

**South Monterey County Joint Union High School District**

# **English Learner Master Plan**

**Board Approved May 13, 2014**

# South Monterey County Joint Union High School District

## Introduction

The English Learner Master Plan's principal purpose is to serve as a guide to the specific procedures the South Monterey County Joint Union High School District (SMCJUHS) uses to identify, serve and monitor the progress of students who arrive in our schools without a full command of the English language. We believe with appropriate learning opportunities they will succeed.

English learners (ELs) face enormous challenges. They must master a new language and are expected to learn the content and meet demanding grade-level standards across the curriculum. Some must also overcome significant hurdles in adapting to schools and communities that are different from their countries of origin. Also, English learners may have learning disabilities, live in poverty or be homeless.

All SMCJUHS personnel at the school sites and at the district level are expected to follow the procedures specified in this Master Plan to best meet the needs of English learners. Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such notifications meet the standards set by our local governing board and that they are consistent with state and federal law.

This English Learner Master Plan is tied to and based on:

- Federal and State laws and regulations
- District policies
- Research-informed, proven instructional practices

District organizational structure to meet the needs of English learners includes:

- The Assistant Superintendent
- The School Principals
- The Site English Learner Specialists

In order to support the diverse needs of our English learners, an English Learner Specialist will be selected to assist with the wide span of responsibilities necessary to serve EL students. The EL Specialist is involved in the identification, assessment, placement, reclassification, and monitoring of the English Learners at the site. S/He will work closely with the Assistant Superintendent, the Principal, teachers, support personnel and parents. This is a key position to the smooth implementation of the sites' programs for English learners. The overall role of the EL Specialist is to provide support to English learners. An overview of the EL Specialist's responsibilities includes:

1. Oversee EL instructional programs and insure that appropriate interventions are provided for ELs and RFEPs, in particular long-term ELs;
2. Insure that appropriate planning and delivery of services take place based on individual needs;
3. Provide direct instructional support to teachers of English learners;
4. Plan professional staff development for teachers of ELs with site administration;
5. Assist teachers of ELs to conduct appropriate formal and informal diagnostic assessments of ELs;
6. Monitor results of EL student learning, focused on core subject areas;
7. Assist teaching staff in the use of EL data for instructional decisions;
8. Work with teachers to develop systematic support for ELs not mastering learning objectives;
9. Consult with site administrators regarding master schedule, staff placement and other matters related to the education of EL students;
10. Assist site administration with EL parent involvement planning and ELAC meetings;
11. Assist the Assistant Superintendent with the planning and implementation of DELAC meetings;
12. Coordinate the site EL Support Team with site administration;
13. Assist with the annual site/district EL program evaluation and needs assessment;
14. Coordinate the site CELDT testing and re-designation process.
15. Provide parent/staff/student consultation as needed (student placement, Reclassification and waivers.);
16. Maintain monthly activity logs;
17. Assist with the development and revision of the school plan sections, related especially to services for English learners;
18. Assist with mandated reports and compliance issues as needed;
19. Conduct home visits as needed;
20. Other duties as assigned.

#### **District EL Goals**

- Develop, implement, and monitor effective programs for English learners;
- Ensure that all English learners have access to and master the English language;
- Ensure that all English learners have access to and master the core curriculum;
- Promote positive self-concept and cross-cultural understanding for all English learners.

#### **The key features for serving English learners in the South Monterey County Joint Union High School District include the following:**

- Identification, Initial Assessment and Placement;
- High Quality Educational Opportunities in Core Curriculum and ELD;
- Annual Accountability and Review;
- Ongoing Monitoring and Reclassification;
- Parent Involvement and Advisory Committee Opportunities;
- Staff Development.

The SMCJUHSD English Learner Master Plan is organized according to the 2013-14 Federal Program Monitoring Instrument for English Learners. The chapters are:

**Chapter I PARENTS**

- **I-EL 01: Parent Outreach and Involvement**
- **I-EL 02: ELAC**
- **I-EL 03: DELAC**

**Chapter II Identification, LEA Plan, SSC, Translation, and Inventory**

- **II-EL 04: Identification, Assessment, and Notification**
- **II-EL 05: Implementation and Monitoring of LEA Plan**
- **II-EL 06: School Site Council Develops and Approves SPSA**
- **II-EL 07: Translation of Information for Parents**
- **II-EL 08: Inventory**

**Chapter III Funds**

- **III-EL 09: Adequate General Funds; Supplement Not Supplant**
- **III-EL 10: Supplement Not Supplant With Title III**
- **III-EL 11: EIA Funds Disbursed to School Sites**
- **III-EL 12: Properly Assesses Costs for Salaries**

**Chapter IV Program Evaluation and Reclassification**

- **IV-EL 13: EL Program Evaluation**
- **IV-EL 14: Reclassification**

**Chapter V Staff**

- **V-EL 15: Teacher EL Authorization**
- **V-EL 16: Professional Development**

**Chapter VI Placement, Waivers, and Services to Private School**

- **VI-EL 17: Appropriate Student Placement**
- **VI-EL 18: Parental Exception Waiver**
- **VI-EL 19: Equitable Services to Private Schools**

**Chapter VII ELD and Access to the Core**

- **VII-EL 20: ELD**
- **VII-EL 21: Access to the Core**

# Chapter I

# Parents

## **I-EL 01: Parent Outreach and Involvement**

### **I-EL 02: ELAC**

### **I-EL 03: DELAC**

#### **Introduction:**

The goal of this chapter is to assist schools in the development of a strong interactive parent component. The school's responsibility is to help parents clearly understand the process so that they can positively interact with the school and thus become advocates for the education of their children. Each school will:

- Include participation of parents and the community in decision-making, planning, implementation and evaluation of instructional programs for English learners.
- Develop a working partnership between the community and the schools in providing equal educational access to all students.
- Emphasize open communication with parents and dissemination of information concerning school activities, programs, reports, and policies in the primary language.

## **I-EL 01: Parent Outreach and Involvement**

### Compliance Indicators

I-EL 1. The LEA shall implement outreach to parents of English learners that includes the following:

(a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 U.S.C. § 7012 (e)(2).)

(b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency
2. Achieve at high levels in core academic subjects
3. Meet challenging state academic content and achievement standards expected of all students (20 U.S.C. § 7012 (e)(1).)

(c) A LEA or consortium that has failed to make progress on the annual measurable achievement objectives (AMAO) shall inform parents/guardians of English learners of such failure no later than 30 days after such failure occurs. (20 U.S.C. §§ 6312 (g)(1) (B)(1), 7012 (b).)

### Associated Documents

EL LEA policies and procedures [r] EL sample school-to-home communications, i.e., report cards, parent handbook, progress reports, newsletters) [s] Sample school-to-home communications in home languages other than English, i.e., report cards, parent handbook, progress reports, newsletter) [s]

### Required and Suggested Documents

AMAO notification letter if LEA fails to meet objectives [r]

EL AMAO most current notification letter if LEA fails to meet objectives

The SMCJUHSD schools hold monthly/quarterly meetings with parents to discuss how parents can be involved in the education of their children with a focus on assisting with the attainment of English proficiency, achieving at high levels in core academic subjects, and meeting challenging standards. These meetings are designed to solicit input from parents and to keep parents informed of how the schools are responding to past recommendations.

School sites that have not made progress on annual measurable achievement objectives inform parents/guardians of English learners of the results no later than thirty days after receiving the information from the state. This information is provided to all parents in English and Spanish.

## **I-EL 02: ELAC**

### Compliance Indicators

Advisory Committee (ELAC) that meets the following requirements:

(a) Parent members are elected by parents or guardians of English learners. (5 CCR § 11308(b).) (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC § 52176(b).) (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC §§ 52176 (b)(c), 64001(a), 5 CCR § 11308(d).) (d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (EC § 64001(a).)

(e) The ELAC advises the principal and staff on the school's program for English learners. (EC § 52176(c).)

(f) The ELAC assists in the development of the school's (EC § 53176(c).):

1. Needs assessment.
2. Language Census Report.
3. Efforts to make parents aware of the importance of regular school attendance.

(g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308(d).)

(h) Financial resources may be allocated for reasonable expenses (which may include transportation, child care, translation services, meals, and training) of parent advisory groups on bilingual-bicultural education, at the school and school district incurred in the course of their duties as members of the parent advisory groups. (EC § 52168 (b)(4).)

(i) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR § 11308(b).)

(EC §§ 35147, 52176(a), 62002.5; 20 U.S.C. §§ 6312 (g)(4), 7012.)

### Required and Suggested Documents

ELAC meeting calendar, notifications, agendas, minutes, and sign-in sheets [r]

ELAC member roster, with designation of EL parents [r] ELAC member roster, with designation of EL parents for selected sites [r] ELAC training materials [r] ELAC training materials for selected sites [r]

### **English Learner Advisory Committees (ELAC):**

School sites with 21 or more enrolled English learners have a functioning EL Advisory Committee (ELAC). Districts with 51 or more enrolled English learners are required to have a functioning District EL Advisory Committee (DELAC).

### **English Learner Advisory Committee**

#### **1. ELAC Formation**

- a. A general meeting is called for all EL parents by the site administrator and the EL Specialist.
- b. The role and responsibility of the ELAC is explained.
- c. The administrator can entertain nominations.
- d. All nominees must be reminded before elections of the duties and responsibilities of membership.
- e. The administrator will notify in writing those who are elected.

- f. The EL Specialist will provide elected members (with their consultation) appropriate training materials and training to assist them in carrying out their legal responsibilities.
- g. Following elections, the EL Specialist will send the names of the members to the Assistant Superintendent of Education Services.
- h. The Assistant Superintendent of Education Services and the school site will keep a current list of ELAC members.

## 2. ELAC Composition

- English learner parent membership percentages on the ELAC shall reflect the EL percentages at the school site.
- The ELAC may be comprised of EL parents, non-EL parents (who are all elected by EL parents) and school site staff.
- ELAC officers are elected from within the ELAC:
  - ▶ Chairperson
  - ▶ Vice-Chairperson
  - ▶ Secretary
  - ▶ DELAC representative(s)

See Appendix A for a description of the roles and responsibilities of the ELAC/DELAC officers.

- If a committee member must be replaced during the school year, the chairperson shall appoint someone to fill the position for the remainder of the year. Vacant positions shall be re-elected or selected each fall.

## 3. ELAC Role: The ELAC will advise the principal and staff on topics relating to English learners, including at a minimum:

- Advising the School Site Council (SSC) on the development of the Single School Plan for Student Achievement.
- The development of a detailed school plan for English learners submitted to the governing board.
- The development of the school's needs assessment.
- Administration of the school's language census.
- The importance of regular school attendance.

## 4. ELAC Meetings

- The ELAC will meet a minimum of **seven times** a year.
- An agenda will be developed and posted for each ELAC meeting 72 hours in advance.
- A sign in sheet will be signed by every attendee.
- Minutes will be kept at each ELAC meeting and copies forwarded to the Assistant Superintendent.

See Appendix B: Suggested Calendar for Required ELAC Meeting Agenda Items

See Appendix C for the following templates:



- ELAC/DELAC Meeting Agenda
- ELAC/DELAC Roster
- ELAC/DELAC Meeting Sign In Sheet
- ELAC/DELAC Meeting Minutes
- Simplified Parliamentary Procedures
- Bylaws

**5. ELAC Delegation of Legal Responsibilities to the School Site Council**

The ELAC may designate the School Site Council, established pursuant to Education Code Section 54425, to function as the school advisory council for English learners (Education Code 54425).

See Appendix D: Delegation of Authority English Language Advisory Committee

## **I-EL 03: DELAC**

### Compliance Indicators

I-EL 3. A LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

(a) The DELAC advises the school district governing board on all of the following tasks:

1. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR § 11308(c)(1).)
1. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR § 11308(c)(2).)
2. Establishment of district program, goals, and objectives for programs and services for English learners. (5 CCR § 11308(c)(3).)
3. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR § 11308(c)(4).)
4. Administration of the annual Language Census Report. (5 CCR § 11308(c)(5).)
5. Review and comment on the school district's reclassification procedures. (5 CCR § 11308(c)(6).)
6. Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR § 11308(c)(7).)

(b) The LEA provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR § 11308(d).)

### Required and Suggested Documents

DELAC meeting calendar, notifications, agendas, minutes, and sign-in sheets for last 12 months [r]  
DELAC training materials [r] Governing Board minutes where DELAC provided advice [r] Roster identifying DELAC representatives by school for last 12 months [r]

## **District English Learner Advisory Committee (DELAC)**

### **1. Formation**

1. At the first ELAC meeting at each school, the members elect two representatives and one alternate to the DELAC.
2. The DELAC representatives will be responsible to attend all DELAC meetings and present the information received at the DELAC meetings at the school level ELAC.
3. The site administrator will send the names of representatives and alternates to the Assistant Superintendent.
4. The representatives will serve for a period of two years.
5. If a DELAC representative must be replaced during the year, the alternate takes his/her place and the ELAC may appoint a new alternate.
6. The Assistant Superintendent and/or designee will serve as the district liaison to the DELAC, assisting the EL Specialists with agenda preparation, distribution of meeting notices, arranging for guest speakers, preparation of meeting minutes, and all communications pertaining to the DELAC.
7. The Assistant Superintendent will assist the EL Specialists to provide training materials and training, planned in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

## 2. DELAC Composition

- The DELAC will consist of two representatives and one alternate from each school site.
- Only the designated representatives will have voting privileges.
- An alternate will assume a representative's voting privilege on his/her absence.
- DELAC officers are elected from within the DELAC:
  - ▶ Chairperson
  - ▶ Vice-Chairperson
  - ▶ Secretary

See Appendix A for a description of the roles and responsibilities of the ELAC/ DELAC officers.

## 3. DELAC Role: The DELAC will advise the governing board on programs and services for English learners including at a minimum:

- A timetable for and development of English Learner Master Plan, taking into consideration the school site plans for English learners.
- Conducting a district-wide needs assessment on a school by school basis.
- Establishment of a district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with applicable teacher or aide requirements.
- Administration of the annual language census.
- Review of and comments on the written notification of initial enrollment as required in 5 CPM 11303(a).
- Review of and comments on any related waiver request.
- Review of and comment on the district reclassification procedures.

DELAC Responsibilities

The DELAC shall be responsible for advising the district's local governing board on the following tasks. The evidence that the DELAC has performed its duties needs to be in the agendas and minutes of its meetings and in those of the governing board.

<b>Responsibilities</b>	<b>Suggestions for Meeting These Responsibilities</b>
The DELAC, or subcommittee on English learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English learners.	Members of DELAC will attend the Board of Trustees meetings twice a year – in January and in May – and provide a written set of recommendations regarding the programs and services for English learners.
Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.	Review what SPSA says about ELs <ol style="list-style-type: none"> <li>1. CM training and ongoing support for all teachers</li> <li>2. Opportunities for students to recover credits, receive tutoring</li> <li>3. EL Specialist</li> <li>4. Other</li> </ol>
Conducting a district-wide needs assessment on a school-by-school basis.	Focus this year is evaluation of: <ol style="list-style-type: none"> <li>1. CM implementation (strategies which provide access to the core curriculum)</li> <li>2. Improved use of PLC time</li> <li>3. Transition to the CCSS and the Next Generation ELD Standards</li> </ol>
Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).	See “Review what SPSA says about ELs” above
Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.	Requirements: V-EL 15. Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization.  15.1 A LEA with a documented shortage of teachers authorized to provide such instruction has written, adopted, and implemented policies and procedures to remedy the shortage
Administration of the annual language census (e.g., procedures and forms).	The annual language census is now part of CALPADS. <b>The report will be revised in May.</b>
Review and comment on the district's reclassification procedures.	<b>Lexile levels for reclassification</b> <b>9<sup>th</sup> grade- 850</b> <b>10<sup>th</sup>-12<sup>th</sup> grade- 900</b>
Review and comment on the written notifications required to be sent to parents and guardians.	Review letters sent to parents notifying them that their child was reclassified.

#### **4. DELAC Meetings**

- The DELAC will meet a minimum of four times each year.
- A roster of current DELAC membership will be kept which demonstrates that 51% of the members are parents of English learners.
- An agenda will be developed and posted 72 hours in advance of each DELAC meeting.
- A sign in sheet will be signed by each attendee which identifies his/her constituency.
- Minutes will be kept at each DELAC meeting and will clearly reflect the training areas that have been covered during the meeting.
- DELAC minutes will be shared with site principals and EL Specialists.

See Appendix C for the following templates:

- ELAC/DELAC Meeting Agenda
- ELAC/DELAC Roster
- ELAC/DELAC Meeting Sign In Sheet
- ELAC/DELAC Meeting Minutes
- Simplified Parliamentary Procedures,
- Bylaws

See Appendix E: Suggested Calendar for Required DELAC Meeting Agenda Items

## **Chapter II**

# **Identification, LEA Plan, SSC, Translation, and Parent Notification**

**II-EL 04: Identification, Assessment, and Notification**

**II-EL 05: Implementation and Monitoring of LEA Plan**

**II-EL 06: School Site Council Develops and Approves SPSA**

**II-EL 07: Translation of Information for Parents**

**II-EL 08: Inventory**

## II-EL 04: Identification, Assessment, and Notification

### Compliance Indicators

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

4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC § 52164.1(a).)

4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (EC § 52164.1 (b); 5 CCR §§ 11307(a), 11511.)

4.3 Parents/guardians of English learners are notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (EC § 52164.1(c); 5 CCR § 11511.5.)

4.4 For school districts receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of English learners are notified of:

- (a) Their child's initial English language proficiency level
- (b) How such level was assessed
- (c) Their child's language designation
- (d) Descriptions of program options, educational strategies, and educational materials to be used in different options
- (e) Program placement
- (f) Exit criteria
- (g) For English learners with a disability [with an Individualized Education Program (IEP)], how such program will meet the objectives of the IEP
- (h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 U.S.C. §§ 6312, 7012.)

4.5 For school districts receiving Title III funds, parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of:

- (a) Their child's English proficiency level
- (b) How such level was assessed
- (c) The status of the child's academic achievement
- (d) Their child's language designation
- (e) Descriptions of program options and educational materials to be used in different options
- (f) Program placement
- (g) Exit criteria
- (h) English learners with a disability (on IEPs), how such program will meet the objectives of the IEP
- (i) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 U.S.C. §§ 6312, 7012.)

4.6 Each English learner is annually assessed for English language development and academic progress. (5 CCR § 11306.)

4.7 All currently enrolled English learners are assessed for English language proficiency by

administering the CELDT during the annual assessment window. (5 CCR § 11511.1(b).)

4.8 Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. (5 CCR § 11516.)

4.9 Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC § 52164.1(c); 5 CCR § 11511.5.)

(20 U.S.C. § 6312 (g); EC § 313 (a)-(c).)

Associated Documents: EL sample notifications of completed Title III letters (initial and annual in English and other languages as applicable) without students' names [r]

Required and Suggested Documents:

EL LEA policies and procedures: identification, parent notification [r]

EL sample IEPs [r] EL sample of Home Language Surveys without students' names [s] EL sample of IEPs indicating accommodations for ELs with disabilities [r]

California public schools are required to determine the language(s) spoken in the home by each student upon initial district enrollment. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. When a parent or legal guardian enrolls his/her child in the district for the first time, the parent/legal guardian completes a registration form that includes the HLS as part of the enrollment procedure. The HLS remains on file for each student in the district.

All students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the HLS , must be assessed in English language skills within 30 calendar days of initial enrollment. The fourth question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment. A state approved assessment instrument, the California English Language Development Test (CELDT), is administered following all of the publisher's instructions to determine English language proficiency. The CELDT is a criterion-referenced test based on the ELD Standards which assesses the student's English language proficiency in listening, speaking, reading, and writing.

Parents whose children speak a language other than English must be notified within 30 calendar days of the completion and results of their child's initial assessment. Results of initial assessments are shared with the parent(s) in writing which explains the English proficiency results, program options, student recommended placement, and the waiver process for an alternative program. Assessment results are updated for each student in the student information system by the Student Services Technician. In addition, the results are provided to the teacher(s) of each EL student. A copy of the Home Language Survey, original CELDT assessment, and parent notification forms, including assessment results for English proficiency are placed in the student's English learner folder in the CUM.

Using this assessment information and the SMCJUHSD ELD Placement and Sequence Chart, the EL Specialist makes a placement recommendation to the counselor. Written descriptions of program options are reviewed with parents. The site principal or designee meets with the parent(s)/legal



guardian(s) to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations.

When students transfer between schools in the District, all relevant data regarding the student's English learner assessment history including current scores, current student placement, academic progress and interventions are sent to the receiving school. The EL Specialist is responsible for reviewing the information in the student data system to make sure the student is properly placed in his or her new class(es). This is also true for students transferring to the continuation/alternative high school.

Students newly entering the district will have the relevant assessment, academic process and placement information entered into the student information system within ten (10) days of enrollment by the Student Services Technician. Upon registration the CELDT Score Request Form (Appendix G) shall be faxed with the Cum Request Form to the previous school by the Student Services Technician. An EL folder will be created by the EL Specialist and placed in the cumulative folder.

When the site receives the student's cumulative record from the former school district/school, the record will be reviewed by the EL Specialist to check for any relevant data pertaining to English learner status and/or services provided in the former school district/school. Such information may impact initial assessment data and placement of the student; adjustments in the database and program will be made accordingly. If assessment data is incomplete or missing from the student's cumulative records, the EL Specialist will arrange to have initial identification assessments done so that the student will be properly placed. See Appendix F: SMCJUHSD Decision Guide for Assessment and Placement of English Learners

## **Procedures for Registration and Testing of ELs New to the District**

### **1. IDENTIFICATION AND ENROLLMENT**

- A. Students complete an enrollment form which includes the Home Language Survey. Questions on the enrollment form will help staff complete state reports and maintain an accurate database:
  - Birthplace (EIEP/SNOR).
  - Language spoken (R-30 Language Census).
  - School history (US school enrollment date & EIEP/SNOR).
  - Note the date the Initial Assessment Notification was mailed home.
  - Note the date when the Student Services Technician entered data in the student information system:
    - English Proficiency: EL/RFEP/IFEP/EO, English Learner Date, Services Received, Instructional Settings
- B. Each student with a home language other than English on the HLS **must be assessed within 30** calendar days of initial enrollment.

- English comprehension, speaking, reading, and writing will be assessed using the *California English Language Development Test (CELDT)*.
  - Assessments are administered, scored, and recorded in the student information system by the Student Services Technician.
  - According to state law all testing materials must be kept in a locked storage room/cabinet when not in use.
- C. Students transferring from within the District may not need CELDT testing. The Student Services Technician will check with the other site's Student Services Specialist to see if the student was tested.
- D. Students transferring from other districts within the US:
- The Student Services Technician will send the CELDT Score Request Form to the previous school (See Appendix G).
  - If we do not get a response from the previous school in a timely manner (5 days), the Student Services Technician will notify the EL Specialist who will administer the CELDT.
  - All students must be identified as EL, RFEP, IFEP, or EO within the first 30 days of enrollment.
  - No student who answered a language other than English on the HLS may be classified as To Be Determined (TBD).
  - Class placement may be based on the student's transfer schedule until scores are received from the previous school.
- E. The Student Services Technician will notify the EL Specialist immediately when a new student enrolls by providing a copy of the CELDT Score Request Form. If the EL Specialist is not available to test a newly-enrolling student; the Student Services Technician will test the student with the CELDT.
- F. The EL Specialist should stress to the Student Services Technician the importance of having the five parts of the Home Language Survey (HLS) section totally completed and entered in the student information system and stored in the EL folder in the cum.

## **2. LANGUAGE TESTING BY THE EL SPECIALIST OR ALTERNATE TESTER**

- A. Each student will only be tested once during each school year with CELDT until reclassification.
- B. Administer CELDT. See *CELDT Examiner's Manual for procedures for administering CELDT*.
- C. Score exam using the Local Scoring Tool (LST) on the CELDT website. Print out the results and keep alphabetically in a binder until the official scores arrive
- D. The student's scores are recorded on:

- EL Student Roster (will help you keep track of which new students were tested and how many have arrived during a certain period of time).
- District's student information system

### 3. PLACEMENT AFTER TESTING

- A. The EL Specialist or the principal's designee sends a copy of the test results with a recommendation for placement based on the SMCJUHSD Decision Guide for Assessment and Placement of English Learners (Appendix F) to the counselor for placement.
- B. EL Specialist sends all CELDT answer books to the Assistant Superintendent or his/her designee in the District Office every two weeks. The EL Specialists will assist with the preparation and mailing of the answer books for scoring. The district will mail the test booklets for scoring every two weeks.
- C. After a schedule has been assigned, the EL Specialist checks for proper class placement according to the SMCJUHSD Decision Guide for Assessment and Placement of English Learners (Appendix F).
- D. In the student information system the counselor indicates appropriate program number for each student.

- 1 – Structured English Immersion
- 2 – Alternative Course of Study
- 3 – English Language Mainstream Classroom

- E. Assign program number to each student in the student information system the counselor enters the program services received field.

- 330** – English language Development (ELD)
- 331** – ELD and Specially Designed Academic Instruction in English (SDAIE)
- 334** – Other Instructional Language Services
- 335** – Not Receiving any English Learner Services

This code is based on the content courses assigned, not what they should have.

- F. The Student Services Technician enters the date the student **first** entered a USA, school in the student information system.
- G. If a student was born in a country other than the USA, then that student must also have the USA enter date.

**All English learners must have a US Enrollment Date no matter where they were born. This date cannot be the same as the students' birth date.**

The Student Services Technician enters the **EIEP ENTRY** date in the student information system. Use only for students who were **not** born in the United States of America.

Foreign Exchange students should have an EIEP date.

4. **PARENT NOTIFICATION:** State law says parents need to be informed of their student's initial CELDT scores (by mail) within 10 school days after assessment. See Appendix I for the Initial Parent Notification Letter.

Education Code section 52164.5

- The EL Specialist notes the date the Initial Notification Letter was sent on the EL Student Roster
  - The EL Specialist may begin to fill out Initial Notification Letter and the mailing envelope while the student is completing the reading and writing section of the CELDT.
  - The EL Specialist mails the Initial Notification Letter to the parents.

### **Procedures for Annual CELDT Testing of Previously-Enrolled ELs**

The CELDT is administered annually to all enrolled pupils who are currently identified as English learners. The State's annual assessment window for the CELDT assessment begins on July 1 and ends on October 31 of each school year. In order to best meet the needs of our students, during the 2014 – 2015 school year, the annual assessment will be administered during the school year (September – early October) rather than during the summer break. The listening, reading, and writing portions of the assessment will be administered in group settings, usually, during the students' ELD course period. The speaking portion of the assessment will be administered individually.

### **II-EL 05: Implementation and Monitoring of LEA Plan**

#### Compliance Indicators

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

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

- (a) A description of high-quality student academic assessments that the LEA and schools use:
- i. To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards
  - ii. To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learners meet the state student academic achievement standards

5.2 Minimum required components of the plan:

- (a) Description of programs and activities to be implemented
  - (b) Description of how funds will be used to meet all annual measurable achievement objectives
- I Description of how school sites will be held accountable for:
- i. Meeting the annual measurable achievement objectives

- ii. Making adequate yearly progress for English learners
- iii. Annually measuring the English proficiency of English learners
- (d) Description of how school sites will promote parental and community participation in programs
- I Description of how all English learners' programs will be carried out to ensure that English learners are served
- (f) Assurance that the EL program is based on scientifically based research enabling English learners to meet challenging state academic content and student academic achievement standards.

Required and Suggested Documents: Title III amendment and related documents [r]

## II-EL 06: School Site Council Develops and Approves SPSA

### Compliance Indicators

II-EL 6. For all programs funded through the Consolidated Application and Reporting System including programs for English learners, EIA-LEP, and Title III and operated at the school, the SSC annually develops, reviews, updates, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs and contains:

(a) Analysis of academic performance data to determine student needs

(b) School goals to meet the identified academic needs of students

I Activities to reach school goals that improve the academic performance of students

(d) Expenditures of funds allocated to the school through the Consolidated Application and Reporting System

I The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of English learners, low-achieving students, and those at risk of not meeting state academic content standards (20

U.S.C. §§ 6314 (b)(1)(2), 6315 (c)(2), 6826; EC § 64001(f).)

6.1 The local governing board reviews and approves the SPSA annually and whenever there are material changes to the plan (e.g., the school is designated as Program Improvement). (EC § 64000(a)(3), 64001(g).)

6.2 The SPSA is consistent with the LEA Plan. (EC § 64001(h).)

6.3 The SSC annually considers whether or not it wishes the local school to participate in the School-based Coordination Program (SBCP) and that decision is indicated in the SPSA. (EC § 52852.5(b).)

6.4 If the school operates a SBCP program, the SPSA contains a description of instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs. (EC § 52853(a)(2).)

(EC § 64001(f),(g),(h).)

Associated Documents EL fiscal records: EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records [r] Single Plan for Student Achievement (SPSA) [r]

### Required and Suggested Documents

EL fiscal records: EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records for selected sites [r] SSC agendas and minutes SSC agendas and minutes EL approval of allocations, proposed expenditures, and centralized services [r]

## II-EL 07: Translation of Information for Parents

Compliance II-EL 7. The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

Indicators 7.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC § 48985; 5 CCR §11316.)  
(20 U.S.C. § 6318 I(5).)

### Required and Suggested Documents

EL budget and ledger entries for translation expenditures [r]  
EL phone logs [s] EL school-to-home communications in other languages (report cards, parent handbook, progress reports, newsletter [s] EL school-to-home communications in other languages (report cards, parent handbook, progress reports, newsletters [s] School language census data that includes RFEP, IFEP, and EL students for selected sites [r]

Communication with the parents of EL students in their primary language is essential to encourage parent support and involvement. To support this communication, the district provides translations for major documents, district notices, public meetings and district workshops for parent in Spanish. School sites provide translations of school notices and meetings to parents in Spanish to ensure understanding and participation.

## II-EL 08: Inventory

### Compliance Indicators

II-EL 8. For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit, that is purchased with state and/or federal funds including EIA-LEP and Title III. The record describes the acquisition by:

- (a) Type
- (b) Model
- I Serial number
- (d) Funding source
- I Acquisition date
- (f) Cost
- (g) Location
- (h) Current condition
- (i) Transfer, replacement, or disposition of obsolete or unusable equipment  
(EC § 35168; 5 CCR § 3946; 34 CFR § 80.32 (d) (I).)

### Required and Suggested Documents

- EL inventory records of items bought with EIA-LEP and Title III funds [r]
- EL invoices for budgeted items [r]
- EL physical check of inventory [r]



# **Chapter III**

# **Funding**

**III-EL 09: Adequate General Funds; Supplement Not Supplant**

**III-EL 10: Supplement Not Supplant With Title III**

**III-EL 11: EIA Funds Disbursed to School Sites**

**III-EL 12: Properly Assesses Costs for Salaries**

### **III-EL 09: Adequate General Funds; Supplement Not Supplant**

<u>Compliance Indicators</u>	III-EL 9. Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. 9.1. For the following programs, EIA-LEP and Title III, the LEA uses categorical funds only to supplement the level of Federal, State and local public funds and in no case supplant such Federal, State, and local public funds. (20 U.S.C. §§ 1703(f), 6825(g), 54025I; Casta#241;eda v. Pickard [5 <sup>th</sup> Cir. 1981] 648 F.2d 989, 1010, 10121013.)
<u>Associated Documents</u>	CARS (EIA-LEP and Title III pages) [r] EL fiscal records: EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records [r] EL job descriptions, duty statements, and activity logs [r]

### **III-EL 10: Supplement Not Supplant With Title III**

<u>Compliance Indicators</u>	III-EL 10. Beginning with fiscal year 2009-10, in alignment with the federal supplement, not supplant requirement, Title III funds must not be used to meet state requirements for translations. (20 U.S.C. §§ 1703(f), 6825(g), 54025I; Casta#241;eda v. Pickard [5 <sup>th</sup> Cir. 1981] 648 F.2d 989, 1010, 1012 1013; EC §§ 48985, 62002, 64000(b)(c), 64001(g); 5 CCR § 11316.)
<u>Associated Documents</u>	CARS (EIA-LEP and Title III pages) [r] EL fiscal records: EIA-LEP and Title III funds; budget pages, purchase orders, and expenditure records [r] EL job descriptions, duty statements, and activity logs [r]
<u>Required and Suggested Documents</u>	Budget ledger for translation expenditures [r] Budget summary sheets for selected sites and/or end of year report [r] EL LEA policies

### **III-EL 11: EIA Funds Disbursed to School Sites**

<u>Compliance Indicators</u>	III-EL 11. The LEA disburses categorical funds, including EIA-LEP and Title III, in accordance with the approved Consolidated Application and Reporting System (CARS). 11.1 For programs funded by EIA, the LEA utilizes no less than 85 percent of those apportionments at school sites for direct services to students. (EC § 63000, 63001.) 11.2 For programs funded by Title III, the LEA utilizes no less than 98 percent of those apportionments on direct services to English learners and may not use more than two percent of such funds for the cost of administering this program. (20 U.S.C. § 6825 (b).) (EC §§ 62002, 64000(b)(c), 64001(g).)
<u>Associated Documents</u>	CARS (EIA-LEP and Title III pages) [r] EL job descriptions, duty statements, and activity logs [r]

### III-EL 12: Properly Assesses Costs for Salaries

<u>Compliance Indicators</u>	III-EL 12. The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity and duties of the employee. 12.1 Each employee paid in part from a single cost objective and in part from other revenue, or an employee paid from multiple cost objectives, completes a Personnel Activity Report (PAR) each pay period, or an approved sampling method is used. 12.2 Employees funded under a single cost objective, and employees funded with state funds under the School-Based Coordinated Program, complete a semiannual certification of such employment. (California School Accounting Manual [CSAM]; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2); (EC § 52853(a)(7).) (CSAM; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2) (20 U.S.C. § 6825 (b).)
<u>Associated Documents</u>	EL job descriptions for EIA-LEP, Title III funded positions [r] EL job descriptions, duty statements, and activity logs [r]

### Introduction

The South Monterey County Joint Union High School District follows funding mandates as prescribed by the Educational Code, state regulations and district policies/practices. Title III- LEP and Economic Impact Aid–Limited English Proficient (EIA-LEP) funds are used to supplement the core educational program and may not supplant use of General Fund monies. The core educational program for EL students is funded by general fund monies. Expenditures are audited annually by Christy White Associates.

### Yearly Process:

1. The Board of Trustees approves the district Budget Plan which ensures that the needs of all students are being met.
2. The Business Manager and the Assistant Superintendent allocate funds based on a Consolidated Application formula, meet individually with school principals to plan expenditures and to ensure compliance, and monitor expenditures throughout the year.
3. The Assistant Superintendent of Education Services countersigns all categorical purchase order requisitions, timesheets, consultant contracts and travel expenditure requests to ensure compliance.
4. The site Principal coordinates the development of the school level plan, prioritizes needs based on data, and convenes necessary approval groups.
5. The role of advisory groups are as follows:

- SSC writes and approves the Single School Plan for Student Achievement.
  - ELAC members advise and give input on the school level plan.
  - DELAC gives input on the district-wide English Learner Master Plan.
6. The General Fund provides equitable base facilities, core content teachers, and materials to all students annually.
7. The district maintains a current list of district-adopted ELD materials and core texts that schools are to use with English learners. The list is regularly reviewed and updated by the Assistant Superintendent. New materials are reviewed by the Curriculum Council and recommended to the Board of Trustees for approval.

### **Consolidated Application**

The State Department of Education administers funding for categorical programs through the Consolidated Application. These funds have clear expenditure rules and regulations.

Some of these funds are exclusively for the education of English learners. The State Administrator or his designee certifies the following when accepting these funds:

*“ I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge that information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education’s Federal Program Monitoring process. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.”*

### **Consolidated Application Programs Related to English Learners**

Economic Impact Aid-Limited English Proficient, EIA-LEP, state funds are to supplement the district’s base program. Services to English learners are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. EIA-LEP funds provide supplemental services and materials, including, but not limited to the following:

- Employment of instructional coaches
- Employment of instructional aides
- Purchase of supplemental teaching materials
- Special in-service training for teachers and instructional aides to improve instructional programs
- Parental involvement activities

- Other reasonable expenses, which may include transportation, childcare, translation services, hospitality, and training of parent advisory groups.

Title I, Part A, Basic Grant, provides federal supplemental funds to be used to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet educational needs of low-achieving students enrolled in the highest poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students. Title I-funded schools are school wide program schools.

A school wide program (SWP) is a reform strategy designed to upgrade the entire educational program in a Title I school. It permits a school to use funds from Title I, Part A and other federal education program funds and resources to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of academic achievement on State academic achievement standards. SWPs do not have to identify particular children as eligible for services, show that Part A funds are paying for supplemental services that would otherwise not be provided, or separately track federal dollars.

Title III authorizes federal funding for supplementary programs and services for identified 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 such a manner that allows 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 EL student program activities. A maximum of two percent of Title III funding may be allocated to administrative costs.

## **Chapter IV**

# **Program Evaluation and Reclassification**

**IV-EL 13: EL Program Evaluation**

**IV-EL 14: Reclassification**

## IV-EL 13: EL Program Evaluation

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

(a) A means to evaluate how programs for English learners produce within a reasonable period of time: i. English language proficiency comparable to that of average native speakers of English in the district ii. Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English

(b) An ongoing mechanism for using the procedures described above to improve district-wide and school site EL program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible. (20 U.S.C. § 1703 (f), 6841; Castañeda v. Pickard [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009–1011; EC § 64001 (f).)

### Required and Suggested Documents

EL LEA and site evaluation reports [r]

EL LEA and site evaluation reports that include analysis of verifiable data and conclusions [r]

[r] EL student CELDT scores [r] AMAO data [r] Addendum to SPSA [r] Meeting minutes analyzing the effectiveness of programs for ELs (SSC, DELAC, ELAC) [s] EL LEA process for ongoing evaluation-process, timeline, criteria [r] Title III Year 4 Action Plan [r]

## Introduction

In order to properly evaluate the programs for English learners, we developed the following goals for English learners:

1. English learners will become proficient in English;
2. English learners will reach high academic standards in English Language Arts, Math and other core academic areas;
3. Teachers will be qualified, certified and well-trained to teach English learners;
4. Parents of English learners will be active participants in their children's education;
5. English learners meeting Reclassification criteria will be Reclassified;
6. Reclassified ELs (RFEPs) will be closely monitored during a 24-month period to ensure success in school;
7. English learners' rates for drop-outs, suspensions and expulsions will not exceed that of other groups and will show a decline;
8. English learners will showed increased enrollment in Pre-Advanced Placement and Advanced Placement;
9. English Learners will demonstrate positive self-concept and cross-cultural understanding.

## Purposes of Program Evaluation

1. To determine to what extent EL's are learning English and achieving in the district's core curriculum;
2. To determine the effectiveness of programs and services for English learners;
3. To determine the extent to which language-minority students enjoy equitable access to district programs and services, including paths to higher education;

4. To provide the basis for strengthening program implementation, modifying programs practices, and sustaining ongoing school improvement for all students; and
5. To determine staff development needs that will shape classroom practice.

### **Analysis of Program Effectiveness**

Annually, under the direction of the Assistant Superintendent, the District English Learner Job Alike and the English Learner Site Teams will work together to analyze the effectiveness of programs for English Learners and plan any notifications required to enhance student learning. The annual evaluation will be shared with staff, the Board of Trustees, students, parents, and upon request, with the California Department of Education.

Areas of inquiry include student demographics, instructional services, staffing, student outcomes for ELD, student outcomes for academic achievement, indicators of equitable access, and overall success in school. Specific measures include:

### **Goal 1 – English Learners achieving English Proficiency**

1. The number and percent of EL students advancing one level annually on the CELDT
2. The number and percent of EL students attaining English proficiency on the CELDT
3. The number and percent of English learners entering the SMCJUHSD at the beginner level who attain English proficiency within five years

### **Goal 2 – Students achieving high academic standards (Levels to be determined by the CDE at future date)**

1. The number and percent of ELs scoring Proficient or Advanced on ELA **CAASPP**
- ~~2.~~ The number and percent of ELs scoring Proficient or Advanced on Math **CAASPP**
3. The number and percent of ELs scoring Proficient or Advanced on Science **CAASPP**
- 4. The number and percent of ELs increasing their lexile span by one or more level over an academic year.**

### **Goal 3 –Teacher Qualifications to teach ELs**

1. The number and percent of teachers certified to teach ELs
2. The number and percent of teachers attending in staff development pertaining to teaching and supporting ELs. Staff development will include attendance at formal training sessions, coaching, guided lesson plan development, and other types of support for classroom implementation of strategies designed to promote engagement and mastery of the grade level standards.
3. The number and percent of teachers using SDAIE (Constructing Meaning) on a daily basis to teach the core curriculum.

### **Goal 4 – EL parents being involved in their child’s education**

1. The number and percent of EL parents who attend site ELAC meetings



2. The number and percent of EL parents who attend district DELAC meetings
3. The number and percent of EL parents who attend parent conferences, parent trainings, and other parent involvement activities in the schools or district.
4. The results of the annual EL Parent Survey which asks parents to provide feedback and recommendations on parent involvement activities in the schools.

#### **Goal 5 – ELs qualifying for RFEP status being Reclassified**

1. The number and percent of ELs who qualify for reclassification compared with the number and percent of ELs who are reclassified.
2. The number and percent of ELs who having entered the SMCJUHSD at the beginner level have attained English proficiency within five years

#### **Goal 6 – Monitoring Reclassified ELs (RFEPs)**

1. The number and percent of RFEP students meeting benchmarks or above on local assessments compared to their native English-speaking peers
2. The number and percent of RFEPs maintaining annual yearly progress in state exams compared to their native English-speaking peers
3. The number and percent of RFEPs making progress toward high school graduation compared to their native English speaking peers

#### **Goal 7 – Drop-outs, suspensions and expulsions for ELs will decrease**

1. The number and percent of ELs dropping out of high school compared to their native English-speaking peers
2. The number and percent of ELs suspended compared to their native English-speaking peers
3. The number and percent of ELs expelled compared to their native English-speaking peers

#### **Goal 8– Increase Enrollment for ELs in Pre-Advanced Placement and in Advanced Placement**

1. The number and percent of ELs enrolled in Pre-Advanced Placement and in Advanced Placement as compared to their native English-speaking peers.

#### **Goal 9 – ELs will demonstrate positive self-concept and cross-cultural understanding**

1. The results of the Annual Survey of EL Students

#### **Monitoring of EL Master Plan Implementation**

District and site staff will periodically monitor implementation of programs. The primary goal of the monitoring is to ensure that every school in the district has a compliant and effective program for English learners. This monitoring will occur in three ways:

1. Document Review: All schools will conduct annual monitoring by means of review of key files and documents. The EL Specialist will assist site principals with this review and will use the Document Review Calendar and Checklist to complete the review.
2. In Depth Review: A district-facilitated self-review will be conducted every four years. The self-review will include a documentation check, teacher, student, parent and other key staff interviews and classroom observations. These self-reviews will be facilitated by the Assistant Superintendent and will include the EL Site Team. This in-depth review will provide the basis for the California Department of Education's Federal Program Monitoring every four years.
3. Ongoing Support: The Assistant Superintendent will be available to support school sites with Document Reviews and the In-Depth Reviews.

### **Measures for Monitoring Goal 1**

1. Title III Accountability report

### **Measures for Monitoring Goals 2 – 9**

1. English Learner Subgroup Self Assessment (ELSSA)
2. Title III Accountability report
3. Parent and student survey results
4. Report on monitoring of reclassified ELs
5. Report on enrollment of ELs in AP and pre-AP classes

The SMCJUHSD has established high expectations for all students, including English learners. We hold all students accountable for achieving high standards. We also recognize that English learners face a challenge that is disproportionately more difficult than that faced by their native-English counterparts as they work to achieve grade-level content standards. The district accountability system therefore established benchmarks that are rigorous yet fair and rely on assessment procedures that are valid and reliable in charting student progress toward meeting grade-level standards. Benchmarks provide a key basis for gauging program effectiveness at the school and district levels.

The SMCJUHSD assessment and accountability system provides for the collection and reporting of data using a model of multiple measures. The system was developed to identify district-wide trends and detect individual student deficits that may occur within instructional programs. Data collection and analysis to determine program effectiveness for English learners will be organized around the nine goals for English learners.

### **Grade Level Standards**

District accountability and assessment systems are aligned with current State mandates governing standards, accountability, and assessment. The district governing Board of Education has adopted grade-level standards in English Language Arts, mathematics, science, and history/social science.

SMCJUHSD is currently working on developing and implementing district-wide common course benchmarks in English language arts grades 9-10, in Math 1, in ELD and in READ 180.

### **California Standardized Testing and Reporting Program (STAR)**

**As part of the STAR program, 9<sup>th</sup>– 11<sup>th</sup> grade students, including English Learners, take the California Standards Tests in English Language Arts and Mathematics, and in selected grades, Science and History/Social Science. These tests are designed to assess students’ achievement of California’s content standards in these areas, which are grade and course specific. The State Board of Education has adopted performance standards for English language arts, and students are placed at one of five performance levels.**

### **Analysis and Reporting Calendar**

In order to track implementation of the English Learner Master Plan and to monitor student progress, the district will follow an established **Compliance Monitoring Calendar**. This cycle will begin upon receipt of the state’s Title III Accountability Report and will be completed by May 15<sup>th</sup> of each year.

### **Evaluation and Accountability: Roles and Responsibilities**

#### **State Administrator (Superintendent)**

- Evaluates district goals relative to student achievement, professional development, and evaluation and accountability

#### **Assistant Superintendent**

- Supports sites in implementing the English Learner Master Plan, monitors implementation of the Master Plan, and reviews district and site EL data to assist with the evaluation of the program
- Monitors the selection of materials used in the classroom for delivery of ELD or core curriculum to English learners
- Meets with principals to review site plans for English learners
- Monitors compliance with all FPM EL items at the site and district level
- Monitors assessments used for evaluation of EL students’ progress
- Supports the data collection process, provides analysis, writes district reports and prepares graphs and charts
- Works with EL Specialists on annual program evaluation
- Shares results of evaluation with all stakeholders, including DELAC
- Facilitates DELAC meetings
- Supports sites with their self-reviews and is the District FPM Lead
- Certifies the annual Spring Census of English Learners
- Amends the Local Educational Agency Plan (LEAP) based upon ELSSA findings and the annual evaluation of the EL Program.

#### **Site Administrator**

- Monitors procedures and legal requirements pertaining to English learners at the school

- Monitors EL student placement
- Oversees Reclassification process
- Monitors implementation of the EL Master Plan at the school
- Monitors student records and site's system for accurate data
- Organizes Single Plan for Student Achievement (SPSA) for providing appropriate services to EL Students
- Prepares school plan for Board of Education's approval
- Assists EL Specialists with regularly scheduled English Learner Advisory Committee meetings, covering state mandated requirement.
- Informs parents of program results and resources to address student needs
- Meets with school and district staff to determine program effectiveness

### **Classroom Teacher**

- Implements specific EL programs as described in the Master Plan for English Learners.
- Provides instruction that meets state frameworks and district and state standards
- Ensures delivery of appropriate ELD instruction
- Monitors EL students' progress, reviews school/classroom data, and uses data to modify instruction
- Reviews content and ELD standards and assessment procedures
- Determines/implements differentiated strategies for EL students such as Constructing Meaning
- Identifies and provides interventions to students not meeting standards or benchmarks
- Informs parents of programs, progress and strategies to support students in meeting standards

### **EL Specialist**

- Implements and monitors process and procedures for identifying, testing, placing, and documenting EL students, including reclassification
- Participates on the English Learners Site Team (ELST)
- Monitors the accuracy of EL student data in the district computer system
- Informs staff of progress of identified students toward Reclassification
- Serves as a resource for the staff on English learners' needs
- Provides input on staff development opportunities and needs of teachers who have EL students in their class
- Completes and sends CELDT scores to the school requesting information.
- Assists with data collection and surveys (i.e., R-30, SNOR, etc.)

### **Parent**

- Monitors/promotes English learner's progress in academics, homework, attendance and behavior
- Supports the student in activities to promote student achievement
- Communicates regularly with teacher and other school personnel
- Attends parent conferences and school functions
- Participates in school committees

## Student

- Attends school daily and works for high achievement
- Participates in school activities
- Communicates regularly with parents, teachers, and support staff
- Performs to the best of his/her ability on STAR, CELDT, and local assessments

## IV-EL 14: Reclassification

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

Indicators (a) Assessment of English language proficiency (CELDT) (EC § 313(d)(1); 5 CCR 11303(a).)

(b) Comparison of pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (EC § 313(d)(4); 5 CCR § 11303(d).)

(c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (EC § 313(d)(2); 5 CCR § 11303(b).)

(d) Opportunities for parent opinion and consultation during the reclassification process. (EC § 313(d)(3); 5 CCR § 11303I.)

14.1 The LEA maintains in the pupil's permanent record (regardless of the physical form of such record) and to ensure transfer of documentation of the following:

(a) Language and academic performance assessments

(b) Participants in the reclassification process

I Decision regarding reclassification (5 CCR §§ 432, 434, 438.)

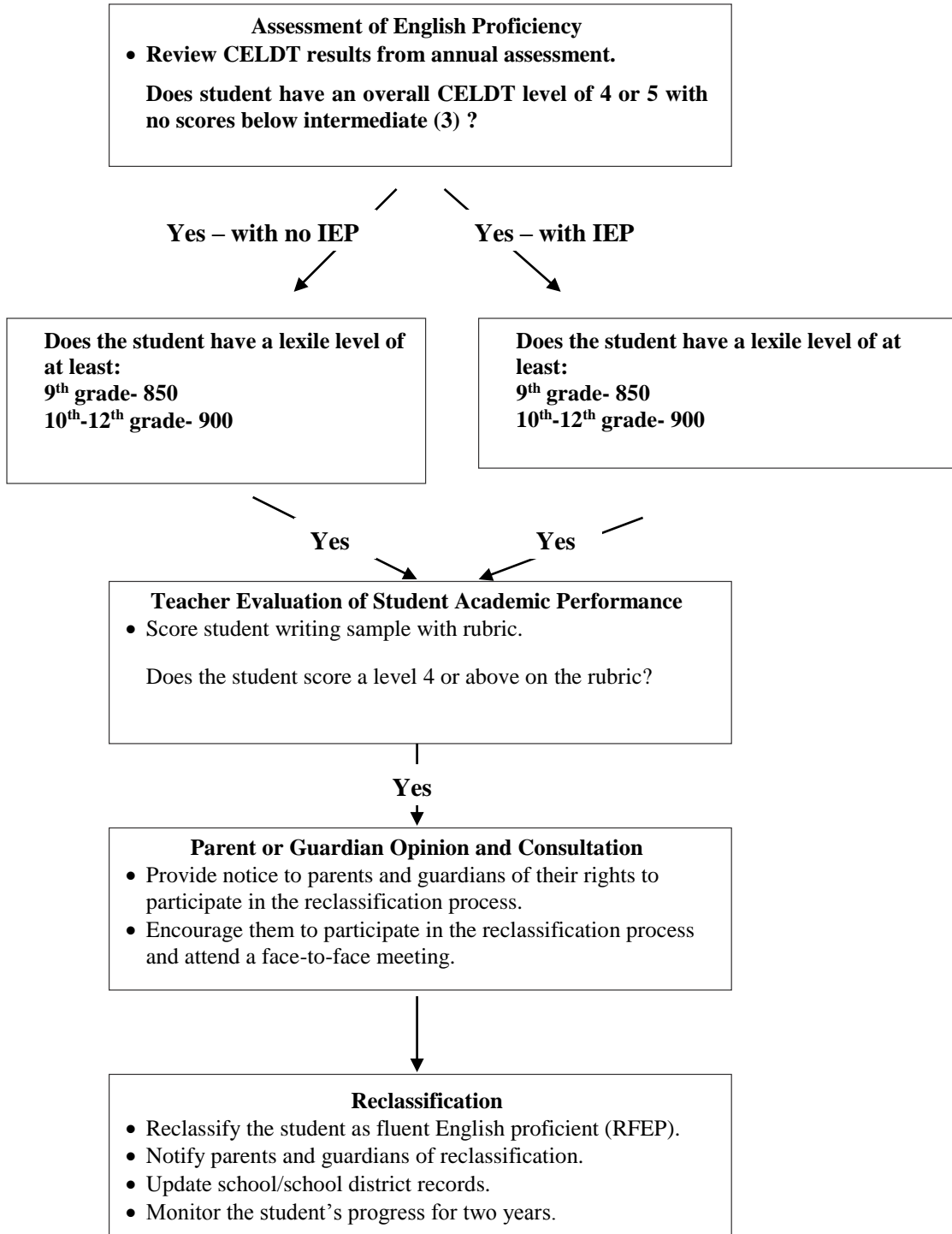
14.2 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (20 U.S.C. § 6841; 5 CCR § 11304.)

### Associated Documents

Required and Suggested Documents EL LEA policies and procedures for reclassification [r]

Evidence from teacher that there was an evaluation that demonstrates student academic performance [r] List of ELs by CELDT level, time spent in program, academic achievement (**lexile level based on grade level**) [r] List of students reclassified as IFEP (without last name) [r] Records that verify student has met reclassification criteria [r] Records that verify student has met reclassification criteria [r] Evidence of two-year follow-up of all reclassified students [r]

### Comparison of Performance in Basic Skills



## Procedures for Reclassification

Every student who is identified as an EL will be considered each year for Reclassification. The SMCJUHSD will reclassify a student as R-FEP if he/she meets the following criteria:

- Score an overall minimum of (4) Early Advanced in Listening, Speaking, Reading, Writing, and Overall on the CELDT and no subscore below 3.
  - **A lexile score of 850/900 on the SRI.**
  - Score a level 4 or higher on the rubric used to assess the student's writing sample
  - Adequate notice is given to parents or guardians and provides them the opportunity for a face-to-face meeting with the school official in charge of the Reclassification process.
1. In mid-January, when the fall CELDT results have been received, the EL Specialist identifies the ELs who have met the above criteria for reclassification and creates a spreadsheet.
  2. The EL Specialist mails the Initial Reclassification Letter to parents explaining the process that is taking place. The initial reclassification letter will notify the parents that their student has met part of the criteria. They have 5 days to respond to the letter.
  3. The EL Specialist completes the Final Reclassification Form for every student whose name appeared on your spreadsheet (CELDT & **lexile level**) with their individual information. Mail Merging the Excel spreadsheet to the signature page is an easy way to save time. **THIS STEP SHOULD BE DONE RIGHT AFTER THE INITIAL LETTER IS MAILED.**
  4. Continue the reclassification process by obtaining all necessary signatures on the Final Reclassification Form: the Principal or his/her designee, the EL Specialist, the parent, and the student.
  5. Once all students have been approved make a copy of the Final Reclassification Form and file for future reference.
    - a. Mail the copy of the Reclassification Form along with the Final Reclassification Letter home.
    - b. Note on original Reclassification /Signature Form the date the letter was mailed home.
  6. In the student information system, enter student as R-FEP and add an R-FEP date in the Language Assessment screen under the Programs tab. Then enter the EL End Date (The EL End Date will be one day before R-FEP date).
    - a. For summer reclassification, the R-FEP date must be two days after start of school year (or date re-enrolled). The receiving school will get credit for the reclassification.
    - b. Notify the counselor upon reclassification in order to trigger any necessary schedule changes.
  7. Place the original Final Reclassification Form in the student's CUM.

8. Send the Assistant Superintendent your Reclassification Summary list via e-mail and hardcopy.
9. Update your spreadsheet for students in need of R-FEP monitoring.

See Appendix \_\_\_\_ Procedures for R-FEP Monitoring



## **Chapter V**

# **Teacher Authorization and Professional Development**

**IV-EL 15: Teacher EL Authorization**

**IV-EL 16: Professional Development**

**IV-EL 15: Teacher EL Authorization**

### Compliance Indicators

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

15.1 A LEA with a documented shortage of teachers authorized to provide such instruction has written, adopted, and implemented policies and procedures to remedy the shortage.

(20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC § 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

### Associated Documents

#### Required and Suggested Documents:

EL LEA policy or plan to ensure all teachers are appropriately authorized [s]

EL teachers/interns in training [r] List of teachers (district and selected sites) [r]

The South Monterey County Joint Union High School District is committed to hiring qualified teachers for English learners (ELs). All English Language Development and SDAIE instruction are delivered by CTC authorized teachers or teachers in training. Annually, the District assesses the need, supply and shortage of qualified teachers. Where shortages exist, the District establishes time-lines to recruit, hire, and train a sufficient number of qualified teachers. Potential teacher hires that are not certified to teach English learners are required, as a condition of employment, to enroll and successfully complete an EL certification program within the first two years of employment.

## **V-EL 16: Professional Development**

### Compliance Indicators

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

(a) Designed to improve the instruction and assessment of English learners (20 U.S.C. § 6825 (c)(2)(A).)

(b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners (20 U.S.C. § 6825 (c)(2)(B).)

(c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 U.S.C. § 6825 (c)(2)(C).)

(d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825 (c)(2)(D).) (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

### Associated Documents

#### Required and Suggested Documents:

Core classroom observation (formal or informal) from each selected site [r] EL professional development calendar [r] EL professional development policies [r] EL professional development records (e.g., agendas, sign-in sheets, etc.) on EL strategies for classified staff, counselors, teachers, and administrators [r] ELD classroom observation (formal or informal) from each selected site [r]

## **Our Commitment**

The South Monterey County Joint Union High School District is committed to providing focused staff development to all teachers and staff to empower them with the skills and attitudes needed to work effectively with students who have specialized needs including our English learners. Thus, the district provides the following services:

- Notification to staff of opportunities for all teachers to obtain EL certifications through university classes, MCOE classes, test preparation, and language institutes.
- Training offered by MCOE.
- Training offered on the Board-approved curriculum for ELD
- Training on Constructing Meaning and other strategies identified as essential for providing access to the core curriculum for English learners.

## **Sampling of Training Options: Instructional**

Every year our district offers, supports, sponsors, and/or publicizes professional development opportunities for teachers, paraprofessionals, administrators and parents that include, but are not limited to:

- Specialized training on the California Common Core Standards and the Next Generation English Language Development Standards
- Workshops directly related to services and instructional strategies for ELs
- CLAD/CTEL/BCLAD/Certification
- English Language Development (ELD)
- Constructing Meaning
- BTSA Program-formal and informal in-service programs structured to provide best practice discrete and integrated instructional methodologies to 7-12 teachers
- Curriculum-specific training from publishing company consultants and district staff on our district adopted ELD programs
- Instructional support from EL Specialists and instructional coaches at each school site
- District and School site training with ELAC/DELAC members
- Cross-cultural understanding
- Classroom management strategies
- Character development
- Test-taking skills
- Training on EL issues throughout the year in conjunction with regularly scheduled meetings and staff development days
- Test administrators and teachers receive CELDT training
- EL Specialists receive data input training for our Aeries system

## **Follow-up and Coaching**

The Assistant Superintendent, the principals, and the EL Specialists regularly review the evaluations of the teachers/staff participating in staff development opportunities to ensure that all persons working with English learners are investing a good faith effort in receiving on going training and support. The EL Specialists provide additional coaching and support for classroom level implementation of training.

# **Chapter VI**

# **Placement Options, Parent Waivers, Private Schools**

**IV-EL 17: Appropriate Student Placement**

**IV-EL 18: Parental Exception Waiver**

**IV-EL 19: Equitable Services to Private Schools**

## **VI-EL 17: Appropriate Student Placement**

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

17.1 Based on LEA criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program at any time during the school year, if the parent or guardian so requests. (5 CCR § 11301.)

17.2 The LEA has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC §§ 305, 306, 310, and 311.)

### Associated Documents

#### Required and Suggested Documents

EL description of Structured English Immersion (SEI) and English Mainstream (ELM) [r]  
EL placement criteria in ELD and core classes [r]

### **Placement Options**

South Monterey County Joint Union High School District uses a number of program models to serve students who are English learners. Placement of English learners is based upon provisions of former Proposition 227, now cited in CA Education Code Sections 300-340. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. All descriptions of programs are disseminated in a language comprehensible to the parents (written or oral translation) to ensure that parents can be active partners in placement decisions for their children.

Because students enter with varying levels of English language proficiency, it is imperative that each English learner be placed in the instructional program that is the best fit for his/her needs. We are committed to placing each student in the program with the right instructional strategies and materials. We work closely with the parents/guardians to explain the instructional options, report student progress, prescribe appropriate interventions if and when the student is not succeeding, and devise a plan for maximum success for each student.

As the English learner student increases his/her English proficiency, s/he will progress through the levels of instructional delivery until he/she is able to be successful in a mainstream English classroom. In all programs, the principle goal is always the acquisition of English. Thus, every English learner setting in our district includes the provision for daily explicit and directed ELD in addition to frequent "teachable moments" during which ELD will be provided for all students.

### ***Choices of Instructional Settings***

Upon initial enrollment, the Principal or the EL Specialist will recommend a program placement for an English learner based on student records and CELDT results. Using this information, the site Principal

and staff place the student in the most appropriate instructional setting. Written descriptions of actual program options specific to the site are available for parent review. The site Principal or designee will meet with the parent(s)/legal guardian(s) to clarify any questions as needed and/or to review any concerns parents may have regarding testing results or program placement recommendations. The program placement settings through which students progress are explained briefly followed by a more thorough explanation:

**Structured English Immersion:** This model provides instruction for all subjects in English for students with less than reasonable fluency in English. For students with a CELDT score at the Beginning Level (Level 1) or at the Early Intermediate Level (Level 2), teachers will use specially designed academic instructional strategies, frontloading, and structured ELD.

The Structured English Immersion Program is described in California Education Code Sections 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 students in which nearly all classroom instruction is in English, but the curriculum and presentation are specially designed for children who are learning the language. Students will be taught subjects “overwhelmingly,” but not exclusively, in English. Teachers and aides may use the student’s primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of the SEI Program is for EL students to develop a reasonable level of proficiency in English. Any academic delays can be remediated through a number of interventions. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English learners to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects required.

***Program Requirements...***

- \* Parents must be informed of the placement for their children in a Structured English Immersion Program and be notified of the opportunity to apply for a Parental Exception Waiver for an alternative course of study or a request to move to English Language mainstream classroom. In order to request a waiver for the alternative setting, parents must visit the school.
- \* All EL students receive daily ELD instruction based on the ELD standards.
- \* Instruction in all core subjects is taught overwhelmingly in English with support as needed with SDAIE Strategies.
- \* All students participate in activities that promote multicultural competency and positive self-esteem.

***Grouping for ELD...***

- \* Students will be grouped into their ELD classes based on their English proficiency level. The optimum placement is one ELD level per class.

***Staffing...***

- \* All teachers must be appropriately certificated (i.e., BCC, BCLAD, LDS, CTEL, CLAD, Hughes (SB 1969/395)).

**Materials...**

State-adopted and/or standards-based materials will be used. Materials include print, audio, visual, graphic, and electronic resources. Teachers match the instructional materials with student needs; thus, they use core, as well as approved supplemental materials.

1.

**English Language Mainstream Class with Appropriate Support:** This model, designed for students with reasonable fluency, provides all instruction in English with additional and appropriate services as needed. This model is recommended for students with an overall CELDT score at the upper range of Intermediate Level (Level 3) or above.

English learners who have attained reasonable fluency (typically the upper range of Intermediate, early Advanced and Advanced) and who are not participating in an alternative program or whose parents requested to move from an SEI program are to be placed in an English Language Mainstream Program. Parents of English learners can request that their students be placed in a mainstream program at any time. The term “Mainstream” refers to the instructional program where students have instructional services that are primarily in English with ELD instruction and an emphasis on reading and writing. Mainstream Program teachers are responsible for providing ELD instruction that continues the students’ English language development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. In addition, students will access core subjects from teachers using SDAIE strategies so that the content knowledge is comprehensible to the students. The program is designed to continue the development of English, while providing content instruction in English. SDAIE is a major feature of this program. Mainstreamed EL students require careful monitoring and attention as they progress towards reclassification.

**Program Participants...**

- \* EL Students who are transitioning from SEI to mainstream at CELDT levels Intermediate, Early Advanced or Advanced
- \* EL students at any level, whose parents request a mainstream placement

**Program Elements...**

- \* English Language Development: Mainstream EL students participate in ELD instruction taught at their level by CLAD (or equivalent) teachers until they are Reclassified;
- \* Specially Designed Academic Instruction in English (SDAIE) used in content area classes;
- \* Monitoring of progress towards meeting Reclassification criteria;
- \* All students participate in activities that promote multicultural understanding and positive self-esteem.

**Materials...**

State-adopted and/or standards-based materials will be utilized. Materials will include print, audio, visual, graphic, and electronic resources. Core, as well as approved supplemental materials, will be utilized.

### **Students Groupings for ELD Instruction...**

- \* Students who are at CELDT Level 3/Intermediate fluency and below must be in an ELD class with a properly authorized teacher and should not be mixed with English Only students.
- \* Students at or above CELDT Level 4/Early Advanced fluency require ELD instruction from a properly authorized teacher. Students at this level must be grouped for this instruction and not be mixed with English Only students.

### **VI-EL 18: Parental Exception Waiver**

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

18.1 LEA procedures for granting parental exception waivers include the following:

- (a) Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of the structured English immersion program, English language mainstream program, alternative programs, and all educational opportunities available to the pupil. The descriptions of the programs shall include the educational materials to be used in the different options. (5 CCR §11309(a)(b)(1), EC § 310.)
- (b) Parents and guardians are informed that a pupil must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR § 11309(b)(2), EC § 311.)
- (c) Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR § 11309(b)(3), EC § 311.)
- (d) Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC § 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (5 CCR § 11309(c).)

18.2 Parental exception waivers shall be granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5 CCR § 11309(b)(4).)

18.3 If a waiver is denied, parents and guardians are informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court. (5 CCR § 11309(d).)

18.4 Each school in which 20 or more pupils of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the pupils to transfer to a public school in which such a class is offered. (EC § 310.)

18.5 The IEP team determines placement of each special education student regardless of language proficiency. (34 CFR § 300.324 (2)(ii).) (20 U.S.C. § 6312(g)(1)(A); EC 48985.)

#### Associated Documents

#### Required and Suggested Documents

Alternative bilingual program descriptions [r]

EL LEA policies/procedural guidelines for the alternative bilingual program options [r] EL sample completed waiver forms approved/denied [r]

### **Procedures for Parent Notification Regarding Parental Exception Waivers**



- 1) Upon initial enrollment and annually, all parents receive an orientation to the school district's program options for English learners and the parental exception waiver process. Staff will explain the program options and give each parent written descriptions of the options:
  - Structured English Immersion
  - English Language Mainstream Class
- 2) During the enrollment and annual registration process at the school site, parental exception waivers are made available to parents of English learners. Parents interested in completing the waiver process will meet with the school principal or designee to complete the waiver process. Parents will be notified that when 20 students or more at a given grade level and/or content area subject of the same language receive an approval waiver, the school shall be required to offer such a program; otherwise, students must be allowed to transfer to a district school where such a program is available. The parent will be guided through the intradistrict process when required.
- 3) The Assistant Superintendent will review the number of waiver requests received at each school site.
- 4) Parents will be notified that:
  - The waiver requires the principal's approval.
  - Each application for a waiver will be considered on its individual merits. Approval of parental exception waivers occurs unless the school principal and educational staff determine that evidence exists and the alternative programs would not be appropriate for the overall education development of the student. An explanation of the reason(s) for the denial of a waiver request will be provided to the parent by the site principal in writing, along with the district's appeal procedures. If the parent wishes to appeal the denial, s/he uses the District complaint procedure. The parents have the right to appeal to the South Monterey County Joint Union High School District Board of Trustees. A written summary will be provided to all parties.
  - All parental exception waivers will be implemented within 20 instructional days of submission to the school principal.
- 5) The student is enrolled at the school where the alternative program is offered and assigned to the requested instructional classroom or program.

## VI-EL 19: Equitable Services to Private Schools

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

18.1 LEA procedures for granting parental exception waivers include the following:

- (a) Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of the structured English immersion program, English language mainstream program, alternative programs, and all educational opportunities available to the pupil. The descriptions of the programs shall include the educational materials to be used in the different options. (5 CCR §11309(a)(b)(1), EC § 310.)
- (b) Parents and guardians are informed that a pupil must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR § 11309(b)(2), EC § 311.)
- (c) Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR § 11309(b)(3), EC § 311.)
- (d) Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC § 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission the waiver, whichever is later. (5 CCR § 11309(c).)

18.2 Parental exception waivers shall be granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5 CCR § 11309(b)(4).)

18.3 If a waiver is denied, parents and guardians are informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court. (5 CCR § 11309(d).)

18.4 Each school in which 20 or more pupils of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the pupils to transfer to a public school in which such a class is offered. (EC § 310.)

18.5 The IEP team determines placement of each special education student regardless of language proficiency. (34 CFR § 300.324 (2)(ii).) (20 U.S.C. § 6312(g)(1)(A); EC 48985.)

### Associated Documents

#### Required and Suggested Documents

Alternative bilingual program descriptions [r]

EL LEA policies/procedural guidelines for the alternative bilingual program options [r] EL sample completed waiver forms approved/denied [r]

**Chapter VII**

**English Language  
Development  
and  
Access to the Core**

**IV-EL 20: ELD**

**IV-EL 21: Access to the Core**

## VII-EL 20: ELD

Compliance Indicators VII-EL 20. Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. (20 U.S.C. §§ 1703 (f), 6825 (c)(1)(A); EC §§ 300, 305, 306, 310; 5 CCR § 11302(a); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

Associated Documents

Required and Suggested Documents

EL standards aligned ELD course/curriculum descriptions [r]

ELD daily/master schedule [r] ELD placement criteria [r]

### Overview of English Language Development

Each English learner receives a program of instruction in English Language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. ELD lessons are appropriate for students' identified levels of language proficiency. ELD lessons further reflect curriculum, materials, and approaches that are designed to promote English learners' acquisition of listening, speaking, reading and writing skills. ELD is designed to teach English learners to:

- ◆ Understand, speak, read and write English;
- ◆ Acquire the same level English language proficiency as that of native English speakers.

The ELD component of all 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. 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.

ELD is a component of all instructional programs designed to serve the needs of English learners. Further, ELD is a specific curriculum based on the California English Language Development Standards/Next Generation ELD Standards that addresses the teaching of the English language according to the level of English proficiency of each student. The purpose of ELD is to teach second language learners to communicate (listen and speak) with high levels of understanding in English. Additionally, ELD provides the foundation for literacy (reading and writing) as well as a pathway to the California Common Core Standards. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English.

English Language Development must be a part of the daily program for every English learner student; indeed, law requires that each EL student receives English Language Development instruction as part of his/her core curriculum. ELD must be a planned, specific and explicit component of the total education of the EL student. There is no maximum amount of time for a student's ELD. However, it is mandatory in our district that each EL student receives a minimum of **one period** of ELD per day.

## **Conditions Favorable to Acquiring Language**

Various conditions help facilitate second language development. Language is comprehensible to the English

Learner when:

- ◆ It has real-life purpose;
- ◆ Prior knowledge is activated;
- ◆ Background knowledge is developed;
- ◆ The affective filter is low;
- ◆ Risk-taking and approximations are encouraged;
- ◆ Errors are accepted as a part of the acquisition process;
- ◆ Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures); and
- ◆ Positive feedback and correction by modeling are used.

## **ELD Materials**

The ELD materials are EDGE. This is a state recognized program and meets all legal requirements. In addition, state recognized supplemental materials have been purchased for student use, as needed.

## **ELD Standards**

The English Language Development/Next Generation ELD Standards provide expectancy and achievement at the Beginning, Early Intermediate, and Intermediate, Early Advanced, and Advanced proficiency levels for EL students. They address skills EL students must acquire in initial English learning to enable them to become proficient on the English Language Arts Common Core State Standards. The ELD Standards/Next Generation ELD Standards are designed to supplement the ELA Standards to ensure English learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards.

The ELD Standards/Next Generation ELD Standards are written as pathways or benchmarks to the ELA Common Core State Standards. At the early proficiency levels, one ELD Standard may be a pathway to several ELA Standards. At the more advanced proficiency levels, the skills in the ELD Standards more closely approximate those of the ELA Standards and represent the standards at which an EL has attained academic proficiency in English. The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading.

## **ELD Assessments**

A number of assessments are used to track our students’ progress through the English Language Development standards. These assessments include, but are not limited to the following:

- ◆ Assessments embedded in instructional programs;
- ◆ District wide common ELD benchmark assessments; and
- ◆ CELDT score reports.

## VII-EL 21: Access to the Core

<p><u>Compliance Indicators</u></p> <p>VII-EL 21. Academic instruction for ELs is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.</p> <p>21.1 The LEA has implemented a plan to assist all English learners to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and achievement standards all children are expected to meet.</p> <p>21.2 The LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. (20 U.S.C. §§ 1703 (f), 6312, 6825 (c)(1)(B); EC §§ 306, 310; 5 CCR § 11302(b); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)</p> <p><u>Required and Suggested Documents</u></p> <p>EL courses designated for ELs and/or master schedule showing courses designated for ELs [r] EL intervention program for ELs [r] EL LEA plan for monitoring ELs progress including benchmarks and catch up plan [r] EL procedural guidelines and criteria for placement</p>
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The South Monterey County Joint Union School District provides academic instruction to English learners designed and implemented to ensure that they meet the District's content and performance standards for their respective grade levels in a reasonable amount of time. The District has a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

We offer two kinds of instructional settings for English learners:

- Structured English Immersion
- English Language Mainstream

All of the instructional settings designed for EL students must contain the following components;

- Well-articulated, standards-based, English Language Development (ELD) Instruction, specifically designed for English learners and at their ELD level;
- Well-articulated, standards-based, differentiated core curriculum instruction provided through Specially Designed Academic Instruction in English (SDAIE);
- Structured activities designed to develop multicultural competency and positive self-esteem.

### **Specially Designed Academic Instruction in English (SDAIE)**

SDAIE is used to assist ELs to access the core curriculum in content areas.

It is essential that English learners also access well-articulated, standards-based core curriculum instruction. In the Structured English Immersion (SEI) setting, the core instruction is taught in English in all subjects, using SDAIE strategies.

English learners access the core curriculum through classes that "shelter" the curriculum via Specially Designed Academic Instruction in English. 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. The District uses Constructing Meaning as its program of SDAIE strategies and it includes:

- 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 enables 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 learners;
- Facilitating English learners in accessing the same core curriculum as that of English-only students;
- Making accommodations in the learning environment so more students are able to access the content;
- Teaching language so that the input is made comprehensible;
- Instruction encouraging the active use of language and the emphasis on big idea;
- 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.

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- Simplified Parliamentary Procedures
- Bylaws

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## APPENDIX A

### **COMMITTEE OFFICERS FOR PARENT ADVISORY COMMITTEES INCLUDING ELAC AND DELAC**

#### **Chairperson**

- Preside at all meetings.
- Keep order at all times.
- Speak no more than necessary while presiding.
- Have agenda for meeting before him/her and proceed in a businesslike manner.
- Have a working knowledge of parliamentary law and a thorough understanding of the constitution and bylaws of the organization.
- Refrain from entering the assembly debates. If it is essential that this be done, the vice-president should be placed in the chair. A chairperson is not permitted to resume the chair until after the vote has been taken on the question under discussion.
- Extend every courtesy to the opponents of a motion, even though the motion is one that the presiding officer favors.
- Appear at the entrance a few minutes before the time of the meeting to be called to order. When the time arrives, note whether a quorum is present; if so, call the meeting to order, and declare "a quorum is present."

#### **Vice-Chairperson**

- The vice-chairperson acts in the place of the chairperson when he/she is absent or whenever necessary. In case of resignation or death of the chairperson, the vice-chairperson automatically becomes the chairperson in accordance to the bylaws.
- Preside at all meetings in the absence of the chairperson or whenever the chairperson temporarily vacates the chair.
- If the chairperson should be absent for a long period, the vice-chairperson may exercise all duties of the chairperson except to change or modify the rules by the chairperson.
- The vice-chairperson cannot fill vacancies where the by-laws state that such vacancies shall be filled by the chairperson.
- In case of resignation or death of the chairperson, and the vice-chairperson does not care to assume the office of the chairperson, the vice-chairperson must resign.
- The office of vice-chairperson becomes vacant when he/she assumes the office of chairperson.
- In the absence of the chairperson, the vice-chairperson is not a member of any committee.

#### **Secretary**

- The secretary shall take attendance.
- The secretary should keep a neat and careful record of all business done in the meetings, with the exact wording of every motion and whether it was rejected or approved. Brief extracts from speeches, if important, may be recorded, but no comment of any kind, favorable or unfavorable, should be made.
- The minutes should show the names of persons appointed to sub-committees, and it is the duty of the secretary to notify all persons nominated or elected on any committee.

- The secretary shall distribute copies of information, reimbursement forms and assure that everyone sign the attendance list at each meeting.
- The secretary shall take to the meeting a copy of the bylaws, parliamentary procedures, and a list of members.

APPENDIX B

South Monterey County Joint Union High School District

**Suggested Calendar for Required ELAC Meeting Agenda Items**

<b>MONTH</b>	<b>RESPONSIBILITY</b>	<b>MATERIALS/SUGGESTIONS</b>
<b>September</b>	ELAC Training of Responsibilities	
	Elect ELAC committee and DELAC representative	
	Description of EL Program/Introduction of EL Staff	
	Description of EL Services	
	Importance of Attendance Presentation	
<b>October</b>	Single School Plan for Student Achievement Overview	
	Needs Assessments	
<b>November</b>	SPSA: Student Achievement	
	Needs Assessments	
<b>January</b>	SPSA: Professional Development Parent Involvement	
	Needs Assessments	
<b>February</b>	Present summary on all needs assessment	
<b>March</b>	Advise SSC on SPSA based on all needs assessments	
	R-30 Report	
	Reclassification Celebration	
<b>May</b>	Elections	
	Year End Review	

APPENDIX C

See Appendix C for the following templates:

- ELAC/DELAC Meeting Agenda
- ELAC/DELAC Roster
- ELAC/DELAC Meeting Sign In Sheet
- ELAC/DELAC Meeting Minutes
- Simplified Parliamentary Procedures,
- Bylaws

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

**DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE ROSTER**

YEAR: \_\_\_\_\_

PRINTED NAME	SIGNATURE	EL PARENT	STAFF	OTHER (STUDENT, COMMUNITY MEMBER, ETC)



APPENDIX E  
**South Monterey County Joint Union High School District**  
**Suggested Calendar for Required DELAC Meeting Agenda Items**

MONTH	RESPONSIBILITY/ACTIVITY	MATERIALS/SUGGESTIONS
October	<ul style="list-style-type: none"> <li>• Establish/review district program, goals, objectives for EL Programs/Services</li> <li>• Review DELAC Responsibilities</li> </ul>	
November	<ul style="list-style-type: none"> <li>• Review/comment on written parent notifications</li> <li>• Development/revision of the district English Learner Master Plan</li> </ul>	
February	<ul style="list-style-type: none"> <li>• Administration of annual language census</li> <li>• Consolidated Application Part II</li> <li>• Review/comment on reclassification criteria</li> </ul>	
March	<ul style="list-style-type: none"> <li>• CABE- no meeting</li> </ul>	
April	<ul style="list-style-type: none"> <li>• Conducting of a district-wide needs assessment</li> <li>• Review/comment on R-30 Report</li> <li>• Development/revision of district English Learner Master Plan</li> <li>• Consolidated Application Part I</li> </ul>	

APPENDIX F

Decision Guide for Assessment and Placement of English Learners

APPENDIX G

CELDT Score Request From