

Master Plan For English Learners

Hanford Joint Union High School District

The goals of the District's Master Plan are two-fold: (1) enable the limited English-proficient student to develop proficiency as rapidly and effectively as possible, and (2) ensure the student's access to successful learning in the core academic program. The District offers a continuum of services for English Language Learners (ELL) that are organized around a structured English Development Program and Specially Designed Instruction in Academic English (SDAIE). English learners are assessed with the English Language Proficiency Assessment (ELPAC), and parents are notified in writing of their student's proficiency levels on this assessment. The student's assignment for services is based on multiple factors, listed in the following plan. English language students with "less than reasonable proficiency in English" (e.g. levels 1-2 on the ELPAC) are assigned to a Structured English Immersion program (SEI); English language students at "reasonable levels of proficiency in English" (e.g. levels 3-4 on the ELPAC) are increasingly assigned to English Language Mainstream (ELM) classrooms with ELD support. Formal assessment of the ELL student's progress in English takes place at the beginning of the school year each fall; progress of the student in the content areas is monitored by site assessments at least three times during the school year. Individual portfolios are also kept on all ELL students who have not been reclassified. Reclassified students are monitored for 2 years. English language students who do not make sufficient progress in grade level content areas are targeted for interventions.

Initial Identification of English Language Learners (EL4)

Legal requirements:

EL4: The district has properly identified, assessed, and reported all students who have a primary language other than English.

EL4a: A Home Language Survey (HLS) is used to determine the primary language and is on file for each student in the district, including migrant, special education and continuation school enrollees.

EL4b: Each student whose home language is other than English, as determined on the Home Language Survey, has been assessed within 30 school days of initial enrollment. The assessment will cover English comprehension, speaking, reading, and writing using the state-designated instrument (ELPAC) Note: The HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low incidence and severe disabilities (EC 306 (a), 313, 0810-60811, 62002; former EC 52165.1 (b) (c); 5 CCR 4304, 4305; 34 CFR 300.300, 300.5332 (a) (c)).

EL4c: The district has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing, within 90 calendar

days of initial enrollment, parallel forms of the test to determine English-language proficiency are used, if available. Note: Alternative assessments may be used for special education students with low incidence and severe disabilities. (EC)

EL4d: All parents of English Language Learners (ELL) and Fluent English Proficient (FEP) students have been notified in writing of their student's English-language and primary-language proficiency assessment results.

Process to be followed District Wide, Identification and Assessment

Policy/Procedure	Personnel	Resources	Timeline	Accountability
Home Language Survey is given to parents/guardians upon enrollment	School/guidance secretary Registrar	Home Language Survey (HLS)	Upon enrollment	Monthly check by Principal or designee
HLS is reviewed at the site to initiate testing	Principal or designee	HLS	Upon enrollment	Monthly check by Principal or designee
If another language other than English is listed on the HLS, the student is assessed for English proficiency	Trained classified certificated staff/ Bilingual Program Assistant	ELPAC, <i>HMH Reading Inventory</i>	Within 30 days of enrollment	Monthly check by site designee and Bilingual Program Assistant
English language learners are assessed for primary language proficiency	Trained certificated, classified staff Bilingual Program Assistant	Primary Language Survey	Within 90 calendar days of enrollment	Monthly check by site designee and Bilingual Program Assistant
Parents are notified of results of English and primary language assessment results and receive a copy of program descriptions and options.	Principal or site designee, state testing agency for ELPAC, Bilingual Program Assistant	District notification letter	Within 30 calendar days (as soon as possible)	Monthly check by Director of Special Programs, Bilingual Program Assistant, Assistant Principal
Results are given to the Principal or site designee for the appropriate placement of students.	Principal or site designee	Assessment results	As soon as testing is completed	Principal or site designee and counselor

Compliance documents needed for this section:

- copy of HLS in each student's file: EL4-1 or EL4-2 (Spanish version)
- list of staff who have received ELPAC training
- working list for testing new EL students
- copy of student score information on ELPAC, including date enrolled and date tested
- copy of the Primary Language Survey for speakers of other languages: EL4-3
- copy of written parent notification of proficiency results in English and primary language: EL 4-4
or EL 4-5 (Spanish version)
- copy of program descriptions: EL4-6 or EL4-7 (Spanish version)

Placement of Students (EL5)

Legal requirements:

EL5: All English learners shall be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. Note: The individualized education program (IEP) team determines placement of each special education student, regardless of language proficiency. No provision of an IEP requires a parental exception waiver under this section.

EL5a: English learners with less than reasonable fluency in English have been placed in structured English Immersion for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English proficiency at the end of the transitional period, they may be reenrolled unless the parents or guardians object. Note: “Structured English Immersion” or “Sheltered English Immersion” means an English-language acquisition process in an instructional setting where nearly all classroom instruction is in English and the curriculum and its presentation are designed for students who are learning the language. (EC 305, 306 (d); 5 CCR 11301; 34 CFR 300.300, 300.552)

EL5b: English learners with reasonable fluency in English have been placed in an English-Language Mainstream classroom. The district has established criteria to determine when English learners have acquired reasonable fluency (a good working knowledge) in English. At any time, a parent or guardian of an English learner may have his or her student moved into an English Learner Mainstream classroom. Note: Students who have not met the criteria for reclassification shall continue to receive additional and appropriate services that will allow them to meet both their English-language and academic needs. (EC 305, 306 (c); 5 CCR 11301; 34 CFR 300.300, 300.552)

EL5c: English learners who have been granted parental exception waivers are offered an alternative program. Individual schools in which 20 or more students or a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the students to transfer to a public school in which such a class is offered. (EC 305, 310, 311; 5 CCR 11303; 34 CFR 300.300, 300.552; 83 Ops. Cal. Atty. Gen. (3000) 40, 43)

School Site Process: Placement of Students (EL 5)

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Students are initially placed by a locally designated assessment, <i>READ 180 Reading Inventory</i> and standardized test results in ELA and ELPAC scores, along with input from ELD or 8 th grade teacher.	Assistant Principal, Counselor, ELD Teacher	ELPAC results, locally designated assessments, <i>R/</i> results and CAASPP	Upon initial enrollment	Monthly check by the Assistant Principal
EL students who receive a composite score on the ELPAC of levels 1-2 are designated as “less than reasonably fluent in English”. EL students that have an overall score on ELPAC of 3-4 are designated as having “reasonable fluency in English”.	Assistant Principal, ELD Teacher	ELPAC test results, Locally designated assessments (see above)	Upon initial enrollment, annually at the beginning of the fall semester	Monthly check by the Assistant Principal
EL students that have been designated as “less than reasonably fluent in English by ELPAC and confirmed by other established testing criteria* are grouped together in Structured English Immersion classrooms. <i>*using testing listed above</i>	Assistant Principal, counselor	Designated CLAD classrooms, <i>READ 180 curriculum</i>	Upon enrollment, Each Fall and semester	Monthly check by the Assistant Principal, Semester check by the Director of Special Programs
EL students that have been designated as having “reasonable fluency in English” by ELPAC and confirmed by other established testing criteria* are enrolled in the English Language Mainstream program. They will also be enrolled in ELD courses until they can meet the reading lexile or reclassification scores. <i>*using tests listed above</i>	Assistant Principal, counselor	SDAIE classrooms, ELD support class	Upon enrollment, Each Fall and Spring semester	Monthly check by the Assistant Principal, Semester check by Director of Special Programs
Parents are notified of placement recommendations and of their rights to apply for parental exception waivers.	Assistant Principal, Director of SP, Bilingual Program Assistant	Placement program description, explanation of parental waiver process	Within two weeks of placement	Monthly check by the Assistant Principal, Semester check by the Director of SP

Compliance documents needed for this section:

list of class assignments, program designation, teacher certification
dated copy of parent notification letter regarding initial EL student placement and
parents' option choices: EL 4-4 or EL 4-5 (Spanish version)
dated copy of annual parent notification of Language Assessment and program
placement: EL 4-6 and EL 4-7 (Spanish version)
copy of written program descriptions of SEI, ELM and alternative bilingual program
options, translated: EL 4-8 and EL 4-9 (Spanish version)
copy of signed parental exception waiver forms for students enrolled in alternative
bilingual programs: EL 8-1

English Language Learners and Special Education

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Notification:				
All students who have current Individual Education Plans and a Home Language Survey which indicates a language other than English are targeted for initial testing.	Regular teachers Special Education staff (if appropriate through the IEP process)	Same as general education	Same as general education students	Same as for all District Special Programs, Special Education staff, if appropriate, through the IEP process
If the student's cognitive level is such that testing is not appropriate, a decision about ELPAC/and or primary language testing will be made through the IEP process.	Special Education Staff, School Psychologist, Director of Special Programs	Test results, Special education assessments	Same as general education students	Director of Special Programs, Principals
Notification and report of the results will follow the same procedures as for the other students in the district.	Special education staff, Bilingual program coordinator	Same as general education	Same as general education students	EL and Special Education Assistant Principals, Special Education and Director of Special Programs
Placement of students:				
Students with IEP's are eligible for all district services based on ELPAC scores. If reading and writing are part of the student's disability, these services may be provided through the IEP process.	Same personnel that work with the district EL students, Special Education staff (if appropriate) through the IEP process.	Same as general education	Same as general education	EL and Special Education Assistant Principals, Special Education and Director of Special Programs
Instructional Program and Access to Core Curriculum:				
Same as those in general education but appropriate goals relating to any disability are included in the IEP.	Same personnel that work with the district EL students, Special Education staff (if appropriate) through the IEP process.	Same as general education	Same as general education	Principal, Curriculum Facilitators, Special Education staff, Special Education and Director of Special Programs

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Professional growth:				
Special Education staff members are encouraged to earn CLAD certification and will receive the opportunity to participate in SDAIE trainings and EL curriculum trainings.	Same as general education	Same as general education	Same as general education	Director of Educational Services, Director of Special Programs, Principal
Reclassification:				
Multiple criteria will be used to determine a special education student's EL level. The special education staff will be consulted as to whether student language acquisition needs are related to a disability.	EL staff, Special Education staff, Assistant Principal	Same as general education	Same as general education	Assistant Principal, Principal, Special Education and Director of Special Programs
Parental Waivers:				
Parents of Special Education students are accorded the same methods and procedures for requesting waivers as students in general education who qualify as EL.	EL staff, Special Education staff, Assistant Principal	Same as general education	Same as general education	Assistant Principal, Principal, Director of Special Programs
Evaluation and accountability:				
Special Education students will receive the same level and support as general education students. The Special Education staff may deliver the majority of the of the student's educational program, utilizing appropriate curriculum and conferring with ELL staff to ensure appropriate language acquisition is occurring. Appropriate language acquisition objectives will be included in the student's IEP.	Special Education teachers, EL staff members, Assistant Principal	Same as general education	Same as general education	Assistant Principal, Principal, Special Education and Director of Special Programs, Use of the IEP process



Hanford Joint Union High School District English Language Learners Program

Goals of Programs Serving English Learners:

All programs for English learners share the following goals: building academic fluency in the English language and supporting the achievement of grade level academic standards. In accordance with California law, students with lower levels of English proficiency will be placed in a Structured English Immersion Program. Parents have the right to choose the program model that they feel best meets the needs of their children. Parent requests for program changes are reviewed and acted upon immediately.

Program Descriptions for English Language Learners:

Structured English Immersion: Classes are designed for students who are learning English and who are at “less than reasonable fluency in English” in the areas of listening, speaking, reading and writing. Small group instruction is organized around the *Read 180* curriculum and is taught by the district’s English Language Development (ELD) instructors. Activities are designed to give each student a solid start in the process of learning a second language and succeeding academically.

English Language Mainstream: Classes are designed for native speakers of English and for English learners who have acquired “reasonable levels of fluency in English” in the areas of listening, speaking, reading and writing. Instruction is in English. Students who are not yet redesignated as “fluent English proficient” receive instructional accommodations and ELD support through a block reading intervention course or Language Acquisition Support class. This will ensure full access to the curriculum for students who are not yet proficient in English.

Alternative (bilingual) program: Most of the instruction takes place in the student’s primary language. Daily English Language Development instruction is also provided. If parents wish that their student be placed in this type of program, they may apply for a waiver. A bilingual program will be offered if at least 20 waivers for students speaking the same primary language, at the same grade level, have been approved.

» English learners who are receiving Special Education services will be scheduled according to their Individualized Education Program (IEP).

Waiver process:

A parent may apply for a waiver if they would prefer an alternative (bilingual) program of instruction. The student may be eligible for a waiver *if* one of the following applies:

- The student already knows English (Education Code 311(b))
- The student is at least 10 years old (Education Code 311(a))
- The student has special physical, emotional, psychological or educational needs (Educational Code 311 (c))

If a student is not yet fluent in English, he/she must remain enrolled in an English language program for at least thirty days. During this time period, the student's language proficiency and academic achievement will be further assessed. Parents may obtain a waiver from the school site. In order to submit a waiver requesting an Alternative Program, the parent/guardian must come to the school and meet personally with the site principal and complete the form. A waiver committee will review the request and contact the parent. The waiver process is further explained in the district's English Language Learner Master Plan available on the district website and at each school site.

Exit from the English Language Learners Program – Reclassification to Fluent English Proficient:

Upon receipt of ELPAC scores, students scoring at a 4 on the ELPAC will be flagged for possible redesignation. District established criteria that determine that an EL student is working at a comparable level to the average native speaker will be combined with the ELPAC scores and studied by site and district personnel. Parents of those EL students who meet the reclassification criteria will be informed and they will have an opportunity to discuss the program options. Redesignated Fluent English Proficient (RFEP) students will be monitored at the end of each semester for two years to ensure that they continue to work at a comparable level of the average native speaking student.

Important Legal Information:

- »Mainstream placement may be requested by a parent/guardian at any time, regardless of English language test scores.
- »Parents have the right to make arrangements through the school office to visit different classroom programs.
- »If a parent is not in agreement with their student's placement, they have the option to request a change in programs.

For any questions regarding programs and services that are offered in the district, please contact the district ELL department at (559) 583 – 5901. Spanish language translation is available.

Sincerely,

Janice Ede
Director of Special Programs
Hanford Joint Union High School District



Hanford Joint Union High School District Parent Notification for Secondary Program Placement

Date: _____

Dear Parent/Guardian of _____

Based on your response to program options and your student's ELD/ELA scoring, and in accordance with the California Code of Regulation, we will be placing your student in the following class:

Structured English Immersion (SEI)

English Language Mainstream (ELM)

Mainstream English Classroom – regular education program

Alternative Program

Your student begins the program indicated above on _____ (date).

Should you have any questions or concerns regarding your child's placement, please contact the school site administrator or the district office ELL department at (559) 583 – 5901.

Sincerely,

Janice Ede
Director of Special Programs

Instructional Program (EL3)

Legal requirements:

EL3: The district is providing services to English learners to ensure that they are acquiring English-language proficiency and recouping 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 grade nine through 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 (1) demonstrated English-language proficiency comparable to that of the district's average native English speakers and (2) recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EL3a: Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible. (EC 305, 306, 310, 313, 60810-60811, 62002; former EC 52161; 5 CCR 11302; 20 USC 1703 (f); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d. 1030, 1041-1042)

EL3b: English learners will meet the district's content and performance standards for their respective grade levels in core curricular areas. The district may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. The district may choose to concentrate first on teaching English so long as the district subsequently brings students to grade level in all other areas of the curriculum within a reasonable time. The district must have a plan that describes how any academic deficits will be monitored and overcome and by when. Actions to overcome academic deficits must be taken before deficits become irreparable. (EC 306, 310, 62002; former EC 52161; 5 CCR 3942 (3), 11302; 42 USC 2000d; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011; and *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d. 1030, 1041-1042; 34 CFR 300.300, 300.343 (d), 300.346 (a))

**School-site process: Instructional Program
and Access to Core Content at grades 9-12 (EL3)**

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Each EL student will receive daily designated ELD instruction, appropriate to his/her level of proficiency in English until the student is reclassified as Fluent Language Proficient (FEP).	CLAD authorized teachers, ELD teachers	ELD materials	Daily	Monthly check by Principal and or Assistant Principal
EL students are grouped by English proficiency level for ELD. Where possible, numbers permitting, no more than 1 ELD level will be taught in the same classroom setting.	Principal, ELD teachers, Counselors	Designated ELD time within each school day, Adopted curriculum guides and curriculum materials	Beginning of the school year, annually	Monthly check by Principal and or Assistant Principal
EL students receive daily designated ELD instruction based on ELD standards, using designated ELD material.	CLAD authorized teachers, trained in ELD curriculum	Designated ELD time with authorized, ELD trained teachers, Adopted curriculum guides and curriculum materials	Daily, throughout the year	Monthly check by Principal and or Assistant Principal
The progress of EL students in acquiring English Skills is monitored through writing prompts, grades and Reading Inventory throughout the school year (coinciding with progress reports and report cards).	CLAD authorized teachers, trained in ELD curriculum	CFA's, Reading Inventory	Fall, winter and Spring	Principal and or Assistant Principal, ELD teacher
Data from the Reading Inventory and writing prompts are used to make any changes in EL student groupings for ELD class levels.	Assistant Principal, ELD Teachers, Counselors	CFA's, Reading Inventory	Fall, winter and Spring	Principal and or Assistant Principal, ELD teacher
Formal assessment of EL student progress will take place each fall.	Assistant Principal, certified staff, Bilingual Program Assistant	ELPAC assessment materials	Fall, annually	Principal, Assistant Principal, Director of Special Programs
Policy/Procedures	Personnel	Resources	Timelines	Accountability

Data from ELD assessments is kept at the school and district levels and is monitored to ensure sufficient EL student progress in acquiring English proficiency.	Assistant Principal, ELD staff	Illuminate Ed	Fall, winter and Spring	Principal, Assistant Principal, Director of Special Programs
EL students who do not make sufficient progress in acquiring English proficiency are targeted for intervention.	Assistant Principal, Counselor, ELD teacher	District adopted Intervention materials, supplemental materials, tutoring	Throughout the year in intervention class, Summer school	Principal, Assistant Principal, Director of Special Programs
Each EL student will have access to core content through specially designed instruction in English (SDAIE). EL students, ELPAC 1-3, who are grouped in SEI programs will be provided SDAIE instruction in the content areas by a CLAD authorized teacher. EL students at ELPAC levels of 4-5 will receive SDAIE instruction provided by CLAD authorized teachers within the ELM program. EL students in the ELM program that have not been reclassified will continue to receive ELD instruction in a support class.	Principal, Assistant Principal, EL authorized teachers	SEI and ELM programs in EL authorized classrooms, support class, <i>READ 180</i> curriculum	Beginning of the Fall semester, annually	Principal, Assistant Principal, Director of Special Programs
EL students at beginning levels of English proficiency will receive SDAIE instruction from EL authorized teachers and will be provided with primary language support.	Principal, Assistant Principal, EL authorized teachers	EL authorized classrooms, Adopted curriculum guides and materials	Beginning of the Fall semester, annually	Principal, Assistant Principal, Director of Special Programs
If grouping of EL students in the SEI program results in a lack of English speaking role models in the classroom, a plan will be developed for a "mixing time" that maximizes EO and EL student interaction, taking the English proficiency levels of EL students and the language requirements of lessons delivered during this time into consideration.	Principal, Assistant Principal, Site Teachers, Curriculum facilitators	Site Classrooms	Throughout the year	Principal, Assistant Principal, Curriculum facilitators

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Parents of EL students at “less than reasonable fluency in English” who are placed in an SEI program may request that their student be moved to an ELM program. The student will continue to receive SDAIE instruction. <i>Special note: Exchange students, although initially tested in ELPAC, may choose to participate in the ELM program during their time with the HJUHS.</i>	Principal, Assistant Principal, Parents of EL students	Parent Request, District Form	Throughout the year	Principal, Assistant Principal, Director of Special Programs
Progress of EL students in the content areas will be monitored by locally developed assessments at least two times a year (coinciding with report card periods).	Assistant Principal, EL authorized teachers, Counselors	Standards Bases Benchmark assessments and CFA’s in content areas	Fall and Spring semesters	Principal, Assistant Principal, Curriculum facilitators
Formal assessment of the EL students’ academic progress will take place in the Spring on the designated state assessments.	Assistant Principal, EL authorized teachers, Bilingual Program Assistant	State standardized test, Other state testing (i.e. Aprenda 3)	Spring, annually	Principal, Assistant Principal, Director of Special Programs, Director of Educational Services
Data from both formal and locally developed assessments will be kept at site and district levels and will be monitored to ensure sufficient EL student progress in acquiring content knowledge.	Principal, Assistant Principal, Bilingual Program Assistant	, Illuminate Ed	Throughout the year	Principal, Assistant Principal, Director of Special Programs,
EL students who do not make sufficient progress in acquiring grade level content knowledge are targeted for intervention.	Assistant Principal, EL authorized teachers, ELD teachers	Resource materials, tutorial	Throughout the year, Summer school	Principal, Assistant Principal, Director of Special Programs,

School-site instructional program: English Language Mainstream Program, grades 9-12 (EL3)

Assessment Scores	Program	Program Components	Materials
<p>ELPAC levels 3-4,</p> <p>Writing Samples</p> <p>ELD assessments</p> <p>State Test Scores (team will take scores into consideration during placement)</p>	English Language Mainstream (ELM)	<p>ELD</p> <ul style="list-style-type: none"> *Language Acquisition Support Class or English Intervention *One period of instruction daily *Based on ELD Standards *Based on district approved curriculum 	<p><i>Read 180</i></p> <p><i>Supplemental Curriculum</i></p>
		<p>English Language Arts</p> <ul style="list-style-type: none"> *EL authorized teacher *SDAIE *Based on ELA standards *Use of district approved curriculum and materials *Development of reading, writing, listening and speaking skills in a balanced program <p>Collaborative Groups</p>	<p>Level appropriate ELA class curriculum with SDAIE strategies (see district curriculum guides for details)</p> <p><i>Oxford Picture Dictionary</i>, Oxford University Press, Grades 9-12</p>
		<p>Math</p> <ul style="list-style-type: none"> *Based on grade level standards-EL authorized teacher *SDAIE strategies 	CPM Math Curriculum

		<ul style="list-style-type: none"> *Based on grade level standards *Appropriate manipulatives are made available *Cooperative groups 	
		Science <ul style="list-style-type: none"> *EL authorized teacher *SDAIE *Based on appropriate grade level standards *Use of appropriate ELL instructional standards *Based on district approved core curriculum 	<i>Biology: The Dynamics of Life</i> , Glencoe, Grades 9-12 <i>Addison-Wesley Chemistry Fifth Edition</i> , Prentice Hall, Grades 10-12 <i>Physics Principals and Problems: Murphy et al</i> , Merill, Grade 12 <i>Integrated Science 1 and 2 curriculum</i>
		Social Studies <ul style="list-style-type: none"> *EL authorized teacher *SDAIE *Based on appropriate grade level standards *Use of appropriate ELL instructional standards *Based on district approved core curriculum 	<i>World Geography</i> McDougal-Littell Grade 9 <i>United States Government: Democracy in Action</i> Richard C. Remy Glencoe, Grade 12 <i>American Odyssey</i> , Arreola, Deal, Petersen and Sanders, Glencoe Grade 11 <i>World History: The Human Experience/The Modern Era</i> , Farah and Karls Glencoe,

			<p>Grade 10</p> <p><i>Economics Principles and Practices,</i> Clayton Glencoe, Grade 12</p>
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Alternative Program High School (Bilingual)

This program is currently not being offered

This program is designed for Spanish speaking English Learners for whom a current and approved parental exception waiver is on file. The Alternative Program is based on recognized educational research that shows students make an easier transfer into the second language (English) when they have developed strong skills in the primary language (Spanish). In this program students are instructed in their primary language for the content classes required for graduation (Science, History/Social Science and Math). They also receive ELD, English, and Spanish for Spanish Speakers. Electives are taught using SDAIE strategies, taught by B/CLAD and EL authorized teachers. This is an educational approach intended to prepare students to be proficient in grade level subject matter.

Entry Criteria	Program	Goals	Program Components	Materials
*Approved waiver (see waiver requirements on HJUHSD Description of Programs Offered and the district waiver form)	*Alternative	*Progress a level on ELPAC	*Three periods of <i>ELD</i> *Spanish for Spanish Speakers *Grade level appropriate content classes in the primary language *Physical Education	ELD <i>READ 180</i> Math <i>Algebra 1 –Prentice Hall Mathematics, Prentice Hall Spanish edition</i> Foreign Language <i>Tu Mundo: Curso Papa Hispano Hablantes</i> Science Grade level appropriate science class with Spanish supplementals, and/or text Social Science Grade level appropriate science class with Spanish supplementals, and/or text

Parental Exception Waivers (EL8)

Legal requirements:

EL8: 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.

Note: The individualized education program team determines the placement of each special education student, regardless of the student's language proficiency. No provision of an IEP requires a parental exception waiver.

EL8a: Parents and guardians of English learners are notified of the placement of their students in either a structured English-immersion program or an English-language mainstream program on a yearly basis. The schools provide full descriptions of all educational opportunities available to such students, including the opportunity to apply for parental exception waivers. The three types of waivers are for:

- Students who already know English
- Older students (10 years and older)
- Students with special needs (physical, emotional, psychological, or educational)

(EC 305, 306, 310, 311, 48985; 5 CCR 11303; 34 CFR 300.300, 30.552; 83 Ops. Cal. Atty. Gen (2000) 40, 42-43)

EL8b: The district shall act on all parental exception waivers by following the district's policy and procedures. These include:

1. Timelines that are consistent with state regulatory provisions
2. Availability of alternative program(s), that do not exclusively consist of courses taught only in English
3. Reason for denials; the reasons for denial must be in writing and individually determined
4. Appeal of denials

A district's policy and procedures must ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement. (EC 305, 306, 310, 311; 5 CCR 11303; 34 CFR 300.300, 300.552; 83 Ops. Cal. Atty. Gen. (2000) 40, 43-44)

School Site process: Parental Exception Waivers (EL8)

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Upon registration of their student, and annually thereafter, parents will receive a written explanation of the program options available to them. This written information shall contain a description of each program option and its corresponding goals, in addition to a list of the materials used in the programs. A copy of the program descriptions will be available in the course guide.	Principal, Assistant Principal, Bilingual Program Assistant, Counselor	Parent notification letter, District course guide	Within the first two weeks of school (fall or when an EL student enrolls)	Principal, Assistant Principal, Counselor, Director of Special Programs
Bilingual personnel will be available to parents who are not able to read the written descriptions to ensure full understanding of the available program options.	Bilingual teachers, counselors, classified staff, Bilingual Program Assistant,	Translated parent communications	Within the first two weeks of school (fall or when an EL student enrolls)	Principal, Assistant Principal, Counselor, Director of Special Programs
Parents will be notified in writing that they have the option to apply for a waiver if they wish that their student receive primary language instruction; the waiver process will be described.	Principal, Assistant Principal, Bilingual Program Assistant, Counselor	Parent notification letter	Within the first two weeks of school (fall or when an EL student enrolls)	Principal, Assistant Principal, Counselor, Director of Special Programs
EL parents of continuing students will be notified of the recommendation for the students' program placement. This notification will contain the written program information named above. Parents will be notified within two weeks of any change of placement throughout the school year.	Principal, Assistant Principal, Bilingual Program Assistant, Counselor	Parent notification letter	Within the first two weeks of school, annually	Principal, Assistant Principal, Counselor, Director of Special Programs

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Bilingual personnel will be available to parents with questions about the written program information they receive.	Bilingual teachers, counselors, classified staff, Bilingual Program Assistant,	Translated parent communications	Throughout the school year	Principal, Assistant Principal, Counselor, Director of Special Programs
Parents who apply for a parental exception waiver must come to the school site on an annual basis to complete the form.	Principal, Assistant Principal, Counselor	Waiver forms	Within the first 30 days of school, annually	Principal, Assistant Principal, Director of Special Programs
A team made up of site and district personnel will approve or deny a parental exception waiver signed by the parents.	Principal, Assistant Principal, Director of Special Programs	Waiver form, Parent notification letter	Within 10 days of signed request	Principal, Director of Special Programs
If a waiver is denied, a written explanation will be sent to the parents within ten days, explaining the reasons contributing to the denial.	Principal, Assistant Principal, Director of Special Programs	Parent notification letter, Placement form	Within 10 days of signed request	Principal, Director of Special Programs
If a waiver is approved and twenty approved waivers have been received, the district <i>may choose</i> to offer a bilingual class in the district.	Director of Ed Services Director of Special Programs, Principal	EL authorized certificated staff	After 30 days of EO instruction, (classes to be determined for the start of the fall annually)	Assistant Superintendent, Director of Special Programs, Principal
Newly enrolled EL students, with approved parental exception waivers will be enrolled for 30 days in EO program and the steps will be followed as outlined above.	Principal, Counselor, Director of Special Programs	EL authorized certificated staff	30 school days	Principal, Assistant Principal, Director of Special Programs
Policy/Procedures	Personnel	Resources	Timeline	Accountability
If a parental exception waiver is denied, parents have the right to appeal the decision to	Superintendent, Assistant Superintendent			Superintendent, School Board

the district superintendent and the school board.				
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Compliance documents needed for this section:

copy of written notification to parents regarding placement of child in a particular instructional
setting: EL 8-1
copy of written parental notification describing all program options
copy of waiver application
documentation of waiver requests and action taken

Staffing and Professional Growth (EL6 and 7)

Legal requirements:

EL6: The district shall ensure that all teaching personnel assigned to provide instruction, as described in the previous section (EL3), are qualified to provide the instructional services to English learners.

EL6a: An adequate number of qualified teachers have been assigned to implement the required English language development instruction for each English learner. Upon documentation of a local shortage of qualified teachers to provide English language development instruction, the district has adopted and is implementing interim measures to remedy the shortage. (EC 305, 306, 44253.1, 44253.2, 44253.3, 44253.10; 5 CCR 11302; 20 USC 1703 (f); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1011; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d. 1030, 1041-1042)

EL6b: An adequate number of qualified teachers have been assigned to provide access to core curriculum instruction thereby ensuring an equal educational opportunity for each English learner. Upon documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage. (EC 305, 306, 44253, 44253.1, 44253.2, 44253.3, 44253.10; 5 CCR 11302; 20 USC 1703 (f); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1011; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d. 1030, 1041-1042)

EL7: The district provides an adequate in-service training program which results in qualifying existing and future personnel to provide appropriate instructional services to English learners.

District and site-level procedures: Staffing and Professional Growth (EL6 and 7)

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Sufficient number of CLAD certificated teachers will be assigned in core subject areas at each high school site. Only EL authorized teachers will instruct EL students.	Superintendent, Director of Administrative Services		Each school year	Superintendent, Director of Administrative Services, Principal
EL students are grouped for ELD instruction by proficiency levels, obtained through diverse testing. <i>*see student placement</i>	Principal, Assistant Principal, ELD teachers, EL authorized teachers	CLAD classrooms	Each School year	Principal, Assistant Principal, Director of Special Programs
EL students receive core content instruction from EL authorized teachers. Students at levels 1-3 will not be mixed with students at levels 4-5, whenever possible.	Principal, Assistant Principal, ELD teachers, EL authorized teachers	EL authorized teachers and SEI classrooms	Each School year	Principal, Assistant Principal, Director of Special Programs
Professional development opportunities and training events for ELD and/or SDAIE instruction will be made available to staff.	Director of Administrative Services, Director of Special Programs, Principal Academic Coaches	District trainings, Professional development through TCOE and KCOE	Each school year	Director of Administrative Services, Director of Special Programs, Principal, Curriculum of Educational Services

Compliance documents needed for this section:

copy of the CDE approved English Learner staffing plan
 sample of district notification(s) to teachers regarding training and authorizations required for their teaching assignments with EL students
 copy of each teacher's authorization or training agreement for those teachers newly hired to provide instruction to EL students
 forms signed by teachers who do not currently possess appropriate certification that show intent to get appropriate training and certification within two years
 records of EL staff development for all educational personnel (teachers, paraprofessionals, counselors, administrators) for the current year
 documentation of participation (sign-in sheets, certificates for course completion) for training

Reclassification (EL1)

Legal requirements:

EL1: Each English learner who meets the established multiple reclassification criteria is reclassified as fluent English proficient (FEP). Each former English learner who has been reclassified as FEP has demonstrated English language proficiency comparable to that of the average native English speakers; he or she can participate equally with them in the school's regular instructional program.

Note: Once students are identified as English learners, in order to be designated Fluent English Proficient (FEP), they must demonstrate proficiency in established reading, writing, listening, and speaking standards comparable to the proficiency of average district students of the same age or grade whose primary language is English. (EC 313, 60810-60811, 62002; former EC 52164.6; 5 CCR 4306; *Castañeda v. Pickard* (5th Cir. 1981) 648 F. 2d 989, 1009-1011; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F2d. 1030, 1041-1042)

School-site process: Reclassification (EL1)

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Upon receipt of the ELPAC scores, students scoring at the Overall (4) level will be flagged for possible reclassified.	Assistant Principal, Bilingual Program Assistant	ELPAC scores, Possible Reclassification list	Within 30 days of receiving ELPAC scores and the receipt of scores of new students, A Spring review of newly released ELPAC scores	Principal, Assistant Principal, Director of Special Programs
District established criteria, determining that the EL student is working at a comparable level to the average native speaker will be combined with ELPAC scores and studied by a reclassification team consisting of site and district personnel. The parent of the student will also be invited to participate.	Assistant Principal and ELD teacher, EL authorized teacher, Director of Special Programs, Parent/guardian of Student, Bilingual Program Assistant	ELPAC scores, Classroom performance and grades, Standardized test results, Reclassification form	August/September of each year, January/February of each year	Principal, Assistant Principal, Director of Special Programs
Parents of EL students who meet the established criteria will be officially notified by letter of the change of status and placement. Parents will be given a further opportunity to respond to the decision.	Assistant Principal, Director of Special Programs, Bilingual Program Assistant	Reclassification letter, Reclassification form	August September of each year, January/February of each year	Principal, Assistant Principal, Director of Special Programs
RFEP students will be monitored at the end of each semester for two years to ensure that they continue to work at a level comparable with average native English speakers. The monitoring form for RFEP students will be filled out and monitoring will begin.	Assistant Principal, Counselor	Illuminate, Monitoring Follow-up form	Fall and Spring semester yearly	Principal, Assistant Principal, Director of Special Programs

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Students whose grades fall below a “C” in core subjects will receive appropriate intervention.	Assistant Principal, Counselors	Illuminate, Monitoring Follow-up form	Fall and Spring semester yearly	Principal, Assistant Principal
EL students who do not maintain grade level comparable academic achievement will qualify for and receive specific interventions. Parents will be consulted when the intervention plan is drafted.	Assistant Principal, EL authorized teachers, counselors	Interventions and student monitoring files, Illuminate data system, Teacher input, SES tutoring	Throughout the year	Principal, Assistant Principal, Director of Special Programs
If the EL student consistently fails to attain comparable grade level academic achievement, he/she will qualify for intervention services immediately. Parents will again be consulted if the situation occurs.	Assistant Principal, EL authorized teachers, Certificated staff, Counselors	Illuminate Teacher input	Throughout the year	Principal, Assistant Principal, Curriculum Facilitators, Director of Special Programs,
EL students receiving special education services will be reclassified based on alternative criteria, and will be part of an IEP meeting.	Assistant Principal, Special Education teachers, ELL and SPED Director, parents school psychologist	IEP, CDE guidelines and regulations	Annually	Site Assistant Principal, Special Education teachers, ELL and SPED Director, School Psychologist

Compliance documents needed for this section:

copy of reclassification form for each EL student: EL1-1

copy of letter sent to the parent or guardian: EL1-2

copy of reclassification review notes and decision

list of former EL students reclassified within last 12 months

documentation of results indicating performance in core curriculum of former EL students reclassified to FEP

grades; ELPAC scores

monitoring file: EL1 – 3

reclassification follow-up form: EL1 - 4

Parent input before reclassification takes place (written, phone call or face to face)

**Hanford Joint Union High School District
English Language Learner
Reclassification Form**

SCHOOL YEAR ____ / ____

Student Name: _____ DOB: _____

School: _____ Grade: _____

Student's Primary Lang: _____ Id#: _____

Person making the Referral: _____

LAS/ELD Teacher: _____

Prior to reclassification to Fluent English Proficient, each English Language Learner must meet district-developed, state-approved criteria. This form is to be completed for each student considered for reclassification and then submitted to the Director of ELL.

	STANDARD	DOCUMENTATION
#1 Basic Skills	SRI- Grade 9-10- minimum 850 lexile Grade 11-12- minimum 1000 lexile DRP- Grade 10-12 minimum score of 48	SRI passing date and score 9-10 _____ 11-12 _____ DRP passing date and score _____
#2 English Language Proficiency	ELPAC Overall score must be Upper Bridging (4)	OVERALL PROFICIENCY LEVEL: _____ Date of current ELPAC test: _____
#3 Teacher Evaluation	REPORT CARD <ul style="list-style-type: none"> Grades: At or above grade level and minimum of "C" in academic areas on most recent report card <i>If there are any deficits, the following must also be met:</i> Teacher agrees that student is performing successfully in these academic areas or that any incurred deficits are due to factors unrelated to English language proficiency. This refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.	Current Grade Report meets criteria. _____ Reviewer Date of Report Card OR, IF ANY DEFICITS: I verify that this student met this criteria: _____ Teacher/Subject Date
#4 Consultation with Parent/Guardian	_____ Parent Signature If no signature is obtained, provide description of consultation:	
#5 Recommendation	____ Student has met all of the criteria necessary for reclassification. Reclassification is effective immediately. ____ Student has not met all of the criteria necessary for reclassification, and is not recommended for reclassification at this time. _____ Principal/Designee Date _____ Director of EL Date	

Begin a reclassification follow-up form and folder on date of reclassification

DATE-

DIRECTIONS: The academic progress of reclassified students must be monitored for two years following reclassification. (FPM EL 14.2) Please review information on this form, complete all sections, sign, and place original in EL folder. Keep a copy for your records and send a copy to parent(s).

I. Demographic Information

Student Name: _____
Language: _____

School:
Reclassification Date:

Grade: _____
Counselor: _____

ID Number:
GPA:

		School Year: <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2		ELA	Mathematics
State Assessment- grade 11	Year: Scale Score/Prof Level: 366				
	FALL		SPRING		
Report Card	ELA: Math:	ELA: Math:			
Units Completed					
A review of this report indicates that this student's academic progress...	Check One <input type="checkbox"/> is satisfactory* <input type="checkbox"/> is NOT satisfactory**	Check One <input type="checkbox"/> is satisfactory* <input type="checkbox"/> is NOT satisfactory**			
Area(s) of Need and Planned Interventions:	<input type="checkbox"/> None <input type="checkbox"/> See attached Catch-Up Intervention Plan	<input type="checkbox"/> None <input type="checkbox"/> See attached Catch-Up Intervention Plan			
Parent Notification:	<input type="checkbox"/> I have reviewed my child's academic progress indicated above. <input type="checkbox"/> I would like a conference to discuss this information.		<input type="checkbox"/> I have reviewed my child's academic progress indicated above. <input type="checkbox"/> I would like a conference to discuss this information.		

* is satisfactory

GR 9-12 REPORT CARD GRADE A,B or C
High School Student passed CAHSEE

****is NOT satisfactory****

GR 9-12 REPORT CARD GRADE D or F
High School Student did not pass CAHSEE

1st Monitoring Period Signatures

Parent	
Teacher	
ELL Specialist/Counselor/Other	
Administrator	

2nd Monitoring Period Signatures

Parent	
Teacher	
ELL Specialist/Counselor/Other	
Administrator	

- ☐ R-FEP Follow-up
- ☐ ELL Monitoring
- ☐ Other _____

Hanford Joint Union High School District

Catch-up Intervention Plan

Language Review Team

Today's Date: _____

Student: _____

Grade: _____ Birthdate _____

Student ID _____

School: _____ Counselor/ Teacher: _____ Follow-Up Meeting Date _____

Current Program Eligibility (check if applicable):

_____ Title I

_____ Title III

_____ Migrant Education

_____ Special Education

_____ Other (Identify)

Interventions already in place _____

Date	Area of Concern/ Present Level of Performance	Performance Target	Interventions (Materials, Instructional Strategies, Assessment(s), classes, tutoring, interventions, etc.)	Action By

Parent/Guardian _____

Student _____

Counselor _____

District and school site systems: Evaluation and Accountability (EL2)

Legal requirements:

EL2: The district has established a process and criteria to determine the effectiveness of the program(s) provided to English learners.

EL2a: The district has a way to demonstrate that the practices, resources, and personnel actually used at each high school in the district effectively implement the district's program(s) for English learners. (EC 305, 306, 310; 5 CCR 11301; 20 USC 1703 (f); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d. 1030, 1041-1042)

EL2b: The evaluation process includes the following:

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

(EC 305, 306, 310; 5 CCR 11301; 20 USC 1703 (f); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d. 1030, 1041-1042)

District and School-Site Systems: Evaluation and Accountability (EL2)

Program Implementation

Policy/Procedures	Personnel	Resources	Timeline	Accountability
Both site and district office personnel are held accountable for implementing the district's program for English Learners.	Principal, Assistant Principal, EL authorized teachers, Counselors	EL Master Plan	Each school year	Director Special Programs, Principal, Curriculum Facilitators
School Sites:				
All EL student records (testing, copies of communication with parents, grades, etc) will be kept in a language development folder or electronically in Illuminate Ed.	Assistant Principal, Counselors, Teachers	EL folder	Initiated when the student enrolls and updated each year.	Principal, Assistant Principal
All reclassified students will be monitored for success for the course of the two-year monitoring period. The counselor will fill out the form each semester and keep it on file for 2 years from the reclassification date.	Assistant Principal, Counselors, Teachers	Monitoring folder and form	Initiated when student is reclassified	Principal, Assistant Principal
An ELAC committee will be established at each site. Members of the committee will meet a minimum 4 times a year to elect and train officers and discuss current EL trends, issues, attendance, fiscal matters and other areas of concern (see the ELAC Administrator's binder for further detail).	Principal, Assistant Principal	ELAC Administration Binder, Site ELAC bylaws	Four times a year, See bylaws	Principal, Assistant Principal

Policy/Procedures	Personnel	Resources	Timeline	Accountability
A site Assistant Principal will be designated to gather and monitor EL student records, coordinate EL testing, advise teachers and the principal about EL student progress, and serve as a liaison to teachers, the ELAC committee and the principal.	Principal, Assistant Principal		Selection at the beginning of each school year	Principal, Director Special Programs
Each site Single Plan for Student Achievement will address English Language Learners. The plan will be submitted to the the Director Special Programs.	Principal, Assistant Principal, Teachers, Parents		Updated yearly	Director Special Programs, Principal
The site principal will monitor EL student placement in classes and groups, ensure appropriate teacher authorizations, visit classrooms regularly to monitor ELD and SDAIE lesson implementation, attend ELAC meetings as possible, and ensure implementation of school and district plans to meet the language and academic needs of EL students.	Principal, Assistant Principal		Throughout the year	Director Special Programs, Principal
Twice a year, reports will be developed by the principals and assistant principals in regards to the progress of EL students in language and academics. These reports will be analyzed for successful progress towards agreed upon benchmarks. Concerns will be brought to the attention of the Leadership Team.	Principal, Assistant Principal, Counselors	Data collection shared at the Principal's meetings	Twice a year	Director Special Programs
Policy/Procedures	Personnel	Resources	Timeline	Accountability
Concerns generated in regards to lack of teacher	Assistant Principal,		Throughout the year	Superintendent, Director

follow-through on authorizations will be brought to the attention of the Principal. If concerns are not handled successfully at the site, the Director Administrative Services will be involved.	Counselors			Administrative Services, Principal
Implementation of the EL Master Plan	Principal, Assistant Principal, Counselors, Certificated staff		Throughout the year	Principal, Director Special Programs, Director Administrative Services, Superintendent
The site Assistant Principal will hold bi-monthly meetings with site EL staff regarding the EL program implementation and other EL issues. A summary of these meetings will be shared with the Director of Special Programs.	Principal, Assistant Principal, Counselors, EL staff	Report forms, Agendas, minutes	Bi-monthly	Principal
District Office:				
All EL student information will be recorded in the district's data system and will be available for the individual sites to input and download information.	Principal, Assistant Principal, Bilingual Program Assistant, Testing secretary, Director of Technology	Illuminate Ed data system, CALPADS, R-30 Language Survey Report	Throughout the year	Assistant Superintendent, Director Special Programs, Technology Dept., Director Educational Services
The Director of Special Programs will hold meetings with the site principals to discuss district	Director Special Programs, Principal,	At Principal meetings and Manager's Retreat	January, May/June	Director Administrative Services, Director Special

and site level plans for language and other academic instruction for EL students.	Assistant Principal			Programs
The principal will regularly monitor implementation of EL programs. Schools with serious difficulties in implementing required EL services will be asked to write an "action plan" with agreed upon timelines for program implementation.	Director Special Programs	Regular visitation times	Twice a year or more	Superintendent
Implementation of the EL Master Plan	Director Special Programs, Principal, Site Administration and Certificated staff, Counselors		Throughout the year	Superintendent, Director of Education Services, Director Special Programs
The Director of Special Programs will make an annual report to the School Board on the language and academic progress of EL students.	Director Special Programs, Site Administration	Student data	Once a year	Superintendent, School Board
District-wide training will be provided for the administrative staff on the EL Master Plan components and forms.	Director Special Programs		Mangers Retreat, training days,	Director Special Programs
Policy/Procedures	Personnel	Resources	Timeline	Accountability
District sponsored training will be provided for teaching staff in the following areas: Master Plan components, CLAD training SDAIE strategies Sound teaching practices	Principal, Assistant Principal, Academic Coaches Director Special Programs, TCOE, KCOE	Staff development dates, Training staff	Throughout the year	Director Special Programs, Director Educational Services

Program Effectiveness

Policy/Procedures	Personnel	Resources	Timeline	Accountability
EL student expectations:				
EL students will grow at least one level in English language ability each year, as measured by the CELDT exam. In 2017-18, The ELPAC will start to be utilized	EL authorized teachers, site testing secretary	Designated ELD time, High quality instruction, Appropriate materials, CELDT, AERIES data	Throughout the school year	Principal, Director Special Programs
EL students who enroll in the district in grade nine will reach academic grade level expectations by the end of 10 th grade.	EL authorized teachers	SDAIE instruction, Interventions as needed, Grade level assessments, Illuminate data	Throughout the school year	Principal, Assistant Principal, Director Special Programs
Numbers of EL students meeting reclassification criteria will be reported annually, and by length of time they have been enrolled in the district.	EL authorized teachers Principal, Assistant Principal	Reclassification criteria and forms, Illuminate data	Official CELDT results	Director Special Programs
EL students who enroll in the district without reaching reclassification status will be enrolled in ELD instruction using READ 180 and an extra intervention period to assist them with basic skills knowledge. Other core curriculum will be delivered with language assistance. Additional intervention help will be available through an after school tutorial program or as needed.	EL authorized teachers, CLAD teachers	SEI Program interventions, <i>READ 180</i> materials	One year	Principal, Assistant Principal, Director Special Programs
Policy/Procedures	Personnel	Resources	Timeline	Accountability
All EL students will participate in standards based ELD lessons based on their level of proficiency in English until they are reclassified as FEP.	CLAD teachers, site counselors	ELD/ELA standards checklist ELD materials, Grouping by proficiency	Throughout the year	Principal, Assistant Principal, Director Special Programs
EL students at Beginning – Early Intermediate levels of fluency in English will receive primary language support/interventions in the content areas.	EL authorized teachers	Tutorials, Intervention periods, bilingual aides	Minimum of one year	Principal, Assistant Principal, Curriculum Facilitators, Director Special Programs

EL students at the Beginning - Intermediate levels of Fluency in English will receive SDAIE instruction in the content areas that addresses grade level standards.	EL authorized teachers, CLAD teachers	SEI program, Supplementary materials Language Assisted curriculum with SDAIE strategies	Throughout the year	Principal, Assistant Principal, Curriculum Facilitators, Director Special Programs
EL students at the Intermediate – Advanced levels of fluency in English will receive grade level instruction in content areas with SDAIE support as needed. They will also continue to receive ELD support in a Language Acquisition support class or within English Intervention.	EL authorized teachers, CLAD teachers	ELM program, Supplementary materials, Language Acquisition Support Class and English Intervention	Throughout the year	Principal, Assistant Principal, Curriculum Facilitators, Director Special Programs
EL students who fall behind designated benchmarks in the content areas will receive intensive interventions to help them catch-up to grade level standards and expectations.	EL authorized teachers, CLAD teachers, Counselors	Interventions: During the school day, After school tutorial, Summer school	Throughout the year	Principal, Assistant Principal, Curriculum Facilitators
EL student language and academic progress will be formally assessed once a year and will be reviewed by the site and district office. These results will be disaggregated by EL proficiency, grade and length of time in the district and will be shared with EL staff and administrators.	EL authorized teachers, Assistant Principal, Bilingual Program Assistant, Director Special Programs	Assessments, Grades, Data system	throughout the year	Principal, Assistant Principal, Director Special Programs
Policy/Procedures	Personnel	Resources	Timeline	Accountability
Teacher expectations:				
All teachers working with the EL students in the content areas will hold the appropriate credentials.	EL authorized teachers, SBI 1969/395	Training Opportunities	Ongoing	Director Education Services, HR Administrative Assistant, Director Special Programs, Principal
Teachers with significant difficulties in showing EL student progress are targeted for intervention and further training	Principal Academic Coaches	Academic Coaches, Training	Throughout the year	Director Education Services, Principal

by the site principal. Principals will work with teachers having difficulties and, if adequate progress is not made, district policies and procedures will be implemented.		Opportunities		
School expectations:				
Schools evidencing significant difficulties in showing EL student progress will be targeted for district intervention and in-service training. A study will be made by district staff of the issues involved in the school's lack of EL student progress. Program plans, teaching strategies, teacher authorizations, available resources and additional funding will be considered.	Principal, Assistant Principal, Director Special Programs	District intervention plans	Throughout the year	Director Education Services, Principal

Compliance documents needed for this section:

copy of language development folder for each EL student
 copy of individual EL student database record form
 documentation that EL students are learning English
 documentation that EL students are achieving academic subjects at levels comparable to EO students

Parent Advisory Committees (EL9)

Legal requirements:

EL9: The district and school sites, as required, have functioning English Learner Advisory Committees meeting all legal requirements.

EL9a: Whenever 21 or more English learners are enrolled at a school site, the site has a functioning English Learner Advisory Committee (ELAC) on programs and services for English learners. The ELAC has met *all* of the following requirements:

1. Has been elected by the parents or guardians of English learners at the school site
2. Has advised the principal and staff on:
 - a. Development of a detailed school plan for English learners submitted to the governing board
 - b. Development of the school's needs assessment
 - c. Administration of the school's language census (R-30)
 - d. Efforts to make parents aware of the importance of regular school attendance
3. Has had an election of members in which all parents of English learners have had an opportunity to vote and in which the parents or guardians of English learners elect the parent members of the committee
4. Has had the opportunity to elect at least one member of the district's English Learner Advisory Committee or has participated in a proportionate regional representation scheme when there are 31 or more parent 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 out their legal responsibilities (EC 62002.5; former EC 52168, 52176; 5 CCR 4312)

EL9b: Whenever 51 or more English learners are enrolled in a district, the district has established a functioning District English Learner Advisory Committee (DELAC) on programs and services for English learners or a subcommittee of an existing district committee. The DELAC has met *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 English Learners, taking into consideration the school site plans for English Learners
 - b. Conducting a district wide needs assessment on a school-by-school basis
 - c. Establishment of a district program, goals, and objectives for programs and services for English Learners
 - d. Development of a plan to ensure compliance with applicable teacher or aide requirements
 - e. Administration of the language census (R-30)
 - f. Review of and comments on the written notification of initial enrollment as required in 5 CCR 11303(a)
 - g. Review of and comments on any related waiver request
 - h. Review of and comment on the district's reclassification procedures
2. Has received training materials, planned in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities. (EC 3305(a), 62002.5; former EC 52168, 52176; 5 CCR 4312m 11303(a)).

Compliance documents needed for this section:

- ☐ copy of minutes and agendas for site and district meetings
- ☐ membership list for site and district committees
- ☐ copy of bylaws for site and district committees

Funding (EL10)

Legal requirements:

EL10: Adequate basic resources are available for English learners. 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.

EL10a: 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. The provision of such general fund resources is not contingent on the receipt of state or federal categorical aid funds. (Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1013)

EL10b: EIA-LEP funds are used to meet the academic needs of English learners. These funds supplement, but do not supplant, existing resources at the site. (EC 305, 54032, 62002; former EC 52161, 52168, 5 CCR 4320)

Policy/ Procedures	Personnel	Resources	Timelines	Accountability
See above	Director of Business, Director of Special Programs, Director of Ed Services	General Fund, Title III LEP funds	Each School Year	Director of Business, Director of Special Programs, Director of Ed Services

Compliance documents needed for this section:

copy of the LCAP
copy of the SPSA

Terminology used in English Language Learners Education

Appendix 3: California's Designated Primary Language Test that measures academic achievement in reading, language, and math. The purpose of the test is to assess students in their primary language (Spanish) who have been in the system 12 months or less (current title of test as of June 2007, subject to change as revisions are released from California Department of Education).

CDE (California Department of Education): This is the department that oversees the school districts in the state of California.

CLAD (Cross-cultural Language and Academic Development): This is credential or certificate which authorizes the holder to teach ELD and SDAIE.

CPM (Categorical Program Monitoring): This is a self-monitoring process that is conducted by the district to ensure that categorical funds are spent according to the laws and guidelines that have been put in place. Every four years a team from the state will monitor a school site to confirm the self monitoring process.

DELAC (District English Learner Advisory Committee): This is the district advisory committee for parent representatives from each school in district.

EIA (Economic Impact Aid): Supplemental State funding used that is used for ELL programs and/or SCE programs.

EL authorized: Certificated staff that holds a certification that authorizes them to work with EL students.

EL, ELL (English Learner or English Language Learner): These students are often also called Limited English Proficient, LEP, students). ELL is the Federal designation.

ELA: English Language Arts

ELAC (English Learner Advisory Committee): This is an advisory committee for parent representatives at a school site.

ELD (English Language Development): Sometimes this is also referred to as English as a Second Language (ESL) instruction.

ELD Standards Progress Profile: A form on which to document the progress of English learners as they encounter and master the content standards of English Language Development

ELM: English Language Mainstream

ELPAC: English Language Proficiency Assessments for California

English Fluency: English language proficiency on state-designated assessment instruments.

English Language Development: ELD is a specific curriculum that addresses the teaching of English as a second language according to the level of proficiency of each student. ELD must be part of the daily program for every LEP/EL student.

English Language Mainstream Program: In this program students are placed directly into an English instructional program usually without primary language support. EL students receive ELD instruction from the classroom teacher until they are redesignated. Core content is taught in English using SDAIE methodology. Teachers who instruct EL students, even in the Mainstream Program, must be appropriately certified.

English Learner, English Language Learner or Limited English Proficient: EL, ELL or LEP is used to identify a student who is not currently proficient in English and whose primary language is not English. This designation is determined by a state-approved assessment.

EO: English-Only student.

ESL: English as a Second Language.

FEP (Fluent English Proficient): These are students with a home language other than English, whose oral and written English skills approximate those of native English speakers.

HLS (Home Language Survey): This is required to be completed by all students in K-12 California public schools at registration to determine language of instruction.

IEP (Individualized Education Plan): This plan specifies the goals, objectives, and programs for a special education student and identifies the qualifying condition(s) that need to be addressed.

IFEP (Initial Fluent Proficient): These are students who have marked on their HLS that a language other than English is spoken in the home, been tested in ELPAC for the first time and found to be fluent.

Intermediate Fluency: These students function in normal conversation but lack sufficient academic language to compete with native English speakers (ELPAC Level 3).

Language Acquisition: Language is acquired through a natural process and progresses through predictable stages.

LEA (Local Education Agency): This is the local school district.

LEP (Limited English Proficient): This is a student who has not developed the English language skills (speaking, reading and writing) necessary to succeed in English at a level equivalent to English Only students of the grade level.

Mainstream English: This model, designed for students with reasonable fluency, provides all instruction in English with additional and appropriate services as needed.

Master Plan for English Learners: Compilation of district policies, procedures, program options, and forms used to guide the placement and progress of English Learners and to support parental involvement.

OCR (Office for Civil Rights): This federal agency oversees the protection of citizens with disabilities or handicaps that impair their equal access to federally funded programs and equal participation within these programs.

Paraprofessional: A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-established assessment and is fluent in both English and another language.

Primary Language (L1): The first language the student learns to speak at home or the most-often spoken language.

Primary Language Support: The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

R-30 Language Census Report: A state-required annual census of each K-12 public school which reports the numbers of LEP and FEP students, staffing information, students redesignated, and the services provided to them. This is also called the SNOR Report.

Reclassification (or Redesignation): When a student has met all the district criteria, he/she is reclassified from EL to Fluent English Proficient (FEP) student. (See EL1)

R-FEP: Reclassified Fluent English Proficient.

SCE: State Compensatory Education.

School Psychologist: A person who holds a Master's Degree and a Pupil Personnel Services Credential with specialization in School Psychology. A Bilingual School Psychologist has documented professional proficiency in a second language and/or holds a Bilingual Certificate of Competence in Assessment (BCCA). The school psychologist can administer a psycho-educational assessment.

SDAIE (Specially Designed Academic Instruction in English): SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to LEP/EL students with intermediate fluency. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners.

SEI (Structured English Immersion Program): The Structured English Immersion Program is identified as an English Language acquisition process for students in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for students who are learning the language. Students will be taught subjects “overwhelmingly,” but not exclusively, in English. Students can be re-enrolled in the Structured English Immersion Program if they do not acquire a “good working knowledge of English” in one year.

SPSA (Single Plan for Student Achievement): This plan is written every year with the input of parents, students and staff, to guide the school and prioritize programs that will utilize categorical funds to help students attain academic success. All Single Plans for Student Achievement are presented to the school board for approval.

SIP: School Improvement Plan

Title III: These are federal funds given to districts to carry out the provisions listed in the act to facilitate language instruction for limited English proficient students and immigrants.