



PO Box 127  
Caruthers, California 9360  
T: 559-495-6402  
F: 559-864-4241  
[www.caruthers.k12.ca.us](http://www.caruthers.k12.ca.us)

**Caruthers Unified School District**

**Instructional Program  
For  
English Language Learners**

**District Office  
#1 Tiller  
Caruthers, CA  
495 6400**

**District English Learner Advisory Committee Approval: 2-20-2014  
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**Orin Hirschorn, Superintendent  
Board of Trustees – Michael Reid, Kathy Spate, Dennis Divine, Darren Gilmore**

## **TABLE OF CONTENTS**

Cover Page.....	1
Table of Contents.....	2
Philosophy/Goals.....	3
Initial Identification, Parent Notification, and Annual Assessment.....	4-6
Placement of Students and Instructional Program Course Design.....	7-9
English Learner Catch-Up Plan District Wide.....	10
Staffing Requirements.....	11
Program Effectiveness.....	12
Reclassification.....	13-14
Annual Language Census.....	15
Parent Involvement Communication, ELAC, DELAC.....	16-18

# English Language Learners

## Part I-Philosophy/Goals

Cultural and linguistic diversity have always been viewed as a resource by district administrators, teachers and the Board of Trustees of Caruthers Unified School District. Educating students that are in the process of learning English has, however, been one of our district's greatest challenges. Over the past several years, the school sites have implemented a range of program options for English Language Learners (EL). The program's goal has been to provide an educational program in which the student can develop proficiency in English and in the districts core curriculum as rapidly and as effectively as possible.

The program option outlined in this plan best utilizes our district's teachers and their knowledge of how to educate all students, including those in the process of learning a new language. Together with parent support, we believe that these refined programs will serve as the vehicle for not only academic achievement, but also for access to a range of opportunities beyond the district. Our students must be able to use English reading, writing, listening and speaking skills in new and more complex ways.

All English Language Learners will:

- Achieve proficiency in understanding, speaking, reading and writing English equal to that of their native English speaking peers as rapidly as possible through English Language Development instruction.
- Be provided daily English Language Development instruction at the appropriate developmental level of language proficiency
- Be properly assessed in all modes of language (reading, writing, speaking and listening) as they advance toward full English competence.
- Have equal access to a challenging core curriculum through Specially Designed Academic Instruction in English (SDAIE) and primary language support as needed.
- Be provided activities and instruction that is meaningful and leads to a positive self-esteem and appreciation of their culture and language.

The **Mission** of Caruthers Unified School District is to assist students in becoming fully functioning adults. A fully functioning adult exhibits the following:

- Self Respect
- Respect for Others
- Economic Self Sufficiency
- Civic Responsibility
- Self Directed

## **Part II-Initial Identification/Annual Assessment**

### **Home Language Survey**

School Secretary and Registrar	Ensures that the Home Language Survey (HLS) is part of the registration process at the school.
School Secretary and Registrar	Ensures English Language enrollment form is completed as part of the registration process. Provides parents information about EL program and parent waiver options.
Site and District EL Coordinator	Reviews HLS and English Language form to determine if CELDT exam needs to be administered. If student is an initial vs. annual EL learner a primary language assessment will be administered.

### **Registration of English Learners at Caruthers Unified School District will include the completion of the following:**

1. Review the state mandated Home Language Survey. If the answer to any of the **first three** questions on the Home Language Survey is a language other than English, the student will be referred to take the California English Language Development Test (CELDT) and parental waiver options will be shared.
2. Students who have indicated English only on the HLS will not be assessed with the CELDT.

### **Initial Assessment-English Proficiency**

Site Coordinator	Responsible for and oversees test administration.
School Secretary	Ensures accuracy of HLS, English Language Form, collecting information and cums from previous schools.
District EL Coordinator	Collects and maintains data

The student's English language proficiency shall be assessed by trained school personnel using the CELDT. Students grades K-12 will be assessed in all areas of the CELDT. If a student transfers from another school, the school secretary will locate previous copies of the Home Language Survey and results of all CELDT testing within 30 days.

Based on test results, students receive a language proficiency designation (**Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced**) which is considered for program placement, instruction and further assessment.

The Site Principal, District Coordinator and Site Coordinator will oversee on-site initial identification and scoring for program placement. After initial scoring, tests will be submitted, monthly, to the contractor for official scoring.

**Initial Assessment-Primary Language (L1)** \*\*\*This is no longer required by the state.

The primary language proficiency for the identified EL student must be assessed in oral, reading and writing **within 90 calendar days.** Alternate forms of the English proficiency instruments will be used if not available in the student’s primary language.

<b>Students</b>	<b>Assessment Instrument</b>
<b>Spanish Speakers</b> Grades K-12	Idea Proficiency Tests(IPT I/II)
<b>Other Language Groups</b> Grades K-12	Quick Informal Primary Language Assessment

**Parent Notification**

Site Coordinator	Oversees the completion of CELDT, IPT and parent notification letters
District Coordinator	Coordinates and prepares parent notification letters and CELDT results
Timeline	Within 90 Calendar days

Parents of students with a primary language other than English will be notified in writing of the:

- Notification of results of the initial identification or any annual assessments will be mailed home to families.
- The notification includes:
  - Program and program options offered to the student
  - Parent waiver options
  - CELDT results
 The notification will be written in English and Spanish

**Annual Assessment**

Site Coordinator	Oversee the accuracy and organization of CELDT exams
District Coordinator	Reviews, collects, and sends out the CELDT exams to designated contractors
Timeline	July 1- October 31

The district will conduct the CELDT to assess the progress of English Learners in acquiring listening, speaking, reading and writing skills in English until they are Re-classified to Fluent English Proficient (RFEP). The California English Language Development Test (CELDT) and California Standards Test (CST) will be used to assess English Learners growth in acquiring English. The results will be used for program modification and improvement. English Learner students shall be provided with fair and equal access to special services.

## **Part III-Placement of Students**

### **Instructional Placement for English Learners (EL)**

EL students are placed with a teacher who has knowledge of English language acquisition theory, methodology and application. Teachers are credentialed to teach English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Teachers credentialed in Bilingual, Cross-cultural Language and Academic Development (BCLAD) may provide primary language support for students to more readily access the core curriculum. All EL students shall remain in ELL services until they become fully fluent in English. Fully fluent means the English Learner has been reclassified to Fluent English Proficient (FEP) based on district criteria.

A process exists through which parents may apply for a parental Exception Waiver. The parent must visit the school and apply in person. If there are not more than 20 requesting the Alternative Program from the same grade level, they will be offered the choice of an alternative program at a nearby district that provides such program options.

## **Part IV-Instructional Program**

Site Coordinator	Monitors student progress, provides support for teachers, helps place students in appropriate class assignments
District Coordinator	Monitors and evaluates current instructional practices, programs, and curriculum
Instructional Aides	Provides assistance to English Learners

The principal goal of the program is to develop English language proficiency and academic achievement of the EL students through the use of English Language Development (ELD) standards and the California English Language Arts(CST) standards. Every EL student will receive daily English Language Development. Language Development means specialized English language instruction designed for students whose primary language is other than English, in which the instructional techniques, assessments, materials, and approaches are directed toward communicative competence and academic achievement covering listening, speaking, reading and writing.

## **PROGRAM COURSE DESIGN**

### **Structured English Immersion High School (9-12)**

EL students who have “less than reasonable fluency” are placed in a **Structured English Immersion (ELD 1), ELD 2 Intermediate** class and **ELD 3 Advanced** class.

EL students are monitored regularly to ensure appropriate placement and effective transitions are available to the mainstream classes. Teachers set high expectations for students and provide learning environments that challenge and motivate students to use the English language frequently and accurately. Instruction should be provided through a variety of materials and methods. These students are also supported with differentiated instructional strategies and materials to meet their language needs.

EL’s receive instruction in the district’s core curriculum through the appropriate language support as indicated by testing. EL’s with “less than reasonable fluency” receive ELD from a credentialed teacher and qualified CLAD teacher. The school provides sheltered instruction (SDAIE) in academic areas and core content classes have support services provided by utilizing bilingual instructional aides. The support services are designed to accelerate ELL students to master core curriculum in English. Teachers are familiar with SDAIE methodology to support EL’s in core classes.

Students demonstrate growth in EL classes by successfully completing the course as evidenced through various assessment tools.

## **PROGRAM COURSE DESIGN**

### **Structured English Immersion Elementary and Middle School (K-8)**

EL students who have “less than reasonable fluency” are placed in a **Structured English Immersion ELD Deployment** class in grades K-6 and in **ELD strands** for grades 7-8.

EL students who have less than reasonable fluency must continue to receive ELD instruction until ELD standards have been met and the child has been reclassified fluent English proficient(RFEP). These students receive English Language Development instruction for 30 minutes daily using district adopted ELD curriculum. The students are deployed according to their CELDT levels; however kindergarten students receive ELD instruction in their homeroom classrooms.

Curriculum, materials, and approaches are designed to promote the EL’s second language acquisition of listening, speaking, reading and writing skills; and to learn their grade level content achieving parity with their native English speaking peers. EL students who have “less than reasonable fluency” receive daily language development lessons through the pacing of ELD standards and state adopted ELD core curriculum. Various supplemental materials are also used to support mastery with the English language for our EL students. The school provides sheltered instruction (SDAIE) in academic areas and the core content classes have additional support



services provided by utilizing bilingual instructional aides. The support services are designed to accelerate ELL students to master core curriculum in English. Teachers are familiar with SDAIE methodology to support EL's in core classes.

Students demonstrate growth in EL classes by successfully completing the course as evidenced through various assessment tools.

## Catch-up Plan

Student growth is measured by semester report cards, multiple measures, CELDT and California mandated testing. EL's who have incurred academic deficits receive additional services such as additional tutoring, after-school programs focusing on CAHSEE standards, individualized instruction, tutorial, or summer school until they have recouped deficits.

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

1. Standards: there are clearly articulated and implemented content standards for the district's core curriculum (e.g. language arts,/English, math, science, social studies/history).
2. Assessments: multiple measures are used to assess student progress in core curriculum areas.
3. Interventions: there are clearly defined interventions for English Learners.

The District employs a number of multiple measures to monitor student progress, including: Reading levels, Writing Samples, CST Language Arts, CELDT, Grading Reports (2-8) and Core Grades (9-12). Yearly academic success of each English Learner is computed to determine if the student is on-target for meeting expectations based on level of proficiency at enrollment and the number of years in the English Learner program. If the student is not progressing at the determined pace, or, if the teacher, parent, or principal has expressed concerns regarding the students' progress, the district's Catch-Up plan is implemented.

An English Learner Coordinator/Counselor will be designated at each site and will be responsible for the coordination of efforts to assist the English Learner, regular monitoring during the year and student placement in interventions. A list of "at risk" students and their data will be provided by the site coordinator/counselor at the beginning of each year. The English Language coordinator, the student's teacher and/or counselor, and any other Resource personnel will work together to provide an intervention program for these students. Interventions include: High Point classes, additional intense ELD instruction, Cross Age Tutoring, Deployment, after-school programs, CAHSEE classes in Math and Language Arts, tutorial or reading intervention, and summer school. Regular monitoring by the EL coordinator/counselor is the major aspect of the Catch-Up Plan with a focus on providing successful interventions that are put in place before academic deficits become irreparable.

## **Part VI – Staffing Requirements**

State and Federal laws require that all teaching personnel assigned to provide instruction to English Language Learners are qualified to provide the appropriate instructional services including ELD, SDAIE and primary language. Teachers providing the following services to English Learners must possess the following certificates **or must be in the process of being trained:**

Authorization for the teaching of ELD includes:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural & Academic Development Credential (BCLAD)
- English as a Second Language Certificate (ESL)
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- SB 1969 Certification of Completion for SDAIE/ELD or ELD
- University of district bilingual internship credential
- any teacher who is documented as being in training for one of the above certificates
- AB 2913

Authorization for providing SDAIE includes:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural & Academic Development Credential (BCLAD)
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- SB 1969 Certification of Completion for SDAIE/ELD or SDAIE
- University of district bilingual internship credential
- any teacher who is documented as being in training for one of the above certificates

Authorization for providing primary language instruction includes:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural & Academic Development Credential (BCLAD)
- University of district bilingual internship credential
- any teacher who is documented as being in training for one of the above certificates

**Part VII – Program Effectiveness**

Site Coordinator	Sites are responsible for the implementation of the initial and annual testing procedures, the collection of site multiple measure data and the implementation of the English Language Learner program at their site.
District Coordinator	Coordinates EL program evaluation and oversees program evaluation at district level. Collects and evaluates data for all sites. Completes the R-30 Language Census

This evaluation seeks to answer three critical question related to the design, implementation, and evaluation of the District’s various programs for English Learners:

1. Are students becoming English proficient and how long does it take?
2. What is the relationship between English proficiency and academic achievement?
3. How are EL students performing relative to non-EL District population

After multiple data sources on EL students is collected and analyzed, the district will determine the findings and create a plan for next steps.

**Mechanism to Improve Program**

District and Site level plans are designed to be responses to evaluation results that may show that a particular program needs to be modified, enhanced or eliminated. The following charts show the general flow of information and decision making that is generated by annual student performance findings.

**Reporting, Analysis and Utilization of Student and Program Data**

Site Principals, Site coordinators, ELD teachers August/September	Collection of Student Data and Preparation of Reports: CST data is received from State and put into site database.
District, Site coordinators, DELAC/ ELAC Committees September/October	Review Data: Discussion and analysis of the data. Program modifications and funding are discussed, agreed upon and dates are set for implementation.
Principals, Site Coordinators, and District Coordinator Superintendent	District Review: A detailed overview of the data and results is provided and program modifications are discussed

**Part VII-Reclassification**

Site Coordinator	Supervises process at school site. Oversees the completion of mandated procedures. Works with teachers to complete forms and SOLOM.
District Coordinator	Reviews testing results and provides classroom academic achievement for both reclassification and Monitoring purposes. Supplies other necessary curriculum information needed for reclassification. Maintains database for EL students

The purpose of the Caruthers Unified School District reclassification policy is to assist schools in determining when Limited English Proficient students may be reclassified as Fluent English Proficient (FEP) by consistently using a comprehensive reclassification process.

The following reclassification policy has been adopted by Caruthers Unified School District and will occur after the return of CELDT tests:

**Specific Criteria and Standards to Be Used for Making Reclassification Decisions**

Documented teacher evaluation of students’ English language proficiency, including a review of students’ mastery of the English language curriculum for the appropriate grade level, will be included in the following:

**Reclassification to FEP Criteria**

<b><u>Exam</u></b>	<b><u>Criteria</u></b>
3-12 CELDT	Overall EA or A and individual scores I or higher
3-12 California Standards Test	Basic (325)
3-12 Teacher recommendation (SOLOM)	16 or higher

**Recommendation:**

Upon the recommendation and review of reclassification criteria, the signatures of parents, teachers, principal and/or “designee” need to be obtained.

**PROGRAM COURSE DESIGN**

**English Language Mainstream  
Monitoring Procedures (3<sup>rd</sup> -12<sup>th</sup> grades)**

When a student is RFEP, they will be monitored for three years at the site and district level. These students need to be Proficient or Advanced for three cumulative years on CST to prove proficiency as an RFEP student in our district. Students will be monitored twice yearly at the end of each semester grading period. The district will collect data on whether students are passing core content courses, attending school regularly, and the percentage graduating from high school successfully as criteria for success as a RFEP classified student. Site and district coordinators will complete the monitoring form and make any necessary program or course

adjustments for the RFEP students according to how criteria is met. Teacher recommendation for monitoring the effectiveness of RFEP students may also include:

- 1) Does the student demonstrate adequate oral language skills?
- 2) Is the student working at or above grade level expectations?
- 3) Does the student demonstrate satisfactory writing skills in English?
- 4) Does the student feel successful listening, speaking, reading and writing in English?

## **Part IX-Annual Language Census (R-30 LC)**

The purpose of the Annual Language Census will be to provide information for planning services for students with a primary language other than English at the school and district levels. In addition, it will provide the State Department of Education and the Legislature with information on the needs of, and services provided for these students.

Each year, the schools in Caruthers Unified School District will ascertain the number of EL students within the District. The census will be taken by individual, actual count, and not by estimates or samplings. The census will account for all students, including migrant and special education students. Information from the assessment of language skill for each student whose primary language is other than English will be retained as long as the students remain in Caruthers Unified School District.

### **The R-30 report will include students who:**

1. Have a primary language other than English
2. Are enrolled in English Learners Programs
3. Are not provided special programs
4. Have met the District's reclassification standards

### **The District Office will keep track of the following information:**

1. Teachers holding bilingual credentials or certificates of competency, language development Specialist certificates
2. Bilingual instructional aides

**Part X-Parent Involvement/Communication**

**Parent Exception Waivers**

Site and District Coordinators	Oversees implementation of parental exception waivers and filing of documentation.
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The Parent Notification of the CELDT Results, Student Program Placement letter shall be sent annually to the parent/guardians of each EL student. The District parent letter explains the child’s placement and parental rights and options. Parents of EL students are not required to respond affirmatively to the notification in order to have their child participate in an English Language Learner Program. If the parents of EL students wish to withdraw the student from the English Language Learners Program, since such programs are voluntary according to Education Code 62002, the school will provide the parents the opportunity to withdraw the student using a written form on the *Parental Exception Waiver* Request form. The parents will meet with the Principal to discuss alternative programs and the request.



## **PARENT ADVISORY COMMITTEES**

Site Coordinator	Facilitates formation and implementation of ELAC. The Principal ensures that composition requirements, elections, tasks and training requirements are met.
District Coordinator	Oversees parent committee procedures, facilitates and implements the DELAC. Ensures that composition requirements, elections, tasks and training requirements are met.
Parents	Participate on committees, review school plans, provide input and review Instructional Program for EL students.

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

The California Department of Education requires that Districts having 51 or more English Learners must form a functioning advisory committee to represent all English Learners. Caruthers Unified School District will establish a DELAC that will meet two times a year. Each school English Learners Advisory Committee (ELAC) will elect members to the DELAC. This person will serve on the District committee for two years.

Caruthers Unified School District will provide all members of the DELAC with appropriate training materials and seminars, which will assist them in carrying out their responsibilities. A copy of this document and other training materials will be provided to each member of the DELAC committee when appropriate.

### **English Learners Advisory Committee (ELAC)**

The California Department of Education requires that each school with 21 or more EL students will establish and ELAC at their school site. Parents of EL students who are not employed by the District shall constitute a majority of the committee.

The advisory committee for English Learners will be made up of:

1. At least 50% of parents of EL students not employed by the District.
2. Parents of English Language Learners will elect the parent members of the School Advisory Committee.
3. Members shall serve for two years. An election of members for this committee will be held each school year to elect members whose terms are completed and replacements for members who left the District.
4. The ELAC will meet a minimum of four times yearly

5. The ELAC will review and advise the principal and staff on the individual School Plans. It is required by the state that the ELAC advise on five tasks:

- Assist in the development of a school needs assessment
- Review of the Language Census, R-30 Reports
- Discuss the importance of school attendance
- Assist in development of a master plan for English Learner education
- Providing a forum for questions and concerns with regards to learning English as a second language