

Rescue Union School District

“Together We Make A Difference”

MASTER PLAN HANDBOOK FOR ENGLISH LANGUAGE LEARNER EDUCATION



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Goal

The Rescue Union School District shall offer programs and services to each eligible English Language Learner enrolled in kindergarten through grade eight. The goals of the RUSD English Language Learner (ELL) Program are to:

- develop fluency in comprehending, speaking, reading, and writing English in each student whose primary language is not English as quickly and efficiently as possible
- ensure access to the core concepts of the curriculum through special instructional methods and primary language when necessary and possible
- promote positive self-concepts and cross-cultural understandings by and for all students
- provide equal opportunity for academic achievement by offering effectively implemented programs based on sound theory that result in students' English fluency, English literacy, and opportunity to learn core curriculum

In addition the RUSD is committed to providing for the qualification of existing and future personnel in the instructional and cross-cultural skills necessary to serve English learners.

Acknowledgements

It is with great appreciation that we present this revised and updated English Learner Master Plan to our Rescue Union School District (RUSD) Board on the 14th day of September, 2010. RUSD is indebted to our District English Learner Advisory Committee (DELAC) and to all of our English Learner families who have collaborated and volunteered to review our policies for their students and advise RUSD with their input. A special thank you goes out to the following DELAC members who met as a sub-committee to go over our EL Master Plan on May 17, 2010:

*Gloria Padilla
Leticia Lopez
Librado Gomez
Margarita Gomez
Ramona Hernandez
Norma Pettit
Liz Ulmer*

We are ever grateful to our RUSD Governing Board who serves us all:

*Nancy Brownell Ellen Driscoll
Susanna George Serena Posner
Erike Young*

I. Involvement

PARENT ADVISORY COMMITTEES

As required, the district has a functioning District English Learner Advisory Committee (DELAC), and school sites who have 21 or more English Learners have English Learner Advisory Committees (ELAC) meeting all legal requirements.

RUSD strongly supports the involvement of all parents, including parents of EL, in the educational process of their children. Research continues to show evidence of benefits that parent involvement brings to the academic achievement of students.

District English Learner Advisory Committee (DELAC)

The California Department of Education requires that districts having **51 or more English Learners** must form a functioning advisory committee to represent all English Learners. RUSD has a DELAC which **meets three or more times per year**. The purpose of the DELAC is to:

- advise the district on the development of district procedures and policies for English Language Learners
- conduct on-going review of the district Master Plan and recommend modifications in the plan to reflect changing needs and priorities
- take other actions as required by the Education Code.
- Have opportunity to elect one or two members from each ELAC and/or school

School English Learner Advisory Committee (ELAC)

Each school site with **21 or more English Learners** must form a functioning English Learner Advisory Committee or subcommittee of an existing advisory committee. In order to combine ELAC with the School Site Council or existing committee, the school must have established a functioning ELAC prior to this committee. Minutes of this agreement must be kept on file for two or more years. (Keep with CPM materials). Composition requirements, elections, major tasks, and training must meet state requirements described in the Categorical Program Monitoring (CPM) manual. **It is required by the state that the ELAC advises (reviews and comments) on four tasks:**

- Development of a detailed Single Site Plan English Learner Education
- Development of the school's needs assessment
- Administration of the school's annual language census (R30)
- Ways to make parents aware of the importance of students' regular school attendance

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In addition, the ELAC provides parents of English Language Learners opportunities to:

1. **Formation:** Group formed: Election in which all parents/guardians of English Learners will be given an opportunity to vote and in which they elect the parent members of the committee.
2. **Training:** Members will receive training materials and instruction to assist members in carrying out their legal responsibilities.
3. Learn more about the programs offered to their students.
4. Participate in the school-wide assessments of the needs of students, parents and teachers.
5. Provide advice to the principal and school staff on the most positive and effective actions to improve learning for English Language Learners.
6. Provide advice on the most effective actions to support full participation in all school activities.
7. Provide advice on the most effective actions to support regular school attendance.

ELAC Functions in the following manner:

- The site principal assists with the planning process for ELAC meetings, attends the ELAC meetings, and steps in for point-of-need leadership during the meetings to ensure that the parent Chairperson is comfortable with his/her role.
- Each meeting has full agenda and minutes recorded.
- Dates of ELAC meetings are determined and publicized in advance.
- Training of members on-going per site plan

**As of fall 2010: Green Valley School is the only RUSD site that meets this criteria.
Pleasant Grove may have enough numbers in spring 2011 to have an ELAC.
Rescue School had an ELAC in 2008-09 but numbers have shifted.**

II. Governance and Administration

INITIAL IDENTIFICATION

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

A. HOME LANGUAGE SURVEY (HLS)

Registration for all students in RUSD will include the completion of the state mandated *Home Language Survey (HLS)* as part of the enrollment process to determine the primary language. A copy of the *Home Language Survey* shall be kept in each student's cumulative file.

The *HLS* consists of 4 questions to be answered, then dated and signed by the parent/guardian. When signatures cannot be obtained, alternative documentation is maintained on file. These are legal documents.

1. ***HLS* indicates all English:** A copy of the *HLS* shall be placed in the student's cumulative file. No EL assessment or program services are needed. The student is placed in the regular academic program, unless indicated otherwise via an IEP.
2. ***HLS* indicates at least one response other than English on questions # 1-3:** If the answer to any of the first three questions on the *HLS* is other than English, the student is designated as having a primary language other than English the student will be referred for English and primary language assessment. (EC 62002)

Request immediate FAX from any CA schools with CELDT test results and Primary language testing (CA or other state).

A copy of the *HLS* shall be sent from staff registering students to the ELD/CELDT Coordinator. *Attention: English Learner*, and a copy of the *HLS* is placed in both the student's cumulative file and ***EL Student Folder*** (see "Appendix/Forms")

The **assessment process will occur within 30 days of initial enrollment.** The student is placed in the appropriate education program based on the results of the initial CELDT.

3. ***HLS* indicates a language other than English only on question #4:** A copy of the *HLS* shall be sent to the ELD/CELDT Coordinator and teacher for awareness and a copy is placed in the student's cumulative file. **No EL testing or program services are required**, unless in monitoring of the student's academic progress, CELDT assessment seems warranted. The student is placed in the school's regular academic program, unless indicated otherwise via an IEP.

At the time of identification and placement, an *EL Student Folder* shall be established by the site administrator and/or ELD coordinator and kept in the cum file for each EL student. Additionally, Initial Identification Results indicating designation information will be entered into the district's database (Eagle Aeries).

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The following items are placed in the EL folder:

- HLS*,
- Pre-scoring documents and test results from all initial CELDT (and other related) testing,
- Copies of Parent Notification letters, including rights, options,
- ELL student profile sheet, including annual assessment,
- Reclassification checklist and form, at the appropriate time,
- R-FEP monitoring record

B. ASSESSMENT (English and Primary Language)

Potential English Language Learners in grades K-8 (identified as having a primary language other than English on the *HLS*) are assessed using the *California English Language Development Test (CELDT)*, for the purpose of initial proficiency and placement identification.

All CELDT examiners are proficient English speakers, fully trained in the scoring of listening and speaking, reading, and writing components to ensure inter-rater reliability.

Parents may not opt out of CELDT testing per state and federal requirements

All testing [CELDT] for English proficiency will occur within 30 days of initial enrollment, or prior to class placement when possible. Based on CELDT results, students receive one of five approved language proficiency levels (*beginning, early intermediate, intermediate, early advanced, advanced*) that are considered for placement, instruction, and possible further assessment.

Overall CELDT Proficiency Level (Initial Identification)

Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kdg-1 st	LEP	LEP	LEP	IFEP	IFEP
2 nd -8 th	LEP	LEP	LEP	IFEP	IFEP

Students new to the district and without evidence of CELDT testing in another California district will have their tests scored immediately for the purpose of confirming appropriate placement. These preliminary ELD levels are sent to teachers with the appropriate ELD checklists. Official results will be used to confirm or change the preliminary ELD levels, and new ELD checklists will be sent to teachers. Official CELDT results, indicating LEP or IFEP status will be placed in the students cumulative files.

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Annual Assessment

Students who have been previously identified as LEP (Limited English Proficient) will be tested with the CELDT on an annual basis between July and October. ELD levels will be changed annually upon receipt of results. Annual assessment, along with other criteria, will be used to reclassify English learners to fluent status (RFEP).

Overall CELDT Proficiency Level (Annual Assessment)

Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kdg-1 st	LEP	LEP	LEP	Continue as LEP until grade 3 with few exceptions	Continue as LEP until grade 3 with few exceptions
2 nd -8 th	LEP	LEP	LEP	If reclassification criteria met- begin process to RFEP	If reclassification criteria met- begin process to RFEP

Grades K-8 Primary Language Assessment:

Each ELL student will be further assessed for primary language proficiency in comprehension, speaking, reading and writing within 90 (calendar) days (EC 62002) of enrollment.

For students with Spanish as their primary language, the Woodcock- Johnson Munoz will be the preferred method used to assess comprehension, speaking, reading, and writing when appropriate.

For students with a primary language other than Spanish, the Quick Informal Assessment for primary language proficiency will be used, although this may also be used for Spanish speakers as recommended by DELAC.

Reasonable Fluency in English;

For the purpose of ensuring receipt of appropriate instructional services in any instructional setting the district defines “reasonable fluency in English” as follows:

Does student possess reasonable fluency in English (working knowledge of English)?

Grade	K-2	3-5	6-8
Beginning	No	No	No
Early Intermediate	No	No	No
Intermediate	No	No	No
Early Advanced	Yes	Yes	Yes
Advanced	Yes	Yes	Yes

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C. PARENT NOTIFICATION OF ASSESSMENT RESULTS

Parents are an integral part of the educational process and school-home-community partnership. For parents of ELL students to participate, they must be well informed of all school activities, procedures, and policies which directly affect their children. It is the responsibility of each program's schools to help parents clearly understand the educational process so they can interact with the school and become advocates for the education of their children. Parents shall be encouraged to participate on all advisory committees, especially those related to services for ELL's.

How Parents are Notified:

1. Parents/guardians receive an explanation of the RUSD Education Programs' services for EL's (Structured English Immersion, English Language mainstream, and Alternative Bilingual Education).
2. Parents/guardians receive a parent brochure describing the requirements for the CELDT.
3. Parents/guardians of EL students receive written notification of their child's English-language and primary-language proficiency assessment results, following initial site-level (inter-rater) scoring and subsequent (official) scoring by the contractor. Parents of IFEP students also receive results of their child's English-language proficiency assessment.
4. In consultation with the student's parents/guardians a recommendation for placement is noted, particularly for students with an *Intermediate* or higher CELDT score. Consideration will also be given to additional assessments scores (relative to same grade English-speaking students' scores), report card grades, teacher evaluation of English proficiency and curriculum mastery, and other appropriate, objective input. Special education students are placed according to their IEP.
5. Notifications are provided to parents or guardians in English and Spanish, written and orally. When necessary, written and/or oral notification to parents will be in other languages of student populations exceeding 15% of student enrollment (based on CDE census data, as submitted by RUSD).
6. Documentation of parent communication and student placement is recorded on the *EL Student Folder*.

Placement of Students

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

RUSD uses a number of program models to serve students who are Limited English Proficient (LEP), referred to as an English Learner (EL). All placements of ELs will be based upon provisions of Proposition 227 sited in CA Ed. Code Section 300. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

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Program Options:

1. **Structured English Immersion Program**

English Learners in both SEI and ELM (see below) receive a minimum of thirty minutes of English Language Development (ELD) daily.

2. **English Learner Mainstream Program**
3. **Alternative Bilingual Education Program**

*No Alternative Bilingual Education Programs exist at present,
and no requests for waivers have been filed at any RUSD site.*

Curriculum:

RUSD is presently using:

K-5 Into English,
Rosetta Stone Computer ELD program levels 1-2-3,
6-8, Hampton Brown, High Point
Bell Work Grade leveled Reading and Language Arts

These are supplemental materials for ELD instruction for ELL's regardless of instructional program placement (SEI or ELM or ABE).

In addition to these materials, RUSD purchases other supplemental materials.

Instructional Placement for English Learners:

Student's English Proficiency Level		
Less than Reasonable Fluency	Reasonable Fluency	Fully Fluent
Structured English Immersion Program	English Language Mainstream	Any Program
Primary Language Support	Primary Language Support	
Daily ELD	Daily ELD	Monitor Progress

PARENTAL EXCEPTIONS

The district has established procedures for parental exception waivers, which include prior, written, informed consent, annual request, and a personal visit to the school to apply for the waiver. 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.

Section 311 of CA Ed. Code 300 describes the three circumstances in which a Parental Exception Waiver may be granted:

- ✓ **Children who already know English:** The child already possesses good English language skills as measured by CST tests of vocabulary, comprehension, reading, and writing, in which the child scores at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or
 - ✓ **Older children: The child is age 10 years or older,** and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or
 - ✓ **Children with special needs:** The child already has been placed for a period of not less than thirty calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided.
2. **NOTE: IEP teams determine placement of special education students, regardless of language proficiency.** In accordance with the CA Education Code (§310, 311), EC §305 requirements may be waived with the prior written, informed consent, (provided annually) of the student's parents/guardians.
 3. Waivers are required for Alternative Bilingual Education program classrooms. (To form a bilingual classroom, a minimum of 20 pupils at a given grade level at the same school must be granted waivers). Via these waivers, bilingual teachers are expected to instruct in Spanish, or other qualifying language, and using bilingual education techniques allowed by law in all core content areas. **RUSD will assist parents in finding an Alternative program if they so request.**
 4. RUSD waiver procedures include providing parents/guardians, IEP teams, and, if applicable, the courts, a clear and full description of educational materials and services available to the student, including Structured English Immersion (K-8) and EL Mainstream (K-8), or Alternative Bilingual Education (K-8) if an ABE program is in existence.
 5. Parents are notified in writing and orally of their rights to request a waiver at the school site. If they request a *Parental Exception Waiver* (for their child's academic services to be delivered through primary language), they are given a form to be signed.

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PROCEDURES FOR PARENTAL EXCEPTION WAIVERS

Students must be placed initially in an English language class for a minimum 30 days.

Parents are requested to come to school to apply each year that a waiver is desired.

- Parents are provided with a description of all materials and educational service opportunities.
- Parents complete appropriated parental exception waiver forms based on individual circumstances.
- Waiver form is submitted to site principal or program director.
- RUSD grants or denies waiver within 10 calendar days after expiration of the 30-day English language class placement or within 20 days of submission of the waiver to the principal, whichever is later.
- Program director contacts parents in writing regarding the parental exception waiver decision.
- If the waiver is denied and parents wish to appeal the decision, RUSD program director will provide parents with appeal procedures and transfer options.

III. Funding

FUNDING

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

RUSD uses Title III, EIA and Title I funds to supplement the district's general funds in operating the EL program. RUSD follows funding mandates as prescribed by the Educational Code, state regulation, and district policies/practices. The core educational program for EL students is funded by general fund monies, and expenditures are audited annually by the Business Office and periodic internal and external auditors.

Yearly Process

- *The School Board establishes, with community input, the district goals and directions that ensure that the needs of all students are being met.*
- *Principals coordinate the development of school level plans, prioritize needs based on data collection, and meet regularly with RUSD Leadership Team for approval and collaboration.*
- *ELAC/DELAC members advise and give input to school level and district wide level plans.*

The district maintains a current list of district-adopted ELD materials and core texts schools are to use with English Learners. Recommended new materials are piloted prior to district adoption, and maximum opportunities for collaboration and discussion are provided.

Targeted Assistance programs use their **Title I** funds for the purpose of engaging in catch-up/reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive plan to help students meet NCLB and CA state standards.

Title III authorizes funding for supplementary programs and services for English Learners. Required activities include the provision of instruction and instructional support services related to English Language Development and academic progress in the core curriculum in order to allow EL students to meet grade level and graduation requirements. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related LEP student program activities and teacher support/training.

All funding for English Learners is intended to “support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization to meet the needs of pupils at that school.” The standards of the quality contained in the Categorical Program Monitoring (CPM) process form a guide for the school's improvement efforts and include all curriculum areas and concerns.

IV. Standards, Assessment and Accountability

SPECIAL NEEDS

EL students shall be provided with fair and equal access to special services such as: GATE, Special Education, Title I, Alternative Education, and extra curricular activities.

ENGLISH LEARNERS (EL) AND SPECIAL EDUCATION

According to Education Code Section 56026(e), pupils “whose educational needs are due primarily to unfamiliarity with the English language...or environmental, cultural or economic factors are not individuals with exceptional needs” (e.g., not disabled) and are, therefore, not eligible for special education. While it is important not to identify pupils as disabled because of limited English proficiency (LEP), **some pupils may be both English Learner (EL) and also disabled.** If these pupils cannot be adequately served in other programs, they are entitled to receive special education services **concurrent with their participation in the ELD Program.**

State and federal laws require that special education pupils be served in the least restrictive environment (LRE) Schools are required to document all attempts to educate the pupil in the general education program before referring him/her to special education for possible eligibility. Pupils identified as disabled will be served in the least restrictive environment whenever possible accessing programs and services as he/she is entitled, and shall receive specialized instruction in special education only after the general education program options have been exhausted.

Below are the steps to take in determining if EL pupils may be eligible for special education. *These procedures assume that the school has already determined the degree of the pupil’s proficiency in English, that the pupil has been classified as an EL, that the pupil is receiving ELD program services, and the pupil is continuing to have difficulties.*

STEP #1 Contact the site principal regarding the possibility of referral to a Student Study Team (SST).

STEP #2 Request a review by the school’s Student Study Team (SST):

- Develop accommodations/modifications to the pupil’s current educational program.
- Request the attendance of School Psychologist and/or Speech/Language Specialist and/or EL Instructor as indicated.
- The SST should plan additional strategies for accommodating or modifying the EL Program.
- There is no need to move to Step #3 and beyond if strategies for accommodating/ modifying the program are successful.

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STEP #3 Conduct a background assessment of cultural, linguistic, and learning factors:

- The School Psychologist or S/L Specialist meet with the pupil's parents when appropriate to obtain as much information as possible about the degree of cultural/linguistic differences, the degree to which learning is mediated by language or culture, the learning abilities of the pupil in self-maintenance and adaptive behavior, and also determine if the parents have observed learning problems.

STEP #4 Refer the pupil as necessary to a follow-up SST meeting:

- Conduct a follow-up meeting to determine if the accommodations/modifications are working. If so, the pupil should be retained in the existing program. If not, the SST may consider alternative accommodations/modifications or may proceed to Step #5.
- A referral or special education should be made only if the SST (including the school psychologist and S/L Specialist) believes that the learning difficulties are not due primarily to unfamiliarity with the English language, and that the pupil's educational needs cannot be met with accommodations/modifications to the regular program or by serving him/her in other categorical programs (e.g., EL Program, Title 1, etc.) to which they are entitled.

STEP #5 Refer the pupil for a special education assessment:

- The special education referral form and the special education assessment plan should be developed by the special education resource specialist or school psychologist.
- Culturally and linguistically appropriate tests and procedures should be used.
- The assessment should include a review of records including the data obtained in Step #3.
- The assessment plan must be reviewed with the parent and written parental approval must be given before proceeding with the special education assessment.
- If the parent is not English proficient, an interpreter should be present. Interpreter services may be obtained by contacting the Student Support Services office.

STEP #6 Complete the assessment:

- Whenever possible, assessment will be accomplished in the pupil's primary language.
- If the evaluator is not proficient in the pupil's primary language, an interpreter may be used.

STEP #7 Schedule and conduct the IEP meeting:

- If needed by the parent, an interpreter should be present at the IEP meeting.
- The IEP Team must determine if the pupil is eligible for special education.
- If the pupil is eligible, the IEP should indicate the extent to which the pupil will participate in general education, special education and any other categorical programs such as an English Learner Program.
- All other required components of an IEP must be addressed.

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- **For any EL placed in special education, the IEP should include linguistically appropriate goals, objectives, programs, and services.**
- A copy of the IEP should be available to any categorical program personnel who will be providing services to the pupil.

RECLASSIFICATION

Each former English Language Learner who has been reclassified as Fluent English Proficient (FEP) has demonstrated English language proficiency comparable to that of average native speakers and can participate equally with average native speakers in the school's regular instructional program.

Reclassification is the process of changing a student's program status from LEP (Limited English Proficient) to FEP (Fluent English Proficient). Students who are identified as fluent during Initial Identification with the California English Language Development Test are reported as "IFEP". Students who have previously been identified as LEP, and then have met criteria for reclassification are reported as "RFEP."

- English Language Learners shall be reclassified Fluent English Proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English.

Students will be reclassified Fluent English Proficient, RFEP, when the following criteria has been met:

1. The student must be enrolled in grades 3-8*.
2. The student can demonstrate oral English language proficiency, in Listening and Speaking, Reading and Writing on the CELDT, scoring *Early Advanced* or *Advanced* in all categories.
3. California Standards Tests (CST) Reading scores 325+ and Math 325+.
4. Teacher recommendation and evaluation form completed.
5. Curriculum mastery, grade of satisfactory or C- or better in all core subjects.
6. Parental opinion in interview indicates likely success without EL instructional services.

English Learners with disabilities: English Learners with disabilities will be held to the same criteria for reclassification as other EL students. Blanket alternative reclassification criteria will not be used.

Site administrator and ELD instructors will monitor reclassified students for three years after reclassification to ensure they are making adequate academic progress. Students will be provided interventions as needed.

* There will be a **few occasions for reclassifying students to FEP by the end of grades 1 or 2.** A separate approval process is required for such reclassification to ensure that students have mastered English Academic Language and that they have the momentum to continue their growth in English proficiency without additional special language assistance.

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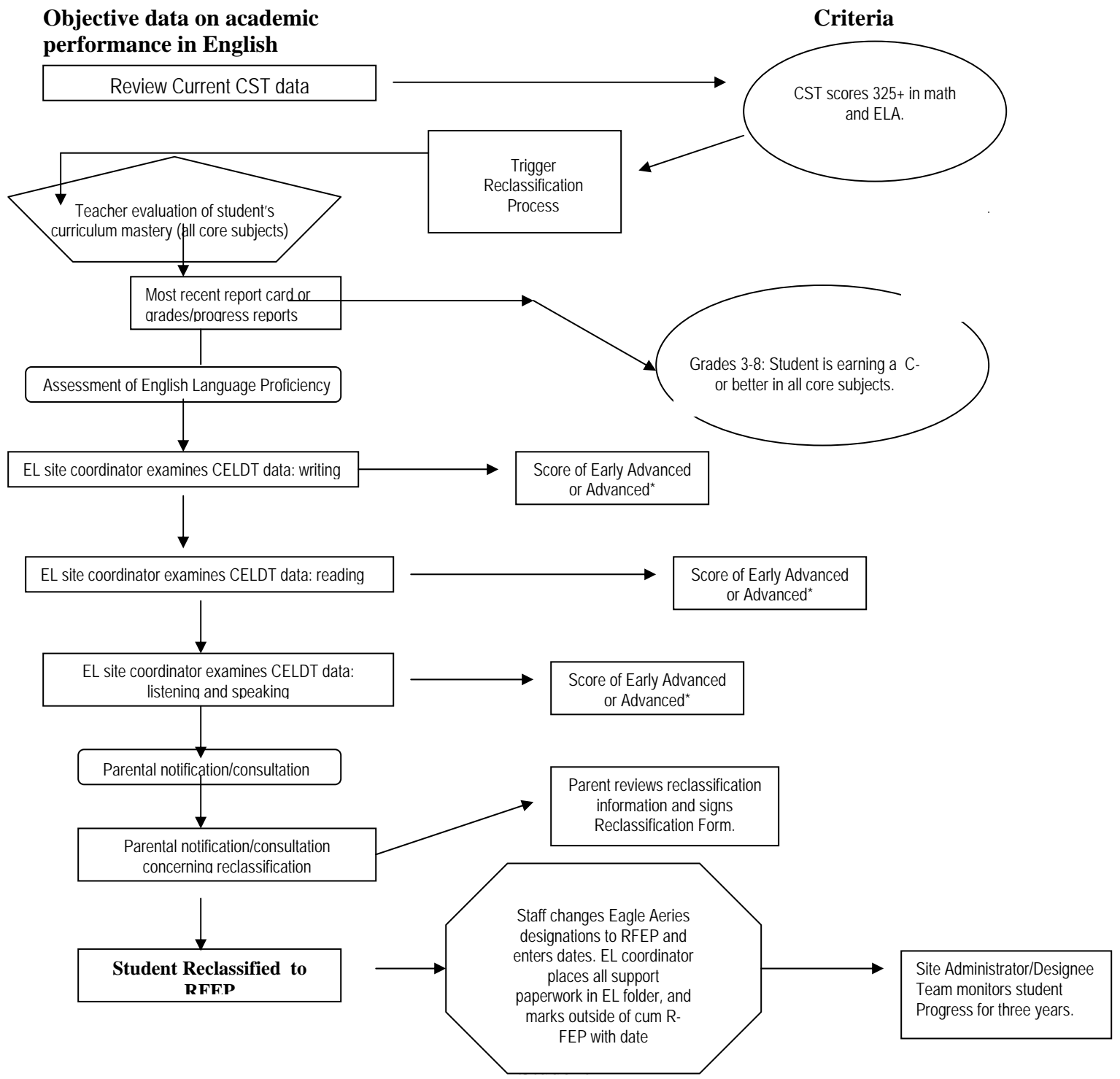
Steps to Reclassification

District and school personnel will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English Learners.

- 1) The classroom teacher, a parent, and/or the EL site coordinator may make the recommendation that a student be assessed for possible reclassification based upon CELDT testing in the fall of a given school year.
- 2) Student identification for reclassification may occur at any time during the school year.
- 3) The person making the identification (generally the EL site coordinator) completes the Reclassification form.
- 4) The principal reviews the Reclassification form for completion.
- 5) Parent consultation is essential when students are being considered for reclassification. School site personnel (e.g. teacher, EL coordinator) will make arrangements to consult with the parents to review the student's progress and the reclassification criteria. Parents are informed that their child is eligible for reclassification and invited to discuss the reclassification of their child. Translation services are available, upon request, and the forms are available in Spanish. During the meeting, the student's progress will be discussed as well as the recommendation to reclassify the student to Fluent English Proficient (RFEP). Parent input may result in an appropriate modified program. If the parent is unable to come to school, a person speaking the parent's primary language will consult with the parent on the telephone and document this conversation on the Reclassification form.
- 6) After the reclassification process is complete, the EL site coordinator will retain a copy of the Reclassification form for his/her records and send a copy to the Assistant Superintendent and/or designee to be kept at the district office. A copy will be filed in the student's cumulative record, and a copy will be sent to the parent.
- 7) Immediately after a student is reclassified, the assigned office staff will change the student's designation to RFEP in the Eagle Aeries system and enter the date of reclassification and the date the parent was notified/consulted.
- 8) The EL coordinator places all support paperwork in the student's EL folder inside the student's cum folder. The outside of the student's cum folder is marked "RFEP" with the date in large red letters.
- 9) The reclassified student will be placed in the mainstream program unless otherwise agreed upon..
- 10) While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e. beginning of a semester or a trimester) or prior to the March 1st deadline for the R30 Language Census count.

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**FLOW CHART-RECLASSIFICATION
 Elementary 3-8**



*** Students may be reclassified with an overall CELDT score of Early Advanced or Advanced.**

V. Staffing and Professional Development

STAFFING AND PROFESSIONAL GROWTH

The district shall ensure that all teaching personnel assigned to provide instruction as described in EL 3 are qualified to provide the instructional services to English Learners.

State and Federal laws require that all teaching personnel assigned to provide instruction to ELs are qualified to provide the appropriate instructional services including ELD, SDAIE, and/or primary language.

A. STAFFING:

1. English Learners must be taught by teachers authorized as follows:

Instruction/Services/Program:

ELD

Core Content-SDAIE

Core Content-L1 Instruction

Authorization:

BCLAD, CLAD, SB 1969/395 or equivalent

BCLAD, CLAD, SB 1969/395 or equivalent

BCLAD

2. All teachers shall be provided with on-going training opportunities that include, but are not limited to, the following:
 - Strategies to assist students in the development of a positive self-image
 - Cross-cultural understanding
 - English language development teaching methodology (ELD)
 - Specially designed academic instruction in English (SDAIE)
 - Bilingual cross-cultural teaching methodology

B. TRAINING

The State requires teachers of EL students to meet specific credential requirements, as listed above. These include skills in bilingual methodology, knowledge of the culture of the students that they teach, and strategies for making content accessible to EL students. RUSD has on-going ELD Staff Development opportunities which include but are not limited to bi-yearly presentations to staff at all school sites on current EL Best Practices.

VI. Opportunity and Equal Educational Access

MONITORING AND EVALUATION OF PROGRAMS

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

The process of evaluating the RUSD ELL program is based on sound educational theory fully implemented programs and evaluation of the progress of ELL students. Services to English learners will be based on the state Academic Performance Index and disaggregated average state scores for English learners and former English learners. Students' progress will be measured by means of the following assessment instruments when appropriate:

- CELDT annual assessment
- ELD standards
- California Language Arts Standards
- Writing samples
- California Primary Language Test
- Grades
- California Standards Tests CST STAR
- Reading Results
- Teacher and specialist input

Targets include:

- When disaggregated by cohort (years of US school attendance), ELL students' average "total reading" scores will reach the district average by the sixth year.
- Disaggregated by ELD level, students' CELDT average scaled scores will show year-to-year growth.
- Data will be collected annually and reviewed by RUSD Leadership Team, site ELAC and DELAC as well as School Site Councils. The information will be used to determine program effectiveness.
- Annual Measurable Achievement Objectives (AMAO)

Goal 1: Increase English language proficiency.

Are EL students acquiring English language proficiency?

English language development data will be collected to determine:

1. The extent EL students are progressing in ELD levels according to the district standards for gaining English language proficiency.
2. The percentage of students reclassified from LEP to FEP each year according to district standards for achieving English language proficiency.

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Goal 2: Provide equal opportunity for academic achievement.

Are EL and reclassified students making academic achievement progress in the core curriculum?

Achievement data will be collected to determine:

1. The percentage of EL and reclassified students meeting grade level standards in language arts and mathematics*
2. The percentage of EL and reclassified students retained each year.
3. Annual gains in the percentage of EL and reclassified students meeting grade level standards.

***RFEP Monitoring/Referral Procedures**

When a student has met criteria for reclassification outlined in our reclassification procedures:

1. EL coordinator prepares an RFEP folder containing: **1- RFEP form, 2-Teacher Recommendation for Fluent English form(s), and 3-Language Reclassification follow-Up Form.**
2. RFEP folder will be **maintained by EL Instructor and/or site principal for completion.** Student will be monitored for three years including but not limited to 30-day follow-up, 90-day follow-up, and a 180-day follow-up.

If an RFEP student is not progressing satisfactorily a designated team will study the progress or lack of and make recommendations for assistance at any given time during the **three-year monitor process.** **RFEP students may return to ELD instruction at an advanced level without reverting to EL status.**

To what extent do EL and reclassified students participate in all district curricular programs?

Data will be collected to determine:

1. The percentage of EL and reclassified students enrolled in GATE.
2. The percentage of EL and reclassified students enrolled in Resource Specialist Programs and Special Day Classes.

RUSD CONTENT AND PERFORMANCE STANDARDS

Rescue Union School District has developed and adopted content standards in language arts, mathematics, science and social studies. Students are regularly assessed on language arts and mathematics standards through the use of district developed assessments.

Performance standards for levels of English language development are monitored and assessed using **ELD Checklists** provide in the “Appendix/Forms” section of this document.

III. Teaching and Learning

INSTRUCTIONAL PROGRAMS

RUSD provides services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits that may have incurred in other areas of the core curriculum.

RUSD programs and services for English Language Learners are designed and offered according to state and federal requirements and involve input from teachers, parents, and school and program administrators with regard to program development, placement, student achievement monitoring, and reclassification. There are three program options for English Learners: Structured English Immersion, English Language Mainstream and Alternative Bilingual Education Program. **(Parents receive notice of program options on an annual basis)**

Program Options:

1. Structured English Immersion Program

SEI is not a classroom, but an English-language acquisition process for young children. The Structured English Immersion Program is a program described in CA Ed. Code 300-340 (Proposition 227 that was passed by the voters of California in June 1998). It is described as an English language acquisition process for children in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. English is the principal language of the instruction for all subjects and is the language of the teacher. When possible, teachers may use the student's primary language to motivate, clarify, direct, support, and explain. The goal of the Structured English Immersion Program is for ELL students to demonstrate a reasonable level of proficiency in English through English Language Development and to provide access to the core curriculum by using appropriately designed instructional strategies for English Learners. RUSD is using a simultaneous approach. A Catch Up plan will be utilized to ensure progress and support.

- Core instruction in language arts, math, science and social studies is taught “nearly all” in English with primary language (L1) support (when necessary) and SDAIE (Specially Designed Academic Instruction in English) strategies.
- All students participate in activities that promote positive self-image and cross-cultural understanding.

English Learners in both SEI and ELM (see below) receive a minimum of thirty minutes of English Language Development (ELD) daily.

ELL students with *less than reasonable fluency* are placed in SEI program classrooms.
Exceptions: A *Parent Exception Waiver* has been granted for an Alternative Bilingual Education (ABE) Program (if one exists) or the parent has requested another program, or an IEP team determines otherwise.

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When the student's language designation is less than reasonably fluent in English, based on RUSD's initial identification criteria, ["intermediate" on the CELDT, plus other measures], he/she is recommended for placement in an SEI program for a period not normally intended to exceed one year.

If a student has not achieved a reasonable level of fluency after being enrolled in SEI for one school year, he/she may be re-enrolled unless the parent/guardian objects.

2. English Learner Mainstream Program

The goal of the English Learner Mainstream Program is to develop a high level of English language development. Instruction focuses on the linguistic and literacy gaps typically found in students at this proficiency level, and access to grade level core curriculum. Teachers of ELL students will be responsible for providing ELD instruction that continues students' English language development and prepares them for reclassification. These teachers are also responsible for providing instruction that will allow students to make up any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Students will be provided with academic instruction using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade level standards.

- ELL students with a reasonable fluency in English, (Intermediate, Early Advanced, or Advanced designation) [CELDT and other measures] are placed in an ELM program classroom.
- A parent or guardian may request to have a student moved into an ELM classroom at any time, regardless of language proficiency level. Requests are maintained on file.
- Students in an ELM classroom receive English Language Development and core content daily, delivered through Specially Designed Academic Instruction in English (SDAIE), L1 support or L1 instruction as possible. Instruction is provided overwhelmingly (90%+) in English.
- Students not meeting reclassification criteria shall continue to receive additional, appropriate services enabling them to obtain English and other content skills and knowledge.

3. Alternative Bilingual Education Program

If parents of 20 or more students in a grade level at a RUSD site request and receive granted Parental Exception Waivers, RUSD must provide a bilingual classroom.

(See Parental Exception Waiver section of this document for procedure. Also refer to "Appendix/Forms" section for Parental Exception Waiver Forms.)

Should such a program come into existence, students will receive ELD, L1 instruction, and core content delivered through SDAIE. A BCLAD teacher will provide instruction.

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*No Alternative Bilingual Education Programs exist at present,
and no requests for waivers have been filed at any RUSD site to date.*

ELD Curriculum:

A variety of scientifically researched strategies for the rapid acquisition of English will be used as well as the ELD lessons in the district's adopted Language Arts Program. In addition, RUSD is presently using:

K-5 Into English,
Rosetta Stone Computer ELD program levels 1-2-3,
6-8, Hampton Brown, High Point
Bell Work Grade leveled Reading and Language Arts

These are supplementary materials for ELD instruction regardless of instructional program placement (SEI or ELM or ABE).

RUSD also purchases supplemental materials out of categorical or other site funds to support standards-based ELD instruction and RUSD program requirements.

**ENGLISH LANGUAGE DEVELOPMENT
(ELD is not Language Arts)**

The English Language Development component of all elementary instructional program models is research based and recognizes that **the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. Students may take seven to ten years to achieve academic English proficiency comparable to that of their native English-speaking peers.** In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Indeed, it may take seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

English Language Development (defined)

English Language Development is a component of all instructional programs designed to serve the needs of English Learners. English Language Development is a specific curriculum that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of English Language Development is to teach second language learners to communicate (listen and speak) with high levels of understanding in English. Additionally, English Language Development provides the foundation for literacy (reading and writing) as well as a pathway to the California English Language Arts Standards. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English. ELD can occur in a variety of instructional settings (e.g. self-contained classroom).

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English Language Development must be part of the daily program for every ELL student. It must not be relegated only to nonspecific exposure to English through activities with English Only students. Likewise, it must not be the only instruction ELL students receive. **It is a planned, specific component of the total education of an ELL student.** There is no "set" maximum amount of time for a student's English Language Development. However, it is **mandatory that each ELL student receive a minimum of 30 minutes of**

English Language Development daily. The implementation of the English Language Development curriculum is essential to the success of all ELL students; English language proficiency is the first goal of bilingual education. All ELL students must, by law, receive English Language Development instruction as part of their core curriculum

English Language Development curriculum takes into account the ELL student's current English language proficiency level and provides the appropriate instruction for each level. To facilitate the acquisition of English research shows that English Language Development should be taught in settings where the language is used in authentic contexts and the atmosphere of the class is one of low anxiety. The instruction according to Alfredo Schifini, "...focuses on language input, using strategies designed to help make messages meaningful to students. Tapping prior knowledge or background helps students connect new language to familiar topics. The use of real objects, props, visuals, and facial expressions or gestures all provide contextual support, helping to make messages in the new language more comprehensible. The use of positive feed-back and correction by modeling help create a low-stress environment that encourages learners to take risks and experiment with language, learning it in much the same way as they did their first language."

The ELD Checklist, based on adopted ELD standards and CELDT level descriptors, is used for monitoring and assessing the ELL student's progress. It is also used to differentiate instruction. (See "Appendix/Forms" section)

Accessing the Core Curriculum in Content Areas

It is **essential that English Learners also access well-articulated, standards-based core curriculum instruction.** In Structured English Immersion and Mainstream settings, this core instruction in all subjects is taught "overwhelmingly" in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain. Students enrolled in an Alternative Program receive full access to grade level core curriculum by means of direct instruction in their native language and in English, using SDAIE approaches, as appropriate to their levels of English language proficiency. English Learners access the core curriculum through classes that "shelter" the curriculum via specially designed academic instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum.

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SDAIE is:

- Contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read;
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries);
- Grade-level content instruction in English designed for English Learner;
- Facilitating English Learners in accessing the same core curriculum as that of English-only students;
- Language-sensitive and culture-sensitive content teaching;
- Developed through comprehensible language;
- Making accommodations in the learning environment so more students are able to access the content;
- An ideal place to use language for communication;
- A natural vehicle through which to teach English;
- Good language teaching when the input is made comprehensible;
- Instruction encouraging the active use of language and the emphasis on big ideas;
- Instruction that allows the teacher to check for understanding frequently using interactive strategies;
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development;
- Built on language modifications such as pause time, questioning, pacing, and highlighting.

In **effective SDAIE classrooms**, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners.

These practices include:

- modeling
- bridging
- contextualizing
- building schema
- reframing
- developing metacognition
- checking for comprehension
- monitoring/assessing
- questioning
- adjusting speech register
- orchestrating all modalities of learning
- interacting

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INSTRUCTIONAL SERVICES (K-8)

RUSD programs implement integrated instructional approaches in accordance with legal requirements and educational soundness.

The key components of SEI and ELM instruction are:

- Daily (30 minutes minimum) English-language development designed for non-native language speakers
- Clustered instructional approaches for core curriculum based on ELD level
- Structured approach to reading and literature
- Primary language assistance as needed for basic skills instruction to sustain academic achievement

All English Learners are held to the same district adopted grade level content and performance standards in the core curricular areas as all other RUSD students.

All English Learners participate in a program of curriculum and instruction that is aligned to the district and state standards and designed to reduce all language barriers. There are two program models for English Learners in the district:

- Structured English Immersion (SEI)
- English Language Mainstream (ELM)

Each of these programs is designed to assure that participating EL students acquire English and learn grade level academic content simultaneously and to the greatest extent possible. Components of these programs include:

- English Language Development
- Grade level core curriculum and assessment (L1 instruction or support as appropriate)

Interim benchmarks are identified and measured on the English Language Development Checklist.

Interim benchmarks are identified and measured by CST scores as compared to the state average for their grade level placement, and differentiated by English proficiency level.

K-8 ELL's who are not meeting grade level standards must be provided additional academic support in order to improve their academic achievement. The plan for these students is designed and implemented by an ELL authorized teacher.

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CATCH UP PLAN

Interim Benchmarks and Additional Instructional Support for Assisting Students in Recouping Academic Deficits

The State and Federal regulations require that an intervention plan must be implemented to assist ELL's while they are acquiring English. RUSD programs develop intervention plans that are implemented to assist ELL's to recoup academic deficits incurred while learning English. Programs must utilize a variety of extended learning opportunities to provide additional support. Extended learning opportunities may include one or more of the following: before school/intercession programs, extended day activities, and/or intensified strategies that facilitate student mastery of the district grade level standards.

When we find that students are not meeting expected proficiency growth in English or are sustaining deficits in content areas, we institute our district Catch-Up Plan. Our Catch-Up Plan has the following elements:

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

2. Interim Benchmarks: there are *clearly defined interim benchmarks* to measure expected growth toward meeting ELD and grade-level content standards. These benchmarks are differentiated by at least English proficiency level, time in any district program, and academic background;

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

4. Interventions: there are *clearly defined interventions, implemented for English Learners who are not meeting the established interim benchmarks*. These interventions are provided based on a district plan and on individual student assessments.

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

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English Learner Program Settings*

Elementary Grades K-8

Type of Setting	Eligible Students	Curriculum Components	Staffing Requirements
Structured English Immersion	English Learners ✓ CELDT Level I (Beginning) ✓ CELDT Level II	✓ Explicit ELD Daily: 30 minutes (K) or 45 minutes (1 st -8 th); Hampton-Brown <i>Into English</i> ; supplementary ELD materials ✓ Access to core: differentiated instruction in reading, writing, mathematics, social studies, and science with specially designed academic instruction in English (SDAIE) strategies and materials. ✓ Art, music, p.e.: mixed groups with EL's, R-FEP's, I-FEP's, EO's ✓ Primary Language support to motivate, clarify, direct, support explain.	CELDT Level I (Beginning): BCLAD preferred, or CLAD or SB1969/395 (Hughes) or equivalent. CELDT Level II (Early Intermediate): BCLAD, CLAD, SB1969/395 (Hughes) or equivalent. (Primary language support provided by BCLAD teacher or bilingual instructional assistant.)
English Language Mainstream	English Learners ✓ CELDT Level III (Intermediate) ✓ CELDT Level IV (Early Advanced) ✓ CELDT Level V (Advanced)	✓ Explicit ELD Daily: 30 minutes (K) or 45 minutes (1 st -8 th); Hampton-Brown <i>Into English</i> ; supplementary ELD materials ✓ Access to core: differentiated instruction in English language arts, mathematics, social studies, and science with specially designed academic instruction in English (SDAIE) strategies and materials. ✓ Art, music, p.e.: mixed groups with EL's, R-FEP's, I-FEP's, EO's ✓ Primary Language support minimal, as needed.	BCLAD, CLAD, SB1969/395 (Hughes) or equivalent.

- * All of the instructional programs designated for English Learners must contain the following components:
1. **Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;**
 2. **Well-articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE);**
 3. **Structured activities designed to develop multicultural competency and positive self-esteem, woven through the core curriculum.**

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APPENDIX/FORMS

English Language Learner Procedures Checklist for Student Service Secretaries

CELDT Score Request Form

Enrollment Form with Home Language Survey included

Home Language Survey (Spanish)

Informal Assessment of Primary Language

English Learner Profile Sheet

LEP/FEP Student Information (To be used as cover for CUM folder)

Test Labels for CELDT (To be stapled inside CUM LEP/FEP folder)

Parent Notification/Waiver Forms

Parent Notification/Waiver Forms (Spanish)

RUSD Student Profile

LEP/FEP Student Information for CUM

CELDT Test Labels form for CUM

ELD Standards Checklists K-8 to Accompany Grade Reports

ELD Standards Checklists K-8 (Spanish)

Reclassification Form

Teacher Recommendation for RFEP Summary

Language Reclassification Follow-Up

Acronyms/Information

Acronyms

English Language Learner Brochure

Frequently Asked Questions Regarding the Implementation of Proposition 227

Title VI Requirements

Key Sources of Federal Law