develops an EL Intervention Catch-up Plan to be implemented immediately and through the first half of the following year.
- A letter is mailed home notifying the parents that their child has been identified for intervention.

At the beginning of the next school year, the sites review the results of the spring CAASPP testing (end-of-the year results on school/district-identified assessments for kindergarten and first graders), and **revise** or **develop** an EL Intervention Catch-up Plan for each student not meeting the growth expectations. No later than the fall parent goal setting conference, the EL Intervention Catch-up Plan is reviewed with the parent. It is modified if necessary to include the parental input, and documented on the appropriate forms. This plan includes interventions to be provided and timelines. All records are kept in the student's yellow EL Folder.

The student is provided with the intervention programs/services as specified in the EL Catch-up plan. The student's progress is carefully monitored throughout the school year. Adjustments and modifications to the plan are made when necessary. All records of the student's progress are kept in the student's yellow EL Folder.

- In the spring of each year, the sites will assess the growth of students with EL Intervention Catch-up Plans and the effectiveness of their plan. The Catch-Up Plan pinpoints missed benchmarks in the core curriculum, including ELD.
- If the student continues to make inadequate progress, a team meeting will be held with the teacher leadership team, principal, parents, and Administrator of Support Services, as needed. The student may then be referred for possible

additional intervention, Student Study Team (SST), and/or Special Education Services.

- A new EL Intervention Catch-up Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English learners.

## Reclassification

California Education Code (EC) Section 313[d] and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (RFEP). Encinitas Union School District recognizes the importance and irreversibility of reclassification and has established criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (CELDT), and 3) core content achievement as measured by the Performance Series Reading Foundations Assessment, or Reading Assessment, and the English Language Arts Assessment. (See chart below.)

## Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for Encinitas Union School District's reclassification criteria. Minimum scores required for each of the reclassification criteria are:

Required Criteria (California Education Code Section 313[d])	LEA Criteria
Assessment of English Language Proficiency using objective assessment instrument (i.e., CELDT)	Overall level: <b>Early Advanced or Advanced</b> Listening/Speaking: <b>Intermediate or higher</b> Reading: <b>Intermediate or higher</b> Writing: <b>Intermediate or higher</b>
Teacher Evaluation	Grade Level Achievement of Core Curricular Standards, SOLOM <b>score of 20 or higher</b> , Teacher input and/or comments
Parental Opinion and Consultation	Provide opportunities for parent opinion and consultation during the reclassification process
Performance in Basic Skills	Acceptable National Percentile Ranking (NPR) or higher on the Reading Foundations ( <b>50% for grades 1-2</b> ), or Reading ( <b>45% for grades 2-6</b> ), and the English Language Arts ( <b>45% for grades 2-6</b> ) Performance Series Tests

## **Reclassification Process**

Reclassification is the culmination of the student's participation in the program for English learners and is regularly conducted in the fall and spring; however, the process may be initiated by the classroom teacher, administrators or parents at any time.

District personnel collect objective assessment data and disseminate to each school a list of English learners who meet the CELDT criteria and Basic Skills criteria for grades 1-6. The principal or designee distributes to the teacher of each reclassification candidate a form requesting the teacher: 1) conduct an evaluation of the student's achievement in the core content areas, 2) assess the student's oral English proficiency by using the SOLOM, and 3) make a recommendation regarding reclassification to fluent English proficient.

Consultation with the student's parent/guardian may be done during a conference, in writing, or by telephone. A face-to-face conference with the student's parent/guardian is the optimal method of consultation. A certificated teacher holding a credential authorizing instruction of English learners, the Administrator of Support Services, and the principal must review and sign the Student Reclassification Worksheet. The signed documentation must be placed in the student's yellow English learner folder and a copy kept in the Educational Services office at the District Office.

## **Reclassification Using the Alternative Language Proficiency Assessment Process (ALPAP)**

EUSD's Alternative Language Proficiency Assessment Process (ALPAP) for students with moderate to severe disabilities is available to students who are unable, because of their disability, to access one or more portions of the CELDT. Typically, these are students who would qualify to take the California Alternative Performance Assessment (CAPA). The ALPAP assures that EL students with significant disabilities are offered the possibility of reclassification in a way that considers their disabling condition. Identified students are assessed in all domain areas assessed within the CELDT and levels are established in both the primary language and in English. Where appropriate, this process would allow students to access one or more portions of the CELDT itself and utilize the sections of the alternative assessment instrument where the CELDT option is not appropriate.

The ALPAP may be used to recommend that a student be reclassified as RFEP (Reclassified Fluent English Proficient). If a student is found to be low across both languages, a reclassification to RFEP may be made if the team determines these levels are a result of the student's specific disabling condition. Recommendations for Reclassification based on the ALPAP will be forwarded to the EL/CELDT administrator within the Educational Services Department. The final determination regarding reclassification will be approved there.

## **Assessment Instruments**

The following is a list of assessments that are used to monitor students' English language proficiency levels and academic achievement in the Encinitas Union School District.

### **California English Language Development Test (CELDT)**

The District administers the CELDT for initial identification to all enrolling students who have a home language other than English listed on their Home Language Survey (HLS) and for whom there is no record of English language proficiency assessment results. According to state law, this must occur within 30 calendar days after students first enroll in the District. The initial CELDT is administered throughout the year as new students are enrolled. The CELDT is used as a tool, among others, to place students in the appropriate instructional program based upon their level of English proficiency.

The CELDT is also administered annually to English learners until they are reclassified as fluent English proficient (RFEP). The testing window for the administration of the annual CELDT is July 1 through October 31.

The CELDT assesses a student's proficiency in the English Language. The CELDT assesses four skill areas: listening, speaking, reading, and writing. Students in kindergarten through grade six are assessed in all four domains.

Students taking the CELDT will generate a score at one of five proficiency levels. These proficiency levels are Beginning (Level 1), Early Intermediate (Level 2), Intermediate (Level 3), early advanced (Level 4), and Advanced (Level 5).

The District goal for English language learners is that they will score at the early advanced or advanced level of proficiency on the CELDT by the end of sixth grade. Students must score at level 4 or 5 on the CELDT with no domain less than 3 in order to be considered for reclassification to fluent English proficient (RFEP).

### **Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS)**

The Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) is divided into the same 4 sections that make up the CELDT test (listening, speaking, reading and writing), but was designed to assess language proficiency in students with moderate to severe disabilities. The student may take all the sections of the VCCALPS or only certain sections. The determination is made by the ALPAP team member based on the student's disabling condition. If the student is able to complete one or more of the CELDT sections, they will be given these sections of the CELDT. For any CELDT sections that are not appropriate, the student will be complete those sections of the VCCALPS. For instance, if a child can complete the listening section of the CELDT, but not the speaking section, they will be asked to complete the CELDT listening section and the VCCALPS speaking section.

### **Language Assessment Scales (LAS) - Spanish Test**

The Language Assessment Scales Test assesses a student's listening, speaking, reading and writing proficiency in Spanish. This Spanish assessment is administered to

new students in grades K-6 entering the District who have not previously been assessed in another California School District. Incoming Kindergarten-6th students are assessed on listening and speaking skills in Spanish. Students in grades 2-6 may also be assessed in Spanish reading and writing. An evaluation of primary language proficiency is helpful when providing academic instruction to students in their native language as part of the Alternative Language and Dual Language Programs offered by the District. Students in the Alternative Language and Dual Language Programs receive the majority of instruction in Spanish beginning in kindergarten and gradually increase the amount of instruction in English as they progress through the grade levels.

### **California Assessment of Student Performance and Progress (CAASPP) and California Alternate Assessment (CAA)**

The CAASPP and CAA have been developed by California educators and test developers specifically for California and are administered each spring. They measure progress toward California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

In the Encinitas Union School District, students in grades 3-6 take a comprehensive assessment in English Language Arts (ELA) and Mathematics (M) under CAASPP for general education students, or CAA for students whose IEP indicates an alternate assessment. Additionally, all students in grade 5 take the fifth grade CST, CMA, or CAPA science exam until the Next Generation Science Standards (NGSS) Assessment is operational.

Students taking these tests will generate a score at one of four achievement levels. These levels are Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded. The District goal for English Language Learners is that they will score at the Standard Met or Standard Exceeded level of the CAASPP in English Language Arts by the end of sixth grade.

The California Alternative Assessment (CAA) is administered to students with significant cognitive disabilities whose disabilities prevent them from taking either the California Assessment of Student Performance and Progress (CAASPP) with accommodations or modifications. The test is administered by trained examiners during a similarly scheduled testing window as the CAASPP.

### **Benchmark Assessments**

Benchmark assessments measure a student's mastery of essential standards. Students are assessed three times per year on standards developed for English Language Arts, Mathematics and English Language Development. Student scores indicate the level of intervention (or re-teaching, if any) necessary for the student to master the standards. Student data generated from these assessments are stored on the District's student data management system for analysis and evaluation.

EUSD utilizes the Performance Series tests in Reading Foundations, Reading, and Language Arts to determine student progress and performance. It is a norm-referenced assessment that measures the development of basic skills.

## **Monitoring of Reclassified Students**

**The Elementary and Secondary Education Act (ESEA), Title III requires that reclassified** students be monitored for a period of at least 24 months following reclassification. The Assistant Superintendent of Educational Services and the Coordinator of Curriculum & Accountability supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measures scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than 24 months after reclassification. Those students found to be regressing in their academic performance will be recommended for academic intervention in the specific areas of need (please refer to EL Catch-Up Plan Interventions). This monitoring of RFEP students is recorded and filed in each student's cumulative file. Students who transfer from districts that have been reclassified will be identified through CALPADS and monitored for the same period of time.

## **Monitoring of Early Reclassified Students (Grades 1 & 2)**

Students in grades 1 and 2 who are reclassified will be monitored for 36 months following reclassification. As with the process for students in grades 3-6, the Assistant Superintendent of Educational Services and the Coordinator of Curriculum & Accountability supervise the process of monitoring reclassified students. School staff will use multiple measures, including teacher assessments and observations, to monitor the progress of RFEP students for a period no less than 36 months after reclassification. If students are found to be regressing in their academic performance, they will be recommended for academic intervention in the specific areas of need. The EL Catch-Up Plan Interventions will be used as a resource for identifying strategies to support these students. This monitoring of RFEP students is recorded and filed in each student's yellow EL Folder.

**State and Federal requirements for  
Programs serving English Learners  
Relevant Categorical Program Monitoring Items:**

V-EL 15. Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization.

V-EL 16. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- a) Designed to improve the instruction and assessment of English learners.
- b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners.
- c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills.
- d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

# Chapter Four

## Staffing and Professional Growth

### Staffing

Under the direction of the Assistant Superintendent of Administrative Services, the Encinitas Union School District takes an active role in the recruitment and staffing of authorized personnel for all English learner programs. The District seeks out experienced, highly qualified educators who are prepared to address the learning needs of English learners. In support of those efforts, a salary stipend is available for teachers who are bilingual. New teachers are required, at a minimum, to have a CLAD certification. The District seeks CLAD and BCLAD teachers by working closely with the San Diego County Office of Education and local universities and through a variety of job announcements. The District prides itself in having an abundant number of teaching staff that hold CLAD and BCLAD certification along with a BCLAD Special Education Resource teacher, bilingual speech and language pathologist and bilingual school psychologist.

- Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.
- Teachers providing instruction in Structured English Immersion programs shall be appropriately authorized to provide instruction in Spanish if providing primary language instruction via a BCLAD or equivalent authorization.
- Teachers providing instruction in Structured English Immersion programs who do not provide primary language instruction shall be appropriately authorized to provide core content and ELD instruction via a CLAD or equivalent authorization.
- Teachers providing instruction in a Dual Language Program or Alternative Bilingual Program shall be appropriately authorized to provide such instruction via a BCLAD or equivalent authorization.

### Required Teacher Authorizations

Type of Instruction	Proper Authorization
ELD	CLAD, BCLAD, SB1969/AB395/AB2913 or equivalent
SDAIE	CLAD, BCLAD, SB1969/AB395/AB2913 or equivalent
Primary Language	BCLAD or equivalent

### Paraprofessionals

Paraprofessionals are selected based on the needs of the district. Paraprofessionals must have completed the twelfth grade and preferably have completed additional courses in psychology, child growth and development or a closely related field. Bilingual paraprofessionals must also pass the EUSD Instructional Aide Proficiency Test as required by state law and the EUSD Second Language Proficiency Test.



## Professional Development

The Educational Services Department provides on-going professional development opportunities to all teachers and staff working with English learners, including paraprofessionals. The goal of this training is to help educators acquire specific skills needed to work with English learners in the areas of English language development instruction, comprehensible core content instruction, district program designs, district curriculum expectations, district processes and services for English learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- ELD strategies, techniques, and assessments
- SDAIE strategies and techniques
- Differentiated instruction
- Teaching to Multiple Intelligences
- California Association for Bilingual Education Conference (CABE)
- District Catch-up plan
- District program designs (site accountability)
- Guided Language Acquisition Design (GLAD)
- San Diego County Office of Education (SDCOE) training and web-based resources

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through, on-site trainings, district in-services, education conferences, and site staff meetings.

Participant attendance is monitored through sign-in forms. Training attendance is then reported to school principals to ensure that all teachers assigned to provide specialized services to English learners are appropriately trained. Sign-in forms are collected and filed at the district office.

Encinitas Union School District educators and administrators collaborate through grade level planning time where professional development is self directed and highly focused on results. They use collaboration time to seek to design instructional programs based on the curricular and instructional standards set by the District as well as the state and federal government. They closely monitor the student achievement using data stored in the District data system and understand the District goals and leverage points to bridge achievement gaps.

Educators engage in on-going professional development provided in a variety of ways. For example, teams of educators may dialogue about methods to practically apply current learning research or engage in book and article reviews. Grade level teams engage in developing assessments and rubrics, identifying anchor papers, or designing project based learning. Focus on increasing instructional strategies to assist students in mastery of Global Competencies (Collaboration, Communication, Critical Thinking and Creativity) is a key component of project based learning. Professional growth includes

attendance at workshops, conferences, or university courses. Staff is focused on improving knowledge, skills, and abilities in areas that will result in instructional practices that increase student achievement so district goals and state standards are exceeded. Problem solving tasks and performance tasks are evaluated by educators to provide divergent and differentiated instructional strategies that meet the learning needs of all students. Data are analyzed, synthesized, and evaluated by grade level, site and district teams.

**State and Federal requirements for  
Programs serving English Learners  
Relevant Categorical Program Monitoring Items:**

II-EL 5. A LEA operating categorical programs, including Title III, implements and monitors the approved LEA plan.

5.1 To help English learners meet challenging achievement academic standards, each LEA plan shall include:

(a) A description of high-quality student academic assessments that the LEA and schools use. To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards.

ii. To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learners meet the state student academic achievement standards.

IV-EL 13. The LEA develops and implements a process and criteria to determine the effectiveness of programs for English learners, including:

a) A means to evaluate how programs for English learners produce within a reasonable period of time:

- English language proficiency comparable to that of average native speakers of English in the district.
- Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.

b) An ongoing mechanism for using the procedures described above to improve district-wide and school site EL program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible.

V-EL 21.2 The LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

# Chapter Five

## Accountability and Evaluation

### Program Implementation and Monitoring

In order to ensure that English learners are receiving a program of instruction in accordance with parent choice and district design, Encinitas Union School District conducts regular monitoring of classroom instruction. This monitoring is intended to result in consistent program implementation across individual school sites and across the district. District staff from the Educational Services Department will provide on-going training to all school principals in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Differentiated instruction
- District designs for Sheltered English Instruction (SEI), English Language Mainstream (ELM), and Alternative Bilingual and Dual Language Immersion (DLI) Programs

School principals are responsible for the daily site-level implementation of the ELD Master Plan for English learners. Throughout the school year principals and/or designees perform monthly observations of all classes, which include English learners. These observations facilitate ongoing communication with principals and teachers to ensure that: 1) ELD standards-based systematic instruction is provided daily, 2) the district's ELD curriculum and assessments are followed, 3) appropriate SDAIE strategies are used, and 4) differentiated instruction targeted to specific linguistic needs is implemented. In addition, consistent implementation of district program designs is monitored by site and district administrators through coaching, classroom visitations and with teacher collaboration/planning meetings. Review of multiple measures data and student progress on meeting ELD standards is a regular part of the monitoring process.

### Program Evaluation and Modification

The Encinitas Union School District provides clearly defined standards and expectations for student learning. These standards reflect the District's commitment to the importance of learning and how learning is best demonstrated. In response to statewide accountability reform, the Encinitas Union School District has a primary goal that all students will meet the District's academic content and performance standards.

Through the District's assessment program, the staff carefully plans what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English learners. The District maintains information about the ongoing academic progress of English learners. Through multiple methods of assessment, the District is able to determine to what degree English learners are meeting district academic achievement goals. Data meetings with principals occur on an ongoing basis.

<b>DISTRICT-WIDE ASSESSMENT</b>		
Assessment Instrument	Target Population	Purpose
CA – Standardized Tests	All students, grades 2-6	State Requirement District Accountability
Language Arts Benchmark Multiple Measures	All students Gr. K-6	District Accountability
Mathematics Benchmark Multiple Measures	All students, Gr. K-6	District Accountability
California English Language Development Test (CELDT)	All English learners Gr. K-6	Articulation District Accountability Reclassification
ELD Writing Measure	All English learners Gr. 1-6	Reclassification

The District's assessment practices with respect to English learners are designed to:

- Determine effects of the instructional program on language development
- Assess academic achievement in both the first and second language
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for any elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data are compiled, analyzed and reported annually to the community through the Governing Board, advisory councils, and the School Accountability Report Card for each site. The Assistant Superintendent of Educational Services ensures that assessment results are available to principals, the Director of Special Education, and the Administrator of Support Services through the district data system. Using the Federal Program Monitoring (FPM) "English Learner Instrument" sites further review their programs for student progress and evaluate procedures based on each item on an ongoing basis. The District carefully monitors the number and percentage of English learners reclassified to fluent English proficient (RFEP) when reviewing data in the district data system and California Longitudinal Pupil Achievement Data System (CALPADS) data submission for Spring 1.

**State and Federal requirements for  
Programs serving English Learners  
Relevant Categorical Program Monitoring Items:**

I-EL 1. The LEA shall implement outreach to parents of English learners that meets all requirements.

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

- a) Parent members are elected by parents or guardians of English learners.
- b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body.
- c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b).
- d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA).
- e) The ELAC advises the principal and staff on the school's program for English learners. (EC § 52176(c)).
- f) The ELAC assists in the development of the school's:
  - Needs assessment.
  - Language Census Report (R30-LC).
  - Efforts to make parents aware of the importance of regular school attendance.
- g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- h) Financial resources may be allocated for reasonable expenses (which may include transportation, child care, translation services, meals, and training) of parent advisory groups on bilingual-bicultural education, at the school and school district incurred in the course of their duties as members of the parent advisory groups.
- i) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district.
- j) An LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

# Chapter Six

## Parent and Community Involvement

### Parent Advisory Committees

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the District. Through such committees, Encinitas Union School District can:

- Include parents and community members in the decision-making, planning and evaluation of programs for English learners.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents and community members and the District.

### Translation Services

Pursuant to EC section 51101.1(b)(3) and as defined by EC section 48985, Encinitas Union School District will provide training and materials in the home language of the parent members of advisory committees.

### English Learner Advisory Committee (ELAC)

Each school with 21 or more English learners must establish a school-level advisory committee (ELAC). Parents or guardians of English learners elect parent members of the school committee. All parents of English learners shall be provided the opportunity to vote. Parents of English learners not employed by the District must constitute a majority of the council. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee.

The committee advises (reviews and comments) the principal and School Site Council (SSC) on the development of the components of the school's Single Plan for Student Achievement which impacts education services for English learners. The ELAC must certify that it has provided advice to the SSC regarding the Single Plan prior to its formal approval. In addition, the ELAC advises the principal on at least each of the following:

- Development and results of the school's needs assessment
- Administration of the school's annual language census
- Ways to make parents aware of the importance of regular school attendance

### District English Learner Advisory Committee (DELAC)

Encinitas Union School District, having more than 51 English learners, must establish a District English Learner Advisory Committee (DELAC). Parents and/or guardians of English learners who are not employed by the District shall constitute a majority of the committee. The percentage of parents of English learners must be at least the same as

that of English learners in the District. Each school committee shall have the opportunity to elect at least one parent member of the District English Learner Advisory Committee.

### **Responsibilities of DELAC:**

Advise the local board on at least each of the following:

- The development of the District plan for English learners
- The District-wide needs assessment
- The setting of district programs, goals and objectives for English learner education
- The District plan to meet teacher certification and instructional aide requirements
- The annual Language Census Report
- Written parent notifications required to be sent to parents and guardians
- The reclassification procedures
- A District waiver request affecting programs or services for English learners

### **The District/School Administration Shall:**

- Notify parents/guardians of all English learners of the opportunity to elect ELAC members and/or participate as a member
- Establish a functioning ELAC/DELAC
- Plan and provide training in consultation with ELAC/DELAC members
- Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda posted
- Provide all relevant information, documentation, and training regarding school programs and services for English learners, including but not limited to:
  - a) A draft, prior to its formal approval, of the Single Plan for Student Achievement
  - b) School budgets and planned expenditures which may impact English learners
  - c) Results of the annual Language Census Report
  - d) A draft of and results of an annual school needs assessment
  - e) Goals and objectives for each program offered at the school for English learners
  - f) Information on the ongoing achievement of program goals and objectives
  - g) Evaluations of each program offered at the school for English learners

### **Each Parent Committee Must:**

- Develop and adopt its own agendas and develop its governance structure
- Choose whether to develop and adopt its bylaws
- Determine the manner of its functioning, including the recording of minutes
- Determine its meeting times, dates, and location
- Determine the manner for its provision of advice to the site administration and school site council (ELAC) or local governing board (DELAC)
- Provide feedback to the site/district administration as to the coordination and provision of training



Parent committees (as a whole) do not have the authority or legal entitlement to demand any of the following:

- Being included in the selection process of new school staff
- Being included in the evaluation of existing school staff
- Reviewing school staff credentials
- Monitoring program implementation (classroom observations)
- Changing the administration of programs, school calendar, or assignment of staff
- Changing the content of an SSC-approved Single Plan for Student Achievement

**State and Federal requirements for  
Programs serving English Learners  
Relevant Categorical Program Monitoring Items:**

III-EL 9. Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

III-EL 10. Beginning with fiscal year 2009-10, in alignment with the federal supplement, not supplant requirement, Title III funds must not be used to meet state requirements for translations.

III-EL 11. The LEA disburses categorical funds, including EIA-LEP and Title III, in accordance with the approved Consolidated Application.

# Chapter Seven

## Funding

### **Sufficient General Funds**

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts, including primary language texts in the Dual Language Program (alternative bilingual program), and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the district.

### **Appropriate use of Categorical Funds**

The Economic Impact Aid-Limited English Proficiency (EIA-LEP) funds are used to meet the academic needs of the English learners, but do not supplant the District's general funds, as well as any other categorical funds the District receives. Each school site receives EIA funds in amounts that correspond to the total amounts described in the District's Consolidated Application. EIA-LEP funds are spent for supplemental services and materials including, but not limited to, the following:

- Staff development for instructing English learners
- Supplementary materials for English learners
- ELAC/DELAC meetings
- Parent education, training, and involvement

### **Other Categorical Funding:**

- Title I Services
- Title III – Limited English Proficient (LEP)

## **Appendices**

Catch-Up Plan for English Learners  
**Review and determine student progress based on the following:**

**Annual Summative Assessments**

- California Assessment of Student Performance and Progress (CAASPP)
- Or, California Alternate Assessment (CAA)
- California English Language Development Test (CELDT)

**District Benchmark Assessments in Basic Skills and Language**

- Performance Series Reading Foundations, Reading, Language Arts

**CELDT Score serves as baseline:**

- Determine proficiency levels and expected level of growth
- Trimester Check Points in November, February and May (data to inform parent conferences and report cards)
- Evaluation based on regular assessment, re-evaluation, re-assessment of students and program; curriculum assessments; annual CELDT assessment; time in program (English Learner Catch-Up Plan Benchmarks)

**Students requiring additional support will have their progress monitored and interventions developed through the following consultations:**

- Inform school principal of concerns
  - Meet with parents to inform through Parent-Teacher conference meetings
  - Grade Level Team meetings\*
  - Triad with teacher leadership team as needed \*
  - Student Study Team (SST) Process as needed \*
- \* Use Checklist for Catch-Up/Progress Monitoring Intervention Plan

**Interventions may include:**

- Assistance from Reading Specialist 2-4 times a week with on-going assessment and articulation with staff and parents
- Assistance from Reading Support staff up to three times a week with on-going assessment and articulation with staff and parents
- Differentiation of instruction; small group and one to one assistance
- Rolling Readers and Study Buddy Programs
- Automated learning interventions
- After-school Intervention Program (site specific) with on-going assessment and articulation with staff and parents

**Responsible Personnel**

- Coordinator of Curriculum & Accountability
- Site principal and teaching staff

Encinitas Union School District  
English Learner Catch-Up Plan/Progress Monitoring System

Appendix B

<b>School Year:</b>	<b>2016-2017</b>	<b>STUDENT INFORMATION</b>				<b>Student #:</b>
<b>Name:</b>		<b>Gr.</b>		<b>School:</b>		<b>Teacher:</b>

	NSLP		Migrant Ed	Date First US Enrollment: ____/____/____		SPED		504		Title I
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CELDT Progress											CAASPP			
Domains	Overall		Listening		Speaking		Reading		Writing		ELA/Literacy		Math	
Year	L	SS	L	SS	L	SS	L	SS	L	SS	Overall Level	SS	Overall Level	SS
2016-2017														
2015-2016														
2014-2015														
2013-2014														
2012-2013														
2011-2012														
2010-2011														

2016-17 District Benchmarks (Teacher must fill-in)				
Progress Monitoring Tools	Trim 1	Trim 2	Trim 3	Interventions/Alternate Supports:
<i>Performance Series/Scantron: Reading Found. (1-2), Reading (2-6)</i>				Trim 1: _____
<i>Reading/Lexile (SRI, STAR, LLI, etc.)</i>				Trim 2: _____
<i>Grade Level Writing Rubric Score(s)</i>				Trim 3: _____
<i>Other assessment and/or data</i>				_____

CELDT Overall	Beginning	Early Intermediate	Intermediate		Early Advanced	Advanced
Local ELD Rating	1	2	3a	3b	4	5
Timeline based on student's CELDT level at US Entry	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
						1st year

