



Fountain Valley
School District

Master Plan for English Learners



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Master Plan for English Learners



Introduction

INTRODUCTION

Fountain Valley School District (FVSD) serves approximately 6,200 kindergarten through eighth grade students. The seven elementary schools and three middle schools are located in the cities of Fountain Valley and Huntington Beach. English learners (ELs) account for approximately 10% of the student population. Within the EL population there are more than 35 different languages spoken. The majority of ELs speak Vietnamese, followed by Spanish and Arabic.

FVSD believes that effective, high quality EL services:

- Develop English language proficiency within five years.
- Provide equal access to all aspects of the core curriculum.
- Enable ELs to succeed academically and socially.
- Include daily instruction in English Language Development (ELD) and support during content area instruction through Specially Designed Academic Instruction in English (SDAIE) strategies
- Value multilingual abilities and, whenever possible, encourage students to develop proficiency in more than one language.
- Acknowledge and appreciate the diversity of all languages and cultures.
- Welcomes and encourages parental involvement.

The FVSD Master Plan for ELs is tied to and based on:

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

Legal Basis of the Master Plan

Federal Law

U.S. Constitution: Fourteenth Amendment-Due Process and Equal Protection Clauses, No state shall “deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”

Office of Civil Rights May 25th Memorandum 1970

Where the inability to speak and understand English excludes students from “effective participation” in the education program, the district must take “affirmative steps to rectify the language deficiency in order to open its instructional program to those students.”

Lau v. Nichols

The United States Supreme Court held in Lau v. Nichols (1974) that San Francisco’s failure to provide supplemental English language instruction to 1800 students of Chinese ancestry violated Title VI of the Civil Rights Act, 42 U.S.C. section 2000d.

The court stated that those students were thus denied a meaningful opportunity to participate in the public educational program.

Equal Education Opportunities Act: 20 U.S.C. 1803 (f)

This statute recognizes the state’s role in assuring equal opportunity for national origin minority students. “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by . . . (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

Major Federal Cases Interpreting Section 1703 (f) Castaneda v. Pickard-1981

Districts have the dual obligation to:

1. Teach English and
 2. Provide access to academic content instruction.
- Castaneda v. Pickard also mandated the development of a three-prong test to evaluate the

effectiveness of a district program. The three prongs are:

- Is the program informed by an educational theory recognized as sound by at least some experts in the field?
- Are the district's programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the district evaluate its programs and make judgments where needed to ensure language barriers are actually being overcome?

California State Law

California Legislation Code, General Provisions,

Article 3, Section 30, Language of Instruction

English shall be the basic language of instruction in all schools. The governing board of any school district, or community college district, and any private school may determine when and under what circumstances instruction may be given bilingually. It is the policy of the state to ensure mastery of English by all pupils in the schools; provided that bilingual instruction may be offered in those situations when such instruction is educationally advantageous to the pupils. Bilingual instruction is authorized to the extent that it does not interfere with the systematic, sequential and regular instruction of all pupils in the English language.

California Code of Regulations Title 5, sub-chapter 4, Section 11302, Duration of Services

School District shall continue to provide additional and appropriate educational services to English Learners in Kindergarten through grade twelve for the purposes of overcoming language barriers until the English Learners have:

- a) Demonstrated English-language proficiency comparable to that of the school district's average native English-language speaker; and
- b) Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

Program Design

The purpose of the EL program is to develop fluency in speaking, reading, and writing English in each student whose primary language is not English, enhance students' self-esteem, promote cross-cultural understanding, and provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary. Regular education classes and staff are included in the FVSD Master Plan for ELs to ensure the commitment of all personnel to provide the best possible educational services for ELs.

To ensure that ELs succeed academically

- Develop students' English fluency in speaking, listening, reading and writing.
- Provide continuous and summative evaluation of the EL program and make revisions as necessary including EL guidelines for report card evaluation, promotion, and retention.
- Ensure that all ELs are provided instruction following District and State adopted English language arts, English Language Development (ELD), mathematics, social studies, and science standards.

To provide a quality EL program for all students

- Ensure equal access to the core curriculum to encourage academic success through Structured English Immersion (SEI), English Language Mainstream (ELM), or Alternative Bilingual programs.

To provide students acquiring English equal access to the core curriculum

- Group students within classrooms to provide appropriate differentiated instruction.
- Provide primary language support when feasible.
- Provide students with an effective program as they transition into English academic instruction.
- Provide instruction based upon District and State adopted standards.
- Provide appropriate materials to deliver instruction.

To provide students daily English Language Development (ELD) so they can acquire English fluency and literacy necessary for academic success.

- Provide staff development on effective ELD strategies and techniques.
- Provide continuous assessment of second language acquisition progress.
- Provide District adopted ELD materials for teachers and students.

To ensure that ELs receive educational services from properly qualified and credentialed staff.

- Employ Highly Qualified certificated and classified staff.
- Provide ongoing staff development options for certificated and classified staff.

To encourage parent participation and involvement in the education of their children.

- Establish clear communication channels between the District, home, and community.
- Provide parents with oral interpretation and written translation to ensure equal access to information according to State guidelines.
- Provide bilingual parents opportunities to become involved on school committees such as School Site Council (SSC), Parent Teacher Association/Organization (PTA/PTO), English Language Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC).



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**Identification, Assessment,
Parent Notification, and
Program Placement**

IDENTIFICATION, ASSESSMENT, PARENT NOTIFICATION, AND PROGRAM PLACEMENT

Identification

Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in each student's home. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children during the initial enrollment process. The HLS remains on file in the student's cumulative folder. The information provided assists schools in providing appropriate instruction for all students.

Home Language Survey Questions
1. What language/dialect does your child most frequently use at home?
2. Which language/dialect did your child learn when he or she first began to talk?
3. What language/dialect do you (parents or guardians) use most frequently to speak to your child?
4. What language is most often spoken by adults (parents, guardians, or any other adult) in the home?

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed to determine English language proficiency within 30 calendar days of initial enrollment. (The 4th question provides information for schools to consider if a child shows evidence of English language deficits once enrolled. It does not mandate assessment.)

Assessment

California English Language Development Test (CELDT)

Students whose HLS indicates exposure to a language other than English must be assessed with the California English Language Development Test (CELDT). The CELDT is a criterion-referenced test that evaluates students' English language proficiency in listening, speaking, reading and writing. Results are provided for each section of the CELDT, as well as an overall score. The scores determine whether a student is identified as Initially Fluent English Proficient (IFEP) or as an English learner (EL).

The CELDT is administered annually to all ELs who are enrolled during the State's annual assessment testing window. Parents are notified of the CELDT scores within 30 days of receipt of the test results from the state contractor. Annual results are used to measure students' progress in listening, speaking, reading, and writing in English.

Provisions for Special Education Students

If an individual Education Plan (IEP) team determines a student is unable to take part or all of the CELDT, the student is given an alternative assessment in accordance with the California Department of Education regulations. The use of an alternative assessment is documented in the IEP.

Primary Language Proficiency Assessment

ELs are assessed for primary language proficiency in listening, speaking, reading, and writing within 90 calendar days of initial enrollment. Whenever possible a fluent speaker of the student's primary language, who is trained in test administration and evaluation, conducts the assessment. When a fluent speaker is not available in the student's language, the parent participates in a structured interview to determine fluency.

Notification

Notification of Initial Assessment, Results, and Student Placement

Students new to FVSD who require initial testing generally are assessed by the testing team at the District office. Immediately after the CELDT is complete the test administrator scores it. A parent conference is held in order to share CELDT results, program options, and to recommend program placement. The waiver process for the Bilingual Alternative Program is also explained. At this conference, parents have the option to sign the Initial CELDT notification letter or return it at a later date. In addition, a copy of the letter and initial testing results are provided to the child's teacher(s). A copy of the HLS, original Initial Language Assessment, and Parent Notification forms are placed in the student's cumulative record file.

Language proficiency, program placement, and services are entered for each student in the District database by the District Community Liaison.

Program Placement

Placement of Students

FVSD provides three program options for ELs based on their overall CELDT level. They are Structured English Immersion (SEI), English Mainstream Program (EMP), or Bilingual Alternative Program. On rare occasions, students whose educational goals are guided by an IEP may participate in an Other Instructional Setting. Parents consent to program placement. If a parent elects to have the student placed in a different program than recommended, the district honors the request.

Students who score at the Beginning or Early Intermediate levels generally demonstrate less than reasonable fluency in English and participate in the **Structured English Immersion (SEI)** program. The majority of instruction is provided in English. Primary language support is provided as needed and as resources permit. Daily English Language

Development (ELD) is required. Content instruction is taught using Specially Designed Academic Instruction in English (SDAIE) strategies. SEI is typically in place for one to two school years.

Students who score at the Intermediate, Early Advanced, and Advanced levels generally demonstrate reasonable fluency and participate in the **English Mainstream Program (EMP)**. This model provides instruction only in English with additional support as needed. Daily ELD is required. Content instruction is taught using SDAIE strategies. EMP is typically in place until ELs are reclassified as Fluent English Proficient (FEP).

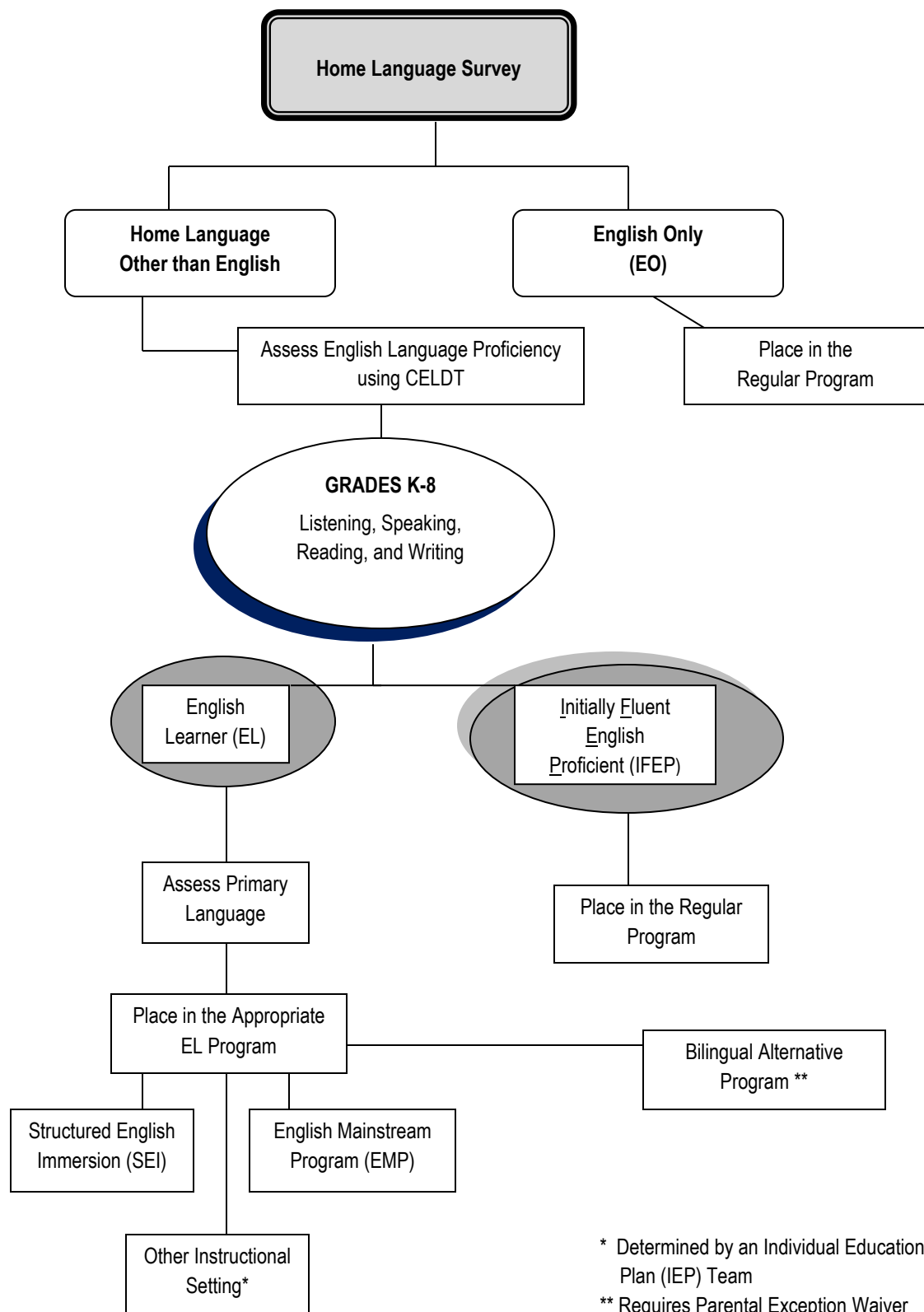
The majority of students in FVSD participate in one of the two programs previous outlined. However, there is also a **Bilingual Alternative Program** in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. For this to be provided, parents of 20 or more students in the same grade level at the same school must request the program. California State law gives parents the option to place their child in a Bilingual Alternative Program if a Parental Exception Waiver is completed each school year and the child meets one of the following criteria:

- (1) knows English and academically performs at the 5th grade level,
- (2) is 10 years of age or older,
- (3) is a student under 10 years of age and participated in the SEI or EMP for 30 calendar days.

CELDT Proficiency Level		Program Placement
Beginning	Less Than Reasonable Fluency	Structured English Immersion (SEI)
Early Intermediate		
Intermediate	Reasonable Fluency	English Mainstream Program (EMP)
Early Advanced		
Advanced		
All Levels		Other Instructional Setting (per IEP)
All Levels		Bilingual Alternative Program *

* Parental Exception Waiver required

Initial Identification and Placement in the EL Program





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Parental Exception Waivers

PARENTAL EXCEPTION WAIVERS

Parents and guardians are provided, on enrollment and annually, full written and, upon request, spoken descriptions of the Structure English Immersion (SEI), English Mainstream Program (EMP), Bilingual Alternative Program and Other Instructional Setting, all educational opportunities available to the pupil, and the educational materials used in each program.

Procedures for Parent Notification Regarding Parental Exception Waivers

Two Annual Notifications

FVSD has an established a procedure for granting Parental Exception Waivers for children who are already enrolled in District schools in SEI or EMP. In order to notify all parents/guardians of the District's placement options for ELs and the opportunity to apply for a Parental Exception Waiver, each parent/guardian of an EL is informed of the program options two times per year through the District's Parental Notification process.

At the beginning of each school year, the parent/guardian receives the *NCLB Annual Placement Notification (APN)* within 30 days of the first day of school. The APN advises the parent/guardian of the child's placement into either SEI or EMP and the opportunity for the parent/guardian to apply for a Parental Exception Waiver.

Each spring, the parent/guardian is provided the child's official annual CELDT scores and reminded of the three placement options through the *Annual CELDT Notification*. Parents/guardians may request an initial or continuing Parental Exception Waiver at this time.

Initial Enrollment

The Parental Exception Waiver process is explained during the CELDT conference when parents are provided initial English fluency results, program options, and recommended program placement. At that time, parents have the opportunity to complete the waiver.

Parents are notified that:

- a. When 20 students or more at a given grade level of the same language receive an approved waiver, the school shall be required to offer a Bilingual Alternative program; otherwise, students must be allowed to transfer to a school where such a program is available. The parent will be guided through the intra-district transfer process if necessary.
- b. Every EL under 10 years of age must be initially placed in a classroom taught overwhelmingly in English for a minimum of 30 calendar days.
- c. Any parent who applies for a waiver can request that the State Board of Education review the District's guidelines or procedures.
- d. The waiver requires the principal's approval.
- e. Each application for a waiver is considered on its individual merits. Approval of Parental Exception Waivers occurs unless the school principal and educational staff determines that evidence exists that the alternative programs would not be better suited for the overall educational development of the student. An explanation, in writing, will be provided to the parent of the reason(s) for the denial of a waiver request and of the District's appeal procedures. If the parent wishes to appeal the denial, s/he uses the grievance process detailed in board policy, which provides a formal channel of communication regarding unresolved complaints in operations, programs, or with individuals. After the parent completes the appeal form, the Superintendent appoints a Review Committee to study the case and prepare a recommendation. The Superintendent then upholds or overturns the Review Committee's recommendation. The parents may then appeal directly to the Board of Trustees. A written summary is provided to all parties.
- f. Parents and guardians are informed of any recommendation by the school principal and

the educational staff for an alternative program and are given notice of their right to refuse the recommendation.

- g. Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under Education Code Section 311 (c) must be acted on either no later than 10 calendar days after the expiration of the 30 day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later.

Granting a Parental Exception Waiver

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

Children who already know English:

The child already possesses sufficient English language skills as measured by norm-referenced tests of vocabulary, comprehension, reading, and writing, in which the child scores at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or

Older children:

The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or

Children with special needs (children less than 10 years old):

The child already has been placed for a minimum of 30 calendar days in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. The parents shall be fully informed of their right to refuse the recommendation made by school staff.

Denial of Waiver

If a waiver is denied, parents/guardians are informed in writing by the principal and other education staff of the reason for denial and advised that they may appeal to the local Board of Trustees.

Granting Alternative Classes

Each school in which 20 or more pupils at a given grade level has been granted a waiver provides a Bilingual Alternative program. If fewer than 20 waivers are granted, the District places the students on a wait list, provides such a program, or allows the pupils to transfer to a district school in which such a program is offered.



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Program Descriptions

PROGRAM DESCRIPTIONS

Commitment to Purposeful Placements

FVSD uses a number of program models to serve ELs. Parental involvement in decisions regarding the education of their children is required and critical to academic success. All descriptions of programs are disseminated in a language comprehensible to the parent (written translation or oral interpretation) when feasible to ensure that parents can be active partners in placement decisions.

Because students enter with varying levels of English language proficiency, it is imperative that each EL be placed in the instructional program that is the best fit for his/her needs. FVSD is committed to placing the *right* student in the *right* program with the *right* instructional strategies and materials at the *right* time. Staff explains the instructional options, reports student progress, recommends interventions if needed, and devises a plan to maximize success for each EL.

As English proficiency increase, ELs progress until all instruction is delivered exclusively in English. In all programs, the principal goal is always the acquisition of English. Thus, every EL program in FVSD includes the provision for a minimum of 30 minutes of English Language Development (ELD) each day.

Choices of Instructional Programs

Upon initial enrollment, District staff make recommendations for EL program placement based on the CELDT and primary language assessment results. The program placement settings through which students progress are:

Structured English Immersion (SEI)

Students who score at the Beginning or Early Intermediate levels generally demonstrate less than reasonable fluency in English and participate in the SEI program. The majority of instruction is provided in English. Primary language support is provided as needed and as resources permit. Daily ELD is required. Content instruction is taught using

Specially Designed Academic Instruction in English (SDAIE) strategies. SEI is typically in place for one to two school years.

English Mainstream Program (EMP)

Students who score at the Intermediate, Early Advanced, and Advanced levels generally demonstrate reasonable fluency and participate in the EMP. This model provides instruction only in English with additional support as needed. Daily ELD is required. Content instruction is taught using SDAIE strategies. EMP is typically in place until ELs are reclassified as Fluent English Proficient (FEP).

Bilingual Alternative Program

The Bilingual Alternative Program is designed for ELs entering FVSD or continuing students whose parents wish to waive into it. In this program, when a waiver is granted and acted upon, all students receive daily ELD instruction. Language Arts and content areas instruction (math, science, and history/social studies) are provided in the primary language. As students develop proficiency in English, an increasing amount of instruction is provided in English.

Structured English Immersion (SEI)

Definition of SEI

The SEI program, for students with “less than reasonable fluency,” is described in CA Ed. Code Sections 300-340 as an English language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students are taught subjects “overwhelmingly,” but not exclusively, in English. Teachers and bilingual tutors may use the student’s primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of SEI is for ELs to develop a reasonable level of proficiency in English and move into EMP.

Program Requirements

- Parents must be informed of the placement of their children in SEI and be notified of the

opportunity to apply for a Parental Exception Waiver for an alternative program or may make a request to move to EMP.

- K-5 students receive at least 30 minutes of daily ELD instruction based on the District-adopted State standards program. Instruction must include listening, speaking, reading, and writing. Core instruction in all subjects is taught overwhelmingly in English using SDAIE strategies. Primary language support is provided as needed and when feasible.
- 6-8 students district wide attend the EL program at Masuda. Students receive at least 30 minutes of daily ELD instruction based on the District-adopted State standards program. Content instruction is taught primarily in English using SDAIE strategies. However, primary language support is provided as needed and when feasible within the EL program class and core classes.

Materials

State-adopted, standards-based materials are used. Materials include print, audio, visual, graphic, and electronic online resources. Teachers use core and supplemental materials based on student needs.

English Mainstream Program (EMP)

ELs who have attained reasonable fluency (typically Intermediate, Early Advanced and Advanced) and who are not participating in an alternative program participate in EMP. On occasion, EMP placement also includes students with less than reasonable fluency (SEI) due to parent requests. The term “Mainstream” refers to the fact that these students have an instructional program that is primarily in English, focused on reading and writing skills.

Program Requirements

- ELs receive ELD from the classroom teacher (K-5) or are assigned to a section of ELD or “SDAIE English” (6-8) until they have acquired proficiency in English. EMP teachers are responsible for providing ELD.
- Students access core subjects from teachers using SDAIE strategies so that content knowledge is comprehensible. The program is

designed to continue the development of English, while providing content instruction in English. Teachers prepare ELs for reclassification, and recoup academic deficits that may have occurred in the core curriculum as the students developed English skills.

- Students are closely monitored on their progress towards meeting reclassification criteria.

Materials

State-adopted, standards-based materials are used. Materials include print, audio, visual, graphic, and electronic resources. Teachers use core and supplemental materials based on student needs.

Bilingual Alternative Program

During the Initial Assessment conference, parents are advised of their rights to select an alternative program for their child. When the parent requests and is granted a Parental Exception Waiver, district and site administrators examine the number of waivers requested at that grade, site, and district wide. If at least 20 students in the same grade level at the same site make the request, the District offers a Bilingual Alternative program. This program is an alternative to SEI or EMP in accordance with CA Ed. Code Sections 300-340. This transitional program is a simultaneous approach in which students participate in intensive ELD while continuing their mastery of content subject matter in their primary language.

This program provides primary language instruction in the core subjects: language arts (reading, writing, listening, and speaking), social studies, mathematics, and science. Students also receive a minimum of 30 minutes a day of ELD. Art, music, and physical education are taught in English. To the extent possible, ELs in the Bilingual Alternative program participate with FEP/English Only students during art, music, and physical education. This provides opportunities for ELs to interact with native speakers of English and to have access to native English-speaking models in a structured classroom context.

Materials

State-adopted, standards-based materials are used. Materials include print, audio, visual, graphic, and

electronic online resources. Teachers use core and supplemental materials based on student needs.

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Reclassification

RECLASSIFICATION

FVSD has adopted a reclassification process that enable students initially identified as ELs to exit specialized program services and participate without further language assistance as Fluent English Proficient (FEP) students. ELs are reclassified as Reclassified Fluent English Proficient (RFEP) when they have acquired English language skills commensurate with students of the same age or grade whose primary language is English. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The reclassification criteria include multiple measures to ensure both proficiency in English language and participation equal to that of average native speakers in the school's regular instructional program. Reclassification criteria are aligned to and/or exceed State legal requirements and validate each student's readiness to exit from specialized EL programs by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

1. English language proficiency, including listening, speaking, reading, and writing; and
2. Academic achievement in reading and writing.

Steps to Reclassification

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

1. Student identification for reclassification (and resulting changes in placement) occurs after receipt of CELDT scores from the State contractor.
2. CELDT scores, combined with other measures, are used by District staff to determine eligible students.
3. Classroom teachers review the data and make recommendations for reclassification.
4. Classroom teachers complete the appropriate paperwork and return it to the District office.

5. District staff schedule individual appointments with parents to discuss the recommendation and secure parent consent.
6. District staff files reclassification paperwork in the EL folder in the each students' cumulative record folder. Included on the reclassification paperwork are the language and academic performance assessments, a record of the persons involved in the reclassification process, and the ultimate decision regarding reclassification.
7. After a student is reclassified, District staff changes the student's status from EL to RFEP in the Student Information System and enters the date of the reclassification based on parent consent.
8. Every RFEP student is monitored for a minimum of two years to ensure correct placement, the continuation of grade level performance, and when necessary timely academic support or intervention.

Reclassified Fluent English Proficient (RFEP) Monitoring

Each year, the regular classroom teacher reports on the achievement of RFEP students. If the student is achieving at or above grade level, the parent is notified and no Intervention Plan is crafted. If the student is not achieving at or above grade level, a parent teacher conference is schedule and an Intervention Plan is developed.

Alternative Reclassification Process

Occasionally, an EL who has been in a specialized language support program for five or more years is unable to meet the reclassification criteria in one or more areas. After documenting multiple interventions, it is acceptable for the site's Student Support Team to meet and discuss the student's unique learning needs.

If the team, after careful consideration, determines that factors other than language are impacting the

student's ability to meet reclassification criteria, the team may proceed with the reclassification process. The Alternate Reclassification takes place within certain limits. In the case of a Special Education

student with an Individualized Education Plan, the IEP team member would be present at the Alternate Reclassification conference.



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**Evaluation &
Accountability**

EVALUATION AND ACCOUNTABILITY

Program Effectiveness Evaluation

The Office of Assessment and Accountability produces an *Annual Evaluation Report of Program Effectiveness* for ELs summarizing progress from the previous year. This report analyzes the extent to which students demonstrate growth in their English skills, academic content knowledge, and are reclassified from EL to RFEP within five years. In addition, Title III Annual Measurable Achievement Objectives (AMAOs) are reported on. The key findings are presented and input is sought from the District English Learner Advisory Committee (DELAC), EL site coordinators, and site administrators before it is presented to the District Board of Trustees. Results and recommendations in the report are used to identify district-wide trends that include strengths and areas of need in instructional programs and student support systems.

Title III Annual Measurable Achievement Objectives (AMAOs)

Title III of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental funding for local educational agencies to implement programs designed to help ELs attain English proficiency and meet the State's academic content standards. Title III requires the following:

- Establish English language proficiency standards.
- Conduct an annual assessment of English language proficiency (CELDT).
- Define two AMAOs to increase the percentage of ELs that develop English proficiency (AMAO 1 and AMAO 2).
- Include a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the local education agency (LEA) level (FVSD, AMAO 3).

- Hold LEAs accountable to meet all three AMAOs (NCLB Section 3122).

AMAO 1 – Percent of ELs Making Annual Progress in Learning English

AMAO 1 calculates the percentage of ELs that demonstrate growth on the CELDT. There are three ways for ELs to meet the annual target on CELDT depending upon their level the prior year. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to increase at least one level. Those at the Early Advanced and Advanced levels who are not yet English proficient are expected to reach the English proficient level, i.e. every subsection must be Intermediate or higher. Those at the English proficient level are expected to maintain that level.

AMAO 2 – Percent of ELs Attaining English Proficiency on CELDT

AMAO 2 measures the extent to which ELs reach the English proficient level on the CELDT. Two cohorts have been established for AMAO 2: (1) ELs who have been in language instruction educational programs for less than five years and (2) ELs who have been in language instruction educational programs for five years or more. The second cohort was established in 2009-2010 with targets set through 2013-2014. LEAs need to meet both cohort targets in order to meet AMAO 2.

AMAO 3 – Meeting AYP Requirements for the EL Subgroup at the LEA or Consortium Level

AMAO 3 requires the EL subgroup to meet the same targets required of all LEAs, schools, and subgroups under ESEA. The targets specify the participation rate and percent of students who must score at the Proficient or Advanced level in ELA and mathematics on State standardized tests (this is the same as the highly publicized AYP). Safe Harbor is one of the alternative methods for meeting the AYP targets and apply to the EL subgroup used for AMAO 3.

Annual Performance Expectations for ELs

ELs who do not make sufficient growth and are not eligible for reclassification are considered At Risk of Becoming a Long-Term EL. Student progress towards annual expectations is closely monitored. If a student does not make sufficient growth, the student is referred to the Student Study Team.

Annual Performance Expectations for ELs

Timeline	Year 1	Year 2	Year 3	Year 4	Year 5 Reclassification
CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
District Assessment Scores	Significantly Below Grade Level	Moderately Below Grade Level	Slightly Below Grade Level	At or Above Grade Level	At or Above Grade Level
Standardized Test Results	Significantly Below Grade Level	Moderately Below Grade Level	Slightly Below Grade Level	At or Above Grade Level	At or Above Grade Level
Parent Consultation	Annual Notification	Annual Notification	Annual Notification	Annual Notification	Annual Notification/ Parent Consultation for Reclassification
Teacher Evaluation	Progress Reports & Report Cards	Progress Reports & Report Cards	Progress Reports & Report Cards	Progress Reports & Report Cards	Progress Reports & Report Cards

Definition for At Risk of Becoming a Long-Term EL

Years in FVSD Schools	CELDT Level
3 years	Beginning
4 years	Beginning or Early Intermediate
5 years	Beginning, Early Intermediate, or Intermediate
5+ years	Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced And not eligible for reclassification



Fountain Valley
School District

Master Plan for English Learners



**Parent & Community
Engagement**

PARENT AND COMMUNITY ENGAGEMENT

FVSD is committed to promoting strong parent, family and community support for our programs. FVSD staff strives to provide meaningful involvement and promote the development of parent and community leaders who can learn more about the education system, become involved in the education of their children, and advocate effectively for ELs.

FVSD Board of Trustees encourage Parent Involvement, as detailed in Board Policy 6020: Parent Involvement, as well as Administrative Regulations 6020: Parent Involvement.

Notices to Parents

When 15% or more of the student population at the school site speaks a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s).

English Learner Advisory Committee (ELAC)

FVSD reaches out to parents of ELs to facilitate their engagement. Meetings are regularly scheduled for the purpose of formulating and responding to parents' recommendations. For parents of ELs, this is accomplished primarily through our school English Learner Advisory Committees (ELAC) and the FVSD District English Learner Advisory Committee (DELAC). Schools with 21 or more ELs are required to establish a functioning ELAC to serve in an advisory capacity.

Purpose

The primary purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and school staff on programs and services for ELs and the School Site Council (SSC) on the development of the *Single Plan for Student Achievement*. Additional tasks include input on the development of the school's needs assessment, review of the school's annual language census, and ways to build

awareness of the importance of regular school attendance.

All parents of ELs receive a written invitation to attend ELAC meetings. At the first meeting, elections are held and parent training to assist with carrying out legal duties is provided. During the elections, parents/guardians have the opportunity to elect up to two members for the District English Learner Advisory Committee (DELAC).

Delegation

After formation and training of members, the ELAC may delegate its legal responsibilities to an existing school advisory or subcommittee. The establishment and proper functioning of the ELAC is the responsibility of the site principal or his/her designee. The requirements of the ELAC may be delegated to the SSC if the ELAC has first been formally established (an executive board has been elected and at least two meetings have transpired), members have received training regarding their roles and responsibilities, and the committee votes to delegate responsibility to the SSC. This action must be documented in the agenda and minutes of the ELAC meeting. When the SSC assumes responsibility, all requirements for the ELAC need to be met and documented in the agenda and minutes of the SSC meetings.

District English Learner Advisory Committee (DELAC)

FVSD has 51 or more English Learners enrolled; therefore, the District has established a DELAC.

Purpose

The purpose of the DELAC is to advise the Board of Trustees (e.g., in person, by letters/reports) on the programs and services for ELs.

Annually, DELAC members are trained on the following topics and subsequently advise the Board of Trustees on:

1. Development or revision of the District master plan for educational programs and services for

- ELs that take into consideration each school's *Single Plan for Student Achievement*.
2. Administration of a district wide needs assessment on a school-by-school basis.
 3. Establishment of District programs, goals, and services for ELs (e.g., Parental Exception Waivers and funding).
 4. Development of a plan to ensure compliance with any applicable teacher and bilingual tutor requirements.
 5. Administration of the Annual Language Census R-30 Report (e.g., procedures and forms).

6. Analysis and commentary of the school district's reclassification procedures.
7. Analysis and commentary of on the written notifications required to be sent to parents and guardians.

Composition

Parents or guardians of ELs not employed by the District must constitute a majority membership (51% or more). Each school ELAC must have the opportunity to elect at least one member to the DELAC.



Fountain Valley
School District

Master Plan for English Learners



Staffing & Professional Development

STAFFING AND PROFESSIONAL DEVELOPMENT

Certificated Personnel

Every teacher in FVSD is required to hold an authorization to teach ELs. All currently employed teachers are authorized and every effort is made to hire only those candidates who are authorized to teach ELs. Newly hired teachers who do not hold the necessary authorizations are notified that their assignments are provisional and that they are expected to complete the necessary training for certification to ensure ELD and/or SDAIE instruction is provided to each EL. The combination of holding the proper authorization plus accessing the multiple professional development opportunities results in a teacher who is both competent and confident in providing the specialized instruction each EL needs.

Classified Personnel

FVSD employs qualified bilingual paraprofessionals. Bilingual paraprofessionals contribute specialized skills in the EL program and work and plan closely with the full instructional team. When the teacher does not hold the bilingual authorization, the bilingual paraprofessional works in concert with the teacher to provide primary language support to motivate, clarify, direct, support, and explain facts and concepts to ELs. Bilingual paraprofessionals are assigned to classrooms during core content instruction in English language arts, math, social studies, and science. Paraprofessionals also assist with needs outside the classroom, including but not limited to parent-teacher conferences and notifications, ELAC, DELAC,

CELDT testing, oral interpretation, and written translations.

Professional Development

In order to support teachers of ELs in both their certification and professional growth, FVSD offers professional development opportunities.

Workshops and trainings are available for administrators, teachers, and paraprofessionals. The District offers, supports, sponsors, and/or publicizes professional development opportunities for teachers, staff, paraprofessionals, and/or administrators that include, but are not limited to:

- Common Core State Standards and the California English Language Development Standards
- English Language Development (ELD)
- G.L.A.D. (Guided Language Acquisition Design)
- Structured English Immersion (SEI)
- Specially Designed Academic Instruction in English (SDAIE)
- Beginning Teacher Support and Assistance (BTSA) Program – formal and informal training structured to provide best practice discrete and integrated instructional methodologies for K-8 teachers
- Text-specific training from publishing company consultants and District staff
- School site training with ELAC members or staff
- Classroom planning for differentiated instruction
- Data analysis and evaluation



Fountain Valley
School District

Master Plan for English Learners



Funding

FUNDING

FVSD follows funding mandates as prescribed by Education Code, State regulation, and District policies/practices.

Local Control Funding Formula (LCFF)

The State Local Control Funding Formula (LCFF) requires districts to provide supplemental services and programs to students who are ELs specifically through the allocation of Supplemental and Concentration grants. Because FVSD does not meet the threshold, it is not eligible for Concentration grants. The Local Control Accountability Plan (LCAP) outlines how districts plan to spend LCFF money, including Supplemental Grant funding, to support ELs, low income, and foster youth. LCFF Supplemental Grant funds are used to enhance the base program with supplemental services including, but not limited to, services such as employment of supplemental teachers or paraprofessionals, purchase of supplemental teaching materials, in-service training for teachers and paraprofessionals to develop instructional skills, support for parent involvement activities, parent training, translation services, and other reasonable expenses related to programs for ELs.

Services to ELs are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to address any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

Title III

Title III authorizes Federal funding for supplementary programs and services for ELs. Required activities include the provision of instruction and instructional support services related to ELD and academic progress in the core curriculum in a manner that allows ELs to meet grade level and graduation requirements. Programs also must provide staff development opportunities to school staff assigned to work with ELs. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL student program activities. This program is intended to “support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization to meet the needs of ELs at that school.”

Master Plan for English Learners



Appendices

Date: _____

HOME LANGUAGE SURVEY

INFORMAL ASSESSMENT OF LANGUAGE ABILITY/PROGRAM INFORMATION/ETHNIC INFORMATION

Child's Name: _____
Last First Middle

Address: _____ Telephone Number: _____

School: _____ Grade: _____ Date of Birth: ____/____/____ Sex: ☐ M ☐ F

Previous School/District: _____ Dates Enrolled: _____

☐ Please send translated documents home in: ☐ Vietnamese☐ Please send documents home in English.**Please complete sections A, B, C & D as appropriate:****A: HOME LANGUAGE SURVEY**

The California Education code contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to the questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. What language/dialect does your child most frequently use at home? _____
2. Which language/dialect did your child learn when he or she first began to talk? _____
3. What language/dialect do you (parents or guardians) use most frequently to speak to your child? _____
4. What language is most often spoken by adults (parents, guardians, or any other adult) in the home? _____
5. Has your child ever been given the CELDT Test (California English Language Development Test)? ☐ Yes ☐ No ☐ Do not know

(Signature of parent or guardian)

Date

 State of California
 Dept. of Education
 OPER-LS-77 R-11/05

What was the primary language spoken by your child when he/she started school? _____

B. Please answer questions 1 AND 2

1. Is this student Hispanic or Latino? (*Choose only one*) ☐ Yes, Hispanic, or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.) ☐ No, not Hispanic or Latino

2. What is the student's race? *The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be. This information is collected to help monitor and evaluate student achievement across racial and ethnic groups.*

☐ American Indian or Native Alaskan (100)

(A person having origins in any of the original peoples of North and South America (including Central America)

☐ Chinese (201)☐ Japanese (202)☐ Korean (203)☐ Vietnamese (204)☐ Asian Indian (205)☐ Laotian (206)☐ Cambodian (207)☐ Hmong (208)☐ Other Asian (299)☐ Hawaiian (301)☐ Guamanian (302)☐ Samoan (303)☐ Tahitian (304)☐ Other Pacific Islander (399)☐ Filipino American (400)☐ Black or African American (600)☐ White (700)

(A person having origins in Europe, the Middle East or North Africa.)

C. INFORMAL ASSESSMENT OF LANGUAGE ABILITY

If a language other than English is listed on lines 1, 2, or 3 in Section A, does your child speak, read, and/or write fluently in this language?

Speak Yes _____ No _____

Read Yes _____ No _____

Write Yes _____ No _____

DISTRICT USE ONLY**PREVIOUS ENGLISH LANGUAGE ASSESSMENT**

Designated: FEP _____ LEP _____

School District _____

Date _____

CELDT: Date _____ Score _____ Level _____

D. PROGRAM INFORMATION

1. Country of Birth: _____

2. U.S. Entry Date: _____

3. How many school years in other countries? _____

4. Is your child a United States citizen? _____

Yes _____ No _____

5. First USA School Enter Date: _____

6. First California School Enter Date: _____



Fountain Valley School District
PARENT NOTIFICATION LETTER
State and Federal Title III Requirements

Initial Assessment Results and Program Placement for English Learners

To the Parent(s)/guardian(s) of: _____ Date: _____

School: _____ Grade: _____ Primary Language: _____

DOB: _____ CSIS #: _____

Dear Parent (S): When you enrolled your child, a language other than English was noted on the Home Language Survey. In order to conform with California law, our school district is required to assess the English and primary language of your child. This form is intended to notify you of these assessments, your child's program placement, our recommendation, and the program options that are available to your child according to state law and Title III.

English Language Assessment Results

Your child has been administered the California English Language Development Test (CELDT)* and these are the results:

Skill Area	Raw score	Scale score	CELDT Proficiency Level
Listening			
Speaking			
Reading			
Writing			
Overall Proficiency			

*These scores are based on District scoring using the testing company's scoring guide. The testing company will send the official results.

Based on results of the California English Language Development Test (CELDT), your child has been identified as:

- ☐ ☐ English Learner (EL) **with less than reasonable fluency in English*** who will be placed in the Structured English Immersion Program. (See back of this form for explanation)
- ☐ ☐ English Learner **with reasonable fluency in English*** who will be placed in the English Mainstream Program. (See back of this form for explanation)
- ☐ ☐ Fluent English Proficient (FEP) student who will be placed in the District's regular program of Instruction.
- ☐ ☐ Other Placement: School _____ Parent's Initials _____
- English Learners who are also identified as learning disabled students will be assigned according to their individualized education plan (IEP).
- Please send home documents in ☐ English ☐ Vietnamese

Other Assessments

Primary Language Assessment Results

Your child has also been assessed in his/her primary language using the _____.

Skill Area	Proficiency
Oral	
Reading	
Writing	

District Tester

Date

PLEASE READ THE STATEMENTS BELOW AND MARK ALL THAT APPLY.

- ☐ ☐ I received information about the English Learner Programs: Structured English Immersion, English Language Mainstream, and Alternative Programs offered in our school district.
- ☐ ☐ I have read (see the reverse side of this form) and understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program. To initiate this process, I should contact the Office of Assessment and Accountability at 714-843-3268.
- ☐ ☐ I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Signature of parent or guardian

Telephone

Date

Distribution: White – Parent

Yellow – CUME (LEP Folder)

Pink – District Office – Assessment and Accountability

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency*	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency*	English Mainstream Classroom**
Early Advanced		
Advanced		
		Other Instructional Setting (as per IEP)

* To be determined by District.

** or an alternative education program with approved Parental Exception Waiver

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English Learners by including English Language development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** Instruction is provided in English and includes the following: a sequential ELD Program, including language arts, sheltered English content with primary language support as needed.
- **English Language Mainstream (ELM):** Instruction is provided in English, and is based on grade-level standards. Students continue to receive additional support in order to meet the requirements to be reclassified as fluent English proficient (R-FEP).
- **Alternative program (ALT):** A bilingual program for English language Acquisition for pupils in which much or all the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide the program.***

***California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a Parental Exception Waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at the 5th grade level; b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special need exists.

**YOU HAVE THE RIGHT TO REQUEST A PARENTAL EXCEPTION WAIVER FOR AN ALTERNATIVE PROGRAM.
YOU MUST REQUEST THE WAIVER FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY
AT 714-843-3268. PLEASE READ THE DESCRIPTION ABOVE OF AN ALTERNATIVE PROGRAM.**



Fountain Valley School District
PARENT NOTIFICATION LETTER
State and Federal Title III Requirements
Annual Assessment Results and Program Placement for English Learners
September Notification

To the Parent(s)/guardian(s) of: _____ Date: _____
School: _____ Grade: _____ Primary Language: _____
DOB: _____ CSIS #: _____
Correspondence Language: _____

Dear Parent (S): In order to comply with California law, our school district is required to administer the CELDT test each year. Parents are informed of the results from the annual CELDT twice a year. The first time is in January when we receive the scores. The second time is the following September to remind parents of the results sent in January. This second notification is intended to notify you again of your child's program placement determined in January, our recommendation, and the program options that are available to your child according to state law and Title III.

English Language Assessment Results

These are the results of the California English Language Development Test (CELDT) administered on _____.

Skill Area	Raw score	Scale score	CELDT Proficiency Level
Listening			
Speaking			
Reading			
Writing			
Overall Proficiency			

The following assessments were administered on: _____ **Spring 2014** _____.

Skill Area	District Benchmarks	Skill Area	California State Tests (CST)
FVSD Writing Benchmark		English/Language Arts	

Based on results of the last years' California English Language Development Test (CELDT), your child is identified as:

- ☐ English Learner (EL) **with less than reasonable fluency in English*** who will be placed in the Structured English Immersion Program. (See back of this form for explanation).
- ☐ English Learner **with reasonable fluency in English*** who will be placed in the English Mainstream Program. (See back of this form for explanation)
- ☐ Other Placement: School _____

➤ For students receiving Special Education Services **only**:

A description of how your child's recommended placement will meet the objectives of their Individual Education Program (IEP) is attached.

Julianne Hoefer, Ph.D.
Director, Assessment and Accountability

Date

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency*	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency*	English Mainstream Classroom**
Early Advanced		
Advanced		
		Other Instructional Setting (as per IEP)

* To be determined by District.

** Or an alternative education program with approved Parental Exception Waiver

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English Learners by including English Language development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** Instruction is provided in English and includes the following: a sequential ELD Program, including language arts, sheltered English content with primary language support as needed.
- **English Language Mainstream (ELM):** Instruction is provided in English, and is based on grade-level standards. Students continue to receive additional support in order to meet the requirements to be reclassified as fluent English proficient (R-FEP).
- **Alternative program (ALT):** A bilingual program for English language Acquisition for pupils in which much or all the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide the program.***

***California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a Parental Exception Waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at the 5th grade level; b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special need exists.

Reclassification (Exit) Criteria

Students must meet the following criteria in order to be reclassified:

Required Criteria (Education Code 313[d])	Fountain Valley School District Criteria
English Language Proficiency Assessment CELDT Test	Overall: Early Advanced or Advanced, with no more than one Intermediate subscore in Speaking, Listening or Writing.
Comparison of Performance in Basic Skills	English Language Arts California Standards Test (ELA CST) Proficient Level ⇒ 350 Scale Score
Fountain Valley School District Writing Benchmark	PASS (Grades 3 – 6 ⇒ score of 3 or better)
Teacher Evaluation of Curriculum Mastery	Teacher Consent
Parental Opinion and Consultation	Parental Approval

YOU HAVE THE RIGHT TO REQUEST A PARENTAL EXCEPTION WAIVER FOR AN ALTERNATIVE PROGRAM. YOU MUST REQUEST THE WAIVER FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY AT 714-843-3268. PLEASE READ THE DESCRIPTION ABOVE OF AN ALTERNATIVE PROGRAM.



Fountain Valley School District
State and Federal Title III Requirements

JANUARY PARENT NOTIFICATION OF ASSESSMENT AND PROGRAM PLACEMENT

To the Parent(s)/guardian(s) of: _____ Date: _____
School: _____ Grade: _____ Primary Language: _____
DOB: _____ CSIS #: _____

By law, English learners (ELs) must receive English Language development and participate in the California English Language Development Test (CELDT). In accordance with State and Federal regulations, the District is providing you with your child's assessment results and a written description of the English Language programs offered. English Language Development (ELD) is available at all schools in the Fountain Valley School District.

CELDT RESULTS – FLUENCY LEVELS:

Test Date: _____

BEGINNING **EARLY INTERMEDIATE** **INTERMEDIATE** **EARLY ADVANCED** **ADVANCED**

Listening _____ Speaking _____ Reading _____ Writing _____ Overall Classification _____

PROGRAM PLACEMENT

Based on your child's current assessment, he/she is placed in the following program for the current school year:

_____ Structured English Immersion Program
_____ English Language Mainstream Program
_____ NO CHANGE of current placement

- For students receiving Special Education Services **only**: A description of how your child's English language development will be addressed is outlined in his/her Individual Education Program (IEP).

Julianne Hoefer, Ph.D.
Director, Assessment and Accountability

Date

PROGRAM OPTION DESCRIPTIONS

ELEMENTARY (K-5)

Structured English Immersion Program: A program for *Beginning to Early Intermediate* students who are in the process of learning English. Instruction and textbooks are in English. English learners are integrated with English speakers in regular classrooms. English Language Development (ELD) instruction emphasizes learning to understand and speak English, with a focus on the ELD Standards. Evidence-based strategies are used to teach reading, writing, math, history, and science.

English Language Mainstream Program: A program for *Intermediate, Early Advanced, and Advanced* students who are still learning English. Students are integrated with English speakers. Textbooks and instruction are in English. Special strategies are used to teach the core curriculum and meet District standards. Continued literacy instruction is provided to help students until they are reclassified as fluent (FEP). No primary language support is provided.

*If a student has a disability, specific services are explained in the IEP.

MIDDLE SCHOOL (6-8)

Structured English Immersion Program: A program for *Beginning to Early Intermediate* students who are in the process of learning English. Instruction and textbooks are in English. Students may be grouped by fluency levels, in multi-graded, multilingual classes. Students receive intense English Language Development (ELD) instruction and modified content for reading, writing, language, and history, with a focus on ELD standards. English learners are integrated with English speakers for math, science, music, physical education, and electives.

English Language Mainstream Program: A program for *Intermediate, Early Advanced, and Advanced* students who are still learning English and literacy skills. Students are integrated with English speakers for all classes. All textbooks and instructional materials are in English. Evidence-based strategies are used to teach the core curriculum and meet district standards. Continued literacy instruction is provided to help students until they are reclassified as fluent (FEP). No primary language support is provided.

*If a student has a disability, specific services are recorded in the IEP.

PLEASE READ THE STATEMENTS BELOW AND MARK ALL THAT APPLY.

- ☐ ☐ I received information about the English Learner Programs: Structured English Immersion, English Language Mainstream, and Alternative Programs offered in our school district.
- ☐ ☐ I have read (see the reverse side of this form) and understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program. To initiate this process, I should contact the Office of Assessment and Accountability at 714-843-3268.
- ☐ ☐ I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Signature of parent or guardian

Telephone

Date

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency*	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency*	English Mainstream Classroom**
Early Advanced		
Advanced		
		Other Instructional Setting (as per IEP)

* To be determined by District.

** Or an alternative education program with approved Parental Exception Waiver

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English Learners by including English Language development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** Instruction is provided in English and includes the following: a sequential ELD Program, including language arts, sheltered English content with primary language support as needed.
- **English Language Mainstream (ELM):** Instruction is provided in English, and is based on grade-level standards. Students continue to receive additional support in order to meet the requirements to be reclassified as fluent English proficient (R-FEP).
- **Alternative program (ALT):** A bilingual program for English language Acquisition for pupils in which much or all the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide the program.***

***California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a Parental Exception Waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at the 5th grade level; b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special need exists.

Reclassification (Exit) Criteria

Students must meet the following criteria in order to be reclassified:

Required Criteria (Education Code 313[d])	Fountain Valley School District Criteria
English Language Proficiency Assessment CELDT Test	Overall: Early Advanced or Advanced, with no more than one Intermediate subscore in Speaking, Listening or Writing.
Comparison of Performance in Basic Skills	English Language Arts California Standards Test (ELA CST) Proficient Level ⇒ 350 Scale Score
Fountain Valley School District Writing Benchmark	PASS (Grades 3 – 6 ⇒ score of 3 or better)
Teacher Evaluation of Curriculum Mastery	Teacher Consent
Parental Opinion and Consultation	Parental Approval

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YOU MUST REQUEST THE WAIVER FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY
AT 714-843-3268. PLEASE READ THE DESCRIPTION ABOVE OF AN ALTERNATIVE PROGRAM.**

Distribution: Parent - Return a signed copy to school office. Keep one copy for yourself.

School Office Staff - Return signed copy to the Office of Assessment and Accountability.



FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Avenue • Fountain Valley, CA 92708 • (714) 843-3200 • www.fvsd.k12.ca.us

Parent Notification Explanation of English Language Classroom Parental Exception Waiver

Education Code 310-311 states that a request for waiver of English language instruction requirements may only be granted for one of the following reasons:

1. The student already knows English: The school district must confirm that the student already possesses good English language skills, as measured by state tests of English vocabulary comprehension, reading, and writing.
2. Older children: The child is age 10 years or older, and it is the informed belief of the school principal and staff that an alternate course of instructional study would be better suited to the child's rapid acquisition of basic English language skills; or
3. Children with special needs: The child already has been placed for a period of not less than thirty calendar days during that school year in an English language classroom. It is the belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided. Any decision to be made is subject to the examination and approval of the local school superintendent (or designee). The existence of such special needs does not insure a waiver. The parents shall be fully informed of the right to refuse the recommendation made by school staff.

Parents or guardians are required to personally visit the school to apply for the waiver. Parental exception waivers shall be granted for no more than one year at a time, unless the school principal and educational staff have evidence that the program requested by the parent would not be the best placement. The following time line will be observed:

- For students who already know English, schools shall act upon parental exception waiver requests within 20 days of submission to the school principal.
- For students age 10 or older, schools shall act upon all parental exception waiver requests within 20 instructional days of submission to the school principal.
- For students with special needs, schools act upon parental waiver requests either:
 - no later than 10 calendar days after the first 30 days in a structured English immersion classroom,
 - or
 - within 20 instructional days after the parental waiver has been given to the school principal, whichever is later.
- At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom.

Alternative Program

This program option is available to parents of FVSD students entering the District or for continuing students whose parents wish to waive into an alternative program. All students receive daily ELD instruction. Language Arts instruction may be initially provided in the primary language. Content areas (math, science, social studies) may also initially be taught in the primary language for content understanding. Art, music, and physical education are generally taught in English. As students gain proficiency in English, an increasing amount of content instruction will be in English. The FVSD does not offer such a program option at this time since there has not been a sufficient number of requests that would meet the state's criteria for such a program.



Fountain Valley School District
ENGLISH LANGUAGE CLASSROOM
PARENTAL EXCEPTION WAIVER

Education Code 311(a): Children who know English

Student Name: _____ Grade: _____

School: _____ Date of Birth: _____

Circle: ELD/SDAIE Last CELDT: _____ Last CST: ELA _____ M _____

My child possesses good English language skills and for that reason I request a waiver of the schools' Structured English Immersion Classroom program. **I request my child be placed in an alternative bilingual program.**

I have personally visited the school to apply for this waiver.

I have been provided a full description of the intent and content of the Structured English Immersion Classroom Program and the Transitional English Language Mainstream Classroom Program, and the educational materials to be used.

I understand this placement is contingent on the availability of an alternative bilingual program and/or enrollment and space available at the school of choice inside/outside of the Fountain Valley School District.

I understand I may need to provide transportation to and from school each day.

I understand that I must request that this waiver be reconsidered each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phone: _____ () _____

For District Use Only:

☐ Accepted

☐ Denied

Principal

Date

Director, Assessment & Accountability

Date

Superintendent

Date



FOUNTAIN VALLEY SCHOOL DISTRICT
Office of Assessment and Accountability
RECLASSIFICATION CONSULTATION FOR ENGLISH LEARNERS
(See Reclassification Criteria on the back of form)

Student Name: _____

Date: _____

School/Teacher: _____

Grade: _____

☐ Please send translated documents home in Vietnamese.

☐ Please send documents home in English.

PART 1:

California English Language Development Test

Date given: _____	
Listening Level:	
Speaking Level:	
Reading Level:	
Writing Level:	
Overall CELDT Level:	
B = Beginning EA = Early EI = Early Intermediate Advanced I = Intermediate A = Advanced	

California Standards Test

Date given: _____
ELA CST Level: _____
Level: Far Below Basic Below Basic Basic Proficient Advanced

District Writing Benchmark

Date given: _____
<input type="checkbox"/> Pass <input type="checkbox"/> Fail

Julianne Hoefer, Director, Assessment and Accountability

PART 2: TEACHER RECOMMENDATION

<input type="checkbox"/> I agree with FEP reclassification.	<input type="checkbox"/> I disagree with FEP reclassification
Teacher Signature _____	Date _____

Comments: _____

Parent agrees with recommendation for reclassification to FEP: ☐ Yes ☐ No

Parent Signature _____ Date _____

NOTE: Students who have been reclassified as Fluent English Proficient and are attending another school may return to their own neighborhood school.

☐ I will enroll my child at _____ School for the _____ school year.

Distribution: Original – Parent

Copy 1 – School/CUME

Copy 2 – Assessment and Accountability

ENGLISH LANGUAGE DEVELOPMENT

The English Language Development (ELD) Standards are the building blocks that help English learners (ELs) make progress towards mastery of the English Language Arts (ELA) Standards. The goal for all ELs is to be reclassified Fluent English Proficient (FEP). To be reclassified, students must meet the criteria listed below.

RECLASSIFICATION CRITERIA

Students must meet the following criteria in order to be reclassified:

Required Criteria (Education Code 313[d])	Fountain Valley School District Criteria
English Language Proficiency Assessment CELDT Test	Overall: Early Advanced or Advanced, with no more than one Intermediate subscore in Speaking, Listening or Writing.
Comparison of Performance in Basic Skills*	English Language Arts California Standards Test (ELA CST) Proficient Level \Rightarrow 350 Scale Score**
Fountain Valley School District Writing Benchmark	PASS (Grades 3 – 6 \Rightarrow score of 3 or better)
Teacher Evaluation of Curriculum Mastery	Teacher Consent
Parental Opinion and Consultation	Parental Approval

**If CST test scores are not available, recommendation for reclassification may be based on CELDT scores, District Writing Benchmark scores, teacher input and consultation with site administrator.*

***For a student scoring below the basic level cut-point, determine whether factors other than English language proficiency may be responsible for the student's low performance on the ELA CST and whether it is reasonable to reclassify the student.*

RECLASSIFICATION PROCESS

- Complete reclassification form
- Obtain administrator's approval
- Schedule a conference to inform the parent of the recommendation and to acquire parent signature
- A signed copy of the *Reclassification Recommendation* form must be placed in the English Learner folder in the student's cumulative file.
- The Office of Assessment and Accountability will update the student electronic record (Aeries) and English Learner folder.

MONITORING OF RECLASSIFIED STUDENTS

- Follow-ups include review of student progress towards meeting grade level standards using:
 - \Rightarrow District Benchmark Assessments
 - \Rightarrow District Writing Samples
 - \Rightarrow Classroom Performance
 - \Rightarrow California Standards Test (CST)



FOUNTAIN VALLEY SCHOOL DISTRICT

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OFFICE OF ASSESSMENT AND ACCOUNTABILITY

STUDENT PROGRESS FOLLOW-UP AFTER RECLASSIFICATION

YEAR 1

YEAR 2

Student's name: «First Name» «Last Name» Date: _____

School: «School» Teacher: «Teacher name» Grade: «Grade»

- ☐ Student is meeting grade level standards
- ☐ Student is not meeting grade level standards (complete Individual Learning Plan below and hold a parent conference)

INDIVIDUAL LEARNING PLAN

Please circle area(s) of need : Reading Writing Math

A. In-Class Programs

Learning goals:

Assessments:

Instructional Strategies and Supports:

Materials:

Teacher Signature

Date

Principal Signature

Date

Parent Signature: _____

Comments: _____

File in EL Folder

School: _____ Date of Birth: _____

Program Placement: ☐ Structured English Immersion (ELD & SDAIE) ☐ English Mainstream Classroom (SDAIE)

Reading/Language Arts Percent Correct

I agree to indemnify, defend and hold harmless the District, its officers, employees or agents including school board members, school administrators, teachers, and other instructional personnel who are in any way involved in providing, operating or maintaining the instructional program I have indicated above from any and all claims or demands arising from my child's withdrawal from the English Learner program.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ ZIP: _____

Phone: () _____

Date