

VICTOR VALLEY UNION **HIGH SCHOOL DISTRICT**  
English Learner Program



## **Master Plan for English Learners**

Board of Trustees

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Revised April, 2019

**Victor Valley Union High School District**  
**Board Agenda Item**  
**February 14, 2018**

**Approval: Master Plan for English Learners**

Provided for Board approval is the District Master Plan for English Learners. Victor Valley Union High School District is committed to the belief that English Learners, like all students, can achieve their full potential and should strive towards achieving success in their community. The Plan outlines program goals for academic success, English proficiency, and self-worth of our ESL (English as a Second Language) student population, along with a parent involvement component.

**Financial Implications**

Financial costs and funding information has been provided within the Plan's description.

**Staff Recommendation**

It is recommended that the Board approve the Plan as submitted.



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Secretary: Magdalena Martinez

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ELAC Parent Representatives: Veronica Franco, AHS; Lilia Pina, Hook;  
Emma Fuentes, LLA; Monica Rivas, VHS; Soledad Ramirez, SHS

### EL Site Coordinators

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Cobalt Institute of Math & Science: Sandy Barrientos

Hook Junior High School: Lucrecia De La Torre

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Silverado High School: Bonifacio Solis

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# Preface

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Victor Valley Union High School District is committed to its belief that all students can learn and will have access to a positive and challenging learning environment. Research-based, standards-aligned lessons, clear goals, dedicated staff, high expectations, frequent monitoring, effective professional development, parent/community involvement, and purposeful communication are essential to insure that all students, regardless of their linguistic and cultural heritage, have equal access and full participation in all district programs. The district is committed to its belief that quality programs and long-term stability of leadership, highly qualified teachers, and classified staff are essential to the long-term success of students.

# Master Plan for English Learners Development Cycle

The English Learner Program personnel and parents meet Throughout the year. The EL program members consist of the Assistant Superintendent of Student Learning, the Coordinator of EL Programs and Services, ELD Teachers, DELAC (District English Learner Committee) and ELAC (English Learner Advisory Committee) officers.

## First Semester

The English Learner Program staff and parent officers review components of the Master Plan for English Learners. The EL Program members work with their respective district and school leadership teams, including DAC (District Advisory Committee), DELAC, School Site Council, and ELAC committees to:

- ◆ Review pertinent sections of the Master Plan for English Learners
- Review EL Action Plan components within the Single Plan for Student Achievement
- Provide feedback to the English Learners Program for improvement action steps

## Second Semester

- + Conduct district EL needs assessment and analyze student data
- Monitor implementation of current Master Plan for English Learners
- + Revise Master Plan for English Learners as necessary
- ◆ Request Board approval of the Master Plan for English Learners

# Program Objectives

Victor Valley Union High School District is committed to the belief that English Learners, like all students, can achieve their full potential and should strive towards achieving success in their community; economically, socially, and culturally.

# Mission Statement

It is the mission of the Victor Valley Union High School District that all English Learners meet state standards for academic achievement (20 USC 1703 (f), 6892; 5 CCR 11302 (b); acquire full proficiency in English as rapidly and effectively as possible (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a]); and provide parents the opportunity to be active participants in assisting their children to achieve academically and promote self-worth.

## Program Goals

### Academic Success

- \* **Equal access to core curriculum**
- **High expectations and yearly progress towards achieving and maintaining proficiency in core academic areas**
- **Content-based instruction provided by highly qualified teachers that is specifically designed to enable English Learners to achieve academic success in the core curriculum**

### English Proficiency

- **Each English Learner receives an intensive, systemic program of instruction in English Language Development in order to develop proficiency in English as rapidly and effectively as possible.**
- **English Learners receive daily English Language Development that is specifically identified within the curriculum of the school district, and is supported by high-quality instructional materials, instructional time, and professional development for teachers (California Reading/Language Arts Framework, 2006).**
- **To insure rapid progress, the English Learners' English acquisition is carefully monitored yearly through the California English Language Development Test (CELDT) and site review of academic achievement.**
- **English Language Development Standards are used to supplement the English-Language Arts Content Standards to insure English Learners develop proficiency in both the English language and the concepts and skills contained in the English-Language Arts Content Standards.**

### Self-Worth

- **Curriculum and instruction is culturally and linguistically responsive to students**
- **Cultural diversity is honored and celebrated throughout the district**
- **All students are given full access to core curriculum in a positive and challenging learning environment**
- \* **Students are given opportunities to demonstrate competency and are challenged to high expectations**

### Parent Involvement

- ◆ **Parents of English Learners are provided opportunities to be active participants in their child's education.**
- **Parent committee meetings are held at the Site and District level (ELAC and DELAC meetings) for the purpose of formulating and responding to parents' recommendations.**
- ◆ **Site ELAC committees advise School Site Councils on the development of the Single Plan for Student Achievement, the school's program for English Learners, and on the development of the District Master Plan for English Learners.**
- ◆ **When fifteen percent of the student population at a school site speaks a single primary language other than English, communication and records are sent to the parent or guardian in the primary language as well as in English.**
- **Parent training is offered throughout the year to assist parents in developing English acquisition skills, literacy, parenting skills, and to help enhance school involvement.**



## District Profile

English Learners come from diverse language and cultural backgrounds. Their proficiency in English ranges in levels from Beginning to Advanced. Many are able to communicate socially, yet experience difficulty in academic settings. They have the dual task of learning content material while acquiring English.

Regardless of their proficiency in English, these students bring a wealth of prior knowledge to school. They bring a rich diversity to our classroom through their life experiences as seen through the eyes of their culture and interpreted through their first language.

<i>School</i>	<i>English Only (1)</i>	<i>1-FEP (2)</i>	<i>EL (3)</i>	<i>R-FEP</i>	<i>TOTAL</i>	<i>Percentage EL Students</i>
Cobalt Institute of Math & Science	506	85	57	282	930	6.13%
Hook Junior High	519	32	117	120	788	14.85%
Lakeview Middle School	578	27	156	120	881	17.71%
University Preparatory School	570	169	14	337	1090	1.13%
Goodwill High School	143	5	14	18	180	7.78%
Victor Valley High School	1091	111	190	360	1752	10.84%
Silverado High School	1501	111	163	418	2193	5.06%
Adelanto High School	924	72	205	517	1718	11.93%
<b>TOTALS</b>	<b>5832</b>	<b>612</b>	<b>916</b>	<b>2172</b>	<b>9532</b>	<b>9.61 %</b>

Based on information from Aeries - Active students as of June 2, 2017.



**\*EL 2- ELAC Committees**

**Educational Services, with the assistance of EL Programs and Services, shall:**

- **Develop and monitor the establishment of the District English Learner Advisory Committees**
- **Develop the ELAC Handbook containing sample flyers, agendas, and training materials**
- **Monitor ELACs at each site by collecting agendas, minutes, and sign-in sheets regularly**

**School Responsibility**

**The school site administration and staff will:**

- **Ensure the organization of an ELAC composed of the parents of English Learners when the number of EL students exceeds 21. Other members may include staff and parents of reclassified students and/or English-only students.**

- **Hold elections to seat ELAC officers**
- **Establish a regular meeting schedule to ensure that there are ELAC meetings during each school year.**

- **Provide support for attendance at ELAC meetings by providing translation, interpretation, and child-care services as necessary or appropriate.**

- **Ensure that all members have received adequate training in the rights and**

**responsibilities of the ELAC**

- **Ensure that all legally required functions of the ELAC are completed each school year. These include:**

- 1. Conduct an annual needs assessment with the assistance of the ELAC to determine the needs of English Learners**
- 2. Develop the School Plan reflecting the needs of English Learners**
- 3. Establish training and specific efforts for parental awareness of the importance of regular school attendance**
- 4. Elect a representative to the District English Learner Advisory Committee (DELAC)**
- 5. Ensure completion and submission of ELAC agendas, minutes, and sign-in sheets to the Compensatory Education Department (English Learners Program)**

I-EL 3. A LEA with 51 or more English learners has a functioning E>ELA<:: or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.  
(a) The DELAC advises the school district governing board on any of the following

tasks:

1. Development of a district master plan for educational programs and services

for English learners that takes into consideration the Single Plan for Student Achievement (5 CCR 11308(c)[11])

2. Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR 11308(c)[21])

3. Establishment of district Program, goals, and objectives for program (5 CCR 11308(c)[3])

for English learners (5 CCR 11308(c)[3])

4. Development of a plan to ensure compliance with any applicable

teacher and instructional aide requirements (5 CCR 11308(c)[4])

5. Administration of the annual Language Census Report (5 CCR 11308(c)[5])

6. Review and comment on the school district's reclassification procedures.

(5 CCR 11308(c)[6])

7. Review of and comment on the written notifications required to be sent to

parents and guardians (5 CCR 11308(c)[7])

- b) The LEA provides training materials and training, planned in full consultation

with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (5 CCR 11308(d))

**\*EL 3- DELAC Committee****Goals of the District English Learner Advisory Committee**

- **To assist the District in evaluating the educational needs of program participants as they are identified through the annual school-by-school needs assessment.**
- **To make suggestions to the District regarding the development and implementation of the instructional programs**

**affecting English Learners.**

- **To assist the District in the development of District EL programs, goals and objectives.**

- Make recommendations regarding the effectiveness of the EL instructional programs.
- To assist the District in identifying the specific training needs of all members participating in the DELAC in order to help them fulfill their legal advisory responsibilities as members-at-large, district representatives, community officers, etc.
- To give input regarding the planning, development, implementation and budgetary considerations of the EL instructional programs within the District.
- To examine and review the District's Consolidated Application, and upon review of all District assurances, to authorize the president of the committee to sign the District's Consolidated Application as required.
- To serve as a forum through which parents can present ideas, ask questions, or express concerns regarding the EL instructional program.
- To encourage school attendance and stress the importance of parent involvement through regular attendance at ELAC meetings by the DELAC President, and the ELD Teacher on Assignment.

### ***Composition of the District English Learner Advisory Committee***

- The majority of the committee must consist of parents or guardians of English Learners that are not employed by the district.
- Each committee should elect a President, a Vice-president, Secretary and a Parliamentarian who will serve a two-year term.
- The committee will include school personnel and interested members of the community.

### **District Office Responsibility**

Educational Services, with the assistance of EL Services, shall:

- Organize a DELAC composed of the parents of English Learners representing all schools enrolling more than 21 English Learners, staff and parents of reclassified students and/or English-only students
- Develop and update By-Laws of operation for the DELAC and ELACs
- Provide training for the DELAC members concerning the rights and responsibilities of the committee
- Provide agendas and other documents supporting the function of the committee in the major languages represented by the membership
- Continuously inform the Assistant Superintendent of Student Learning and Principals of the actions and deliberations of the DELAC through the dissemination of agendas and minutes of all meetings
- Facilitate the ongoing reports from the DELAC to the Board of Education
- Ensure that legal requirements of the DELAC are met in a timely manner
- Establish a timetable for development of the English Learner Master Plan
- Advise the district in the development of the English Learner Master Plan, taking into consideration the schools' Single Plan for Student Achievement
- Advise the district in the development of English Learners' goals, objectives, and services
- Review and comment on the District's Reclassification process
- Review and comment on required written notifications to be sent to parent/guardian
- Conduct an annual district-wide needs assessment

## School Responsibility

The school site administration and staff will:

- Ensure that a representative is selected from the ELAC to attend DELAC meetings
- Disseminate information received from the DELAC to the ELAC and/or school staff and parents, as appropriate
- Facilitate a report to the ELAC by the DELAC representative of the actions and deliberations of the DELAC
- Facilitate the replacement of DELAC representatives, as necessary

## Parent Education

The goal of all parent education is to strengthen the home/school connection, which ultimately improves the achievement success rate of students (Education Code (EC) Section 316.5[a][1]) and to stress that English proficiency is critical to academic success (EC Section 316.5[a][2]).

Parents sign compacts and pledge to provide personal support to English Learners in grades 7 through 12. To monitor the success of the programs, data from the following areas are monitored:

- + Student attendance
- + Student progress on standardized testing
- + Student progress on the California English Language Development Test (CELDT)

Victor Valley Union High School District encourages not only the active participation of all English Learner parents, but also may provide parent education in the following areas:

- Rationale for services for English Learners
- Second language acquisition
- School curriculum and State Standards
- Parent rights and responsibilities
- Parenting skills
- Health and auxiliary services
- Homework support
- Volunteering in the school and classrooms
- Improving a student's study skills
- Student discipline
- Gang Awareness

Funded through LCAP, parents attend workshops and conferences to assist in promoting parent involvement and to disseminate current and relevant topics to ELAC and DELAC committees.

Educational opportunities and relevant school or district information is translated and disseminated to parents through school newsletters, notices, flyers, mailings and through personal interpretation.

The school site and/or district will provide an interpreter at School Site Council meetings whenever possible through the services of the EL Site Coordinator, District Interpreter or ELD Teacher on Assignment.

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- I-EL 4. For Title III programs. The LEA consulted with appropriate private school officials during the development of the program concerning:
- (a) Identification of students' needs. (20 USC 6320[b](1)(A), 7881(c)(1)(A))
  - (b) What services and/or products will be offered. (20 USC 6320(b)(1)(B), 7881(c)(1)(B))
  - (c) Service delivery options including services through a contract with a third-party provider. (20 USC 6320(b)(1)(C)(i), 7881(c)(1)(C)(i))
  - (d) Assessment and improvement of services. (20 USC 6320(b)(1)(D), 7881(c)(1)(D))
  - (e) The size and scope of services and the proportion of funds allocated. (20 USC 6320(b)(1)(E), 7881(c)(1)(E))
  - (f) Program delivery options. (20 USC 6320(b)(3), 7881(c)(4))
  - (g) Reasons for not using a contractor preferred by private school officials. (20 USC 6320(b)(1)(H), 7881(c)(2))
  - (h) The right to complain to the state educational agency that the local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official. (20 USC 6320(b)(5)(A))
-

## II. Governance & Administration

### \*EL 4 - Identification and Assessment

The Home Language Survey (HLS) is filled out during registration by parents of all new students. This document is used to determine the primary language and is placed in the cumulative record file for each student in the district. If the parent indicates a language other than English on question 1, 2 **OR** 3, the student is referred to EL Services for an English language assessment (CELDT/CA English Language Development Test). The EL Services Office contacts the student's previous school for CELDT test results. If no CELDT results are available or the previous school does not respond in a timely manner, the CELDT is administered.

If a student is enrolling for the first time in a U.S. school or if previous CELDT results are unavailable, the CELDT is administered within 30 days.

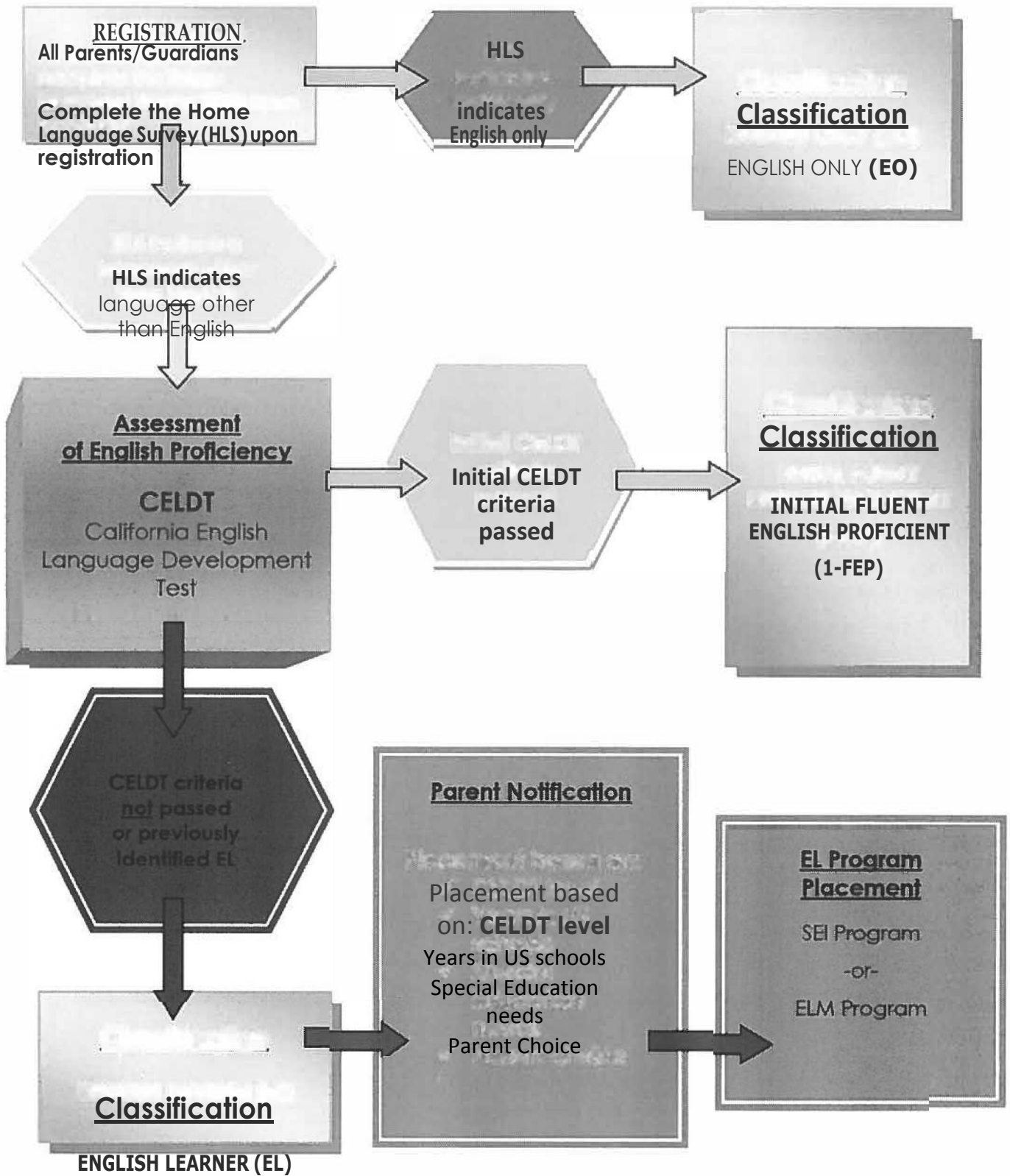
### District Responsibility for Home Language Surveys

Educational Services, with assistance of the Central Enrollment Center will:

- Ensure appropriate placement of data in Aeries.
- + Develop and update as needed the Home Language Survey and make it available in several languages.
- Monitor the implementation of the Home Language Survey through documentation and data review.
- Provide training for registrars regarding the registration process for all students and English Learners.
- Enter Home Language Survey information into the database with all other appropriate information.

- II-EL 5. The district properly identifies, assesses, and reports all students, who have a primary language other than English. (20 USC 6312[9]; EC 62002, 52164; 5CCR 11307, 11511, 11511.5)
- 5.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC 52164.1 [a])
- 5.2 Within 30 calendar days of initial enrollment, each student whose home language is Other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (EC 52164.1[b]; 5 CCR 11307[a], 11511
- 5.3 Parents/guardians of English learners are notified of their child's Initial English, language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (EC 52164.1[c], 5CCR 11511.5)
- 5.4 For school districts receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of English learners are notified of:
- (a) Their child's Initial English language proficiency level
  - (b) How such level was assessed
  - (c) Their child's language designation
  - (d) Descriptions of program options, educational strategies, and educational materials to be used in different options
  - (e) Program placement
  - (f) Exit criteria
  - (g) For English learners with a disability [With an Individualized Education Program (IEP)], how such program will meet the objectives of the IEP.
  - (h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 USC 6312, 7012)
- 5.5 For school districts receiving Title III funds, parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of:
- (a) Their child's English proficiency level
  - (b) How such level was assessed
  - (c) Their child's language designation
  - (d) Descriptions of program options and educational materials to be used in different options
  - (e) Program placement
  - (f) Exit criteria
  - (g) English learners with a disability (on IEPs), how such program will meet the objectives of the IEP.
  - (h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 USC 6312, 7012)
- Each English learner is annually assessed for English language development and academic progress. (5 CCR 11306)
- 5.7 All currently enrolled English learners are assessed for English language proficiency by administering The CELDT during the annual assessment window. (5 CCR 11511.1[b])
- 5.6 Each English learner with disabilities is assessed for English language development using accommodations, modifications or alternate assessments for the CELDT If specified in the pupils IEP or 604 Pan. (5 CCR 11516)
- 5.9 Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test of 164-1[c]; 5 CCR 11511.5)

# Victor Valley Union High School District Identification and Program Placement Flowchart





## California English Language Development Test (CELDT)

The CELDT is administered by district trained and authorized examiners. Initial CELDT results are determined locally and recorded as preliminary scores for student placement into Aeries. Tests are sent for official scoring quarterly. Student records are updated in Aeries upon receipt of the official scores.

### District Responsibility

Educational Services, with the assistance of EL Services, shall:

- Continue to receive training from the California Department of Education and CELDT publishers to retain a Trainer of Trainers for the CELDT test within the District.
- Provide training for CELDT testers to assure that administration and scoring of CELDT is conducted in accordance to publisher's instructions.
- Test students whose home language is other than English, as determined by questions one through three on the HLS, within 30 calendar days of initial enrollment (See section EL-4).
- Assess each English Learner annually for English Language Development proficiency using the CELDT. The annual assessment window is July 1 through October 31.
- Hand score annual CELDT tests of students in ELD 1 and 2 for transmittal to the publisher for official scoring whenever possible.
- Enter CELDT preliminary and official results into Aeries
- Place copies of official CELDT results in the student's cumulative file. Notify parents/guardians of English Learners and fluent English-proficient students via mail of their child's initial English-language proficiency assessment results and program placement.
- Annually notify parents/guardians of English Learners of their child's English-language proficiency assessment results within 30 calendar days following receipt of testing results from the test contractor.
- Produce and distribute to schools printouts of CELDT results to ensure that all entitled students are receiving appropriate services and/or being monitored.

II-EL 6.. A LEA operating categorical programs, Including Title III, Implements and Monitors the approved LEA plan.

- 6.1 To help English learners meet challenging achievement academic standards, each LEA plan shall include:
  - (a) A description of high-quality student academic assessments that the LEA and schools use:
    - i. To determine the success of children in meeting the state student academic achievement standards, and to provide information to teachers, parents and students' on the progress being made meeting the state student academic achievement standards
    - ii. To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learners meet the state student academic achievement standards
- 6.2 Minimum required components of the plan:
  - (a) Description Of programs and to be implemented
  - (b) Description of how funds will be used to meet at all annual measurable
  - (c) Description of how school sites will be held accountable for:
    - i. Meeting the annual measurable achievement objectives
    - ii. Making adequate yearly progress for English learners
    - iii. Annually-measuring the English proficiency of English learners
  - (d) Description of how school sites will promote parental and community participation in programs
  - (e) Description of how all English learners' programs will be carried out to ensure that English learners are served
  - (f) Assurance that the EL program is based on scientifically-based research enabling English learners to meet challenging state academic content end standards (20 USC 6312(b)(1)(A)(i)(ii), (20 USC 6826)

11-EL 7. For all programs funded through the consolidated Application including programs for English learners, EIAJ, EP, and Title III and operated at the school, the use annually develops, revises, updates, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs and contains:

- (a) Analysis of academic performance data to determine if the student needs (b) School goals to meet the identified academic needs of students
  - (c) Activities to reach school goals that improve the academic performance of students
  - (d) Expenditures of funds allocated to the school through the Consolidated Application
  - (e) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the used, particularly needs of English learners, low-achieving students and those at risk of not meeting state academic content standards (20 USC 6826, 6314(b)(1)(2), 6315(c)(2); EC 64001(f))
- 7.1 The local governing board reviews and approves the SPSA annually and whenever there are material changes to plan (e.g. the standards designated as Program Improvement). (EC 64000(a)(3), 64001(g))
- 7.2 The SPSA is consistent with the LEA Plan. (EC 64001(h))
- 7.3 The SSC annually considers whether or not it wishes the local school to participate in the School-based Coordination Program (SBCP) and that decision is indicated in the SPSA. (EC 52852.5(b))
- 7.4 If the school operates a SBCP program, the SPSA contains a description of instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs (EC 52853(a)(21))

II-EL 8. The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

- 8.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC 48986; 5 CCR 11316)

II-EL 9. For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit, that is purchased with state and/or federal funds including EIAJ, EP and Title III. The record describes the acquisition, by:

- |                      |   |
|----------------------|---|
| (b) Type             | (f) Cost                                  |
| (c) Model            | (g) Location                              |
| (d) Serial number    | (h) Current Condition                     |
| (e) Funding source   | (i) Transfer, replacement, or disposition |
| (f) Acquisition date | (j) of obsolete or unusable equipment     |
- (EC 35168; 5 CCR 3946; 34 CFR 80.32(d)(ij))

# Funding

## EL 5 – Adequate funding (General Funds, EIA & Title III)

General fund resources are available to provide each English Learner all appropriate learning opportunities and to ensure full access to core curriculum. These funds are not contingent upon receipt of state or federal categorical aid funds. They are used to provide qualified staff and to purchase core curriculum materials for ELD. In addition, content materials used for SDAIE purposes are purchased to aid in English Learner instruction. Primary language, multicultural, and culturally relevant books may be purchased with district and site resources.

EL funds, including general funds allocated to EL programs (0000-4760) are used only to supplement, and not supplant the district's general funds.

## District Responsibility

Educational Services, with the assistance of EL Services, shall:

- Ensure that sufficient general program funds are appropriated to support the base program for English Learners.
- Assist the development of each site's SPSA to ensure funding for specific support of EL academic achievement.
- Communicate the amount allocated, encumbered and spent at each site for EL programs through regularly updated reports to DELAC.
- Provide EL expenditure guidelines to sites.
- Allocate and monitor supplemental funds to schools and to departments to fund:
  1. Appropriate instructional materials to ensure EL students meet district content and performance standards
  2. High quality, sustained, and researched based EL professional development
  3. Curriculum development including EL access to core
  4. Program monitoring
  5. Technical support for schools
  6. EL Parent involvement

## School Responsibility

The school site administration and staff will:

- Ensure that the SPSA reflects specific ways to increase services and improve academic outcomes of English learner students.
- Ensure that General Fund resources at each school provide appropriate programs for all English Learners including certificated teachers, adopted core curriculum and required assessments.
- Consult with the site's ELAC to ensure that EL funds are used appropriately for:
  1. Staff development services and supplemental materials
  2. Primary language support extended learning opportunities
  3. Parent participation and involvement

III-EL10 Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program including English Language development, and the rest of the core curriculum the provision of such services is not contingent on the receipt of state or federal categorical aid funds.

10.1 For the following programs, EIA-LEP and Title III, the LEA uses categorical funds only to supplement the level of Federal, State and local public funds and in no case supplant such Federal, State, and local public funds.

(20 USC 1703(f), 6825(g), 54025(c); Castaneda v. Pickard (S" Cir. 11181) 648 F.2d 989, 1010, 1012-1013)

III-EL11. The LEA disburses categorical funds, including EIA-LEP, in accordance with the approved Consolidated Application.

11.1 For programs funded by EIA, the LEA utilizes no less than 85 percent of those apportionments at school sites for direct services to students. (EC 63000, 63001)

III-EL12. The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to unallowable quantity and duties of the employee.

12.1 Each employee paid in part from a single cost objective and in part from other revenue, or an employee paid from multiple cost objectives, completes a Personnel Activity Report (PAR) each pay period, or an approved sampling method is used.

12.2 Employees funded under a single cost objective, and employees funded with state funds under the School-Based Coordinated Program, complete a semiannual certification of such employment.

(California School Accounting Manual [CSAM]; OMB Circular A-87, Attachment 6, 8.h; OMB Circular A-133, ED Cross-Cutting Section, 111.B.2); (20 USC 6825(b); (EC 52853(a)[7])

# Standards, Assessment and Accountability

\*EL 6 -Reclassification

## District Responsibility

English Learners shall be reclassified as Fluent English Proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same grade whose primary language is English. This proficiency shall be assessed by means of the following criteria:

## *Criteria For Reclassification*

In order for a student classified as English Learner (EL) to be reclassified as Fluent English Proficient (RFEP), all of the following **criteria must be met**.

1. **English Proficiency Test:** An overall proficiency level of Early Advanced or higher and score at intermediate or higher in Listening, Speaking, Reading and Writing (or the equivalent state requirement for the ELPAC or other successor to CELDT)
2. **Teacher Evaluation:** Grade of C or better in Language Arts, or an overall grade point average of 2.0, or a data-driven explanation of specific reasons the low grade is not related to English proficiency (Language Proficiency Evaluation Form)
3. **Basic Skills Assessment:** When available, a minimum score equivalent to "basic" on SBAC ELA (interim or annual), or a score of 350 or higher on CAHSEE ELA for grades 10 and up; Until SBAC ELA scores are available, performance in basic skills will be assessed based on the most recent of the following student data:
  - o Grades 7-8: a score of 3 or higher on the district writing assessment or a score equivalent to basic or higher on an interim SBAC ELA assessment
  - o Grade 9: a score equivalent to basic or higher on a district approved ELA benchmark assessment
  - o Grade 10: a score equivalent to basic or higher on a district approved ELA benchmark assessment or a score of 350 or higher in CAHSEE ELA
  - o Grades 11-12: a score equivalent to basic or higher on an interim SBAC ELA assessment or a score of 350 or higher in CAHSEE ELA
4. **Parent/Guardian Consultation:** Parents/guardians are notified at the beginning of the re-classification process and are encouraged throughout the process to participate in the evaluation of their student's achievement towards reclassification.

## *Guidelines for Alternative Reclassification (Special Education)*

*English Learners in the Special Education Program use the Alternate Reclassification Guidelines:*

<ul style="list-style-type: none"> <li>• RSP - Resource Specialist Program</li> <li>+ SDC - Special Day Class</li> <li>+ SED - Severely Emotionally Disturbed</li> </ul>	<p><b><i>SH</i></b> - <i>Severely Handicapped</i></p>
<p>The Re-designation Standards are:</p> <p>A. Academic GPA: GPA of 2.0 or better in Core Classes</p> <p>B. CELDT results: <b>Overall: Level of 4 or 5</b> *No score below Intermediate on sub-tests</p> <p>C. Calif. Standards Test in English At or above the Basic Level on the STAR CST test: 30o+ <b>or</b> Calif. Modified Assessment At or above the Basic Level CMA test: 30o+</p>	<p>The Re-designation Standards are:</p> <p>A. Academic GPA: <b>Pass</b></p> <p>B. Alternate Language Proficiency Instrument ALPI results: <b>FEP (Fluent English Proficient)</b></p> <p>C. Calif. Alternate Performance Assessment + <b>CAPA test: 30+</b></p>

## *District Monitoring of Reclassified Student Progress*

The District monitors each pupil's performance for two years after reclassification in accordance with California regulations and the federal No Child Left Behind Act (NCLB) to ensure correct designation, placement and additional academic support (if needed).

Student progress is monitored through the collection of current assessment of basic skills (CAASP ELA results), interim assessment results and the students' academic performance (grade point average).

The District maintains in the pupil's permanent record and Aeries documentation of the following:

- The student's language and academic performance assessments
- Notification letter to parents regarding reclassification and decision regarding reclassification

The EL Programs and Services office monitors the academic progress of its English Learners who have achieved English proficiency on the CELDT. This information is available through Annual Measurable Achievement Objectives (AMAO) reports on the California Department of Education website (Data Quest). The EL Programs and Services office provides counselors with the names of their English proficient students along with a copy of reclassification criteria. The EL staff monitors the progress of all English Learners who have been reclassified for two years. Specific interventions are recommended as needed.

Sites may access data on English Learners from individual student cum folders, through the EL Programs and Services office, or in Aeries. Aeries is maintained by the district and provides:

- + Annual CELDT results Overall, Listening, Speaking, Reading and Writing
- + Annual CAASP ELA results
- + Grade level
- + US entry date
- + Initial California school enrollment date
- + Initial Home language survey
- + District enrollment date
- + Place of birth
- + Gender
- + Primary language
- + Special Education placement
- + Reclassification date
- + Current grades and GPA
- + Aeries Based Interface (ABI) provides:
  1. Current report card grades
  2. A variety of lists, test results, and reports for individual students, classrooms, and school site

# Staffing and Professional Development

## "EL7– Adequate and Qualified Staff

Victor Valley Union High School District has

pursued a rigorous program to recruit teachers who are certified to provide instruction to English Learners. It now requires that teachers who are hired already possess the necessary certification. The district provides staff development training programs for teachers to obtain EL authorization certificates through Bilingual Teacher Training Program (BTTP) classes offered by San Bernardino County Superintendent of Schools and hosted by Victor Valley Union High School District. As a result of this program, the District has 98 percent of its teachers qualified to help EL students meet core curriculum standards. The district is committed to continue its training program to ensure that all teachers are appropriately certified to provide instruction to English learners.

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

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

(20 USC 6319{8}[1], 6826{c}; EC 44253.1, 44253.2, 44253.10; *Castaneda v. Pickard* (S" Ct. 1981] 648 F.2d 989, 1009-1011)

V-EL16. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- a) Designed to Improve the Instruction and assessment of English learners (20 USC 6825{c}[2][A])
- b) Designed to enhance the teacher's ability to understand and uses curricula, assessment measures, and instructional strategies for English learners (20 USC 6825{c}[2][B])
- c) Based on research demonstrating the effectiveness of the professional Development in Increasing the pupils English proficiency or the teacher's Subject matter!teaching knowledge, and teaching skills (20 USC. 6825{c}[2][C])
- d) Of sufficient Intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting Impact on the teacher performance in the classroom (20 USC 6825{c}[2][D])

(*Castaneda v Pickard* {ff" Ct. 1961] 648 F.2d 989, 1009-1011)

## District Responsibility

Educational Services, with the assistance of the EL Services office, shall:

- + Provide training for departments and schools on English learner staffing issues
- + Work with schools to ensure appropriate assignments of teachers for English Learners
- + Recruit qualified EL certified teachers through position postings
- Assure that teachers hold proper California Teacher Credentialing (CTC) authorizations
- Provide opportunities for teachers who do not hold appropriate certification to enroll in training
- + Inform schools of current credential status of all certificated staff

## School Responsibility

School site administration and staff will:

- + Appropriately place CLAD and other EL certified teachers of English Learners
- + Enroll teachers in appropriate training if they are not currently certified and have English Learners in their class

**\*EL 8 - Professional Development**

English Language Learners staff development opportunities are included within the Victor Valley Union High School District Professional Development Plan. Teachers, paraprofessionals, administrators, and other school personnel are provided professional development that is high-quality, researched-based, and sustained through coaching. The District utilizes district or site personnel, county in-services, as well as state, university, and community resources.

**District Responsibility**

Educational Services, with the assistance of EL Programs and Services, shall:

- Design a comprehensive and articulated training plan that responds to student language development, program evaluation, and California State Department regulations
- Provide district and school administrators on-going training in compliance requirements (FPM), and in appropriate methodologies including how to evaluate teachers of English Learners in SDAIE and ELD techniques
- Provide targeted professional development, based on school needs as addressed in the school's Single Plan for Student Achievement, to teachers, paraprofessionals, and others providing services for English learners

**School Responsibility**

School site administration and staff will:

- Identify areas of need for professional development using student assessment data and needs assessments
- Establish professional development goals designed to enhance teachers' ability to understand and use curricula, assessment strategies, and instructional strategies for English Learners in the school Single Plan for Student Achievement
- Provide feedback and reflective questioning to teachers on student progress, engagement, and use of effective instructional strategies through an on-going walkthrough and observation process
- + Inform school staff of all training opportunities
- + Monitor attendance at professional development sessions
- Facilitate the sharing of knowledge from teachers who received training to those who did not

# Opportunity and Equal Educational Access

## • EL9 - Placement of Students

Participants have equitable access to all programs provided by the LEA (Local Educational Agency), as required by law.

### *Criteria for Program Implementation*

Each site has designated Structured English Immersion (SEI) and mainstream/ELD classrooms to support its EL population. All SEA and Mainstream/ELD classes are taught by teachers with proper certification.

- SEI classrooms use State adopted ELD materials and deliver ELD standards- based lessons.
- Mainstream/ELD classrooms differentiate instruction using State ELD standards and textbook resources provided by the publisher for English Learners. SDAIE strategies are evident throughout all stages of lesson development in content instruction.

### *Program Implementation*

The EL Programs and Services office maintains an updated EL list available to all sites. The list identifies English Learners by proficiency level and U.S. Schools Entry Date so that schools can determine appropriate resource for their English Learner population. The list includes CELDT results; overall and sub scores in Reading, Listening, Speaking and Writing.

- English Learners at Beginning, Early Intermediate and Intermediate levels in U.S. schools for less than five consecutive years are assigned English Language Development, ELD 1, 2, or 3. Designated ELD is taught through state adopted ELD texts and resource books.
- English Learners at Early Advanced and Advanced levels and Long-term English Learners are assigned to SDAIE English and core content classes that are taught by teachers with appropriate state certifications.

Vt., EL 17. All pupils are placed in English language classes unless a parental exception waiver has been granted for an alternative program.

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

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

VI-EL 18. Parents and guardians of EL's are informed of replacement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

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

- (a) Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English Immersion program, English language mainstream program, alternative programs, and all educational opportunities available to the pupil. The descriptions of the programs shall include the educational materials to be used in the different options. (5CCR 11309[a](b)(1) EC 310)
- (b) Parents and guardians are informed that pupil must be placed in not less than 30 calendar days in an English language classroom the first, year of enrollment in a California school. (5CCR 11309[b](2), EC 31-1)
- (c) Parents and guardians will be informed of any recommendation made by the principal and school staff for an alternate program and will be notified of their right to reject such recommendation c. CRCCR 11309C 311
- (d) Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC 311(c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English language classroom placement within 20 instructional days of submission of the waiver, whichever is later. (5CCR 11309(c))

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

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

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

18.5 The IEP team determines placement of each special education student regardless of language proficiency. (34 CFR 300.324(2)(iii))



## ***English Learner Program Placement***

The Junior High School and High School EL Component Charts (Appendix H & I) are designed as a guide for English Learner Program Placement of students along with the Placement Guidelines (Appendix G).

### ***English Language Mainstream (ELM)***

The majority of VVUHSD EL Students are placed in ELM. Students assessed at a CELDT language level 4-5 and/or who are not in the Special Education program and have been in U.S. schools for over six consecutive years are placed in an English Language Mainstream (ELM) program. In the ELM program, students receive their necessary designated ELD in the English Language Arts classroom as well as the Academic English support course. They receive integrated ELD in their other academic courses. Classrooms are staffed by highly qualified teachers with EL authorization as required by California Teacher Credentialing specially trained in meeting the specific needs of English Learners.

Parents of English learners who do not meet the criteria for ELM placement may request that their student be placed in the ELM program at any time.

### ***Structured English Immersion***

Structured English Immersion (SEI) is the program designed for English Learners who have been in U.S. schools up to five consecutive years and are at Beginning through Intermediate English proficiency level as determined by CELDT. These English Learners receive a double block of designated ELD and instruction in a setting where classroom instruction is in English with primary language support by a bilingual teacher or aide when possible. The curriculum is presented using instructional strategies designed for students who are new to English.

### **District Responsibility**

Educational Services, with the assistance of EL Programs and Services, shall:

- Define the district's implementation plan for EL instructional program
- With the ELD Teachers, select curriculum and develop and maintain courses
- Develop and complete the evaluation of English Learner programs
- Monitor and report progress on reaching established goals as determined by AMAO data
- Gather student data for incoming elementary EL students
- Provide program enrollment projections for hiring and scheduling considerations
- Advise and approve appropriate instructional materials for English Learners
- Identify and support successful school site, intervention and classroom practices

### **School Responsibility**

The school site administration and staff will:

- Place students according to the above criteria in an ELM or SEI program with EL certified teachers
- Place Long-term English learners in an Academic English support course (Academic English is not offered at the two Choice Schools)
- Plan the secondary school master schedule to support the classes needed by the English Learners in ELM or SEI
- Support ELM and SEI programs with appropriate general and categorical funds
- Monitor instruction to ensure appropriate strategies for English Learners are being used

<b>ELD Curriculum</b>	
<b>ELD 1</b>	<b>Secondary</b>
	SEI Classroom/ ELD 1 Grades 7-8: <u>Expressions</u> & New to <u>English</u> - Glencoe Grades 9-12: Visions, Basic- National Geographic Learning Edge, Level A - National Geographic Learning
<b>ELD2</b>	SEI Classroom/ ELD 2 Grades 7-8: <u>Expressions</u> - Glencoe Grades 9-12: Visions, Book A - National Geographic Learning Edge, Level B - National Geographic
<b>ELD3</b>	SEI Classroom/ ELD 3 Grades 7-8: <u>Expressions</u> - Glencoe Grades 9-12: Visions, Book B & C - National Geographic Learning Edge, Level C - National Geographic Learning
<b>ELA</b>	ELM Classroom Text: My Perspectives-Pearson EL Components accompanying text
<b>Support Course</b>	Academic English Text: English 3D -Scholastic

**\*EL 10- Parental Notification Letters**

Within 30 calendar days of their initial enrollment students who are identified as having a primary language other than English shall be assessed for English proficiency and their parents shall be notified of their child's placement in an English Language classroom using the Parent Notification of Assessment results and Program Option Form.

**District Responsibility**

Educational Services, with the assistance of EL Programs and Services, shall:

- Revise the Notification of Language Assessment & Program Placement letter to parents as needed. Notification includes full written descriptions of the District's Structured English Immersion (SEI) program, English Language Mainstream Program, English Language Development, and SDAIE Instructional Strategies. Spoken descriptions will be provided upon request.
- Monitor administration of the parent notification process.

**School Responsibility**

The school site administration and staff shall:

- Meet with parents/guardians to inform them of all programs and educational opportunities offered to students and explain the instructional materials utilized within the programs.

# Teaching and Learning

## • EL 11 - Instructional Programs

### **ELD Instruction**

The teaching of English Language Development (ELD) to English Learners is imperative for their scholastic success. It is important to identify curricular goals and effective teaching methods in order for students to acquire the English language and academic skills in the most effective and efficient manner. ELD encompasses listening, speaking, reading, and writing. ELD focuses on vocabulary development and grammatical structures to support communication. ELD instruction may take place during language arts instruction. Effective ELD instruction is characterized by high levels of comprehensible input; low-anxiety situations; use of manipulatives; content appropriate to the student's developmental level; a primary focus on meaning and lessons that reflect the student's needs, interests and life experiences. Utilizing the California ELD Standards and Framework as "pathways" to the English Language Arts Standards, teachers use differentiated lessons to address student needs.

English Language Development is a necessary instructional component for English learners. The district will provide quality instruction that will allow students to progress in acquiring English proficiency in a timely fashion. Instruction that is standards-based and centers around the reclassification criteria, will allow students to achieve academic success. Regular assessments serve to support instructional decisions.

The ELD standards establish clear performance expectations for English Language Learners, describing the pathway to fluency in English and leading to success with the English-Language Arts Content Standards. Students who reach the 'Advanced' proficiency level of these ELD standards are ready to address the ELA standards at their appropriate grade level.

English Language Development programs are designed to help students progressively increase language skills within two contexts: social and academic. Students must learn to communicate effectively, employing listening and speaking skills as they participate in conversation. In addition, they must have the capacity to use all of the domains of language (reading, writing, speaking and listening) within academic content areas such as Language Arts, History-Social Science, Mathematics, and Science. The ELD standards identify the pathway to success in all these areas.

The Board encourages staff to exchange information with other districts and county offices of education about programs, options, and strategies for English Language Learners that have proven successful.

ELD instruction should be viewed as developmental in nature, using a building block approach to learning. Teachers follow a pace appropriate to the age and academic achievement level of their students. In classrooms where there are a variety of languages and academic proficiency levels, groupings by proficiency levels provide students the opportunity to work at their appropriate developmental level.

VII-EL20. Each English learner receives a program of instruction in English language and (ELD) in order to develop proficiency in English as rapidly and effectively as possible. (20 USC 1703(f), 6825(c)(1)(A); EC 300, 305, 306, 310; 5 CCR 11302[a]; Castañeda v. Pickard [5<sup>th</sup> Cir. 1981] 648 F2d 989, 1009-1011)

VII-EL21. Academic instruction for ELs is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

121 The LEA has implemented a plan to assist all English learners to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and achievement standards all children are expected to meet.

122 The district has developed and is implementing a plan for monitoring and overcoming academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

(20 USC 1703(f), 6312, 6825(c)(1)(B); EC 308, 310; 5 CCR 11302(b); Castañeda v. Pickard [5<sup>th</sup> Cir 1981] 648 F.2d 989, 100Q..1011)

**ENGLISH LANGUAGE DEVELOPMENT (ELD) I, II, III, & Academic English****Course Descriptions****ELD I**

This is a one year language instructional course. It is designed to introduce basic vocabulary and communication skills to non-English speaking students (students with a primary language other than English at the beginning language proficiency level - CELDT I). Emphasis is placed on listening and oral language. Students begin at the comprehension stage of language acquisition and progress to the early production stage in oral production. ELD I requires a two period block for students to develop the necessary listening and speaking skills to begin basic communication in English.

Recommendations	
<b>Junior High/Middle Schools:</b> <b>1. ELD support - Reading, Language! Creative Writing, etc.</b> <b>2. Rosetta Stone Language Program</b>	<b>High Schools:</b> <b>1. Spanish for Spanish Speakers</b> <b>2. ELD support/Intervention</b>
Curriculum	
<b>1. Glencoe-McGraw Hill Publishers</b> <b>*Expressions &amp; New to English</b> <b>2. Supplementary materials</b>	<b>1. National Geographic Learning</b> <b>*EDGE- Level A</b> <b>2. National Geographic Learning</b> <b>* Visions - Introductory &amp; Basic</b> <b>3. Supplementary materials</b>

**ELD II**

This is a one year language instructional course. It is designed to continue to expand the vocabulary and refine the listening skills learned in ELD I through reading, speaking, listening and writing activities. Students have scored an Overall CELDT 2 - Early Intermediate score on the English language proficiency test and/or have passed ELD 1. Students transition from early production to speech emergence in oral language, beginning to gain some mastery of basic communicative skills in English. Basic reading and writing skills are introduced by beginning to develop an understanding of English grammatical structure as well as writing conventions (spelling, etc.). ELD II requires a two period block for students to transition from beginning to early intermediate language proficiency levels.

Recommendations	
<b>Junior High/Middle Schools:</b> <b>1. ELD support - Reading, Language! Creative Writing, etc.</b> <b>2. Rosetta Stone Language Program</b>	<b>High Schools:</b> <b>1. Spanish for Spanish Speakers</b> <b>2. ELD support/Intervention</b>
Curriculum	
<b>1. Glencoe-McGraw Hill Publishers</b> <b>* Expressions</b> <b>2. Supplementary materials</b>	<b>1. National Geographic Learning</b> <b>*EDGE- Level B</b> <b>2 National Geographic Learning</b> <b>*Visions - Level A</b> <b>3. Supplementary materials</b>

**ELD III**

This is a one year transitional language instructional course. Students have scored at Overall CELDT 3 - Intermediate level on the English language proficiency test but are not yet ready for grade level English Language Arts. This course is more advanced where students refine skills learned in ELD II and begin to develop academic vocabulary and concepts, continuing to improve their English proficiency through the areas of grammar, literature, spelling, written and oral presentations. There is an introduction of the skills needed to pass the state reading and writing academic achievement tests. Students will develop literacy skills that will prepare them to read literature assigned to their English-speaking peers. ELD III is a one or two period class, depending on the transition instructional program the school site has in place.

Recommendations	
<b>Junior High/Middle Schools:</b> <b>1. ELD support- Reading, Language! Creative Writing, etc.</b> <b>2. Supplementary materials</b>	<b>High Schools:</b> <b>1. Academic English course</b> <b>2. Spanish for Spanish Speakers</b> <b>3. ELD support/Intervention</b>
Curriculum	
<b>1. Glencoe-McGraw Hill Publishers</b> <b>*Expressions</b> <b>2. Scholastic Education Publishers</b> <b>*English 3D Issues</b> <b>*English 3D Language &amp; Writing Portfolio</b> <b>3. Supplementary materials</b>	<b>1. National Geographic Learning</b> <b>*EDGE - Level C</b> <b>2. National Geographic Learning</b> <b>*Visions - Levels B &amp; C</b> <b>3. Scholastic Education Publishers</b> <b>*English 3D Issues</b> <b>*English 3D Language &amp; Writing Portfolio</b> <b>4. Supplementary materials</b>

**Academic English**

This is a one year academic language elective course. It is designed to target the Long Term EL (5 years+ in the language instructional program) & RFEP population that have not reached Proficient on the CAASP. This course offers explicit and informed language instruction that re-engages and equips students with communicative competence involving verbal and written academic English. Students will gain higher language proficiency through research-based principles and practices that maximize students' verbal and written engagement. Daily lessons include structured academic interaction routines for vocabulary, academic discussion and writing with high-interest engaging topics that help students develop confidence for expression of speech, both written and spoken. Students will acquire the language and academic skills necessary to succeed in standards-based coursework because they will be equipped with literacy skills to compete with native English speakers.

Recommendations	
<b>Junior High/Middle Schools:</b> <b>1. ELD support -Academic English Course</b>	<b>High Schools:</b> <b>1. Spanish for Spanish Speakers</b> <b>2. ELD support/Intervention - Academic English course</b>
Curriculum	
<b>1. Scholastic Education Publishers</b> <b>*English 3D Issues</b> <b>*English 3D Language &amp; Writing Portfolio</b> <b>2. Supplementary materials</b>	<b>1. Scholastic Education Publishers</b> <b>*English 3D Issues</b> <b>*English 3D Language &amp; Writing Portfolio</b> <b>2. Supplementary materials</b>

## Instructional Materials:

- District adopted Language Arts text
- Glencoe, **Expression** & **New to English**, grades 7-8 (ELD)
- National Geographic Learning, **Visions**, grades 9-12 (ELD 1, 2, 3)
- National Geographic Learning, **Edge**, grades 9-12 (ELD 1, 2, 3)

**District Responsibility**

Educational Services, with the assistance of EL Programs and Services, shall:

- Conduct staff development for teachers of English Learners
- Develop and coordinate the district plan for administration of the annual CELDT test
- Facilitate ELD textbook/resource adoption as defined by the California Department of Education adoption cycle
- Provide district approved ELD materials
- Prepare data for district and site analysis

**School Responsibility**

School site administration and staff will:

- Appropriately place authorized ELD teachers and students to ensure program quality
- Provide effective instruction guided by district approved curriculum
- + Conduct ongoing observations of classroom instruction to ensure program quality
- Make appropriate individual and programmatic changes as needed

### Grades 7-12 Catch Up Plan (BOX p.22)

In order for English Learners to gain access to the core curriculum, they are placed in classes which use SDAIE strategies. Especially Designed Academic Instruction in English (SDAIE) is composed of strategies used to teach grade-level, content-area materials in English to students with limited English proficiency. It is most appropriate for students who have reached an Intermediate level of proficiency in English (speaking, listening, reading and writing) and who possess basic literacy skills in their primary language. District professional development provides many choices to further teachers' instructional strategies and to promote cultural awareness. These include Marzano strategies,



*Understanding the Framework of Poverty*, and *Thinking Maps*. They are offered to all teachers at all levels.

The goal of SDAIE is to make grade level content accessible to all students. Content instruction is prescribed by state frameworks and standards, district grade level expectancies, and core curriculum guides. Grade level content is taught by specially trained EL authorized teachers or teachers-in-training. SDAIE is the bridge between ELD content instruction and the mainstream classroom. SDAIE classrooms provide English Learners the opportunity to learn grade-level curriculum while simultaneously expanding English Language skills.

**Instruction**

Teachers provide access to grade level Common Core State Standards to all English learners. Primary language may be used for clarification by teachers, aides, and/or peers, for grade-level content instruction in English.

Fundamental knowledge of students' proficiency levels is utilized in scaffolding lessons and using SDAIE strategies. Visuals such as maps, charts, graphs, thinking maps and graphic organizers are used in SDAIE lessons. SDAIE respects diverse student learning styles and encourages cultural sensitivity. Students work individually, in pairs and in collaborative learning settings.

**Interventions**

A unique facet of Victor Valley Union High School District is its capacity to tailor instruction to meet students' needs and abilities through both simultaneous and sequential approaches. The district is responsible for assisting sites with the resources to provide appropriate intervention programs for English Learners. The following interventions address all learners' needs:

- Peer and cross-age tutoring
- Site Computer tutorial labs
- Site after-school homework programs
- ELD Resource classes
- Summer School (Extended Year)
- Rosetta Stone

**District Responsibility**

Educational Services, with the assistance of EL Programs and Services, shall:

- Assist and support development and selection of appropriate core instructional materials that ensure universal access
- Facilitate the development and annual revision of district approved and revised standards-based pacing plans for grade levels and content-area courses.
- Provide standards-based district approved curriculum materials and resources
- Provide staff development related to district-defined areas of need and appropriate instructional strategies and techniques for English Learners.
- Prepare data for district and site analysis

**School Responsibility**

The school administration staff will:

- Place English Learners in ELM/SEI classrooms according to the district's defined program criteria
- Provide district-defined curriculum using SDAIE techniques for every class with English Learners
- In agreement with NCLB, hire and place appropriately authorized certificated teachers
- Schedule ELD courses for students in SEI program, regardless of small class size
- Support programs with appropriate general and categorical funds
- Monitor instruction to ensure that appropriate strategies for EL students are used
- Make appropriate individual and programming changes as needed
- Facilitate individual intervention

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## Appendix A. Initial Assessment Parent Notification Letter



### Victor Valley Union High School District INITIAL PARENT NOTIFICATION LETTER Federal Title III and State Requirements

«Parentguardian»

«Mailing\_Address»

«City», CA «Zip\_code»

RE: «**First Name**» «**Last Name**» Student ID#: «**ID**» DOB: «**Birthdate**» Grade: «**Grade**» School: «**School**»

**Dear Parent(s) or Guardian(s):** When your child enrolled in our schools, a language other than English was noted on your student's Home Language Survey. The law requires us to test your student's English proficiency. The results of this test are used to decide the best program placement for your student. We are required to inform you of these test results, our program recommendation and all the placement options available for your student. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (20 United States Code 7012; California Education Code sections 52164.1 [b]; and Title 5 of California Code of Regulations sections 11307[a] and 11511.)

#### Language Assessment Results

Domain	English Language Proficiency Assessments for CA (ELPAC) Or CA English Language Development Test (CELDT)
Listening	<<Listening»
Speaking	«Speaking»
Reading	«Reading»
Writing	«Writing»
Overall Performance	«Overall»
*A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual reports from the contractor.	

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

**D English learner (EL)** with *less than reasonable fluency in English* who will be placed in the Structured English Immersion Program.

**D Initial Fluent English proficient (1-FEP)** student **who will be placed in the district's general program.**

**Check if applicable:**

**D Individualized Education Program (IEP)** on file:

### Program Placement Options for English Learners

The chart below shows all program placement options.

English Language Proficiency Levels		Program Placement
Advanced (5)	Initial Fluent English Proficient	English Language Mainstream
Early Advanced (4)		
Intermediate (3)	Reasonable Fluency	Structured English Immersion
Early Intermediate (2)	Less than reasonable fluency	
Beginning (1)		
		Other Instructional Setting based on IEP



**Victor Valley Union High School District**  
**CARTA DE NOTIFICACION INICIAL A LOS PADRES**  
**Requisitos Titulo III Federal y Estatal**

14 de Septiembre del 2014

«Parentguardian»  
 «Mailing\_Address»  
 «City», CA «Zip\_code»

RE: **«First Name» «Last Name»** ID #: **«ID»** Fecha de Nacimiento: **«Birthdate»** Grado: **«Grade»** Escuela: **«School»**

**Estimados padres o tutores:** La encuesta del idioma del hogar que se complete cuando su estudiante se inscribió en nuestra escuela indica que en su hogar se habla otro idioma además del inglés. La ley nos pide que evaluemos el dominio que el estudiante tiene del idioma Ingles. Utilizamos los resultados de esta evaluación para decidir el mejor programa para su estudiante. Tenemos la obligación de informarle los resultados de la evaluación, el programa que recomendamos y todas las opciones de colocación disponibles para su estudiante. Además, proporcionamos la información que nuestro distrito utiliza para decidir cuándo un estudiante está preparado para salir del programa de estudiantes Aprendiz de Inglés. {20 United States Code 7012; California Education Code sections 52164.1 [b]; and Title 5 of California Code of Regulations sections 11307(a) and 11511.}

**Resultados de la Evaluación de la Lengua**

Area	Nivel de Rendimiento <b>de la Prueba para Medir el Desarrollo del Inglés en</b> California CELDT*	Prueba <b>del</b> Dominio de la Lengua <b>Materna</b>
Comprension Auditiva	<b>«Listening»</b>	N/A
Expresion Oral	<b>«Speaking»</b>	
Lectura	<b>«Reading»</b>	
Expresion Escrita	<b>«Writing»</b>	
<b>Promedio Total</b>	<b>«Overall»</b>	

\*Para determinar estos resultados se utilizó una guía desarrollada per el examinador contrata do. Los padres recibirán los resultados oficiales en un plazo de 30 días después de que el examinador contratado haya enviado los informes individuales de los estudiantes al distrito.

Basado en los resultados de la Prueba para medir el Desarrollo del Inglés en California (CELDT), su estudiante fue identificado como:

**D Aprendiz de Ingles (EL) con fluidez en Ingles menos que razonable** y será asignado/a al programa de inmersión Estructurada en Ingles.

**D** Inicialmente designado como estudiante que domina el inglés (1-FEP) **y será asignado/a al Programa regular del Distrito.**

**Marque si corresponde:**

**D** Programa de Educación Individualizado (IEP) archivado:

**Opciones para la Colocacion en el Programa para estudiantes Aprendices de Ingles**

La tabla siguiente muestra todas las opciones disponibles para para la colocación de estudiantes aprendices de Ingles.

Niveles de Dominio del Idioma ingles		Seleccion de programa
Avanzado (Advanced - 5)	Inicialmente designado coma estudiante que domina el Ingles	Programa Regular de Ingles
Pre-avanzado (Early Advanced - 4)		
Intermedio (Intermediate - 3)	Fluidez Razonable	Programa de Inmersi6n Estructurada de Ingles
Pre-intermedio (Early Intermediate - 2)		
Principiante (Beginning - 1)	Fluidez menos que razonable	
		Otros servicios de Instrucci6n basados en el IEP



# Victor Valley Union High School District ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

October 10, 2014

«Parentguardian»  
«Mailing\_Address»  
«City», CA «Zip\_code»

RE: «First Name» «Last Name» Student ID#: «ID» Date of Birth: «Birthdate» Grade: «Grade» School: «School»

Dear Parent(s) or Guardian(s):

Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 United States Code 7012 and 6312[g][1][A]; California Education Code Section 48985; and Title 5 of the California Code of Regulations Section 11309[a][b][1]).

## Language Assessment Results

Your student's current English proficiency level according to the most recent California English Language Development Test results is:

Skill Area	English Proficiency Level
Listening	«Listening»
Speaking	«Speaking»
Reading	«Reading»
Writing	«Writing»
Overall Performance	«Overall»

Based on these results, your child has been identified as an:

**D** English learner (EL) with *less than reasonable fluency in English* and assigned to the Structured English Immersion Program.

**D** English learner (EL) with *reasonable fluency in English* and assigned to the English Language Mainstream Program.

Check is applicable:

**D** Individualized Education Program (IEP) on file:

## Program Placement Options for English Learners

The chart below shows all program placement options.

English Proficiency Level		Program Placement
Advanced	Reasonable Fluency	English Language Mainstream
Early Advanced		
Intermediate		
Early Intermediate	Less than reasonable fluency	Structured English Immersion
Beginning		
		Other Instructional Setting based on IEP



**Victor Valley Union High School District**  
**ANNUAL PARENT NOTIFICATION LETTER**  
 Federal Title III and State Requirements

10 de Octubre del 2014

«Parentguardian»  
 «Mailing\_Address»  
 «City», CA «Zip\_code»

RE: «**First Name**» «**Last Name**» # de ID: «**ID**» Fecha de Nacimiento: «**Birthdate**» Grado: «**Grade**» Escuela: «**School**»

Estimados padres o tutores: Todos los años estamos obligados por ley a notificarles el nivel de dominio de inglés de su estudiante. Además debemos comunicarles la colocación de su estudiante en el programa recomendado por la escuela e informarles acerca de los programas disponibles. En esta carta también se explica cómo se decide cuando un estudiante se encuentra preparado para salir del programa de estudiantes Aprendices de inglés. (20 United States Code 7012 y 6312[g][1][A]; California Education Code Section 48985; y Título 5 de California Code of Regulations, Sección 11309[a][b][1].

**Resultados de la Evaluación del Idioma**

De acuerdo con los resultados de la Prueba para Medir el Desarrollo del inglés en California (CELDT), el nivel de dominio del idioma inglés de su estudiante es:

Area de Habilidad	Nivel de Competencia en Ingles (CELDT)
Comprensión Auditiva	« <b>Listening</b> »
Expresión Oral	« <b>Speaking</b> »
Lectura	« <b>Reading</b> »
Escritura	« <b>Writing</b> »
<b>Promedio Total</b>	« <b>Overall</b> »

Basados en estos resultados, se identificó a su estudiante como:

**D** **English Learner (EL)** o estudiante Aprendiz de Ingles con una fluidez en Ingles menos que razonable y fue asignado al Programa de Inmersión Estructurada de inglés.

**D** **English Learner (EL)** o **estudiante Aprendiz de Ingles con una fluidez en Ingles razonable y fue asignado al Programa Regular de inglés.**

Marque si corresponde:

**D** Programa de Educación Individualizado (IEP) archivado:

**Opciones de Colocación en el Programa para estudiantes Aprendices de Ingles**

La tabla a continuación muestra todas las opciones de colocación disponibles.

Niveles de dominio avanzado		Selección de programa
Avanzado(Advanced)	Fluidez razonable	Clases de Inglés regulares
Pre-avanzado (Early Advanced)		
Intermedio (Intermediate)		
Pre-Intermedio (Early Intermediate)	-----	-----
Principiante (Beginning)	Fluidez menos que razonable	Inmersi6n Estructurada en Ingles
		Otro programa de ense1anza basado en el IEP

**Victor Valley Union High School District**  
**ANNUAL PARENT NOTIFICATION LETTER**

Federal Title III and State Requirements

**Description of Program Placement Options and Goals for English Learners**

**All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.**

- **Structured English Immersion (SEI):** Students who score at *less than reasonable fluency* are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** **Students who score at *reasonable fluency* in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.**

>>- *Note: At any time during the school year, you may have your child moved into the English Mainstream Program.*

**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. Our district's reclassification criteria are listed below:

Required Criteria (California Education Code 313 (d))	LEA Criteria
English Language Proficiency Assessment (CELDT)	Overall: Level 4 or 5
Comparison of Performance in Basic Skills	To be determined
Parental Opinion and Consultation	Parent Notification Letter
Teacher Evaluation of Academic Performance	GPA of 2.0 or better or teacher recommendation

**Graduation Rate**

We expect all students to graduate from VVUHSD. **The current rate is 71.87%.**

Please call your student's school if you would like to schedule a parent conference to discuss your child's options for program placement. For further assistance, call the English Learner's Office at (760) 955-3201 Ext. 10422 or 10305.



**Victor Valley Union High School District**  
**CARTA DE NOT/FICAC/ON ANUAL PARA LOS PADRES**  
 Requisitos Estatales y del Título III Federal

Descripción de los objetivos y de las opciones de colocación en el programa para los estudiantes de inglés como segunda lengua

Todos los programas incluyen el Desarrollo del Inglés como Segunda Lengua (conocido en Inglés como ELD) y estrategias de enseñanza diferenciadas para el nivel de dominio del inglés de cada estudiante. Dichas estrategias se utilizan para ayudar a los estudiantes a dominar la expresión oral, lectura y escritura en Inglés, así como también a obtener éxito académico en todas las materias requeridas.

- Inmersión Estructurada en Inglés (Conocida en Inglés como SEI): Los estudiantes que obtienen como resultado una *fluidez menos que razonable* son colocados en el programa SEI y se les enseña mayormente en Inglés, pero **pueden recibir asistencia en la lengua materna. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La instrucción es basada en los estándares de contenido del grado escolar y de ELD.**
- Clases de Inglés Regulares (Conocido en Inglés como ELM): Los **estudiantes que obtienen como resultado una fluidez razonable en Inglés son colocados en el programa ELM. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La instrucción es basada en los estándares de contenido del grado escolar y de ELD. Estos estudiantes continúan recibiendo la instrucción adicional necesaria para ser reclasificados como estudiantes con dominio fluido del inglés.**

};>- **Nota: En cualquier tiempo durante el año escolar, el estudiante puede ser colocado en el Programa de Inglés regular.**

**Criterio de Reclasificación (Egreso)**

El objetivo del programa para estudiantes de Inglés como segunda lengua es que las estudiantes dominen completamente el Inglés y que dominen las estándares estatales para obtener éxito académico tan rápido como sea posible. A continuación encontrará el criterio de reclasificación del distrito:

Criterio Requerido {Codigo de Educacion de CA 313 (d)}	Criterio del LEA
Prueba del Desarrollo de Inglés en California (CELDT)	Promedio Total: Nivel de 4 o 5
Exámenes de Estándares de California (CST, SBAC, SAT, PSAT, District Benchmarks)	Necesita determinarse
Consulta y opinión de los padres	Notificación a los Padres
Evaluación del maestro del Logro Académico	GPA de 2.0 o mayor o carta del maestro (a)

**Tasa de Graduación Escolar**

Nuestra expectativa es que todos las estudiantes del Distrito Escolar VVUHS logren graduarse con su diploma de High School. **El promedio actual de graduación es el 71.87%**

Por favor llame a la escuela de su hijo/a si quiere programar una conferencia de padres para hablar acerca de los programas disponibles para su estudiante. Para asistencia adicional llame a la Oficina del Programa para Aprendices de Inglés al 760-955-3201, Extensiones 10422 o 10305.



## EL Programs and Services Office

16350 Mojave Dr. Victorville, Building 4A

Heather Durant, Coordinator

(760) 955-3201 ext. 10422

Abigail Cuarezma, EL Technician

(760) 955-3201 ext. 10305

*Support/11f1 English Learners and their families to ensure academic: success*

April 14, 2015

«Parentguardian»

«Mailing\_Address»

«City», CA «Zip\_code»

Dear Parent or Guardian of «First\_Name» «Last\_Name»:

Congratulations! «First\_Name» «Last\_Name» has met all of the criteria for Reclassification from English Learner to **Fluent English Proficient (R-FEP)**.

Federal and State laws require all the school districts in the State of California to administer the **California English Language Development Test (CELDT)** to students who speak another language other than English until the student reclassifies as Fluent English Proficient. Once your student is reclassified as Fluent English Proficient (R-FEP), he/she will no longer be classified as English Learner (EL) and will no longer take the annual CELDT test. Your student's academic performance will continue to be monitored for two years.

«First\_Name» has met the following criteria to reclassify as Fluent English Proficient:

- Early Advanced or Advanced overall level on the **CELDT**
- Demonstration of **basic skills** on a district approved English language arts assessment
- Overall GPA of 2.0 or higher, a C or better in English language arts, or teacher recommendation.

VVUHSD encourages your input in the reclassification process. Your opinion on the development of your student's English language is an essential part of the process. If you **DO NOT** agree that «First Name» should be reclassified as Fluent English Proficient, please fill out the section at the bottom of this letter and return it in the attached envelope, or call (760) 955-3201 Ext. 10422 to make an appointment with the district EL Coordinator.

There will be a Reclassification Ceremony on April 30, 2015, to celebrate your student's linguistic and academic achievement. «First\_Name» will receive a certificate at the ceremony. The invitations will be mailed soon. Please plan to attend.

If you have any further questions, you may contact me at (760) 955-3201 Ext. 10422 or come to the EL Programs and Services at the District Office in building 4A to make an appointment.

Sincerely,

*Heather Durant*

Heather Durant

Coordinator of EL Programs and Services

Please sign and return this form only if you **DO NOT** approve of changing «**First Name**» «**Last Name**»'s language fluency status from English Learner to Fluent English Proficient.

**I DO NOT agree with the Reclassification of my student as Fluent English Proficient (RFEP).**

\_\_\_\_\_  
Parent/Guardian (Please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

«**School**»

School Name

## HOMELANGUAGE SURVEY

Name of Student: \_\_\_\_\_  
Last Name
First Name
Middle Name

Age of Student: \_\_\_\_\_ Grade: \_\_\_\_\_ **School:**-----

**T** 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 each of 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. Which language did your child learn when he/she first began to talk? \_\_\_\_\_
2. Which language does your child most frequently speak at home? \_\_\_\_\_
3. Which language do you (the parents or guardians) most frequently use  
When speaking with your child? \_\_\_\_\_
4. Which language is most often spoken by adults in the home?  
(parents, guardians, grandparents, or any other adults) \_\_\_\_\_

- |  |     |    |          |
|--|-----|----|----------|
| 5. Is our child fluent in the English language (speaking, reading, and writing)? | YES | NO | Not Sure |
| 6. Has your child been enrolled in an English language development program?      | YES | NO | Not Sure |
| 7. If your child was in an English Development program, was he/she reclassified? | YES | NO | Not Sure |

8. Date first entered United **States**-----  
 —

9. Date first entered US school \_\_\_\_\_

10. Date first entered CA school -----

Please sign and date this form in the spaces provided below.

---

Signature of Parent or Guardian

---

Date

ENCUESTA DEL IDIOMA DEL HOGAR

Nombre del Estudiante: \_\_\_\_\_  
Apellido Primer Nombre Segundo Nombre

Edad del Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_ Escuela: \_\_\_\_\_

El Código de Educación del California contiene requisitos legales que guían a las escuelas para determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan ofrecer los programas y servicios educativos adecuados..

Como padre o tutor, su cooperación es necesaria para cumplir con este requisito legal. Responda a cada una de las preguntas siguientes de la forma mas precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda todas las preguntas.

- 1. ¿Que idioma aprendió su hijo cuando empezó a hablar?
- 2. ¿Que idioma habla su hijo en casa con más frecuencia?
- 3. ¿Que idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?
- 4. ¿Que idioma se habla con más frecuencia entre los adultos en el hogar? (padres, tutores, abuelos o cualquier otro adulto)
- 5. ¿Es su hijo/a proficiente en el idioma ingles (oral, lectura, escritura)? YES NO No Recuerdo
- 6. ¿Ha estado su hijo/a inscrito en el programa para Aprendices de inglés? YES NO No Recuerdo
- 7. ¿Si su hijo/a estuvo inscrito en el programa para Aprendices de inglés, ha sido reclasificado?: YES NO No Recuerdo
- 8. Fecha en que primero entró a los Estados Unidos de América \_\_\_\_\_
- 9. Fecha de su primer inscripción en escuelas de los Estados Unidos de América \_\_\_\_\_
- 10. Fecha de su primer inscripción en escuelas del estado de California \_\_\_\_\_

Favor de firmar y fechar este formulario en el espacio proveído a continuación.

\_\_\_\_\_  
Firma del Padre /Madre o Tutor Fecha

## Reclassification Follow-Up

Name: \_\_\_\_\_

Permanent ID: \_\_\_\_\_

Grade: \_\_\_\_ RFEP date: \_\_\_\_\_

Current School: \_\_\_\_

School Year: \_\_\_\_

---

### Assessment Data

CAASP IBA ELA:

CAASP IBA Math:

CAASP ELA:

CAASP Math:

CAHSEE ELA:

CAHSEE Math:

---

### Academic Performance

Overall GPA **Fall 2014:**

☐ Met grade level standards

or

☐ D or F in English Language Arts

☐ D or F in Mathematics

☐ D or F in History/Social Studies

☐ D or F in Science

Overall GPA **Spring 2015:**

☐ Met grade level standards

or

☐ D or F in English Language Arts

☐ D or F in Mathematics

☐ D or F in History/Social Studies

☐ D or F in Science

Overall GPA **Fall 2013:**

☐ Met grade level standards

or

☐ D or F in English Language Arts

☐ D or F in Mathematics

☐ D or F in History/Social  
Studies

☐ D or F in Science

Overall GPA **Spring 2014:**

☐ Met grade level standards

or

☐ D or F in English Language Arts

☐ D or F in Mathematics

☐ D or F in History/Social Studies

☐ D or F in Science

---

### Follow-up Recommendations\*:

☐ ELA Intervention

☐ Math Intervention

☐ Tutoring

☐ Counseling Referral

☐ Parent/teacher/student conference

☐ SST Referral

Principal/Designee \_\_\_\_\_

Print name

Signature \_\_\_\_\_

Date \_\_\_\_\_

EL Coordinator/Counselor \_\_\_\_\_

Print name

Signature \_\_\_\_\_

Date \_\_\_\_\_

---

## English Learner Monitoring

Name: \_\_\_\_\_

Permanent ID: \_\_\_\_\_

Grade: \_\_\_\_ US School Entry: \_\_\_\_

Current School: \_\_\_\_ School Year: \_\_\_\_

Long-term? Y/N

---

### Assessment Data (include score and date)

ELA Benchmark:

Math Benchmark:

CAASP ELA:

CAASP Math:

CAHSEE ELA:

CAHSEE Math:

---

### Academic Performance

Overall GPA **Fall 2014:**

☐ Met grade level standards

or

☐ D or F in English Language Arts

☐ D or F in Mathematics

☐ D or F in History/Social Studies

☐ D or F in Science

Overall GPA **Spring 2015:**

☐ Met grade level standards

or

☐ D or F in English Language Arts

☐ D or F in Mathematics

☐ D or F in History/Social Studies

☐ D or F in Science

---

### Follow-up Recommendations\*:

☐ Designated ELD

☐ Integrated ELD

☐ Primary language support

☐ Tutoring

☐ ELA/ELD Intervention

☐ Math Intervention

☐ Parent/teacher/student conference

☐ SST Referral

Principal/Designee \_\_\_\_\_

Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

EL Coordinator/Counselor \_\_\_\_\_

Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

## **Description of Program Placement Options and Goals for English Learners**

**In order to meet the educational needs of English Learners, all programs must include English Language Development (ELD) and differentiated instructional strategies.**

**Structured English Immersion (SEI):** Students who score at *less than reasonable fluency* are placed in a SEI program and are taught overwhelmingly in English, but may be supported in the students' primary language, if applicable. English Learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards.

**English Language Mainstream (ELM):** Students who score at *reasonable fluency* in English are placed in an ELM program in a classroom with native speakers of English. English Learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

**California state law gives parents the right to request that their child be placed in an alternative program. To place your child in an alternative program, you must personally visit the school to apply for a parental exception waiver at your child's school each year, and he/she must know English and academically performs at least at the 5<sup>th</sup> grade level. At any time during the school year, you may have your child moved into the English Mainstream Program.**

***\*\*\*Parents/Guardians have the right to request a parental exception waiver/or an alternative program. A school visitation is required to request a waiver!***

### **Reclassification <Exit> Criteria**

**The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement so they can meet the district's exit/reclassification criteria. The district's reclassification criteria are indicated below:**

<b>Required Criteria</b> (Education Code 313)	<b>LEA Criteria</b> <i>[District inserts their board approved reclassification criteria]</i>
CELDT	Overall: Level 4 or 5
CAASP	English Language Arts: Equivalent of Basic or better
Teacher Evaluation of Academic Performance	Academic GPA of 2.0 or better OR C or better in English Language Arts
Parental Consultation	Parent Notification Letter/Conference call



## Descripción de las Opciones del Programa de Colocación y Metas para los Aprendices de Inglés

**Para cumplir con las necesidades educativas de los Aprendices de inglés, todos los programas incluirán Desarrollo del Idioma Inglés (ELD) y estrategias de instrucción diferenciadas.**

**Programa de Inmersión Estructurada de Inglés (SEI):** Estudiantes con resultados de *fluidez menos de razonable* son colocados en un programa de SEI y son enseñados de mayormente en Inglés, pero pueden recibir apoyo en el idioma materno, si es aplicable. Aprendices de Inglés reciben instrucción en ELD y otras materias principales por medio de estrategias efectivas de enseñanzas por maestros entrenados y autorizados usando libros de texto adoptados por el distrito y materiales suplementarios de instrucción. La instrucción es basada en los estándares de ELD y el contenido del nivel del grado.

**Programa Regular de Inglés (ELM):** Estudiantes con resultados de *fluidez razonable* en Inglés son colocados en un programa ELM en una clase con hablantes nativos de inglés. Aprendices de Inglés reciben instrucción en ELD y otras materias principales por medio de estrategias efectivas de enseñanzas por maestros entrenados y autorizados usando libros de texto adoptados por el distrito y materiales suplementarios de instrucción. La instrucción es basada en los estándares de ELD y el contenido del nivel del grado. Estudiantes continúan recibiendo instrucción adicional apropiada para obtener progreso académico y cumplir con los requisitos para ser reclasificados como Competente en el Idioma Inglés (FEP).

**La ley estatal de California les da a los padres el derecho de pedir que su hijo/a sea colocado/a en un programa alternativo. Para inscribir a su hijo/a en un programa alternativo, es necesario de visitar la escuela personalmente para aplicar por una Renuncia Paternal de Participación en la escuela de su hijo/a cada año, y él/ella deberá saber el inglés y tener un rendimiento académico de por lo menos al nivel del 5° grado. En cualquier tiempo en el año escolar, usted puede solicitar que su hijo pase al Programa Regular de inglés.**

*\*\*\*Padres/Guardianes tienen el derecho de solicitar la Renuncia Paternal de Participación para un programa alternativo.  
Para solicitar una Renuncia Paternal de Participación es necesario visitar la escuela!*

### Criterio (Egreso) de Reclasificación

**Las metas de los programas de Aprendices de inglés son que estudiantes lleguen a ser totalmente competentes en inglés lo más rápido y eficazmente posible y llegar a dominar los estándares estatales para el rendimiento académico y así poder cumplir con el criterio de egreso/reclasificación del distrito. El criterio de reclasificación del distrito es lo siguiente:**

Criterio Requerido (Código de Educación 313)	Criterio del LEA
CELDT	Total: Nivel 4 o 5
CAASP	Lengua & Literatura en inglés : Básico o mejor
Evaluación del Maestro del Logro Académico	GPA Académico de 2.0 o mejor o C or mejor en la clase de inglés
Consultación de Padres	Notificación para los Padres/Llamada Telefónica
CAHSEE ( Examen de Egreso de la Secundaria de California)	Inglés: Paso 350 +

## Appendix I. Student Placement Guidelines, Grades 7-12

# Glossary of Terms

<b>ACS</b>	Alternate Course of Study	Curso de Estudio Alternativo
<b>API</b>	Academic Performance Index	Indice de Desempeno Académico
<b>AYP</b>	Adequate Yearly Progress	Progreso Académico Anual Adecuado
<b>BCLAD</b>	Bilingual cross-Cultural Language Academic Development	Desarrollo Académico del lenguaje Bilingüe intercultural
<b>CAASP</b>	California Assessment of Student Performance and Progress	Prueba del Estado de California para la evaluación de habilidades básicas
<b>CABE</b>	California Association of Bilingual Educators	Asociación de Educadores Bilingües de California
<b>CALP</b>	Cognitive Academia Language Proficiency	Capacidad Cognoscible de Lenguaje Académico
<b>CASAS</b>	Comprehensive Adult Student Assessment Systems	Sistema de Evaluación Comprensiva para Estudiante Adulto
<b>CBET</b>	Community Based English Tutoring	Clases de Inglés para Adultos en la Comunidad
<b>CPM</b>	Categorical Program Monitoring	Revisión de Programas por Categoría
<b>CELD</b>	California English Language Development Test	Pruebas del Estado de California para la evaluación del idioma de inglés
<b>CLAD</b>	Cross-Cultural Language Academia Development	Desarrollo Académico del Lenguaje Inter-Cultural
<b>DELAC</b>	District English Language Advisory Committee	Comité Consejero Escolar del Distrito para Padres de <u>Aprendices de Inglés</u>
<b>EC</b>	Education Code	Código de Educación de California
<b>EIA</b>	Economic Impact Aid	Subsidio de Impacto Económico
<b>EL</b>	English Learner	Aprendiz de Inglés
<b>ELAC</b>	English Learner Advisory Committee	Comité Consejero Escolar para Padres de Aprendices de Inglés
<b>ELD</b>	English Language Development	Desarrollo del Lenguaje de Inglés
<b>ELL</b>	English Language Learner	Aprendices del Lenguaje de Inglés
<b>ELM</b>	English Language Mainstream	Programas de Estudio en Inglés
<b>FEP</b>	Fluent English Proficient	Habil en el Inglés
<b>FES</b>	Fluent English Speaker	Habil en el Inglés Oral
<b>GLAD</b>	Guided Language Acquisition Design	Diseño de Guía Para la Adquisición del Lenguaje Encuesta
<b>HLS</b>	Home Language Survey	<lel Idioma En el Hogar
<b>IDEA</b>	Individuals w/Disabilities Education Act	Individuos con Acto de Desabilidad en Educación
<b>IEP</b>	Individualized Education Plan	Programa de Educación Individualizada
<b>IPT</b>	IDEA Proficiency Test	Prueba de Habilidad IDEA
<b>LEP</b>	Limited English Proficient	Limitado en el Inglés
<b>NABE</b>	National Association of Bilingual Educators	Asociación Nacional de Educadores Bilingües
<b>SABE</b>	Spanish Assessment of Basic Education	Evaluación de la Educación Básica en Español
<b>SDAIE</b>	Specially Designed Academic Instruction in English	Instrucción Académica en Inglés Especialmente

Diseriada

**SEI**

Structured English Immersion

Inmersilin Estructurada al Idioma Ingles

**SIP**

School Improvement Plan

Proceso de Mejuramiento del Plan de Estudios

**SST**

Student Study Team

Comite de Evaluaci6n Pedag6gica

**SSC**

School Site Council

Comite Consejero Escolar