

NCLUSD

Master Plan For English Learners



Newman Crows Landing Unified School District Master Plan for English Learners

Board Approved

June 2013

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Acknowledgements

The Newman Crows Landing Unified School District (NCLUSD) Plan for English Learners was developed through the dedicated effort and collaboration of the Dual Language Immersion Action Team, district and site administrators, support staff, community members and parents. We greatly appreciate the guidance, support, and time dedicated to this project. We thank all who dedicated their time and insight to the development of our Master Plan for English Learners by participating on the Dual Language Immersion Action Team 2011-2013.

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We are grateful for the consultation provided by Martín Macías, Stanislaus County Office of Education, who co-facilitated the work of the Dual Language Immersion Action Team and guided the development of this document. His expert advice and leadership were instrumental to the entire process.

The district gratefully acknowledges guidance and material developed from several California school districts' Master Plans for English Learners. We are particularly grateful for the examples from Woodland Joint Unified School District, Oxnard School District, Newport-Mesa Unified School District, Turlock Unified School District, Hayward Unified School District, and School Innovations & Advocacy (SI&A).

Due to the effort and commitment of all these people, and likely others not mentioned here, the NCLUSD's Master Plan for English Learners is now our guiding document for improving the delivery and implementation of programs for English Learners.

NEWMAN-CROWS LANDING UNIFIED SCHOOL DISTRICT

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Ed Felt,
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Message from the Superintendent

June 2013

Dear NCLUSD Families;

The mission of the Newman- Crows Landing Unified School District Dual Language Immersion program is to provide a rigorous educational opportunity of choice where students will be linguistically and academically successful. Students will value diversity, attain a global perspective and develop a community spirit supported by District staff, parents and the community. The NCLUSD's next generation of students will be successful bilingual/bi-literate students.

The NCLUSD believes it is critical for all English Learners to have equal access to the core instructional program and to acquire academic English language proficiency. The District supports this belief and extends this opportunity for our students to grow to their maximum potential through our continued review of the District's adopted Master Plan for English Learners. This plan is a guide to assist all schools in providing every identified English Learner with an effective and high quality instructional program that includes daily English language development, access to the core curriculum, and promotion of multicultural proficiency. The Master Plan for English Learners demonstrates a collaborative effort among all schools and our teachers to effectively serve these students. It also demonstrates our commitment to collaborate with all members of our District's community, parents, students and staff to meet and exceed the needs of our English Learners and their families.

The NCLUSD is committed to providing a quality education for all students enrolled in the district. As we continually strive to improve the curriculum and educational opportunities offered district wide, we will also be resolved to continue to refine and improve the curriculum and opportunities offered to our English Language Learners.

Sincerely,



Ed Felt
Superintendent

Vision

As professionals of NCLUSD we will successfully engage in the implementation and monitoring of a results-driven EL Master Plan which will provide avenues to equitable access for students to be college and career ready in a global society.

Introduction

The Newman Crows Landing Unified District (NCLUSD) is a school district of students located in the cities of Newman and Crows Landing California. The district's unified structure includes:

- Governed by a five-member Board of Trustees
- [Transitional Kindergarten](#) (TK) through high school
- There is a long-standing tradition of close cooperation and articulation among the elementary, intermediate and instructional programs in the district.
- There are currently 2,819 K-12 students. Of those, 53% are classified as English Learners (EL), Initially Fluent-English-Proficient (I-FEP) or Reclassified Fluent-English-Proficient (RFEP) (38% of which are English Learners)

District Summary for Newman Crows Landing Unified School District (www.edresults.org)

Student Enrollment	2,819	American Indian/Alaskan Native	.2%
Free/Reduced School Lunch	66.0%	Asian	.8%
Socioeconomic Disadvantaged	73.9%	Pacific Islander	.3%
English Language Learners	33.0%	Filipino	.3%
Students with Disabilities	10.4%	Hispanic/Latino	72.4%
		African American	1.2%
		White	23.3%
		Other/Declined to State	1.3%

The Newman Crows Landing Unified School District Master Plan for English Learners serves as an operational guide for all district personnel as we seek to implement outstanding programs for all of our students. The plan describes how Newman Crows Landing Unified School District identifies, serves, and supports English Learners to ensure access to the core curriculum and acquisition of the English language by using the 12 principles of civility as aligned with the county-wide civility initiative (www.stancoe.org/civility):

12 Principles of Civility

- Listen
- Respect Other People's Time
- Don't Shift Responsibility & Blame
- Accept & Give Praise
- Respect Others' Opinions
- Acknowledge Others
- Speak Kindly
- Apologize Sincerely
- Refrain from Idle Comments
- Think the Best
- Accept & Give Constructive Criticism
- Don't Speak Ill

The Master Plan for English Learners is a guide to assist all schools in providing every identified student an instructional program that includes daily instructional strategies and methods, access to the core curriculum, and the promotion of multicultural proficiency. The Master Plan for English Learners demonstrates a collaborative effort and alignment TK -12 to effectively serve these students. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners because together we can devise compelling and powerful programs for our English Learners.

This plan is based on state and federal laws, district board policies, research, and the input from Dual Language Immersion Action Team who worked throughout 2011-2013 to ensure that the very best pedagogy, practice and procedures will be used in Newman Schools. The district demonstrates compliance with laws and policies that have been put into place to safeguard student needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the Newman Crows Landing Unified School District will ensure that programs and services for English Learners will be of the highest quality.

All NCLUSD personnel at the school and district level—teachers, counselors, instructional assistants and administrators—are expected to follow the procedures specified in this Master Plan for English Learners.

We recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he or she cannot understand.

Notes:

1. The development and publication of this plan were supported by federal, Title III funds. This project did not draw from the general funds of the district. Title III of No Child Left Behind (NCLB), requires districts to provide educational services for English Learners. This plan serves as a guide to assist the schools in providing every identified English Learner with an instructional program that includes full access to the core curriculum in a way that meets both federal and state regulations and compliance requirements.

2. The Master Plan for English Learners is both a print and electronic publication.

[Hyperlinks](#) throughout the document are available in the online version. The Table of Contents is hyperlinked to the text, and one click takes the reader to key terms that are defined in the glossary, to NCLUSD forms and documents that support implementation of English Learner programs, or to external resources and documents, such as those published by the California Department of Education.

3. Blank space is provided throughout the plan for annotations and updates.

Readers are encouraged to add notes and comments that will help make connections with specific ways the plan is implemented at the school and district level.

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**Newman Crows Landing Unified School
District ensures that students are
appropriately assessed, identified, and
placed in the most appropriate
instructional setting. Parents are notified
of initial identification, program options,
and are consulted for program placement.**

chapter **One**

Identification, Assessment, Parent Notification, and Program Placement

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In This Chapter

- Identification
- Assessment
- Notification
- Program Placement
- Alternative Program Criteria
- Transfer Students

Identification

Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a [Home Language Survey \(HLS\) \(English & Spanish\)](#) for each of their school aged children. The HLS is part of the [online NCLUSD registration on InfoSnap](#). The HLS information will assist schools in providing appropriate instruction for all students. All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English language proficiency. The 4th question provides information for schools to consider if a child shows evidence of limited English proficiency once enrolled, but does not mandate assessment. If the answers to items 1, 2, 3 on the HLS are only “English”, the child is classified initially as [English Only \(EO\)](#). The parent is notified of the result and is given an explanation of the

placement options open to the student. The default option is Mainstream English. Parents of EO elementary students may also apply to participate in the district’s [Dual Language Immersion \(DLI\)](#) [related documents: [DLI brochure English & Spanish](#), [parent information power point English & Spanish](#), [DLI Pathway, DLI Master Plan](#)] program.

Assessment

English Language Proficiency Assessment

For students who have a primary language other than English, the state approved assessment instrument, the [California English Language Development Test \(CELDT\)](#) is administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification (by certified test administrators). However, the Newman Crows Landing Unified School District prefers to administer this assessment as soon as possible, preferably within second week of enrollment. A student may be identified as either [Initially Fluent English Proficient \(IFEP\)](#) or as an [English Learner \(EL\)](#). The [CELDT](#) is a criterion-referenced test based on the [ELD Standards and ELD Common Core Standards \(Next-Generation ELD Standards\)](#), Parent Information Video [English & Spanish](#), and [PTA](#) which assesses students’ English language proficiency in listening, speaking, reading, and writing. The student receives a CELDT score for each section of the test as well as an overall score.

The CELDT is also administered annually to all English Learners who are currently enrolled during the state's annual assessment testing window. Parents are notified of CELDT annual assessment results ([English & Spanish](#)) within 30 days of receipt of test results from the state test contractor. For test interpretation guides go to www.celdt.org/resources/im. The annual CELDT assessment results are used to measure students' annual progress in English language proficiency in listening, speaking, reading, and writing.

To view the CELDT Fundamentals video trainings, [click here](#).

Provisions for Special Education Students

If an [Individual Education Plan \(IEP\)](#) team has determined that a student is unable to take all parts or part of the CELDT, the student will be given an [alternative assessment](#) (to be determined by the IEP team according to individual need), in accordance with California Department of Education regulations. The alternative assessment must be written and documented in the IEP.

Primary Language Proficiency Assessment

All incoming and new students identified as English Learners are assessed for primary language proficiency in listening and speaking for grades TK–12 within 20 calendar days of initial enrollment. The [Woodcock-Muñoz Language Survey](#) in Spanish will be administered to determine primary language proficiency. Test administrators who are fluent in Spanish will conduct the assessment. For languages other than Spanish, when a staff person is not available to administer the test in the student's native language, a Primary

Questionnaire ([English & Spanish](#)) will be administered.

Notification

Notification of Initial Assessment Results and Student Placement

Upon new enrollment, parents whose children speak a language other than English must be notified no later than 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in program) of their child's initial English proficiency, primary language proficiency, and program placement recommendation. Results of initial assessments are shared with the parent(s) by the school principal and/or designee. The purpose of the communication is to inform and explain the English proficiency and primary language assessment results, program options, and recommended student placement. The notification letter will be in [English or Spanish](#) and may include a translator for other languages. Using the assessment information and program placement recommendation, the principal and/or designee will place the student in the most appropriate instructional setting with parent input. The site principal and/or designee will clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations.

The parents of IFEP students are informed of the results and given the same program options as those given to EO students: the default program is Mainstream English or the parent may apply for the Dual Language Immersion Program. Placement is made on the same basis as for EOs.

Table 1.1: Instructional Programs for English Learners

1. Structured English Immersion Program (SEI)

2. English Language Mainstream (ELM)

3. Alternative Programs
 - 90-10 Dual Language Immersion Program (Currently offered Spanish-English)

Primary language, English Language acquisition status, English Learner program placement, and services are entered for each student in the district database by the district and/or school. In addition, the results are available to the child’s teacher(s). A copy of the Home Language Survey, original CELDT score report, Woodcock Muñoz Language Survey, PT or Primary Language Questionnaire, TK–12 Initial Identification, Placement and Notification form are placed in the students’ **EL Purple Folder** by the school. The EL Purple Folder is a part of the student’s cumulative record file. The principal and/or designee are responsible for monitoring the accuracy of language proficiency, program placement and services data.

Program Placement

Placement of Students

Newman Crows Landing Unified 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 California Education Code (Sections 300–340). All English Learners shall be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. Students enter with varying levels of English language proficiency; therefore, it is imperative that each English Learner be placed in the instructional program that is best suited for his or her needs. We work closely with the parents/guardians to explain the instructional options and report student progress regularly. Parental involvement in decisions regarding the education of their children is required and critical to the student’s academic success.

Choices of Instructional Programs

Upon initial enrollment, school administrator and/or designee make recommendations for the English Learner’s program placement based on CELDT and primary language assessment results. Using information from these assessments and program placement recommendations, the school administrator and/or designee place the student in the most appropriate instructional setting.

Criteria for Placement

Factors considered for program placement of English Learners include: English language fluency, years of schooling, formative and summative assessment, prior program placements, primary language proficiency, documented special educational needs, and other factors. English language fluency is a critical factor in determining program placement of English Learners. NCLUSD determines that a child has **reasonable fluency** in English when his or her overall CELDT language proficiency level is at a high-intermediate level or higher and intermediate or higher within each domain (Listening, Speaking, Reading, and Writing). It is determined that a child has less than reasonable fluency in English when his or her overall CELDT proficiency level is at a beginning to low intermediate level, or below intermediate within any domain (Listening, Speaking, Reading and Writing). The student is assigned to an appropriate program with consideration given to parent input.

Structured English Immersion (SEI) Program Placement Criteria

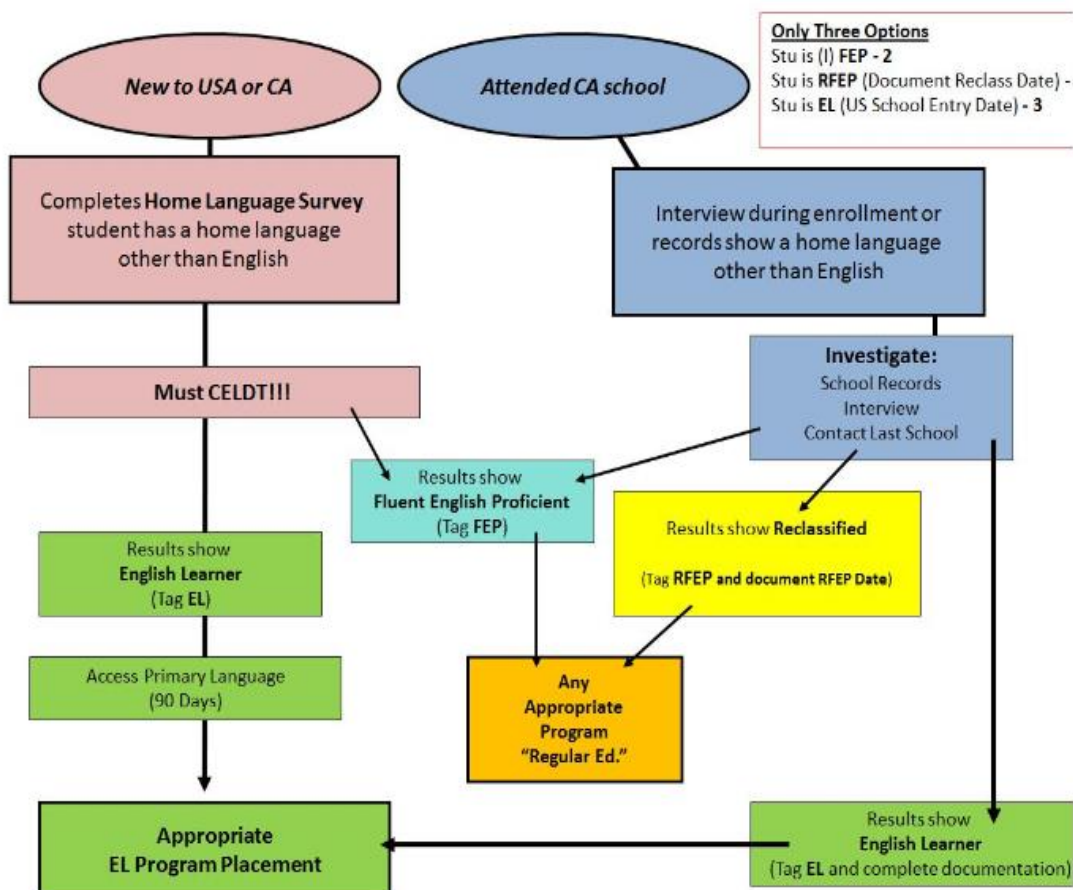
If a child has **less than reasonable fluency** in English by the above criteria, then the default placement is the **Structured English Immersion (SEI)** program. In SEI, the instruction is nearly all in English. Primary language support and other types of support services are provided as needed and as resources allow. The student is assigned to an appropriate program with consideration given to parent input. If a parent elects to have his/her child who has “less than reasonable fluency” placed in the English Language Mainstream program rather than in a

Structured English Immersion program, the district will honor the parent’s informed preference.

English Language Mainstream (ELM) Program Placement Criteria

If the child has reasonable fluency in English by the above criteria, then the default placement is in the **English Language Mainstream (ELM)** program. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified.

Figure 1.1: EL Placement Flow Chart
(Click chart to view video)



Alternative Program Criteria

Dual Language Immersion ([Dual Language Immersion Master Plan](#))

If the parent selects an alternative program, then the parent must complete a [Parental Exception Waiver](#) request form. This form is available in the student handbook on the [district's webpage](#). All waiver requests from the parents of newly enrolling students are processed by the site principal administrator and then forwarded to the NCLUSD District Office.

Parental Exception Waivers must be requested and approved annually. Parental exception waivers are granted unless it is determined that an alternative program would not be in the best interest of the student for his or her overall educational development. Approved annual waivers for students placed in an alternative program model are kept on file in the student's EL Purple folder. Criteria for placement in our Dual Language Immersion Program is outlined in our DLI Master Plan.

The Dual Language Immersion assessment notification can be found [here](#).

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional program options. More than one program may exist within a given classroom. For example, a classroom may provide English Only and Fluent English Proficient students with an English Language Mainstream program of instruction while providing English Learners enrolled in the class with a program of Structured English Immersion. When more than one program exists within a classroom, it is extremely important that students be clearly identified as to the program to which they are assigned, and that they receive the services appropriate to that program. This requires differentiation of instruction and of activities within the

classroom, and careful monitoring to ensure that the guidelines for each program are followed.

Transfer Students

In order to ensure appropriate placement, each student's relevant assessment, academic progress, and placement information will be entered into the student data system within fifteen (15) calendar days of enrollment by the school secretary or clerk.

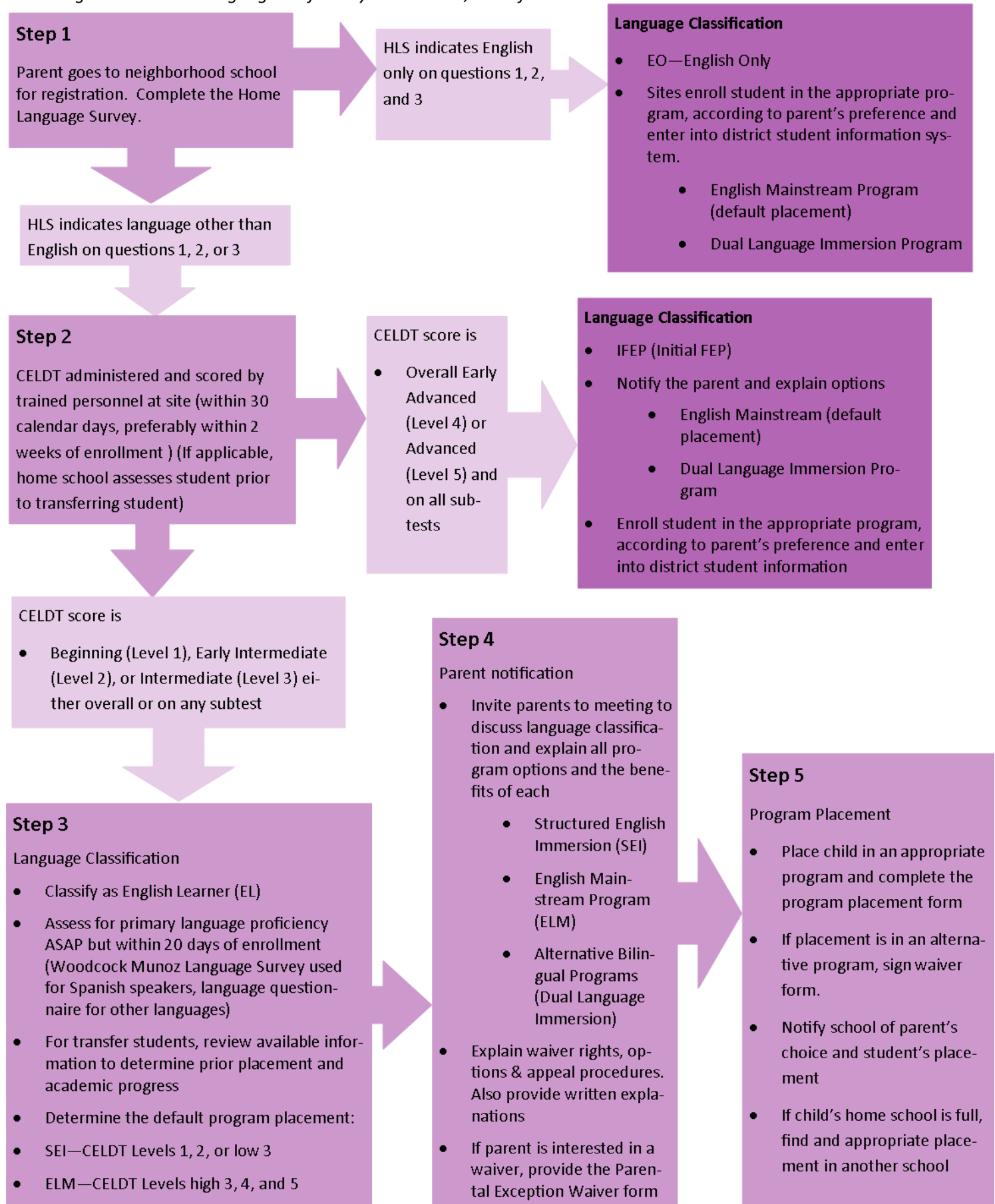
Transfers between NCLUSD Schools

Parent-initiated Intradistrict Transfer requests are made through the school site. All data regarding the student's English Learner assessment history (current scores, current placement, records of academic progress, and interventions) are sent to the receiving school. Before approving the Intradistrict transfer request, the site principal at the receiving school is responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records.

Transfers from Other California Schools

Students transferring into NCLUSD from another district within the state often have records of a Home Language Survey, scores on the mandated assessments including the CELDT, and an initial language status (EO, IFEP, EL). All data regarding the student's English Learner assessment history (current scores, current placement, records of academic progress, and interventions) are sent to the receiving school. Before approving the Intradistrict transfer request, the site principal at the receiving school is responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records. If the parent provides the student's records,

Figure 1.2: Initial Language Proficiency Assessment, Identification and Placement Process



staff will use this information to make an appropriate placement. If not, the school administrator and/or designee will contact the former district in order to obtain information by phone, fax, e-mail or mail.

Once records are obtained from the previous school or district, the appropriate information is entered into the NCLUSD's record keeping system by the school and shared with the classroom teacher(s). The district of origin will be encouraged to expedite the process of sharing information by faxing the records or by providing information by telephone. If these records cannot be acquired at the time of enrollment, the identification notification placement process is implemented per the above description. The site principal and/or

designee, are responsible for reviewing all student information to make sure the student is properly placed in his or her new class(es).

Transfers from Out of State or from Other Countries

The language assessment, classification, and placement process described above will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as well as the date the student first enrolled in a California or other U.S. school.



**Newman Crows Landing Unified School District
provides instructional services to English Learners
to ensure that they acquire English language
proficiency and academic achievement in all areas
of the curriculum.**

chapter **two**

Instructional Programs

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In This Chapter

Instructional Settings for English Learners

Primary Language Instruction vs. Primary Language Support

Programs, Goals, Materials, and Best Researched Based Support Strategies

Accessing the Core Curriculum in Content Areas

Gifted and Talented Education (GATE)

Commitment to Special Education Services

TK-12 Flexibility of Programming to Meet Student Needs

Instructional Settings for English Learners

English Language Program

The district will offer the following program options to English Learners: (1) Structured English Immersion (SEI), (2) English Language Mainstream (ELM), (3) Dual Language Immersion (DLI),

Each of these options is designed to ensure that students acquire English language proficiency and to prevent and address any academic deficits that may have developed in other areas of the core curriculum as a result of a lack of English proficiency. All options contain the following required components:

- Well-articulated, standards-based and researched-based differentiated instruction, specifically designed for ELs.

- Well-articulated, standards-based differentiated instruction in the core curriculum, featuring primary language support, frontloading of content, and/or Specially Designed Academic Instruction in English (SDAIE).

- Structured activities designed to develop **cultural proficiency** and positive self-esteem.

1. TK–12 Structured English Immersion (SEI)

This model provides instruction for all subjects in English for students with **less than reasonable fluency** in English. The goal of the Structured English Immersion program is for English Learners to develop a reasonable level of proficiency in English. Curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects “overwhelmingly,” but not exclusively in English. 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, language arts, social studies, science, and other required academic subjects. Instruction may include **primary language support** to motivate, clarify, direct, support, and explain.

Table 2.1: TK-12 Structured English Immersion (SEI) Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
Structured English Immersion (SEI)	English Learners <ul style="list-style-type: none"> • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) • CELDT Level 3 (Low Intermediate) 	<ul style="list-style-type: none"> • Core instruction taught overwhelmingly in English with primary language (L1) support • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • ELD instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards—aligned ELD and core curriculum 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 supplemental materials 	<ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD or equivalent EL certification • The assignment of a BCLAD teacher is the best method for providing primary language support • Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher’s direction, provide primary language support as needed in the content areas • Preference is for a BCLAD teacher, or for a CLAD teacher who is bilingual/biliterate

Special Support Options for English Learners in SEI Programs:

- After School Program
- Intensive interventions
- Other appropriate services

2.T K–12 English Language Mainstream Program (ELM)

This model is designed for students with **reasonable fluency** in English; it provides all instruction in English with additional and appropriate services. ELD is integrated into the English Language Arts classrooms, and monitored to ensure effective instruction and implementation. Specially Designed Academic Instruction in English (SDAIE) is a major feature

of this program and may include primary language support. Mainstream program teachers are responsible for providing SDAIE instruction to access core subjects so that the content knowledge is comprehensible to the student. Note: It is possible to have both SEI and ELM programs within the same classroom as long as students receive instruction appropriate to their English proficiency level.

Table 2.2: TK–12 English Language Mainstream (ELM) Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
English Language Mainstream (ELM)	<ul style="list-style-type: none"> • CELDT Levels high-3 (Intermediate), 4 (Early Advanced), and 5 (Advanced) • English Learners at any level, whose parents request a mainstream placement 	<ul style="list-style-type: none"> • Core instruction taught in English • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Primary language (L1) support as needed • Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards—aligned ELD and core curriculum 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 supplemental materials 	<ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD or equivalent EL blecertification

Special Support Options for English Learners in SEI Programs:

- After School Program
- Intensive interventions
- Other appropriate services

Alternative English Learner Programs

1. Dual Immersion Program (K–12)

This model is an option designed for Spanish speaking students at all levels of English proficiency, native English speakers, as well as students of other language backgrounds who are fluent in English and meet the requirements (refer to the DLI master plan). The district currently offers a Dual Language Immersion Program in Spanish. The goal of this program is to develop academic language proficiency in Spanish and English. The **Dual Immersion Program** is designed to teach all students the core curriculum in Spanish and English. In

addition, students receive daily, leveled ELD instruction and SDAIE. English Learners and English Only/Fluent English Proficient students are mixed in the same classroom and receive instruction in both languages

Figure 2.1 90/10 Chart for DLI

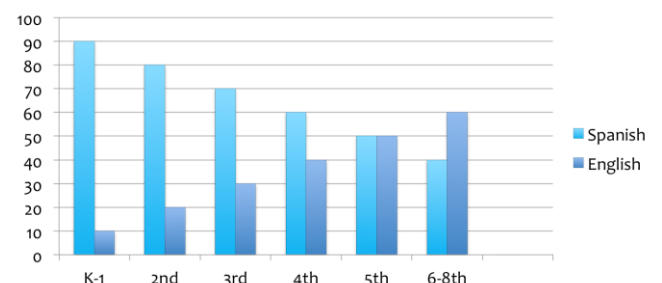


Table 2.3: Dual Language Immersion Program Components

Type of Setting	Program Recipients	Program Elements	Staffing
Dual Immersion (K-12)	<ul style="list-style-type: none"> • Native Spanish Speaking Students • Native English Speaking Students • Fluent English Proficient (FEP) Students (of any primary language) 	<ul style="list-style-type: none"> • Core instruction taught in English and Spanish • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • All lessons shall include language objectives to help access the core curriculum and for further language development • Primary language (L1) support as needed • ELD Instruction must include listening, speaking, reading, and writing • Promotion of multicultural competency and positive self-esteem • District-adopted, standards—aligned ELD and core curriculum 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 supplemental materials 	<ul style="list-style-type: none"> • All teachers must be appropriately certified with a BCLAD or equivalent
Special Support Options for English Learners in SEI Programs: <ul style="list-style-type: none"> • After School Program • Intensive interventions • Other appropriate services 			

Primary Language Instruction vs. Primary Language Support

Primary Language Instruction

Primary language instruction consists of directed lessons, as well as student participation, in and through the primary language. This instruction makes use of grade-level materials in the primary language

(textbooks, audio-visuals, electronic media, and internet resources) that meet state content standards. Assignments and assessments are in the primary language. Primary language instruction is used in the alternative programs as the primary method to provide access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they

are acquiring English. For students in the Dual Immersion Program, primary language instruction is both an avenue to meeting grade level standards and a means of continuing to build full literacy in that language. During periods of primary language instruction, some relatively minor amount of review may be done in English. For example, during lessons in the primary language, some English may be used to illustrate cognates or to make connections with other content studied, but teachers should take care to avoid code-switching (mixing of languages).

Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, assignments, or assessments in the primary language. It may be provided within the Structured English Immersion or English Language Mainstream Programs by a teacher who is bilingual, a trained bilingual para-educator, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and

of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts. Even where daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Classroom libraries should be stocked with age-appropriate bilingual dictionaries and electronic translators, as well as fiction and non-fiction books in the primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom enrolling English Learners should have some primary language support materials. In addition, when 15 percent or more of the school's students are speakers of the same language, schools must translate all materials for parents into the primary language



Programs, Goals, Materials, & Best Researched Based Support Strategies

Program	Goals	Materials K-5	Materials 6-8	Materials 9-12	Best Researched Based Support Strategies
English Language Mainstream (ELM)	Rapid English Development Grade Level standards	<u>Language Arts</u> Houghton Mifflin <u>Math</u> Macmillan/McGraw-Hill <u>Social Studies</u> Harcourt, CA <u>Science</u> K-2 -- Foss (Delta Education) 3-5 Houghton Mifflin CA <u>ELD</u> Macmillan McGraw-Hill	<u>Language Arts</u> Holt, Rinchart & Winston <u>Math</u> Glencoe McDougal Little <u>History</u> McDougal Little Teachers Curriculum Institute <u>ELD</u> Hampton Brown	Language Arts Math History Science ELD	
Sheltered Immersion (SEI)	Rapid English Development Grade Level Standards	<u>Language Arts</u> Houghton Mifflin <u>Math</u> Macmillan/McGraw-Hill <u>Social Studies</u> Harcourt CA <u>Science</u> K-2 – Foss (Delta Education) 3-5 Houghton Mifflin CA <u>ELD</u> Macmillan McGraw-Hill	<u>Language Arts</u> Holt, Reinhart & Winston <u>Math</u> Glencoe McDougal Little <u>History</u> McDougal Little Teachers Curriculum Institute <u>Science</u> Holt, Rinehart & Winston <u>ELD</u> Hampton Brown	Language Arts Math History Science ELD	
Dual Language Immersion (DLI)	Rapid English and Spanish development Grade Level standards	<u>Language Arts</u> Houghton Mifflin-Spanish <u>Math</u> Macmillan/ McGraw-Hill-Spanish <u>Social Studies</u> Harcourt CA <u>Science</u> K-2 -- Foss (Delta Education) 3-5 Houghton Mifflin CA <u>ELD</u> Macmillan McGraw-Hill	Curriculum to be developed	Curriculum to be developed	

Conditions Favorable to Acquiring Language

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

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is accessed and 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)

Essentials in aiding student understanding:

1. Observing closely and describing what’s there
2. Building explanations and interpretations
3. Reasoning with evidence
4. Making connections
5. Considering different viewpoints and perspectives
6. Capturing the heart and forming conclusions
7. Wondering and asking questions
8. Uncovering complexity and going below the surface of things

English Language Development (ELD) Standards and Assessments

The [ELD Standards](#) provide expectations and descriptions of achievement at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced proficiency levels for English Learners. ELD Standards address skills English Learners must acquire in initial English learning to enable them to become proficient on the [English Language Arts \(ELA\) Standards](#). Resources for parents include an informational video regarding common core standards in [English](#) & [Spanish](#), and on the [PTA website](#). The ELD Standards are designed to supplement the ELA Standards to ensure that English

Learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards. 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. A number of assessments are used to track our students’ progress through the ELD Standards. These assessments include, but are not limited to, the following:

- Curriculum embedded assessments
- Teacher created assessments aligned with the [ELD Standards](#)
- CELDT outcomes
- Woodcock Muñoz Language Survey Results
- DIBELS results
- District benchmarks
- Common Core assessments

Accessing 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 and English Language Mainstream settings, this core instruction in all subjects is taught “overwhelmingly” in English with [SDAIE \(Specially Designed Academic Instruction in English\)](#) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support, and explain.

Students enrolled in the alternative program (Dual Language Immersion) receive full access to grade-level core curriculum.

What is SDAIE?

English Learners access the core curriculum through classes that “shelter” the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to

teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum.

SDAIE is:

- Purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification)
- 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
- Language-sensitive and culture sensitive content teaching
- Developed through comprehensible language
- Making accommodations in the learning environment so more students are able to access the content
- An ideal place to use language for communication
- A natural vehicle through which to teach English
- Good language teaching when the input is made comprehensible
- Instruction encouraging the active use of language and the emphasis on big ideas
- Instruction that allows the teacher to check for understanding frequently using interactive strategies
- Integrating assessment in an ongoing and formative manner through observations, portfolios, journals, and product-development
- Built-in language modifications such as pause time, questioning, pacing, and highlighting

Gifted and Talented Education (GATE)

NCLUSD is committed to ensuring equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English Learners through its identification, referral process, testing and teaching methodologies in its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are used to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. All students will be tested in Grade 3. Site administrators and/or designee works with school staff and parents to inform all about the GATE referral process, testing process, and GATE services. The administrator and/or designee monitor GATE services.

All 3rd graders take the [Naglieri Nonverbal Test of Ability \(NNTA -2\)](#).

Commitment to Special Education Services

English Learners have access to Special Education services just as all other students in the district. Careful review by the Student Study Team and or [Response To Intervention](#) (RTI) process of all referrals takes place first. This review includes SST referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, and a parent interview as well as an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country, and

growth being made. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility. Instructional decisions related to the student's language acquisition status must be completely individualized and described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP must document the provision of these services. English Learners in grades TK–12 with an IEP, as reflected on CELDT sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and SDAIE instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language as required by state law.

Refer to the [ELL Vs. Disability Chart](#) for guidance

TK–12 Flexibility of Programming to Meet Student Needs

There are five distinct groups of English Learners in the NCLUSD:

1. Newly arrived English Learners with adequate formal schooling
2. Newly arrived English Learners with limited formal schooling
3. Long-term English Learners (more than 6 years as English Learners)
4. English Learners who are meeting benchmarks and making expected progress toward language and academic goals
5. English Learners who speak languages other than Spanish and who have the characteristics of groups 1–4 Programs will be adapted to meet the needs of students in each of these groups as discussed below:

Newly Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English.

Newly Arrived English Learners with Inadequate Formal Schooling

Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade-level academic program. These students need an academic program that will address their primary language literacy needs.

Long-Term English Learners

These students have more than six years of uninterrupted schooling in the United States. Long-term English Learners often have high oral fluency in English, and in some cases have attained “reasonable fluency,” but have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student’s academic and linguistic needs and then consider the following in regards to the student’s educational history, in order to determine if the student’s performance is related to his/her level of ELD, or to other issues that affect academic performance:

- The student’s number of years in U.S. schools
- The quality and consistency of ELD instruction the student has had
- The consistency of the student’s instructional program

English Learners who are Meeting Academic and English Language Development (ELD) Benchmarks

These students are typically showing expected growth on the CELDT, at least at the recommended rate by the state, and are scoring proficient or close to proficient on the California Standards Tests (second grade and up), or meeting benchmarks on district established literacy and numeracy benchmarks in Kindergarten and first grade.

Students Who Speak Languages Other Than Spanish

Students who speak languages other than Spanish will be placed in SEI or English Language Mainstream programs appropriate to their grade level and appropriate level based on assessment data, with primary language support as feasible. Currently no alternative education program options are available for these students.

Newman Crows Landing Unified School District will ensure and monitor that parents are notified annually of their right to request an alternative program.

chapter **three**

Parental Exception Waivers

3



In This Chapter

Parental Exception Waiver

Initial Enrollment Procedures for Parent Notification Regarding Parental Exception Waivers

Annual Notification

Staff Development on the Waiver Process

Parental Exception Waiver

A Parental Exception Waiver is a request for exemption from the state law that indicates that English Learners are to be provided instruction overwhelmingly in English. When approved, the waiver provides for the student to be transferred to our English Learner Program Options.

Process for Parental Exception Waiver

The description of processing parental exception waivers includes:

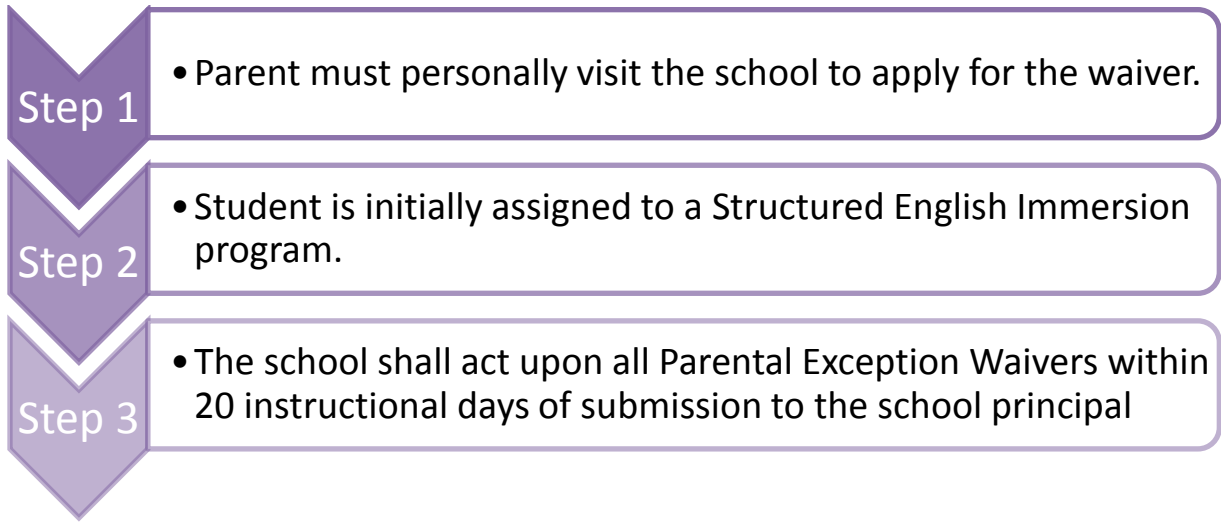
- Timelines
- Program Options
- Reasons for denial
- Appeal process (if applicable)

When a school receives a [Parental Exception Waiver \(Waiver Packet\)](#) request, the principal will approve or deny the waiver. The District's parental exception waiver process for all schools will be implemented. Schools will inform District of denials and approvals.

Table 3.1 Parental Exception waiver prerequisites, conditions and time frames

Waiver Type: English Learners	Prerequisites	Conditions	Time Frame
English Learners who speak English	Knows English based on standardized tests: Must score at grade level or at the 5th grade average (whichever is lower). If standardized assessments are not available, local Board may determine equivalent measures	N/A	Act upon waiver within 20 instructional days.
Older Students	10 years or older	Informed belief by principal & educators that the alternative program is better suited to rapid acquisition of English	Act upon waiver within 20 instructional days
Special Needs	Under 10 years of age. Already placed for a period of not less than 30 calendar days in a Structured English Immersion program.	Informed belief by principal & educators that the alternative program is better suited to overall educational development	Act upon waiver within 20 instructional days

Table 3.2 Process for parental Exception waivers



Annual Notification

Procedures for Parent Notification regarding Parental Exception Waivers

The school handbook on the district webpage annually notifies our parents of the annual parent notification process.

Descriptions (in English and Spanish) of the district’s programs for English Learners are a part of the form. The form also notifies parents that they have the right to request a parental exception waiver at their home school. If a parent requests an alternative bilingual program, the same process as in initial enrollment is followed.

Staff Development on the Waiver Process

District will provide in-services or trainings that are focused on the parental exception waiver process so that district personnel are informed about the program options. The school administrator and/or designee can answer questions regarding the Parental Exception Waiver Packet. Further, Special Education teachers and staff members will be trained in the parental exception waiver process so that they can determine the appropriate placement of each special education student regardless of the student’s language proficiency.

**Newman Crows Landing Unified School District
monitors English Learners' progress toward
meeting English Language proficiency and
academic grade level standards. Interventions are
provided to support students' progress towards
academic success.**

Chapter **four**

Monitoring Student Progress

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In This Chapter

Monitoring of Student Progress

Roles and Responsibilities

Monitoring and Guiding Questions

Evaluating Program Effectiveness

Assessments

Response to Intervention (RTI)

Monitoring of Student Progress

Language proficiency and academic progress of English Learners will be evaluated and monitored on an ongoing basis throughout the year.

Roles and Responsibilities

All stakeholders have responsibilities in providing every identified student an instructional program that includes daily instructional strategies and methods, access to the core curriculum, and the promotion of multicultural proficiency. (Click for a list of [the roles and responsibilities](#))

Monitoring and Guiding Questions

A set of questions guides the evaluation of instructional programs and services for English Learners. Areas of inquiry include student demographics, instructional services and staffing, student outcomes for English Language Development, student outcomes for academic achievement; indicators of equitable access, and overall success in school. Specific evaluation questions include:

Implement our Programs for English Learners
1. Who are our English language learners (ELs)?
2. To what extent do EL receive program and services?
3. To what extent are programs consistent with the students' diagnosed needs and best practice?
4. To what extent are our ELs taught by well-qualified staff?
5. To what extent are the district's EL programs implemented according to their design? (monitoring of actual practice).
Ensure that all ELs access and master the English language
1. To what extent are ELs achieving ELD standards?
2. To what extent are ELs making expected progress through ELD curriculum?
3. To what extent are ELs making expected progress on the content standards?
Ensure that all ELs/R-FEPs access and master the core curriculum
1. To what extent are ELs/R-FEPs developing academic language and literacy skills in English?
2. To what extent are ELs/R-FEPs showing expected progress in achieving content standards in academic areas?
3. To what extent are ELs/R-FEPs progressing through the academic curriculum?
4. To what extent are RFEPs exiting the EL count (three times Proficient or Advanced on the ELA CST)?
Decrease Areas of Concern
1. To what extent are ELs/R-FEPs being retained?
2. To what extent are ELs/R-FEPs dropping out of high school?
3. To what extent is the rate of suspension and attendance for ELs/R-FEPs decreasing?
4. To what extent is the rate of disciplinary referrals for ELs/R-FEPs declining?
Increase and Optimize Success
1. To what extent are ELs making expected progress toward reclassification?

2. To what extent are ELs/R-FEPs maintaining annual yearly progress?
3. To what extent are ELs/R-FEPs enrolled in accelerated academic programs?
4. To what extent are ELs/R-FEPs making progress toward high school graduation?
5. To what extent are ELs/R-FEPs achieving academic mastery when compared to their native-English speaking peers?
6. To what extent are ELs/R-FEPs following paths to colleges and universities?
7. To what extent are ELs/R-FEPs enrolled in a-g requirements for the University of California?
8. To what extent are ELs involved in extra curricular activities?
Civility: respond with advantage to school, home, and societal opportunities
1. To what extent do ELs/R-FEPs receive and participate in all district programs and services?
2. To what extent do ELs/R-FEPs respond with advantage to opportunities at school (e.g. extracurricular activities, committees, etc.)?
3. To what extent do ELs/R-FEPs respond with advantage to opportunities to enhance home life (e.g. family activities and participation)?
4. To what extent do ELs/R-FEPs respond with advantage to opportunities in wider society (e.g. community events and organizations, community service, etc.)?
5. To what extent are ELs/R-FEPs successful as contributing citizens after they leave formal schooling?

Evaluating Program Effectiveness

The district has identified benchmarks for all program options for English Learners. These tables list expectations for the level of achievement that students should attain as they progress through district schools.

Table 4.1 *Expected Benchmarks for Structured English Immersion (SEI) and English Language Mainstream Programs (ELM)*

Overall CELDT Level at Time of Entrance To The Program	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced/Not English Fluent)(Level 4 or 5 (Early Adv. Or Advanced/English Fluent)	Reclassified
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on California Standards Test—English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced
Expected Performance Level on California Standards Test—Mathematics (CST—Math)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced

Table 4.2 Expected Benchmarks for Dual Language Immersion

Overall CELDT Level at Time of Entrance To The Program	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced/Not English Fluent)(Level 4 or 5 (Early Adv. Or Advanced/English Fluent)	Reclassified
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on Standards Test in Spanish (STS)	Proficient or Advanced					Proficient or Advanced
Expected Performance Level on California Standards Test—English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced
Expected Performance Level on California Standards Test—Mathematics (CST—Math)	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic to Proficient	Basic to Advanced

Assessments

Student progress is monitored based on a set of district-adopted and State-mandated assessments. The assessments used to determine English language proficiency and evaluate students' academic performance include:

- California English Language Development Test (CELDT)
- ELA Curriculum-embedded benchmark assessments
- Math Curriculum-embedded assessments
- California Standards Test (CST)
- California Standards Test in Spanish (STS)
- Grade/Transcripts
- CAHSEE and Drop Out Rates

Assessment results are maintained in electronic form in the district database. This allows district administrators, principals and teachers rapid access to results in a variety of formats. This information is used for a variety of purposes, including, but not limited to, information that relates to identification, placement, progress towards reclassification, and identification of students in need of an intervention action plan.

Provisions for Students on Individualized Education Programs (IEPs)

In some circumstances students with IEPs may be given alternative assessments.

Use of Assessment Data for Instructional Planning

Teachers use assessment data to analyze student progress for planning differentiated instruction and to provide classroom interventions or enrichment as appropriate.

The following flow chart outlines district, site, and classroom plans and assessment results.

Figure 4.1 Classroom plans and assessment results.

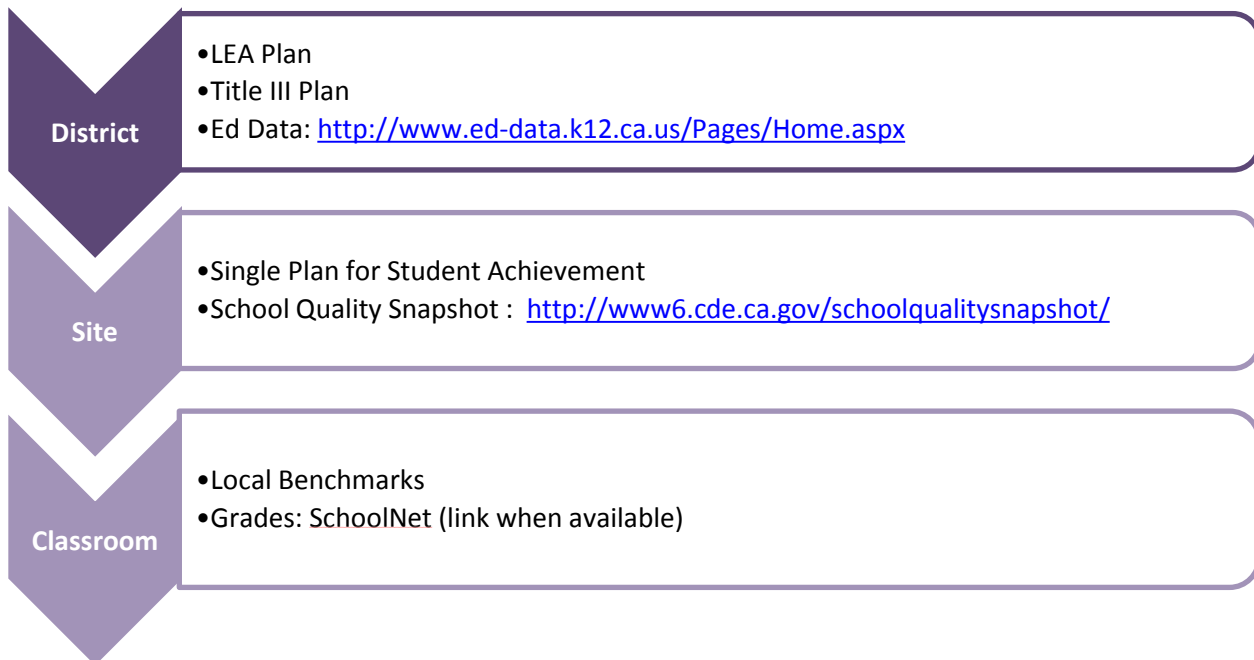


Table 4.3: English Language Development (ELD) Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	K-12	<ul style="list-style-type: none"> Assesses listening, speaking, reading, and writing in English State mandated instrument Used to measure Adequate Yearly Progress for NCLB Title III 	Initially: At registration (Legal allowance—within 30 calendar days from date of registration) Annually: July-October	Trained certificated staff person from school site
California Standards Test (CST)	2-12	<ul style="list-style-type: none"> Criterion referenced tests assessing student's mastery of grade level standards in English Language Arts, Math, Science, and Social Studies State mandated instruments Used to measure Adequate Yearly Progress for federal No Child Left Behind Accountability Included in the Academic Performance Index 	Annually in Spring	Teacher

Table 4.4: Academic Achievement—Assessments in Spanish

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Designated Primary Language Test—Standards Test in Spanish (STS)	2-12	<p>Criterion referenced test: Part of state-mandated STAR testing Program</p> <ul style="list-style-type: none"> Administered to Spanish speaking students who have: <ol style="list-style-type: none"> Been in school 12 months or less Received academic instructional in Spanish during the same school year 	Annually in Spring	Teacher

Response To Intervention (RTI)

For more about RTI go to www.rti4success.org

What is RTI?

Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

Multi-Level Prevention System

Multi-level prevention system includes three levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. At all levels, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Universal Screening

Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. In screening, attention should focus on fidelity of implementation and selection of evidence based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Progress Monitoring

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, attention should focus on fidelity of implementation and selection of evidence based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Data Based Decision Making

Data analysis and decision making occur at all levels of RTI implementation and all levels of instruction. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law).

Table 4.5: Response to Intervention

Tier	Criteria	Description
Tier 1: Benchmark	(for students less than 1 year below grade level)	Students identified in Tier 1 receive standards-based instruction that incorporates research-based strategies to differentiate content in order to meet the individualized needs of students. Student receives instructional support through differentiation within their assigned instructional setting (SEI, ELM, or Alternative Program)
Tier 2: Strategic	(for students 1 to 1.9 years below grade level)	Students identified in Tier 2 receive targeted strategic instruction beyond, and in addition to, the core program. This occurs in smaller targeted instructional groups. Instructional interventions in Tier 2 are designed to accelerate specific identified skills or skill sets. Student's progress is closely monitored for appropriate modifications and regrouping.
Tier 3: Intensive	(2 or more years below grade level)	Students identified in Tier 3 receive instructional using state and district adopted intensive curriculum designed to accelerate students in reading and language development. This replaces the core instructional program. Students receive 2.5-3.0 hours of Intensive Intervention Instruction designed to move students to grade-level as quickly as possible.

**Newman Crows Landing Unified School District
ensures that the reclassification process is
continually implemented to monitor students'
progress in attaining criteria toward fluent English
proficiency (R-FEP).**

chapter **five**

Reclassification Process

5



In This Chapter

Reclassification

*Reclassification
Criteria*

Reclassification

Definition

Each former English Learner who has been reclassified fluent English proficient (R-FEP) has demonstrated English language proficiency comparable to that of average **native English speakers** and can participate equally with average native speakers in the school's regular instructional program.

Purpose

The purpose of reclassification is to determine that an English Learner has met certain district established criteria and can participate equally with native speakers in the school's regular instructional program. Once students are reclassified they are

designated as **Reclassified Fluent English Proficient (R-FEP)**.

Criteria for Reclassification

The following criteria are used to determine when English Learners have developed the English language skills necessary to succeed in an English-only setting and should be reclassified as Reclassified Fluent English Proficient (R-FEP):

Students enrolled in Grades 1st–12th

- The student must perform at the overall level of early advanced or advanced according to the state mandated CELDT, with no more than one sub-test score at the intermediate level.
- The student must score at the “proficient” level in English Language Arts and Math on the **California Standards Test** (350 scale score).
- Other district multiple measures may be used and considered.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	Newman Crows Landing Unified School District
English Language Proficiency Assessment (CELDT)	The student must perform at the overall level of early advanced or advanced according to the state mandated CELDT, with no more than one sub-test score at the intermediate level.
California Standards Test (English Language Arts)	350 or above
California Standards Test (Mathematics)	350 or above
Parental Opinion and Consultation	
Teacher Evaluation	Student Academic Performance, No Grade Lower than a "C"
	Optional: Other district multiple measures

Reclassification Forms in ([English](#) & [Spanish](#))

Reclassification Provision for Special Education Students

All students on an IEP must also meet [reclassification criteria](#). The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations.

NCLUSD believes that family and community engagement is a fundamental component to student success and achievement. When families are engaged at home and at school, student achievement increases. The engagement of families and community members in the education of our children creates a positive bond between the home and school.

chapter **Six**

Parent and Community Engagement: ELAC & DELAC

6



In This Chapter

*English Learner
Advisory
Committee
(ELAC)*

*District English
Learner
Advisory
Committee
(DELAC)*

*Parent
Involvement*

English Learner Advisory Committee (ELAC)

Overview

The California Legislature is committed to assuring that parents/guardians of English learners have a voice in the education of their children. This belief is reflected in the passage of specific California Education Code (EC) and California Code of Regulation (CCR) sections requiring English Learner Advisory Committees ([ELAC sample documents](#)) and District English Learner Advisory Committees (DELAC) to be in place in schools and districts that education English learners.

English Learner Advisory Committee
California Education Code 52176(b) states, “Each school with more than 20 (21 or more) pupils of limited English proficiency shall establish a school level advisory committee on which parents or guardians or both, of such pupils constitute membership in at least the same percentage as their children and wards represent of the total number of pupils in the school. The school may designate for this purpose an existing school level advisory committee or subcommittee of such an advisory committee, if the

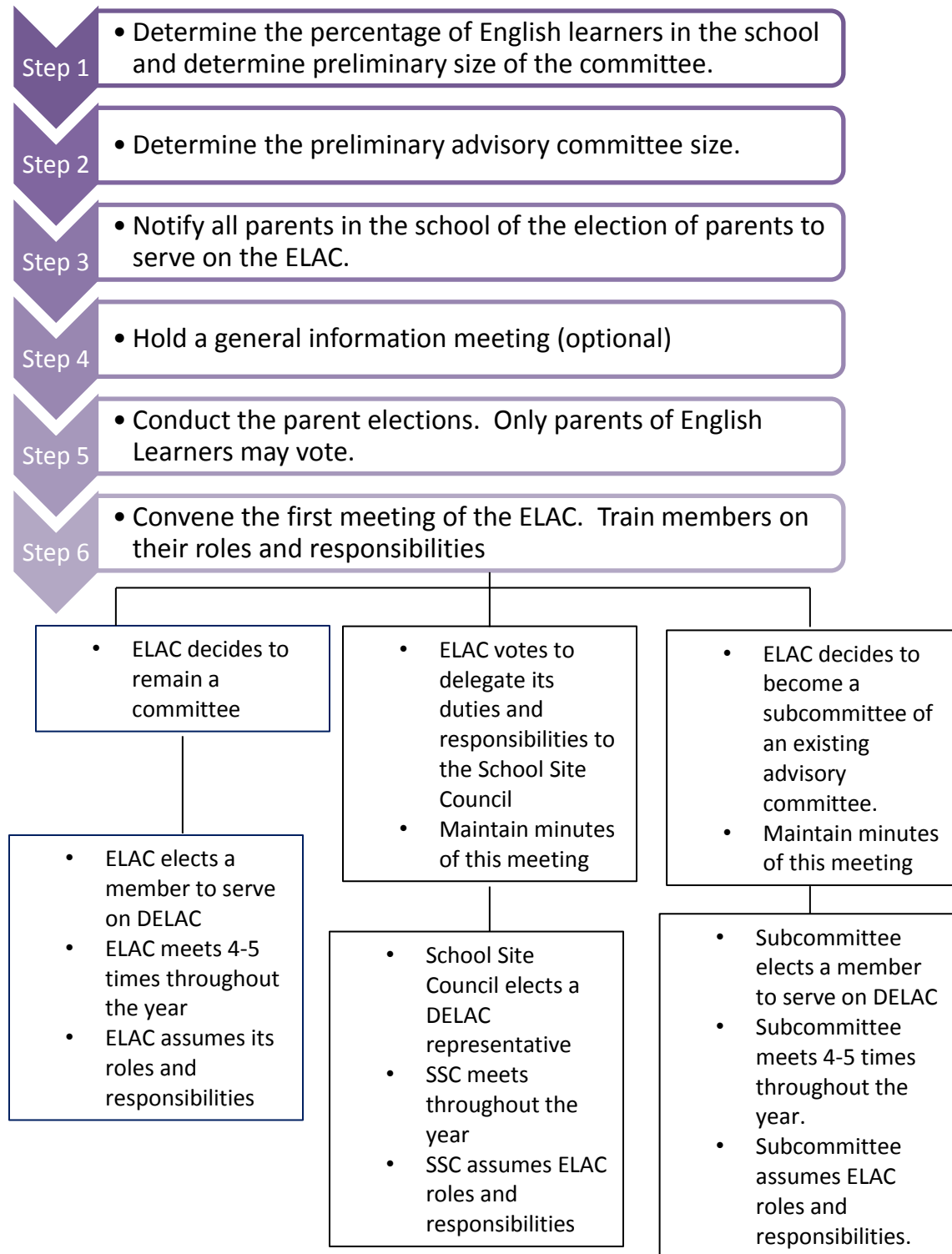
advisory committee or subcommittee where appropriate, meets the criteria stated above.”

In addition, the law is clear that “the parents or guardians of English learners shall elect the parent members of the school advisory committee (or subcommittee, if appropriate). The parents shall be provided the opportunity to vote in the election.

The law does allow for other school level advisory committees to serve in the capacity of an ELAC. However, the required ELAC must first be constituted, their roles and responsibilities explained and given the opportunity to decide (vote) on whether to remain as an independent committee, become a subcommittee or another advisory committee or relegate their tasks to another committee, such as a School Site Council (SSC). Any decision to become a subcommittee of another advisory committee or delegate their tasks to a School Site Council is only valid for two years. After two years, an ELAC must be reconstituted, trained on their roles and responsibilities and again decide whether to remain an independent committee to relegate their responsibilities.

There has been some confusion about when a school must establish an ELAC. The law is very clear – as soon as there are 21 or more English learner students in the school, an ELAC must be established, regardless of the time in the school year.

The following chart details the steps that must be taken to establish an ELAC.



ELAC Roles and Responsibilities

Under state law, the ELAC has responsibility for the following duties:

- Advise the principal, school staff and School Site Council of the needs of English learners, including instructional and support needs.
- Advise the principal, school staff and School Site Council on the development of the school plan and budget. The School Site Council, with input from the ELAC, ultimately approves the school's final plan and budget for submission to the board of trustees.
- Review the results of the completed R-30 Language Census Report. Advise the principal and staff on any program changes that result from this review.
- Advise and assist the principal in conducting the district's/school's needs assessment. Review findings and advise the school principal and staff on any program modifications.
- Advise the principal on ways to make parents aware of the importance of regular school attendance.
- Elect a representative to the District English Learner Advisory Committee. Send to and receive information from the DELAC about various district and school programs/requirements.
- Assist in developing training materials and participate in training opportunities provided by the school and the district.
- Every two years, an ELAC may elect to have the School Site Council or another advisory committee serve as the site leadership body for the English learner program. If this occurs, the School Site Council or other advisory committee will assume the responsibilities identified above.

Committee Officer Duties

- The officers of the ELAC shall include a chairperson, vice-chairperson, secretary, DELAC representative, DELAC

alternate and any other officers that the ELAC finds necessary.

- The ELAC officers shall be elected annually and shall serve a term of one year or until a successor has been elected.
- Any member of the ELAC, including the principal, may serve in any officer capacity.
- Any officer may be removed from their office by a two-thirds vote of all ELAC members.
- If an officer vacancy occurs, the ELAC will elect a new officer

The chairperson shall:

- Preside at all meetings of the ELAC.
- Sign all letters, reports and other communications of the ELAC.
- Assume other such duties as assigned.

The vice-chairperson shall:

- Represent the chairperson or the ELAC in assigned duties.
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the ELAC.
- Promptly transmit to each of the ELAC members and DELAC chairperson copies of the minutes of ELAC meetings.
- Serve as custodian of the ELAC records.
- Maintain a list of the address, phone number and term of office of each ELAC member
- Perform such duties that are assigned by the chairperson.

The DELAC representative shall:

- Be a parent/guardian of an English learner who is not employed by the school or district.
- Attend all DELAC meetings
- Receive input from the ELAC and share the information with the DELAC
- Provide the ELAC with information from the DELAC meetings

Standing and Special Committees

The ELAC may from time to time establish standing or special committees to perform various functions. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the ELAC and are advisory to it. Standing or special committees may exercise the authority of the ELAC. A standing or special committee may be abolished by a vote of the ELAC.

The purpose of these committees is to:

- Gather and analyze data.
- Examine materials, staffing or funding possibilities
- Propose to the ELAC strategies for improving instructional practices for English learners.

Annual Goals and Objectives of the English Learner Advisory Committee

By the end of the year, all topics must be addressed:

- Advise the School Site Council (SSC) on the development of the Single School Plan for Student Achievement. Advising the school Site Council on the school's program, goals and objectives for EL programs/services.
- Advise the principal and staff on the school's program for English learners.

- Assist in the development of the school's needs assessment. Conduct a district wide needs assessment on a school-by-school basis.
- Advise the school on practices to make parents/guardians aware of the importance of regular school attendance.
- Elect at least one member to the DELAC or someone who has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district.
- Prepare ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
- Train on district's Uniform Complaint Procedures, including Williams Settlement requirements.

Additional Agenda Topics

Be sure to include the following topics on your future agendas. Remember that these are discussion topics. Opportunity for ELAC members and the public to advise and assist in the development/implementation of these tasks is important.

Future Agenda Topics
Discuss and vote to determine if the ELAC is going to remain a separate committee or delegate responsibilities to the School Site Council or another advisory committee, if appropriate.
Train ELAC members on the district's Uniform Complain Procedures.
Review the instructional program provided to the English learners. Discuss the various services offered. Seek input from parent representatives about the needs of their children.

Provide ELAC members with information about student attendance. Sample ideas might include:

- How student attendance impacts student achievement
- How funding is affected by attendance
- Strategies the school is using to improve attendance
- What the district's attendance policy/procedures include (i.e., SARB, truancy)
- How important it is for students to take assessments (emphasize the impact on the school when students are absent)
- What parents and staff can do to improve student achievement
- Review and discuss what the ELAC could do to improve attendance

California Department of Education has attendance information on their Web site:

- www.cde.ca.gov/ls/ai/

Provide opportunities for ELAC members to understand the content of the Single Plan for Student Achievement.

Discuss items such as:

- Student achievement
- Program services found in the plan
- School categorical budget(s)
- School goals/objectives
- Any district/school evaluations of program effectiveness

District English Learner Advisory Committee (DELAC)

Overview

The California Legislature believes that it is important for parents/guardians of English learners to become actively involved in their child's/wards education. By requiring ELAC and DELAC, the legislature has emphasized its desire for parents/guardians of English learners to serve in leadership roles that promote positive relationships between schools and families.

District English Learner Advisory Committee: California law addresses the following DELAC requirements:

- "Each school district with more than 50 pupils (51 or more) of limited English proficiency shall establish a district wide advisory committee on bilingual education."
- "Each ELAC or school advisory committee, if appropriate, has the opportunity to elect at least one member to the DELAC. In larger districts where there are 31 or more English learner parent advisory committees, the DELAC members may be elected on a proportional or regional basis. In these larger districts, each site will be allowed to vote for their representative."
- "Parents or guardians or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the committee (51%), unless the district designates for this purpose an existing district wide advisory committee on which parents or guardians or both, of pupils of

limited English proficiency have membership in at least the same percentage as their children and wards represent of the total number of pupils in the district, provided that a subcommittee on bilingual-bicultural education on w

- The which parents or guardians or both, of pupils of limited English proficiency constitute a majority is established.”

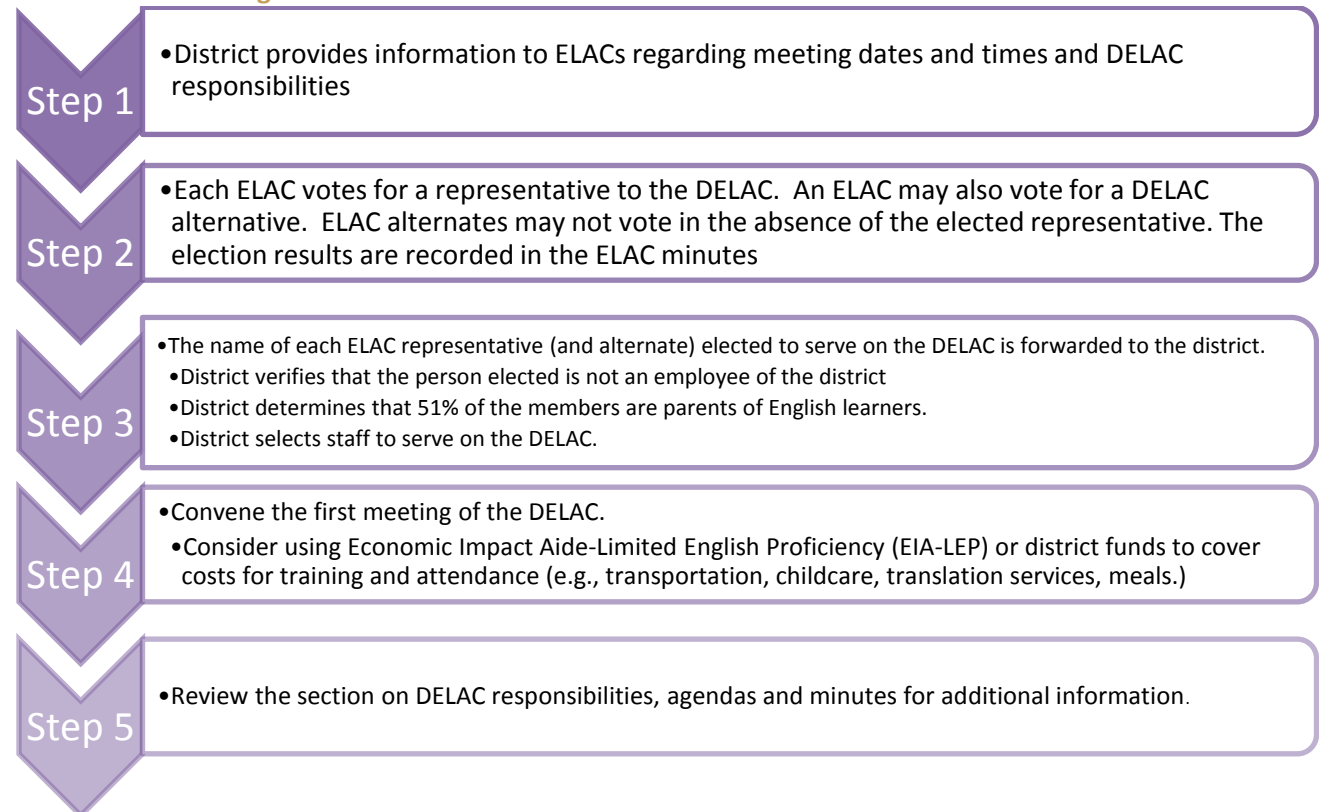
The DELAC or subcommittee, if applicable, will advise the district governing board annually on all of the following items:

- The development or revision of the district’s master plan of education program and services for English learners, including the Local Educational Plan and the Single School Plan for Student Achievement
- The content and procedures for conducting a district wide needs assessment on a school-by-school basis.

- The district’s program goals and objectives for programs and services for English learners.
- The development or revision of the district’s plan to assure that all teachers and instructional assistants meet compliance with all state and federal requirements.
- The administration of the annual language census
- The procedures used by the district to reclassify English learners
- The contents of the district’s written notifications sent to parents/guardians pursuant to Educational Code

In addition, the DELAC should be involved in determining the content and delivery of professional development (training) of its members. This professional development should be mutually agreed upon and focused on increasing the skills and knowledge of DELAC members to carry out their required advisory responsibilities.

Chart for Establishing a DELAC



DELAC Roles and Responsibilities

Under state law, the DELAC has the responsibility to advise and assist the program administrator and local board of education on all of the following topics:

- The development or revision of the district's master plan of education program and services for English learners, including the Local Educational Plan and the Single School Plan for Student Achievement
- The content and procedures for conducting a district wide needs assessment on a school-by-school basis.
- The district's program goals and objectives for programs and services for English learners.
- The development or revision of the district's plan to assure that all teachers and instructional assistants meet compliance with all state and federal requirements.
- The administration of the annual language census (R-30 LC Report).
- The procedures used by the district to reclassify English learners.
- The contents of the district's written notifications sent to parents/guardians pursuant to Education Code.
- The training opportunities (contents and materials) available to DELAC members to assist them to better understand and assume their roles and responsibilities.

Committee Officer Duties

- The officers of the DELAC shall include a chairperson, vice-chairperson, secretary and any other officers that the DELAC finds necessary.
- The DELAC officers shall be elected annually and shall serve a term for one

year or until a successor has been elected.

- Any member of the DELAC, including the program administrator, may serve in any officer capacity.

NOTE: It is recommended that a parent/guardian of an English learner serve as the DELAC chairperson and vice-chairperson.

- Any officer may be removed from their office by a two-thirds vote of all DELAC members
- If an officer vacancy occurs, the DELAC will elect a new officer.

The chairperson shall:

- Preside at all meetings of the DELAC.
- Represent the DELAC at all district parent meetings.
- Sign all letters, reports and other communications of the DELAC to the local board of education and California Department of Education.
- Assume other such duties as assigned.\

The vice-chairperson shall:

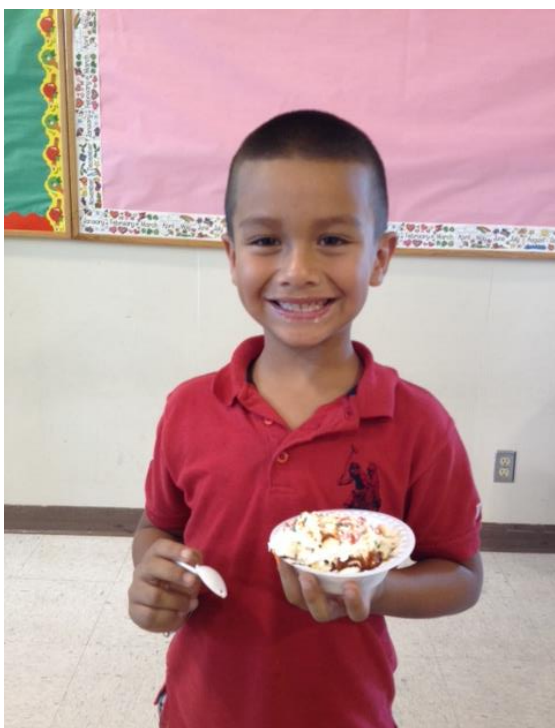
- Represent the chairperson or the DELAC in assigned duties.
- Substitute for the chairperson in his/her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the DELAC.
- Promptly transmit to each member and each ELAC chairperson copies of the minutes of DELAC meetings
- Serve as custodian of the DELAC records.
- Maintain a list of the address, phone number, school of residence and term of office of each DELAC member.
- Maintain a list of the chairpersons of each ELAC or parent advisory committee, if appropriate.
- Perform such duties that are assigned by the chairperson.

Annual Goals and Objectives of the DELAC

Legal Requirements (All Topics Must Be Completed)
Development or revision of the district's master plan of education program and services for English learners, including the Local Educational Plan and the Single School Plan for Student Achievement.
Content and procedures for conducting a district wide needs assessment on a school-by-school basis
District's program goals and objectives for programs and services for English learners.
Development or revision of the district's plan to assure that all teachers and instructional assistants meet compliance with all state and federal requirements.
Procedures used by the district to reclassify English learners.
Contents of the district's written notifications sent to parents/guardians pursuant to Educational Code.
Training opportunities (contents and materials), planned in full consultation with its members, available to DELAC members to assist them to better understand and assume their roles and responsibilities.
Waiver requests affecting the English learner program/services.
Training on the district's Uniform Complaint Procedures, including the Williams Settlement requirements.



Agenda Topics

Future Agenda Topics
Review/revise the LEA Plan (Goal 2)
Train DELAC members on the district's Uniform Complaint Procedures
Review the instructional program provided to English learners. Discuss the various services offered by the district and the schools. Seek input from parent representatives about the needs of their children.
Identify areas to be included in the school-by-school needs assessments. Topics might include such topics as: student achievement, parental involvement, qualifications of teaching staff, various delivery models and after school support.
Provide opportunities for DELAC members to understand the content of the Single Plan for Student Achievement. Discuss items such as: <ul style="list-style-type: none">• Student achievement• Program services discussed in the sites' plan• School categorical budget(s).• School goals/objectives• Any district/school evaluations of program effectiveness.
Receive/discuss the various DELAC reports. Representatives should have time on the agenda to share the information from their schools. Provide opportunities for the members to discuss the information and provide input to the ELACs.
The DELAC is required to conduct school-by-school needs assessment. At the DELAC meeting: <ul style="list-style-type: none">• Discuss the content for the survey.• Discuss ways to encourage parents of English learners to complete and return the survey.• Discuss timelines.• Review survey results and how the information can be used to improve the program.
Discuss ways to complete the Language Census (R-30) Report. After completion, discuss the findings. Identify areas of strength/concerns.
Review the compliance requirements for teachers and paraprofessionals.
Discuss parent notifications and procedures (i.e., initial school enrollment, reclassification, waivers).

For more information about ELAC and DELAC visit <http://www.cde.ca.gov/ta/cr/elac.asp>
See [ELAC Sample timeline](#) for suggested dates for ELAC meetings

Parent Involvement

The district is committed to promoting all levels of parental involvement. Epstein (2001) states that there are six types of parental involvement:

1. Parenting

Families provide basic support for children's health, growth, and development. Schools provide assistance and information to help parents support developmental ages and stages from preschool through high school.

2. Communicating

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, children's progress, educational programs and choices. Communication in the home language is a critical factor. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language.

3. Volunteering

(NCLUSD procedures [English & Spanish](#))

Develop volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children.

4. Learning at Home

Provide information, resources, and materials to assist families to support and monitor their children's learning.

5. Decision Making and Advocacy

Educators and parent leaders work together in advisory/decision making groups. Develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:

- ELAC
- DELAC

- Site Council
- District Committees
- Other community based organizations

6. Relationship Building/Collaborating with the Community

Establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools and the community. These can serve as a "gateway" for strengthening long-term partnerships.

Parent Climate Survey

A parent climate survey will be administered annually to promote all levels of parental involvement. ([English and Spanish](#)).

This survey is an opportunity for you to help schools and the district by sharing your opinions about it. Your opinions are important and the school is interested in hearing them.

NCLUSD hires highly qualified staff and provides high quality professional development to classroom teachers, principals, administrators, instructional support staff, and other school or community based personnel to support the teaching and learning of English Learners.

chapter **seven**
Staff Development





In This Chapter

Staff Development

Goals and Objectives

Staffing

Staff Development

Newman Crows Landing Unified School District is committed to providing focused, effective, and research-based staff development to all administrators, teachers and staff. This coordinating staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency to work effectively with our English Learners.

NCLUSD will use these seven keys to managing effective district-wide professional development:

1. Convey respect,
2. Develop systems,
3. Use consistent images,
4. Conduct appropriate trainings,
5. Plan, organize, and calendar,
6. Monitor, and,
7. Create a collaborative culture.

This will be accomplished by:

- Organizing adults into learning communities whose goals are to increase the achievement of English Learners (Professional Learning Communities)
- Requiring and supporting skillful school and district leaders

who guide continuous instructional improvement (School Leadership)

- Requiring resources to support adult learning and collaboration around the needs of our English Learners (Resources)
- Using disaggregated student data and multiple sources of information to determine adult learning priorities, monitor student progress, and help guide and sustain continuous improvement (Evaluation and Data-Driven Improvement)
- Preparing educators to use effective learning strategies and apply research-based decision making to their profession (Research-Based)
- Preparing educators to understand and value English Learners (and other students with particular needs), create safe, orderly and supportive learning environments for academic achievement (Educational Equity)
- Deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately (Rigorous and Quality Education)
- Providing educators with the knowledge and skills to involve families and other stakeholders in the academic achievement of English Learners (Family/Community Involvement)

Goals and Objectives

Professional development will be centered around the following Goals and Objectives that are outlined in our [Local Education Agency \(LEA\) and Title III Plans](#).

Proficiency in Reading Arts

- Alignment of Assessment, Curriculum and Instruction to Common Core Standards
- Release Days for Collaboration
- Professional Development: SUTW, GLAD, Reading Apprenticeship
- Establish District Essential Practices for Best Teaching and Monitor
- Researched Based Interventions(RTI) at all grade spans building upon the RTI model in place K-5.
- Provide students and teachers with access to technology and Professional Development on effective use in the classroom
- District-Wide Data Management System with ongoing PD: School Net

Proficiency in Mathematics

- Alignment of Assessment, Curriculum and Instruction to Common Core Standards
- Release Days for Collaboration
- Professional Development: Math Their Way, K-2 and Ongoing Coaching Model, 3-12
- Establish District Essential Practices for Best Teaching and Monitor
- Researched Based UA/Interventions(RTI) at all grade spans.

- Provide students and teachers with access to technology and Professional Development on effective use in the classroom
- District-Wide Data Management System with ongoing PD: School net

Title III Plan

- Updating District's English Learner Master Plan
- New ELD Standards and Indicators
- Professional Development
- Ongoing Progress Monitoring of EL's TK-12
- Best Instructional Strategies for EL's(all learners)
 - GLAD
 - Language Objectives

Here are some links regarding "Improving Education":

[Improving Education for English Learners: Research Based Approaches](#)
[Improving Education PowerPoint](#)
[Improving Education iTunes link](#)

Staffing

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners.

NCLUSD follows all State and Federal hiring practices.



chapter **eight**
Funding

8



In This Chapter

General and Categorical Funding

General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. Expenditures are audited annually by the District’s Business Office.

The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels.

Table 7.1 *Funding Sources*

Funding Source	TITLE II, PART A, TEACHER QUALITY	LOTTERY PROP 20: INSTRUCTIONAL MATERIALS
Funding Description	The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts to: (1) improve teacher and principal quality through professional development and other activities, including reduced class sizes; and (2) ensure <u>all</u> teachers are highly qualified.	Proposition 20 requires that 50% of the state's Lottery revenue increase over 1997-98 levels go to "Instructional Materials," defined as "all materials that are designed for use by pupils and their teachers as a learning resource and to help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, or other educational materials, and tests." Technology-based materials DO NOT include the electronic equipment needed to make use of materials. Education Code Section 60010 further defines technology-based materials.
Students to be served	ALL K-12	ALL K-12
Inappropriate Expenditure Examples	FACILITIES, CORE TEACHER SALARIES	ELECTRONIC TECHNOLOGY, SALARIES
Support for ELA, ELD, Math		CAN BE USED FOR ANY INSTRUCTIONAL MATERIALS
Support Personnel	NO	NO
Support for Other Core Subject Areas:	ALL CONTENT AREAS	ALL CONTENT AREAS
Science, VPA, PE	ALL CONTENT AREAS	ALL CONTENT AREAS
Capacity Building/PD		NONE

Appendix



Glossary of Terms

A

Access to Core

Providing English Learners with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

Alternative Assessment

An assessment given to English Learners in Special Education instead of some or all of the CELDT. Any alternatives are determined by the IEP team, and documented in the IEP.

Alternative Program

A program option for English Learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English. The Alternative Program models in the Woodland Joint Unified School District include the Transitional Bilingual Program and the Dual Immersion Program, which both include primary language instruction, daily leveled ELD, and SDAIE instruction in English. These programs are currently provided with primary language instruction in Spanish.

(APS) Academic Program Survey

A self-study instrument developed by the California Department of Education to assist schools in evaluating their effectiveness in implementing high-quality instructional programs in Reading/Language Arts and Mathematics; The APS focuses on nine Essential Program Components proven by research to be components of highly effective schools.

B

(BCLAD) Bilingual, Cross-cultural Language and Academic Development:

Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

(BICS) Basic Interpersonal Communication Skills:

Language used in everyday social interactions.

(BTSA) Beginning Teacher Support & Assessment:

The purpose of BTSA as set forth in the California Education Code, Section 44279.2(b) is to “...provide an effective transition into the teaching career for first year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers.”

C

(CAHSEE) California High School Exit Examination:

A state examination in Language Arts and Mathematics that a student must pass in order to graduate from high school in California.

(CDE) California Department of Education

Oversees the public school system in California and enforces education law, regulations and school improvement programs.

(CELDT) California English Language Development Test

A state assessment given to initially identify English Learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing.

(CLAD) Cross-cultural Language and Academic Development

A State credential or certificate which authorizes the holder to teach ELD and SDAIE.

Content Standards

Standards adopted by the California State Board of Education which specify what all California children are expected to know and be able to do in each grade or course.

Core Curriculum

Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including English language arts, mathematics, science, social studies.

(CST) California Standards Test

A state-approved exam in English language arts, mathematics, science, and history social science administered only to students in California public schools developed specifically to assess students' knowledge of the California content standards.

(CTC) California Commission on**Teacher Credentialing**

A commission which oversees the certification of all teachers in the state of California. See:

www.ctc.ca.gov/

Cultural Proficiency

The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

Cycle of Inquiry

A standardized process for reviewing student data for the purposes of informing instruction and creating intervention or enrichment plans to meet student need.

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

A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners.

Differentiated Instruction

Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

Dual Immersion (DI) Program

An Alternative Program in which the goal is acquisition of academic proficiency in two languages. For example: English and Spanish, together with mastery of academic core content and cultural proficiency for all participating students. In Newman instruction is currently provided in English and Spanish.

E**(EIA) Economic Impact Aid**

Supplemental state funding used to support EL and socioeconomically disadvantaged students.

(EL) English Learner

A classification used to identify a student who is not currently proficient in English and whose primary language is not English. An EL is referred to as a Limited English Proficient [LEP] student in federal law.

(ELA) English Language Arts

A core subject area which includes instruction in English (reading, writing, listening and speaking).

(ELAC) English Learner Advisory Committee

A site-level committee that advises the principal and school staff on programs and services for English Learners.

(ELD) English Language Development:

Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English Learners.

EL Purple Folder

In NCLUSD, a folder that contains all relevant information regarding the language and academic progress of English Learners. Stored in the student's Cumulative Record folder at the school the student attends.

English Language Mainstream (ELM) Program

An instructional model, designed for English Learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology

(EO) English-Only student

A student with a primary language of English, and no other language.

F**(FEP) Fluent English Proficient:**

Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

G**(GATE) Gifted and Talented Education**

A program/designation for students who have exhibited excellence or capacity for excellence far beyond that of their peers according to district-established criteria.

H**(HLS) Home Language Survey**

A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

I**(IEP) Individualized Education Plan**

This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

(I-FEP) Initially Fluent English Proficient

A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

InfoSnap

InfoSnap is the online registration tool NCLUSD uses for registration for all schools. It can be accessed via the [NCLUSD website](#).

Intervention Action Plan

A plan to assist English Learners in accessing and mastering ELD and recouping any academic deficits to mastering grade level standards in the core curriculum.

L**Language Acquisition**

A natural process, progressing through predictable stages, whereby language is acquired.

Less Than Reasonable Fluency

A level of fluency in English when a student's overall CELDT score is at a beginning to low intermediate level, or below intermediate within any domain (listening, speaking, reading and writing).

(L1) Primary language

The language that has been identified as the student's native or home language.

(L2) Second Language

The second language students acquire; usually refers to English.

M**Master Plan for English Learners**

A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners.

N

Naglieri Nonverbal Test of Ability (NNTA -2)

An ability test to determine if a child is gifted. Once a child passes the exam, the child can be placed in the appropriate academic program for advanced learning or classes for gifted children (GATE).

Native English Speaker

A student whose native language is English.

Newcomer

A student who is a recent immigrant to the United States (i.e. has been in the U.S. for less than 12 months).

O

“Overwhelmingly” in English

An expression used in the former Proposition 227. Though not specifically defined, it implies that almost all instruction be in English, while some instruction may be provided in the student’s primary language.

P

Paraprofessional

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

Parental Exception Waiver

A form which is requested and signed by parents or legal guardians of English Learners annually to waive the requirement to be placed in an instructional program that is “overwhelmingly” in English (i.e. SEI or ELM).

Parental Involvement

The engagement of parents in the education of their children including: parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

Primary Language (L1)

The language that has been identified as the student’s native or home language.

Primary Language Class (Secondary)

A class where instruction in any of the content areas is in the primary language (i.e. Middle School Dual Immersion Social Studies Class).

Primary Language Instruction

The use of a student’s primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. The district currently offers primary language instruction in Spanish in the Transitional Bilingual Education program and Dual Immersion program models.

Primary Language Questionnaire

A series of questions used to assess home language proficiency level for English Learners whose primary language is other than Spanish.

Primary Language Support

The use of a student’s primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student’s primary language.

Principals' Assurances Checklist

A checklist of deadlines and duties for the principals to facilitate the needs of English Learners.

Proposition 227

A 1998 California ballot measure requiring children to be taught in classrooms where the instruction was “overwhelmingly” in English, essentially restricting access to bilingual programs, unless students had approved parental exception waivers.

R**R-30 Language Census Report**

A state-required annual census of each K–12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English Learners.

Reasonable Fluency

A level of proficiency in English when a student’s overall CELDT score is at a high-intermediate level or higher and intermediate or higher within each domain (listening, speaking, reading and writing).

Reclassification (formerly called Redesignation)

When a student has met all the district criteria, s/he is reclassified from EL to R-FEP (Reclassified Fluent English Proficient). This change in language classification also often involves a change in the student’s instructional program placement.

(R-FEP) Reclassified Fluent English Proficient

A classification given to students who were once identified as English Learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

(RSP) Resource Specialist Program

Classes for students, who have been identified as Individuals with Exceptional needs who spend the majority of the school day in a regular program, but receive instructional support from an RSP teacher for specific learning disabilities.

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

SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English Learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners.

Second Language (L2)

The second language students acquire (usually refers to English).

(SEI) Structured English Immersion Program

An instructional model, designed for English Learners with less than reasonable fluency in English. Core content is taught in English using SDAIE methodology.

Spanish for Native Speakers

Foreign language course offered at the middle or high school level to students who have basic speaking and literacy skills in Spanish.

Special Day Class (SDC)

A self-contained, special education class for students who have been identified as Individuals with Exceptional Needs in which a student is enrolled for the majority of the school day.

(SPSA) Single Plan for Student Achievement

A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

(SSC) School Site Council

A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval and implementation of the SPSA.

(SST) Student Study Team

A team consisting of the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

Standards for English Language Development (ELD)

Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) in four domains (Listening, Speaking, Reading and Writing), in four different grade spans (K–2, 3–5, 6–8, and 9–12).

(STS) Standards Test in Spanish

A Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

T

Title I

A federal program from No Child Left Behind (NCLB) that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically based research and data that verify actions resulting in increased student achievement.

Title III

A federal program from No Child Left Behind (NCLB) which provides funding to improve the education of English Learners and Immigrant students by assisting them in learning English and meeting academic standards.

Transitional Kindergarten Program

A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate

W

Woodcock Munoz

A test designed to measure language proficiency of English language learners (e.g., ESL students). The seven tests that comprise the *WMLS-R* measure the critical areas of listening, speaking, reading, and writing.

Legal References

State and Federal Law

The complete list of State and Federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

Federal Law

20 USC 1703(f); 42 USC 2000(d); 34 CFR100.1–100.13, 300.300, 300.343(d), 300– 346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009– 1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

Public Law 107–110

January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law

EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

Williams Settlement

Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: <http://www.cde.ca.gov/fg/fo/profile.asp?id=1040>