



# San Mateo Union High School District

## English Learner Master Plan

### Our Schools

Aragon

Burlingame

Capuchino

Hillsdale

Mills

Peninsula

San Mateo

Adopted by the SMUHSD Board of Education May 9, 2019

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## SMUHSD Master Plan for English Learners

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## SECTION 1: INTRODUCTION

In the San Mateo Union High School District (SMUHSD), we value our English Learners (ELs) as an integral part of our communities and appreciate the rich diversity and cultures they contribute to our schools and society. We are committed to providing the ELs at all of our schools a rich academic and social experience while affirming the assets they contribute to our campuses and district. We have ELs who are recent arrivals to the United States but a vast majority of our EL students were born and raised in the United States or came to the USA at a very young age. We offer differentiated programs in an attempt to meet the needs of all our ELs.

The San Mateo Union High School District is proud to serve approximately 1,000 students currently classified as English Learners and an additional 2,000 students who were once English Learners. We value and celebrate the fact that approximately 30% of our students are bilingual and have roots all over the world. We are committed to providing relevant and rigorous educational experiences to propel our English learners to college, career and community readiness. We do this through providing teachers and leaders opportunities for professional learning and collaboration year round, making EL data accessible, and using data to inform our practices and policies. We understand that we need to continuously improve and hold English Learners as our collective responsibility, and anchor our work in this understanding. Our EL students and their families are assets to our district and provide all members of our community opportunities to learn and grow.

We are proud of the amazing teaching and support staff we have working with our ELs. Our ELs are an inspiration and source of joy and we are dedicated to creating opportunities and access so they graduate college and career ready.

# THE SAN MATEO UNION HIGH SCHOOL DISTRICT

## **Our Community**

The San Mateo Union High School District (SMUHSD) serves the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno in the heart of the Bay Area's Peninsula. The SMUHSD, since its inception in 1902, has helped 132,000 teens walk the momentous stage of graduation, leaving these young people prepared for college and career. Through six comprehensive high schools, a credit recovery school, a middle college program, and an adult school, the SMUHSD serves approximately 9,000 students and the SMUHSD grows in enrollment every year.

## **Our Students**

Our students come from all walks of life, backgrounds and abilities, and the SMUHSD ensures all receive the best possible education. We do this by treating the whole student – from emotional wellness to academic achievement – and ensuring that each student has the options, classes, guidance and overall support needed to have a fulfilling four year high school experience. We achieve the highest standard of education and care for our students through employing high caliber teachers who are passionate about education, administrative team members who are true leaders, and a highly professional “behind the scenes” support team staff that ensures the smooth operation of all of our schools.

Our accomplished record of ensuring an excellent education for our community's teens is in no small part due to our extended District family of dedicated parents who care deeply for all of our students, city agencies and nonprofits who are invested in making sure our community's teens receive a top notch education, and business partners who are committed to ensuring our students have the resources they need to afford college.

## **Our Mission**

And all of these team and community members guided by our shared purpose of providing an excellent education for a better future. Our shared purpose serves to keep each and every one of the District team members focused on why we exist – to ensure that every student – no matter where they are from, what language they speak, their level of abilities, how much resources they have or even if they have a home – are treated with dignity and respect, and that each student receives equal treatment and an equal chance at receiving an excellent education for an opportunity to live a bright future.



## DISTRICT ENGLISH LEARNER VISION

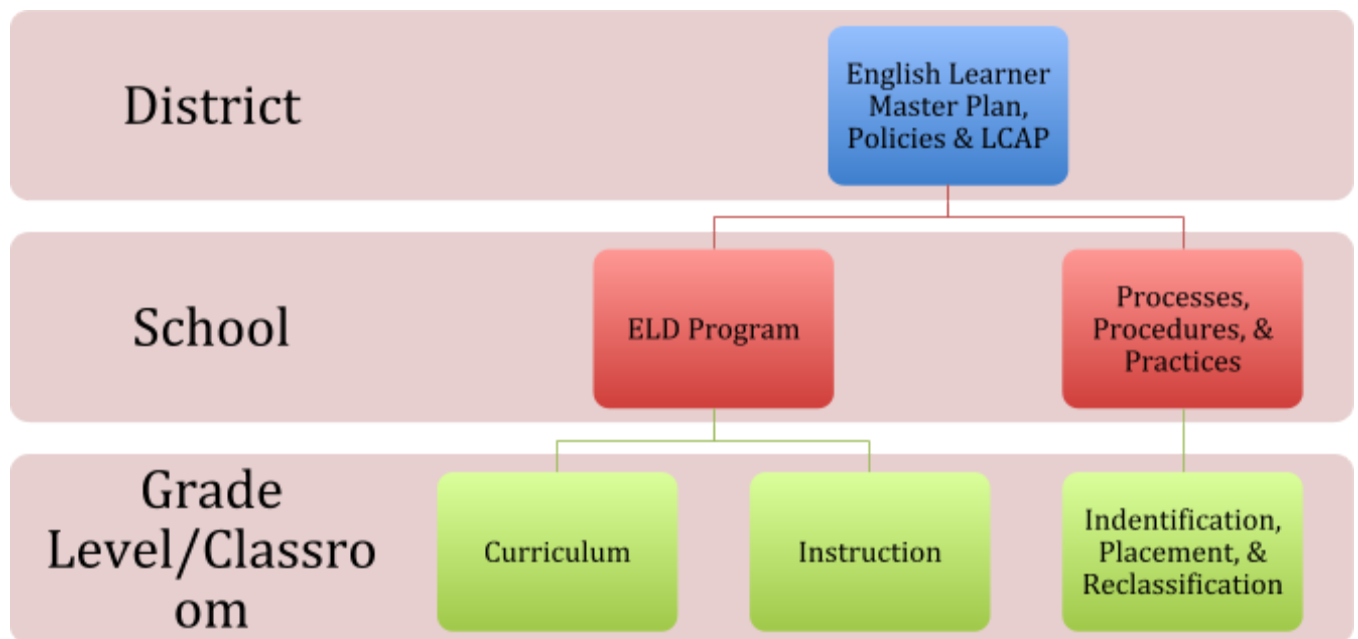
In the San Mateo Union High School District (SMUHSD) we understand the success of our English Learners is the collective responsibility of all educators in partnership with our families and communities. The SMUHSD is committed to providing our English Learners a rigorous and relevant academic education and the socio-emotional support they need to be engaged in our schools and graduate college and career ready. We value the rich cultural and linguistic diversity English Learners bring to our schools and community, and believe in using culturally responsive practices to respect and affirm the language and culture of each student.

# ENGLISH LEARNER MASTER PLAN DEVELOPMENT PROCESS

## **Overview**

Our Master Plan has been developed over the course of the last three school years, starting in the 2015-2016 school year. It is built on much of the work completed by the Newcomer Task Force that convened in the 2014-15 school year and the EL Alignment Study conducted through Ragar Consulting in the 2015-16 school year. The Newcomer Task Force was convened to analyze and address the large influx of unaccompanied minors from Central America entering our school district, often with interrupted formal education. This task force produced a set of recommendations. The following year, under new district leadership, this work was expanded on by partnering with Ragar Consulting to develop and implement an alignment study of our EL programs in the district.

The alignment study was focused on understanding how well the district, through its sites, was positioned to meet and increase the academic achievement and social-emotional well-being of its EL students through looking at: instructional practices, teacher and leader capacity, student and family experiences, and structures in place. Our district focus was on using the results of the study to build a comprehensive and sustainable English Learner Educational Program and Support System that would help propel our students to college, career, and community readiness.



The alignment study spanned the course of a semester and included observations, data analysis, and comprehensive interviews with all organizational stakeholders (district leadership, site leadership teams, teachers, students, counselors, EL Specialists, Family Engagement Coordinators and our DELAC). It resulted in a comprehensive report that was shared district-wide and with our board of education.

This master plan is anchored in the [California Roadmap for English Learners](#) and three core principles:

- ☐ Being equity-driven
- ☐ Being student-centered
- ☐ Being committed to the idea of English Learners as our collective responsibility

## **Stakeholder Engagement**

During the three years in which the Master Plan was being developed, multiple stakeholders were

involved in the process, including, but not limited to:

- ☐ Our District English Learner Advisory Committee (DELAC)
- ☐ Superintendent's Council & Cabinet
- ☐ Site leadership teams
- ☐ District Curriculum Coordinators
- ☐ District Teachers on Special Assignment (Professional Development, Instructional Technology, Math, English, ELD, Science, CTE, Literacy Coaches)
- ☐ ELD Council
- ☐ EL Core Content Teachers (Math, Science, Social Science)
- ☐ Selected Mainstream Teachers
- ☐ EL Specialists
- ☐ Family Engagement Coordinators
- ☐ Counselors
- ☐ EL and RFEP students

We used various monthly meetings, professional development days, attendance at conferences, DELAC meetings, student panels, and site based meetings to collect input and feedback on our English Learner Programs (instruction, leadership, systems and culture). Additionally, during the 2017-18 school year our six comprehensive high schools went through the WASC accreditation process, which also allowed us to focus on the needs of our English Learners and deliberately plan how we would meet those needs. Peninsula Alternative High School will be completing its WASC process in the spring of 2019 and also has goals and actions dedicated to meeting the needs of their English Learner population.

As the drafts were developed it was shared with stakeholders for feedback and appropriate revisions were made. The Master Plan was approved by the board of education on **May 9, 2019**.





# SECTION 2:

## IDENTIFICATION, PLACEMENT, ASSESSMENT

## **Identification**

The San Mateo Union High School District offers comprehensive programs and services to students who are identified as English Learners. Upon enrollment in the San Mateo Union High School District, all parents/guardians fill out a Home Language Survey as a part of the Infosnap process. New students to our district are assessed upon enrollment if their **Home Language Survey**, completed as part of the online registration system, lists a language other than English, and/or the student is coming from another country. The results of the assessments determine whether the student is an English Learner (EL) or Initial Fluent English Proficient (IFEP). If the student is identified as an English Learner, the length of time in the United States and the results of the assessments will determine which English Language Development (ELD) program the student will be placed in.

## **Placement**

Students identified as a potential English Learner will be assessed by our district testing assistant within a few days of enrolling. Students are assessed in reading, writing, listening and speaking using the *initial* English Language Proficiency Assessment for California (ELPAC). In addition, students take two reading assessments (one online and one paper-based) which are averaged to determine a student's lexile score, and an online math placement assessment. There may be an additional math assessment depending on the results of the math inventory. Students' primary language literacy is assessed through a written exam and scored on a rubric. An interview is conducted to collect information on a student's educational history. Our student placement protocol can be found in **Appendix A**.

A student's assessment results, coupled with previous education and transcripts they may have, determine a student's designation as an English Learner, and their proficiency level. The Director of Student Services in consultation with the Manager of English Learner Programs determine a student's grade and program placement. The process outlined in our International Student Transcript Evaluation Protocol (Appendix B) serves as a guide to placing students in the appropriate classes.

## **EL Designations & Programs in our District**

<b>Program/Designation</b>	<b>Sites that offer the Program</b>
Newcomer - ELD I	Peninsula High School (for upperclassmen only)
ELD I, ELD II, and ELD III	Capuchino, Hillsdale, and San Mateo high schools
ELD III	Mills High School , Peninsula High School
EL in the mainstream <sup>1</sup>	All district schools

## **Ongoing Assessment**

EL students are assessed for progress several times throughout the school year, one of which is the summative English Language Proficiency Assessment for California (ELPAC). Students take the Reading Inventory and/or the Edge placement test to measure reading growth. In ELD, all teachers use common district writing assessments three times a year to measure growth. In the beginning of the year, assessments help validate student placement in the correct program. At the end of the first semester and

<sup>1</sup> Over 80% of the ELs in our mainstream programs are long-term English Learners

at the end of the second semester assessment results help determine if students are ready for the next level of ELD. Teachers, counselors, and district staff use assessment results and our SMUHSD [ELD Descriptors](#) (see Appendix C) for ELD level placement. At the end of the year, if a student is being recommended to repeat an ELD class, it must be done in consultation with content teachers of the student, the academic counselor, and family after our [ELD retention form](#) is completed (see Appendix D).

### **Family Notification of Instructional Program Options**

At the beginning of each school year, our EL Specialists send out notifications of English Language Program placement or continuation to all EL families at their specific sites. For students who enter the district throughout the year, these letters are sent out after they complete placement testing. Our letters are generated through our Ellevation student information system and we send out all letters in both English and the family's home language. Using Ellevation has given us access to 34 languages. If a family's home language is not available, we contract with a translation service so that we can provide the letter in both languages.

Parents/guardians of English Learners are notified in writing regarding: 1) the student's level of English proficiency; 2) how the level was determined; 3) the placement of the student into an English language instructional program; 4) options for programs that will meet the student's needs; and 5) options to remove a student from a program or decline initial enrollment. Parents/guardians are also provided with information regarding how a student can be Reclassified to Fluent English Proficient (RFEP). They are also notified regarding their rights and invited to participate in the school and district English Learner committees [CEC 52173].

#### **Our notification letters include the following:**

- ☐ Student Name
- ☐ Student grade level
- ☐ School they are attending
- ☐ Placement test results OR most current ELPAC and proficiency assessment scores for continuing students
- ☐ An explanation of the testing process
- ☐ Our placement criteria
- ☐ An explanation of the programs we offer and for which they have a right to under law
- ☐ Contact information of both site and district personnel who they can contact with questions/help
- ☐ Information on how parents can inquire about/request a change to their student's placement

See **Appendix E** for an example.

### **ELD Exit Criteria**

Our ELD program consists of three levels (I-III). Students advance from level to level by meeting the exit criteria collectively set by our ELD council which is made up of district ELD teachers and department chairs. Families are notified of placement change by their student's counselor and a letter. This criteria is outlined in detail in our SMUHSD ELD descriptors. These descriptors are open for revision annually as we learn more about the most effective ways to measure students' language development and growth. Additionally, over time we have added and will continue to add multiple measures for assessing development and growth. All changes to our criteria will be made available to the public on our district website on under our EL Programs page.

### **Reclassification Criteria**

**Reclassification** is the process whereby an English Learner (grades 9-12) is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria set by the state and district to reflect proficiency in English. The San Mateo Union High School District has developed student reclassification policy and procedures based on criteria set forth by California Department of Education (CDE) guidelines in accordance with Title 5, Section 11303 of the California Code of Regulations. We adopted reclassification criteria (**see Appendix F**) for the 2018-19 school year and will continue to follow it until the state adopts a state-wide criteria or official passing proficiency scores on the ELPAC.

## SECTION 3: INSTRUCTIONAL PROGRAM FOR EL STUDENTS

"ONCE SOCIAL CHANGE BEGINS, IT CANNOT BE REVERSED. YOU CANNOT UNEDUCATE THE PERSON WHO HAS LEARNED TO READ. YOU CANNOT HUMILIATE THE PERSON WHO FEELS PRIDE. YOU CANNOT OPPRESS THE PEOPLE WHO ARE NO LONGER AFRAID."

- CÉSAR CHÁVEZ, A UNION LEADER AND CIVIL RIGHTS ACTIVIST WHO, ALONG WITH DOLORES HUERTA, CO-FOUNDED THE NATIONAL ASSOCIATION OF AGRICULTURAL WORKERS IN THE UNITED STATES.

## Overview

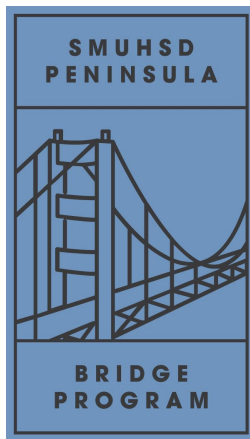
All English Learner students will have access to designated English Language Development (ELD) through an ELD Program<sup>2</sup>, English Mainstream Program (that includes ELD), or an alternative Bilingual Education Program. Any student that has been attending school in the United States for less than 6 years and who has an overall score of emerging, expanding, or bridging on the California English Language Proficiency Assessments (ELPAC) is eligible for the ELD Program. Any student who has been exited from ELD, has met the expanding criteria on the California English Proficiency Exam, or who has been attending school in the US for more than 5 years (LTEL) and will be placed in a mainstream English program with access to ELD during their school day. An alternative bilingual program is available to families who meet the criteria and request it.

## Instructional Programs for EL Students

### **ELD Program**

Any student that has been attending school in the United States for less than 6 years and who has an overall score of emerging, expanding, or bridging on the California English Proficiency Exam is eligible for our ELD Program. In the ELD Program, students:

- ❑ Receive one period of Integrated ELD instruction and one period of Designated ELD instruction by an appropriately credentialed teacher.
- ❑ Receive access to core content in Math, Science, and Social Science through Specially Designed Academic Instruction in English (SDAIE) by an appropriately credentialed teacher with EL authorization.
- ❑ All courses count towards meeting district graduation course requirements and most fulfill the UC/CSU a-g requirements.



### **The ELD Bridge Program (see Appendix G)**

This program is designed to serve ELD level I students entering the SMUHSD as upperclassmen with few to no credits who would be better served in an alternative program. Providing this alternative will allow the teachers to design curriculum to specifically meet these particular students' needs, take into account that they have gaps in their education, and prepare them to be successful when they potentially transition into the adult school to complete their ESL pathway or go on the community college. It is possible for students who make strong gains to transfer to a comprehensive high school or Peninsula high school and work towards a diploma. The focus is to accelerate students' language acquisition allowing for a successful transition.

### **ELD Courses**

Our ELD courses have been recently revised and adopted to reflect the 2012 California adopted ELD standards and 2014 California adopted ELA/ELD framework. Our ELD courses of study are reviewed and revised annually as needed. We offer three levels of ELD: ELD I for emerging English Learners, ELD II for expanding English Learners, and ELD III for bridging English learners. All students in ELD I-III take two periods of ELD - one period is Integrated ELD, for which they receive English credit, and the other is

<sup>2</sup> Our ELD program is a structured English Immersion program

Designated ELD, which focuses specifically on language development. The SMUHSD uses common placement and semester assessments to across our sites to validate a student's placement and assess their readiness for advancement to the next course.

We are constantly evaluating our instructional program - curriculum and assessments - to ensure that they are standards aligned and meeting students' needs as well as effective in propelling students' language acquisition forward. We working closely with the core content departments to support the integration of ELD in all classes.

Our ELD courses of study can be found on our district website under Programs - English Learner Programs. Our [Course Expectations for integrated ELD courses](#) can be found in Appendix H.

### EL Content Classes

Our district is committed to our ELD students having access to a rigorous and relevant education which will prepare them to be college and career ready. To ensure that our ELD students' language development is continuously propelled forward through integrated ELD in their content classes we offer the following core content classes in Math, Science, and Social Science which are taught through Specially Designed Academic Instruction in English (SDAIE) by an appropriately credentialed teacher with EL authorization. Classes may be offered in alternating years depending on the number of ELD students at a site and are not all offered at every site. These classes may also be offered in summer school so that students have an opportunity to fulfill all graduation requirements and continue to access electives that they are interested in during the school year.

Math	Social Science	Science	Other Subjects
ELD Math (for newcomer students only)	EL Contemporary World Studies	Intro to Science (for newcomer students only)	EL Health
EL Algebra EL Algebra Support	EL Modern World History	EL Biology	Spanish for Native Speakers
EL Geometry	EL US History	EL Chemistry	Chinese for Native Speakers
	EL Government/Economics	EL Physics	

### Mainstream English Program

The students who have been attending school in the US for more than 5 years and have yet to attain English Proficiency (LTEL), any student who has been **exited** from ELD or has met the expanding criteria on the California English Proficiency Exam are placed in our English mainstream program. In the mainstream program, students:

- ☐ Receive one period of English Language Arts (ELA) and **designated ELD** during their school day.

## Professional Learning for Teachers

### **Overview**

The focus of our professional development on English Learners has been improving the academic achievement of our long-term English Learners in all content areas, aligning the curriculum, instruction and assessment in our ELD classes to the ELA/ELD framework, implementing integrated ELD in all content classes and appropriately differentiating curriculum and assessment for our newcomer students with interrupted formal education.

For the past five years our district has committed to using E.L. Achieve's Secondary Constructing Meaning Initiative to propel our English Learners forward. Constructing Meaning, the ELA/ELD framework, a focus on designated ELD, and the ELPAC have been the driving forces behind our professional development opportunities for teachers and leaders. Additionally, our classified staff, such as instructional aides, EL Specialists, and Family Engagement Coordinators participate in ongoing professional development to build their capacity for working with EL students and teachers of these students.

Our systematic approach to professional development has included district and site-based professional development that included, but was not limited to the following topics:

- ☐ Constructing Meaning
- ☐ ELA/ELD framework and ELD standards
- ☐ Integrated ELD (for content based classes)
- ☐ Proficiency based grading
- ☐ Common assessments, in-time remediation and differentiation

In addition to district and site-based professional development, teachers and leaders have been supported in attending the California Association of Bilingual Educators (CABE) conference, the annual E.L. Achieve Symposium, as well as other professional learning conferences focused on improving instruction and outcomes for English Learners.



### **Constructing Meaning**

Our district is committed to training and supporting all newly hired teachers and cohorts of current teachers in variety of ways which include: district professional development days, curriculum council work, after-school and summer institute opportunities, and in-classroom coaching.

The overarching goal of E.L. Achieve is to provide teachers and administrators with knowledge, skills, and tools to, in the words of a colleague, "equip English learners with the language they need to express the sophistication of their thinking for real life and academic purposes."

### **Why Secondary Constructing Meaning (CM)?**

Our district has over 1,000 English Learners at our 7 sites, and 80% of those are English Learners who are not in ELD. In fact, the vast majority have been educated in this country for most of their lives. The CM approach is rooted in the pedagogy of academic optimism and providing all students opportunities to access rigorous and relevant curriculum. We know that we can do better to meet the language needs of our English Learners, as well as all of our students. Since CM is designed as a gradual release model, it is built to differentiate for all students. District academic achievement data reveals that our ELs are



behind their peers in achievement on the ELA CAASP, earn lower grades in core content classes, and do not complete A-G requirements or take advanced placement classes at the same rate of their peers as well as have lower graduation rates. **We believe when we internalize a systematic approach to explicit language instruction our English Learners will have greater academic success.**

### **What is Secondary Constructing Meaning (CM)?**

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- ☐ understand the role language plays in content learning
- ☐ decide what language knowledge students need to access content and express understanding
- ☐ provide appropriate, explicit oral and written language instruction and practice

The work of the Common Core and other content standards assume native English proficiency. Constructing Meaning offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core. As students move through their academic careers, they must continually build their content knowledge and academic language foundation to be prepared to meet the increasing demands of each grade level.

Achieving a skillful command of English depends on a number of factors, but quality of instruction is most important. Educators need a clear and confident approach to support language development throughout the instructional day. The approach needs to be understood and actively supported at all levels of the system: classroom, site, and district.

### **Our Vision, Goals & Expectations for Constructing Meaning**

- ☐ English Learners will meet high academic expectations and be successful.
- ☐ There will be a clear and systematic approach to support both content and language development throughout the school day.
- ☐ This approach will be well understood and actively supported at all levels of our system: district, site and classroom levels.
- ☐ Over the course of the next two years, all district teachers will participate in at least one 3-5 day CM training and begin to implement CM strategies in their classes. We hope this leads to all trained teachers regularly infusing Constructing Meaning strategies in their lesson, emphasizing structured student talk and scholarly academic writing.
- ☐ District and site administrators will support teachers' use of CM by providing support and time to plan CM based lessons, in addition to conducting walkthroughs of classrooms to gather evidence of its use.

### **Professional Learning Opportunities from 2017-18**

Below is an outline of the professional learning opportunities we facilitated and will continue to provide teachers in the future.

#### **ELD Teachers**

- Quarterly full day trainings on designated ELD, ELPAC, course of study refinement, rubric and common assessment creation
- Summer Institute 2017 - refining lessons using Constructing Meaning

- ELD Summer Institute 2018 - Content and Language Integration
- School visits, observations and instructional rounds

**EL Content Teachers**

- Quarterly half day trainings on integrated ELD, ELD standards, ELPAC and language-rich lesson creation
- Constructing Meaning - district-wide and site based trainings
- Summer Institute 2017 - refining lessons using Constructing Meaning
- ELD Summer Institute 2018 - Content and Language Integration
- School visits, observations

**Mainstream Teachers**

- Constructing Meaning - district-wide and site based trainings
- Summer Institute 2017 - refining lessons using Constructing Meaning
- Summer Institute 2018 - teaching ALL students

**Curriculum Coordinators**

- ELA/ELD Framework
- ELD standards
- Constructing Meaning
- Culturally Responsive Pedagogy

**New Teachers (brand new and newly hired)**

- Constructing Meaning: rationale for explicit language instruction, practice with the 5 primary language functions and accompanying brick and mortar language, developing learning goals with identified content, language and product, and discuss routines for oral language production
- Refine lessons using Constructing Meaning

**Instructional Coaches**

- Coaching for equity and access
- Constructing Meaning
- Coaching simulations on how to support teacher implementation of Constructing Meaning
- Refining lessons using Constructing Meaning

**Administrators/District Leadership**

- ELA/ELD Framework
- ELD standards
- Constructing Meaning
- Stages of second language acquisition
- What to look for in integrated ELD classroom

## **Scheduling & Staffing Guidelines for English Learners**

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**Purpose:** To ensure our English Learners have access to a rigorous academic experience in order to accelerate their language acquisition and acquire grade level content knowledge and skills.

### **Scheduling**

- Provide English learners with a **minimum** of 6 periods a day which includes a designated ELD and an English (integrated ELD) course, a science, social science, and a math course. If a student is entering after their freshman year and is behind in credits, provide with the 7 periods which help them fulfill graduation classes
  - Summer school should be used as an option to help students catch up with graduation requirements.
- Build master schedules on the projected number of ELD (I-III) students (versus the number currently enrolled). Administrators can collaborate with the Manager of EL Programs for specifics about projections in each ELD level.
  - Consider elective placement in master schedule to ensure ELD students have access.
  - Keep classes for ELD students (language and content) at an enrollment of 24 students.
- Ensure ELD III students have access to mainstream content courses when appropriate
- Ensure ELD (I-III) students have access to mainstream electives, PE, and other courses (i.e CTE & VAPA) as appropriate.
  - Assign EL instructional aides to classes with higher number ELD students as an instructional support
- Schedule Long Term English Learners into mainstream content classes

### **Staffing**

- Teachers assigned to teach ELD language (integrated and/or designated) and content classes should meet the following criteria:
  - Have expressed an interest or strong desire to teach English Learners
  - Have experience teaching English Learners and be familiar with the ELD standards
  - Have a strong foundation in supporting language development and depth of content knowledge
  - Be Constructing Meaning trained (5 day)
  - Have some foundation in social-emotional learning with the ability to weave social-emotional needs of students into daily instruction
- Careful consideration should be given when allowing a student teacher to be assigned to an ELD or EL content course. We highly encourage team teaching in these courses to allow candidates to gain experience with English Learners.

## SECTION 4: MONITORING & ACCOUNTABILITY



## Overview

Our LCAP and district goals clearly articulate clear academic growth outcomes for English Learners. We use data and teacher feedback on student performance to consistently measure where students are and to identify their areas for growth. We have systems in place to monitor student progress and share information across our organization so that students needs are addressed.

## Monitoring

In our district, it is the role of the EL Specialist on each site to coordinate and track the progress monitoring of our EL students. We monitor the academic progress of all English Learner (EL) and former English Learner students who have been recently reclassified as Fluent English Proficient (RFEP). Our English Learner Specialists, teaching staff, counselors and district staff have access to our **Ellevation** platform. Ellevation is a student information system which allows us to track academic performance data and English proficiency progress, as well as collect teacher feedback on in-class performance in one place. Teachers are asked to complete feedback forms at least once per semester for every RFEP student they have. They complete forms for all EL students at least once a year, more often if the student is not making adequate academic progress. The EL Specialists work with our district testing assistant and the Manager of English Learner Programs to develop data reports for site leadership, teachers, and counseling teams which help inform potential academic interventions, in addition to professional learning our teachers may need to better support EL students.

The Ellevation platform is also used to track progress towards reclassification.

## Ensuring English proficiency and Academic Achievement

We currently use common summative assessments to measure proficiency and achievement in reading, writing, listening and speaking. We have adopted ELD descriptors to help with placement based on the results of the assessments. We use these assessments at the beginning, middle, and end of the year. We use a secondary standardized reading assessment to make sure we have reliable and valid lexile scores. The Manager of EL, EL coordinator and site admin representative do walk throughs at each site at least twice a year. We are in the progress of developing standards aligned common learning experiences and unit assessments.

## Guidelines for Retaining an ELD Student

We understand that student make progress in learning English at varying rates, particularly when they are just beginning, and thus may need more time in a specific level of ELD. In order to ensure that ELD students are only recommended to repeat when it is appropriate, we have implemented a specific protocol that must be followed.

Students can be recommended to repeat and ELD level at the end of an academic year if:

- ☐ Student has not met the standards based on SMUHSD ELD descriptors **and/or**
- ☐ They get a D or F in Integrated ELD

If a **students is being recommended to repeat**, team of ELD teachers, at least 2 EL content teachers, and counselor must convene to decide on placement

- Team should consider student work in all classes
- Counselors meet with parent/guardian and family consents

If a student is recommended to repeat ELD, the recommendation form must be completed for each student. It is the responsibility of the EL Specialist to begin to complete the forms and then submit to Manager of English Learners Programs.

## SECTION 5: STATE & FEDERAL COMPLIANCE



## Overview

The SMUHSD works closely with our county office and the CA Department of Education to ensure compliance with all state and federal guidelines and laws regarding English Learners. We have transitioned to using the new initial and summative California English Language Proficiency Assessments of California (ELPAC). The CA Roadmap for English Learners and ELA/ELD framework continue to inform our programs, policies and curriculum, instruction, and assessment practices

## LCAP and English Learners

Our LCAP clearly defines the academic and social-emotional outcomes we are working towards attaining for our English Learners. In addition to improving the academic performance of EL students in English and Math, being on track for graduation, and being connected to our schools, we have three very specific goals in our LCAP related to English Learners. They are:

- ☐ The district will increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3%.
- ☐ The district will improve English Learner progress at learning English as measured by the percent of students making one year of growth on the ELPAC (starting in 2018-19) by 3%.
- ☐ The district will increase the percentage of EL students who are eligible for reclassification, to have “EL Reclassified Fluent” status by 3%.

## Federal Funds

Our district uses Title I and Title III funds to supplement our instructional and wellness programs for historically underserved students and English Learners. We are fortunate to be able to strengthen our core instructional program, family engagement program, and attention to English Learners by supplementing our LCFF to provide the following services to our students and families:

- ☐ EL instructional aides at the high schools with ELD programs
- ☐ Constructing Meaning initiative for Long-Term English Learners
- ☐ A robust professional development program for ELD teachers and core content and elective teachers of ELD students and LTEL students, which includes educator collaboration time.
- ☐ Family Engagement Coordinators at each of our sites
- ☐ A Family Resource Center and Coordinator at our district office
- ☐ ELD coordinator
- ☐ A district testing assistant who helps coordinate and facilitate the intake of all new EL students, ELPAC testing, and data accuracy on ELs, among other EL related duties.
- ☐ Supplemental instructional materials and educational experiences
- ☐ EL focused educational conferences
- ☐ Newcomer Wellness Therapist

## DELAC & ELAC

***The SMUHSD DELAC vision is that*** our English Learner students are loved, supported, understood, and successful in our schools.

Each California school K-12 with more than 51 English Learners is required to have a DELAC. The responsibilities of DELAC are to:

1. The DELAC, or subcommittee on English learner education, shall advise the District’s local governing board (e.g. in person, by letters/reports, or through an administrator) on programs and services for English learners.



2. The DELAC shall be responsible for advising the District’s local governing board on the following tasks:

- a. Development or revision of a master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.
- b. Conducting a District-wide needs assessment on a school-by-school basis.
- c. Establishment of District programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
- d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- e. Administration of the annual language census (e.g., procedures and forms).
- f. Review and comment on the District’s reclassification procedures.
- g. Review and comment on the written notifications required to be sent to parents and guardians.
- h. The DELAC, or subcommittee on English learner education, shall advise the District’s local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English learners.

**Source:** California Education Code, sections 35147 (c), 52176 (b) and (c) 62002.5, and 64001 (a)

**2017-18 Schedule of DELAC Meetings<sup>3</sup> (Example)**

Date	Meeting Type	Time & Location
August 30th, 2017	DELAC Board Only	District Office 6:30-8:00pm
September 20th, 2017	General DELAC meeting	San Mateo HS Library 6:30-8:00pm
October 18th, 2017	General DELAC meeting	San Mateo HS Library 6:30-8:00pm
November 15th, 2017	General DELAC meeting	San Mateo HS Library 6:30-8:00pm
January 17th, 2018	General DELAC meeting	San Mateo HS Library 6:30-8:00pm
February 21st, 2018	General DELAC meeting	San Mateo HS Library 6:30-8:00pm
March 14th, 2018	General DELAC meeting	San Mateo HS Library 6:30-8:00pm
April 18th, 2018	DELAC Board Only	District Office 6:30-8:00pm

**ELAC**

Each school in our district has an active English Learner Advisory Committee. Meetings dates, times, and agendas can be found on the websites of each individual school site.

<sup>3</sup> Agendas and minutes can be found online on our district website site under Programs - English Learner Programs.

# SECTION 6: FAMILY & COMMUNITY ENGAGEMENT



EDUCATING & EMPOWERING OUR FAMILIES  
Breaking Down Barriers &  
Creating Strong Communities

### **Family & Community Engagement**

Dr. Jessica Lander, from Harvard's Graduate School of Education, explains "Robust family engagement positively affects student growth, improves test scores, and enhances the overall vibrancy and success of a school." We strongly believe in this idea and have anchored our family engagement efforts and practices in this idea with a desire to create a bridge between homes and schools.

Several years ago our district invested in part- and full-time bilingual (Spanish-speaking) parent engagement coordinators to help increase family involvement in our schools, and be a liaison between often marginalized families and our schools. We wanted our families to feel welcome, understand the school system, and know they had an advocate on each campus. During the past year, increasing the hours of our family engagement coordinators and the programming and services we offer to parents has expanded our family engagement program. The development of the positions coincided with the influx of Latino immigrant families, and unaccompanied minors predominantly from Central America. The vision was that if we can support and engage families, then it will help students stay in school and find academic success and a social community of support.

Our district has a family engagement coordinator at each of our six comprehensive sites and our alternative school. Although each coordinator serves an individual school site, they work as a team facilitated by the Manager of English Learner Programs, to develop and implement district-wide events, help facilitate our District English Learner Advisory Committee, and ensure consistency and quality of services to families and our students.

Our district has a family engagement coordinator at each of our six comprehensive sites and our alternative school. **In 2017 our district received a KENT Award for our Family Engagement Program.** Although each coordinator serves an individual school site, they work as a team facilitated by the Manager of English Learner Programs, to develop and implement district-wide events, help facilitate our District English Learner Advisory Committee, and ensure consistency and quality of services to families and our students. They meet with families in person to help them complete various forms, and understand how to navigate Schoolloop, an online communication tool, for example. Additionally, they help coordinate our English Learner Advisory Committees, Latino Parent Groups, and parent education opportunities through PIQE and Parent Project.

The work of these coordinators also includes working closely with students. They have been a safe liaison from which to seek support. They often seek the Family Engagement Coordinator out for help navigating the school lunch system, communicating with a teacher, information on how to join a sport/club, or issues they are having at home. The coordinator is then able to connect the student to the right personnel or community service and help them if there is a language barrier. At any given time, you can walk into one of their offices and find them with a parent/caregiver, student, or on the phone with a family.

### **Family Resource Center**

We are excited to launch a district-based family resource center staffed with a family engagement coordinator to expand the services and education we provide families in order to build their capacity to support their students and be engaged participants in our school communities. In its first semester, we

have already serviced many families, and held district wide family education events. We look forward to continuing to grow our center and serve as many families as possible.

### **Family Guide to SMUHSD**

Our Family Engagement Coordinators collaborated to develop a family guidebook for our English Learner families. It introduces families to all of the systems and practices of US based high schools and secondary education systems. It includes information on accessing school based services such as free/reduced lunch, wellness, college and financial aid support to name a few. The guidebook is currently available in English, Spanish and Chinese and will become available in additional languages as needed. The guidebook can be found on our district website under English Learner Programs - Family Engagement.

### **Family Engagement Programming**

In an effort to support our English Learner students and families, our family engagement coordinators facilitate and collaborate on providing educational opportunities for families to learn more about our school system and resources available to them. Additionally, they organize and implement social events that welcome them into our schools and help them connect with other families. The following is a **partial list** of events that are part of our site-based and district outreach efforts:

- ❑ **PIQE** (Parent Institute for Quality Education) parent education series
- ❑ **Parent Project** (in collaboration with the San Mateo County Office of Education)
- ❑ **Adelante Conference** (three annual conferences thus far) - This is a family friendly event for students and their families and is held on a Saturday. The goal is to empower our families with the information they need to support their students academic success and social-emotional well-being. Our staff conduct various workshops on topics ranging from: college entrance requirements and financial aid resources; post-secondary options for undocumented students; school wellness resources; communicating with your teenager; getting involved in high school; and navigating high school and college as a first generation students, among many others.
- ❑ District Orientation day for families of incoming long-term English Learners
- ❑ Sports Orientation day for families of incoming ninth grade families (in Spanish)
- ❑ School Orientation Programs for Spanish-Speaking families
- ❑ Understanding the academic and college process for Chinese-speaking families
- ❑ Site based Wellness Program Presentations for Spanish-speaking families
- ❑ Immigration Information Forums with legal-based community partners

# APPENDICES



## APPENDIX A

### EL Student Placement Process



Once student services has input a new student on the ELD placement spreadsheet for testing, the department of curriculum and assessment (specifically the district testing assistant with support from the Manager of EL and Compliance Programs) will complete the protocol outlined below.

#### Protocol for Incoming Students

1. Create an electronic copy of the student information sheet [HERE](#) - fill in the demographic data.
2. The student information sheet should be completed as assessments are administered.
3. Administer Assessments
4. Upload completed student information sheet to [THIS](#) folder.

#### Academic Assessments for Placement

1. Administer the initial ELPAC to determine if student is IFEP or an EL
  - a. If the student is IFEP, only administer the MI
  - b. If student is an EL, continue with the following placement tests:
2. Administer the RI and Edge Placement Tests (reading level test). Both scores should be recorded **BUT the average of the two will be used for placement.**
3. Administer the ELD Writing Test - Score with the writing rubric. Start with the English version, and use assessment in alternative language if necessary and score with the writing rubric.
4. Administer the MI (math placement test) and SIFE diagnostic Math test (if needed).
- ❖ **Enter all assessment scores into the google spreadsheet and on the student's intake sheet. ELPAC scores should also be entered into the LST through TOMS.**

#### Student Interview

1. The testing assistant will facilitate the *SMUHSD Educational History Interview*. Student responses will be collected and recorded electronically.
2. The district testing assistant or the Manager of EL and Compliance will place the completed sheet in each school's folder once the student has been placed. This folder will be shared with the school's counselor, EL Specialist, ELD department head, and Family Engagement Coordinator. They will have the responsibility for disseminating this information to relevant staff people at their site.

#### Placement

1. The Manager of EL and Compliance Programs will recommend course placement based on the the results of academic test scores. The following guidelines will be used. If a site feels that the student has demonstrated increased academic skill, they are encouraged to advance the student, and communicate the change with the Manager of EL and Compliance.

#### **ELD Placement**

Placement will be based on the SMUHSD ELD Descriptors [HERE](#)

#### **Math**

MI Lexile Level Scores	Placement Recommendations
750 or below	SIFE (if eligible) and available, EL Algebra If a student scores in this range, a SIFE diagnostic test will be administered as well.
1299 or below	Algebra
1300-1399	Geometry
1400 or above	Algebra II

## APPENDIX B

### SMUHSD International Student Transcript Evaluation Process



The process outlined below was developed to give students new to our district from another country every possible chance to graduate. In order for students entering SMUHSD from other countries to receive appropriate credit for courses taken, school personnel will follow the procedures identified below.

#### **Purpose:**

The purpose of this international student transcript evaluation process is to provide procedures for uniformly granting credit for subjects completed in other countries. The transcript must show that subjects were completed at the equivalent of SMUHSD's 9th, 10th, 11th, and/or 12th grade. Credits will be granted for subjects equivalent to those required for SMUHSD graduation and aligned with the University of California's Counselor Guide for International or Mixed Records (See Appendix A). After copies are prepared for evaluation, original transcripts and supporting documents are retained by the student and the parents/guardians. The information becomes part of the student's permanent cumulative record and electronic transcript. Credits granted will be recorded on the Transcript Audit Record (Appendix B) and on the electronic transcript in the appropriate grade level row within 30 days of receipt of records.

#### **I. General Procedures for Enrollment of International Students:**

- A. The parent/guardian, upon enrollment within the District, is responsible for providing an official transcript.
  - If a transcript is not immediately available, the parent/guardian must be informed that the student will not receive credit for any work done outside of the District until transcripts are received and evaluated.
- B. Upon verification of the completion of the online enrollment, The Student Services office will schedule the student for their placement assessments.
- C. Once the student completes the placement assessments, the Manager of English Learner Programs will make a program placement recommendation in consultation with the Director of Students Services. All effort will be made to place student at their home school if the needed program is available. Results of student assessments and intake interview will be recorded on the EL student intake form (see Appendix D).

#### **II. Grade Placement of Students**

- A. The final grade placement will be based upon the evaluation of previous International schoolwork in combination with the student's age. The final grade placement will be determined by the Director of Student Services. The Manager of English Learner Programs and/or the school site counselor may ask for a review if they believe a different grade level placement is in the student's best interest.

#### **III. Procedure for Evaluating International Transcripts**

- A. Upon placement at a school site, the school counselor assigned and student data analyst (SDA) will collaborate to evaluate the transcript provided to grant appropriate credit for courses previously completed. This will be done within 5 school days of school site placement.
  - See resource links for guidelines on transcripts from various countries
- B. It is the responsibility of the school Student Data Analyst (SDA) in consultation with the site admin/designee to:
  - Record the transcript evaluation in the student information system
  - Ensure that the Transcript Evaluation and the transcripts are filed within the student's cumulative folder.

**Credits awarded for courses completed should always favor the student's best interests. When applicable AB 167 or 216 should be considered<sup>4</sup>.**

**To provide a uniform system of granting credits, the following procedures will be followed:**

1. A maximum of 35 credits per semester and 70 credits per school year will be accepted towards meeting District graduation requirements for coursework completed outside the District.
2. Credits will only be granted for subjects, when a minimum of 60 hours of instruction per semester is listed on the transcript with a grade.
3. Preference in the selection of the course(s) to be transferred to a District transcript will be towards those courses which will fulfill core graduation requirements.
4. Course titles are transferred to the SMUHSD transcript as they are listed on the international transcript. They are never changed to match the course titles in the SMUHSD course catalog.
  - Course codes/numbers entered into the electronic transcript (SIS) will be determined by the most current Course Code List adopted by the District.
5. Grades will be posted on the SMUHSD transcript as provided by the issuing school. The transcript should be evaluated for the benefit of the student. For example, if there are two different social science classes on the transcript that could be counted for Modern World History and the student has a higher grade in one of them, the grade posted on the transcript will be the higher of the two grades.

**B. Language Arts/Literature Credit**

1. Language Arts/Literature courses taken in the student's **native language** receive Language Arts credit which will receive English credit.
  - A maximum of two years (20 credits) of Language Arts credits will be authorized. Any remaining credits should be counted as an elective.
2. English courses taken in an English speaking country, in an American school, or in a school taught in English will provide English credit.
3. English courses taken in a non-English speaking country or in a school taught in a language other than English will be listed as world language credit.

**C. Mathematics Credit**

1. Upon enrollment, a student with an international transcript will be given a math placement test. Based on the results, the student will be placed into the appropriate math class, with language support as needed.
2. If the math placement test indicates a score lower than ready for Algebra, **Algebra**, no high school credit will be given and the student will be placed in Algebra 1 with additional support classes as needed.
  - The math credit earned in the foreign country for students scoring below Algebra may be posted on the SMUHSD transcript in the **Elective** bin.

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<sup>4</sup> AB 167 and 216 are for newcomer or homeless students coming from another country



- The SMUHSD requires all students to complete a minimum of one year of Algebra 1 and two years of a higher math.
  - If the math placement test indicates that the student is **ready for Algebra 2** or higher, the student may be given up to two years (20 credits) of math credit toward meeting the District's graduation requirements.
  - If the math placement test indicates that the student is **ready for Geometry**, the student will be given 1 year (ten credits) of high school math credit towards meeting the District's minimum math requirement.
  - If the math placement test indicates that the student should be enrolled in a course higher than Algebra II, they can be awarded up to 30 credits in math.
  - ELD math may be considered for math credit only when a student has entered the district after the ninth grade and when it is needed for graduation. An administrator (principal or designee) must approve awarding of credits for ELD math

#### D. World History Credit

1. World History, or a course alike history (i.e history of a particular region or country) studied in another country may receive up to one-year (10 credits) of Modern World History credit.
2. Students can be awarded 5 credits for Contemporary World Studies for a course alike (i.e Ethnic Studies, Geography or course focused on a particular region or country).
  - Please review the [SMUHSD policy](#) for courses that are above and beyond the state graduation requirements and may be waived for graduation.

#### E. Science Credit

1. Students can earn credit for Biology: The Living Earth if their international transcript shows they have taken a biology or a life science course.
2. Students can earn credit for Chemistry in Earth System or Physics in the Universe if their international transcript shows they have taken the appropriate physical lab science.
3. A maximum of one-year of science may be applied towards meeting the District's science requirements per year. For example, a student taking three different science classes (i.e., biology, chemistry, and physics) during one academic year may receive a maximum of one-year of science credit, unless students are enrolled in two or more science classes concurrently. The course selected will be determined by the grade (highest grade of the courses taken) with consideration given to the District's course sequencing of science curriculum.

For example, if student takes both a Biological science and a Physical science (chemistry or physics) in the 9<sup>th</sup> grade in another country, the course selected for posting on the transcript will favor the course sequencing at the SMUHSD School of residency.

- If course title on foreign transcript does not match our district titles, credits should be given based on content learned in the course. This information can be gathered from a student interview or any documents that the family is able to provide.

#### F. Physical Education Credit: Students can earn 10 credits per year for Physical Education classes taken in another country.

- Please note, if a student new to the district and is 16 years or older and in the 11th or 12th grade and did not take PE in their 9th or 10th Grade year, they may qualify for "permanent exemption" for one or both of the years of PE. This should be based on extraordinary

circumstances that may inhibit a student's ability to graduate from high school. This process should be reviewed on a case-by-case basis and the [form](#) must be completed (with a signature by site administrator).

#### **IV. Credits Based on Reconstruction of Transcripts**

International students enrolling in district schools may not have or may not be able to obtain school records because of political unrest, loss, destruction, or international policies. When such circumstances exist, an opportunity will be given for students to reconstruct their school experiences to determine the appropriate credit to be granted. To assist the student in reconstructing his/her educational experience, schools are to provide the attached form regarding Educational Background (Appendix C) and "Reconstruction of Academic Experience" (Appendix D). School officials should provide assistance to parents in order for them to understand the procedure to reconstruct educational information.

- A. The parent/guardian must notarize the statement on page 2 of the "Reconstructed Secondary Coursework" form verifying that the reconstructed educational information is a true report of coursework completed.

#### **V. Acceptance of Transcript Evaluation by Other Educational Institutions**

Parent/guardians/caregiver and the student must be informed that merely because the SMUHSD grants credit toward a high school diploma, it does not assure that another school district will accept these credits not that an institution of higher learning will consider them as contributing to the fulfillment of its entrance requirements.

#### **VI. Appealing the Evaluation of Transcripts<sup>5</sup>**

- A. The Office of Curriculum & Instruction is responsible for conducting the transcript evaluation and reviewing the evaluation with the family/caregiver and student. If the family/caregiver and student do not agree with the assessment of the transcript by the Office of Curriculum & Instruction a, they may petition the Asst. Superintendent of Curriculum and Instruction to review the transcript and make adjustments accordingly. The Asst. Superintendent of Curriculum and Instruction, serving as the Superintendent's Designee in this area, is the final authority for making a determination of the final transcript evaluation.

#### **RESOURCES:**

[New York City Guide](#)

#### **APPENDICES:**

Appendix A: University of California's Counselor Guide for International or Mixed Records

Appendix B: Transcript Evaluation Form [SDA Template](#) [Counselor Evaluation Worksheet](#)

Appendix C: Educational Background [EL Student Intake](#) Form

Appendix D: [Reconstructed Secondary Coursework](#)

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<sup>5</sup> It is possible for a student to receive credits for courses completed in the 8th grade if they are entering as a 10th grader and did not complete a 9th grade year.

## APPENDIX C

### SMUHSD ELD Level Descriptors

	An <b>ELD I student</b> is beginning to: <input type="checkbox"/> Use English as a means of communication <input type="checkbox"/> Communicate primarily in their native language	An <b>ELD II student</b> is able to: <input type="checkbox"/> Use English as a means of communication and is beginning to use it for learning	An <b>ELD III student</b> is able to: <input type="checkbox"/> Use English as a means of learning content in the mainstream program	A <b>mainstreamed ELD student</b> is able to: <input type="checkbox"/> Use English as a means of learning content in the mainstream program without specific ELD designated support.
<b>ELPAC initial score<sup>6</sup></b>	150-249	250-349	350-449	400-449 <sup>7</sup>
<b>ELPAC summative score<sup>8</sup></b>	1150-1480 (Level 1)	1481-1530 (Level 2)	1531-1580 (Level 3)	1581-1950 (Level 4)
<b>Speaking</b>	An ELD I is beginning to communicate: <input type="checkbox"/> with simple words or phrases <input type="checkbox"/> with some basic English vocabulary <input type="checkbox"/> in incomplete sentences	An ELD II student is able to speak: <input type="checkbox"/> With a focus that addresses the question(s) <input type="checkbox"/> In basic English vocabulary <input type="checkbox"/> In a complete sentence with a subject and verb	An ELD III student is able to speak: <input type="checkbox"/> With a focus that addresses extemporaneous question(s) <input type="checkbox"/> Using compound and complex sentences <input type="checkbox"/> Uses accurate and varied English vocabulary <input type="checkbox"/> Using mostly correct verb tenses (simple present, present progressive, simple past, simple future)	A mainstreamed ELD student is able to speak: <input type="checkbox"/> With a focus that addresses extemporaneous question(s) <input type="checkbox"/> Using complex and expanded sentence structure. <input type="checkbox"/> Uses accurate vocabulary, complex syntax <input type="checkbox"/> Using correct verb tense, and be able to transition between various tenses
<b>Listening</b>	An ELD I is beginning to understand: <input type="checkbox"/> only in primary language <input type="checkbox"/> little to some English and basic vocabulary (oral directions, partner or group interactions) when supported with visuals <input type="checkbox"/> little to some oral presentation on familiar social and academic topics with substantial support	An ELD II student is able to understand: <input type="checkbox"/> some English and basic vocabulary (simple multi-step oral directions, partner or group interactions) <input type="checkbox"/> oral presentation on familiar social and academic topics with substantial support	An ELD III student is able to understand: <input type="checkbox"/> the majority of what is said in English (multi-step oral directions, partner or group interactions) <input type="checkbox"/> oral presentations on variety of social and academic topics with moderate support	A mainstreamed ELD student is able to understand: <input type="checkbox"/> what is said in English (complex, multi-step oral directions, partner or group interactions) <input type="checkbox"/> oral presentations on variety of social and academic topic comparable to peers

<sup>6</sup> ELPAC score will be weighed in conjunction with lexile and writing for placement

<sup>7</sup> State has set 450-600 as IFEP - placement in ELD III or Mainstream will depend on lexile and writing results

<sup>8</sup> Summative score represents assessment from the spring of the previous school year

SMUHSD Master Plan for English Learners

<b>Reading</b> (Average of RI and Edge)	<p>An ELD I student is able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read at a Lexile level under 200</b></li> <li><input type="checkbox"/> Locate information in a simple text.</li> <li><input type="checkbox"/> Identify basic English vocabulary to understand minimal details from a story.</li> </ul>	<p>An ELD II student is able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read independently at a minimum Lexile level of 200</b></li> <li><input type="checkbox"/> Identify a sequence of events</li> <li><input type="checkbox"/> Identify main ideas and key details</li> <li><input type="checkbox"/> Identify the use of simple vocabulary using the context in a short passage.</li> </ul>	<p>An ELD III student is able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read independently at a minimum Lexile level of 400</b></li> <li><input type="checkbox"/> Comprehend and interpret literature and texts</li> <li><input type="checkbox"/> Draw literal conclusions from literature and text.</li> </ul>	<p>A mainstreamed ELD student is able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read independently at a minimum Lexile level of 700</b></li> <li><input type="checkbox"/> Comprehend and interpret grade-level literature and texts</li> <li><input type="checkbox"/> Draw literal and inferential conclusions from literature and text</li> </ul>
<b>Rubric</b>	<b>ELD I</b> <b><u>Essay Samples</u></b>	<b>ELD II</b> <b><u>Essay Samples</u></b>	<b>ELD III</b> <b><u>Essay Samples</u></b>	<b>Mainstream</b> <b><u>Essay Samples</u></b>
<b>Writing</b>  <b>Structure</b>  <b>Vocabulary</b>  <b>Tenses</b>	<p>An ELD I student is able to write:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic or fragmented sentences</li> <li><input type="checkbox"/> Using little English vocabulary</li> <li><input type="checkbox"/> Using at least one detail</li> <li><input type="checkbox"/> Writes a few sentences</li> </ul>	<p>An ELD II student is able to write:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using basic paragraph structure</li> <li><input type="checkbox"/> Using basic English vocabulary and some academic language</li> <li><input type="checkbox"/> Using a sentence with a subject and verb</li> <li><input type="checkbox"/> Using some detail/evidence</li> <li><input type="checkbox"/> Using various tenses (simple past, simple present, present progressive, and future tenses) some of the time.</li> <li><input type="checkbox"/> Writes one paragraph</li> </ul>	<p>An ELD III student is able to write:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using basic paragraph/essay structure</li> <li><input type="checkbox"/> Using accurate English vocabulary and academic language</li> <li><input type="checkbox"/> Using compound and complex sentences that utilizes some transitional language</li> <li><input type="checkbox"/> Using multiple details/evidence</li> <li><input type="checkbox"/> Using mostly correct verb tense (simple past, simple present, present progressive, and future tenses).</li> <li><input type="checkbox"/> Writes multiple paragraphs</li> </ul>	<p>A mainstreamed student is able to write:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using concrete paragraph/essay structure</li> <li><input type="checkbox"/> Using accurate and varied English vocabulary and academic language</li> <li><input type="checkbox"/> Using a variety of sentence types and transitional language</li> <li><input type="checkbox"/> Using multiple details/evidence</li> <li><input type="checkbox"/> Using correct verb tense (simple past, simple present, present progressive, and future tenses); attempts to use all twelve tenses</li> </ul>

## APPENDIX D

### Guidelines for Retaining an ELD Student

**Students may be retained in an ELD level if:**

- ☐ Student has not met the standards based on SMUHSD ELD descriptors **and/or**
- ☐ They get a D or F in Integrated ELD

If a **students is being recommended to repeat**, team of ELD teachers, at least 2 EL content teachers, and counselor must convene to decide on placement

- Team should consider student work in all classes

Counselors meet with parent/guardian and family consents

If a student is recommended to repeat ELD this [Form](#) must be completed for each student. It is the responsibility of the EL Specialist to begin to complete the forms and then submit to Manager of English Learners.

**San Mateo Union High School District**  
*Recommendation Form for Repeating ELD class*

<b>Student Name</b> _____ <b>ELD Placement</b> _____  <b>SRI Scores: Initial</b> _____ <b>Fall</b> _____ <b>Spring</b> _____ <b>Semester One Grade</b> _____ <b>Semester Two Grade</b> _____  <b>Current Overall CELDT level</b> _____ <b>Average Reading Score</b> _____ <b>Writing Score</b> _____ <b>Speaking Score</b> _____ <b>Listening Score</b> _____	<b>Grade Level</b> <b>9</b> <b>10</b> <b>11</b> <b>12</b> <b>Current</b>		
<b>Other relevant academic data (SBAC, formative assessment performance, test scores)</b>			
<b>Other relevant information (start date, attendance, etc.):</b>			
<p><b>Students may be retained in an ELD level based on the following criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They get a D or F in Integrated ELD</li> <li><input type="checkbox"/> Student has not met the descriptors for the next ELD level based on our descriptors</li> </ul> <p>If a student is being recommended to repeat, a team of ELD teachers, at least 2 EL content teachers, and counselor must convene to decide on placement:</p> <ul style="list-style-type: none"> <li>• Team should consider student work in all classes</li> <li>• Counselor meets with parent/guardian and family consents</li> </ul>			
<p><b>Interventions</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> EL Specialist and/or Counselor met with student  <input type="checkbox"/> After-school Tutoring  <input type="checkbox"/> Referred to Mental Health Therapist  <input type="checkbox"/> ISAT/SARB  <input type="checkbox"/> Other _____         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Family Engagement Coordinator contacted family  <input type="checkbox"/> Flex-time or Tutorial Support  <input type="checkbox"/> SST  <input type="checkbox"/> 504 Plan         </td> </tr> </table>		<input type="checkbox"/> EL Specialist and/or Counselor met with student <input type="checkbox"/> After-school Tutoring <input type="checkbox"/> Referred to Mental Health Therapist <input type="checkbox"/> ISAT/SARB <input type="checkbox"/> Other _____	<input type="checkbox"/> Family Engagement Coordinator contacted family <input type="checkbox"/> Flex-time or Tutorial Support <input type="checkbox"/> SST <input type="checkbox"/> 504 Plan
<input type="checkbox"/> EL Specialist and/or Counselor met with student <input type="checkbox"/> After-school Tutoring <input type="checkbox"/> Referred to Mental Health Therapist <input type="checkbox"/> ISAT/SARB <input type="checkbox"/> Other _____	<input type="checkbox"/> Family Engagement Coordinator contacted family <input type="checkbox"/> Flex-time or Tutorial Support <input type="checkbox"/> SST <input type="checkbox"/> 504 Plan		
<input type="checkbox"/> <b>Student &amp; Family Conference/Notified - Date</b> _____ <b>(please make note of any relevant information here)</b>			

**Please highlight where the student is on the ELD descriptors rubric.**

## APPENDIX E

Family Notification of EL Instructional Program Placement and/Or Continuation<sup>9</sup>

Date:

To the Parent(s)/Guardian(s) of:

**Dear Parent(s) or Guardian(s):**

When your child enrolled in our school district, they were identified as an English Learner in their previous district and have yet to be reclassified **OR** a language other than English was noted on your child's Home Language Survey. **The law in California** requires us to test your child's English language and primary language proficiency. The results of this test are used to decide the best program placement for your child. We are required to inform you of the test results, our program recommendation, and all the placement options available for your child. We have also included the criteria our district uses to decide when a student is **ready to** be reclassified as Fluent English Proficient.

\_\_\_\_\_ took the ELPAC initial or summative on \_\_\_\_\_ and their results are listed below:  
**student name** **date**

**English Proficiency Assessments of California (ELPAC) Results**

Domain	
Written Language (Reading & Writing)	
Oral Language (Speaking & Listening)	
<b>Overall</b>	

**Additional assessment results that may have determined your student's program placement or continuation are:**

Lexile Level \_\_\_\_\_

District Writing Assessment \_\_\_\_\_

Based on the results of the English proficiency assessments, and the time your student has been in US schools, they have been recommended for:

**▶▶ Initial Fluent English proficient (IFEP) student** who will be placed in English Language Mainstream Program.

**▶▶ English learner (EL) with reasonable fluency in English** who will be placed in the **English Language Mainstream Program with designated ELD**. This is the regular high school program.

**▶▶ English learner (EL) with less than reasonable fluency in English** who will be placed in an **ELD Program** which consists of structured academic English instruction through ELD and EL content classes.

**Check if applicable:**

**▶▶ Individualized Education Program (IEP) on file** – if your student has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your student's existing plan.

You may request that your student be placed in the English Mainstream Program at any time.

<sup>9</sup> This letter is sent to families annually or after a new enrollment in accordance with federal guidelines related to Title III.

### Description of Programs 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. In our district, the expected graduation rate of EL students is 80%.

- **ELD Program<sup>10</sup>:** Students who score at **less than reasonable fluency** and have been in a US school for less than 6 years are eligible for participation in our English Language Development (ELD) Program. The ELD program includes both designated and integrated instruction in English. Some assistance may be provided in the primary language. Authorized teachers using district-adopted textbooks and supplementary materials teach both ELD and content subject course. Instruction is based on the ELD/ELA framework and grade-level content standards.
- **English Language Mainstream (ELM) with designated ELD:** Students who score at **reasonable fluency** in English and have been in a US school for more than 5 years are placed in an ELM program. All mainstream classes include integrated ELD and students will receive designated ELD in an elective class, an English support class, or content class such as, but not limited to: Ethnic Studies, Health or Contemporary World Studies.
- **Alternative Program (ALT):** The Alternative Bilingual Program is offered at school sites where there are twenty waiver requests for one primary language at one grade level from that site. Instruction in at least two core content classes is provided in the primary language. A teacher with EL Authorization provides ELD instruction in either an ELD class or a mainstream English class. Parents, who want to submit a waiver must come to the school personally, request the waiver form and complete it.

We encourage all English Learner families to participate in their school site's English Learner Advisory Committee (ELAC) as well as the District English Learner Advisory Committee (DELAC). The dates and times for these meetings are available on our school site and district websites. Additionally, formal invitations are extended annually.

If you have any questions, please contact the English Learner Specialist at your student's school **[insert name and number]**

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<sup>10</sup> Also known as Structured English Immersion (SEI)

## APPENDIX F

### Interim Reclassification Criteria

#### SMUHSD English Learner Program Interim Guidelines for Reclassification

**Reclassification** is the process whereby an English Learner (grades 9-12) is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria set by the state and district to reflect proficiency in English. The San Mateo Union High School District has developed *interim* student reclassification policy and procedures for the 2018-19 school year based on the guidelines set forth by California Department of Education (CDE) guidelines in accordance with Title 5, Section 11303 of the California Code of Regulations.

**Students must meet all four criteria listed below in order to qualify for reclassification to fluency:**

#1) Proficiency on Summative ELPAC <sup>12</sup>	#2) Demonstration of “basic skills” on district assessment	#3) Teacher Recommendation	#4 Parent Notification
	Must meet at least ONE of the following two requirements	One teacher recommendation will always be required. Two teacher recommendations will be required when student meets minimum Lexile or SBAC score criteria (see footnote 1 and 2)	
Overall ELPAC score of 4 with no less than a 3 in Written or Oral Language Performance Levels.	Reading Inventory (RI) <b>or</b> Lexile score of at least 1000 <sup>13</sup> or minimum of 850 <sup>13</sup> Smarter Balanced Assessment (SBAC) in ELA from 8 <sup>th</sup> or 11 <sup>th</sup> grade Standard Met or Standard Nearly Met <sup>14</sup> (minimum score of 2487)	Students will qualify on the following teacher evaluation criterion based on: <input type="checkbox"/> Grade of C or better in English Language Arts or English Language Development <input type="checkbox"/> If grades are lower than above, teacher may complete a “Teacher Recommendation” form to determine if the student’s grade is <b>not</b> due to language acquisition issues in order to satisfy this requirement.	Parent signature on Notification of English Language Program Exit Letter

ELs with an Individualized Education Plan (IEP): If a site reclassification team (ELD teacher, ELD chair, EL Specialist, and a site administrator) determines that an EL with an IEP would benefit from EL reclassification, but the student’s disability prevents him/her from meeting the above criteria, the Special Education Department Head or a representative of Special Education from the district may recommend that a particular criteria be adjusted accordingly.

<sup>11</sup> This is interim until the state of California sets official ELPAC proficiency scales. <https://www.cde.ca.gov/sp/el/rd/interimreclass.asp>

<sup>12</sup> Proficiency scores based on CDE guidelines: <https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

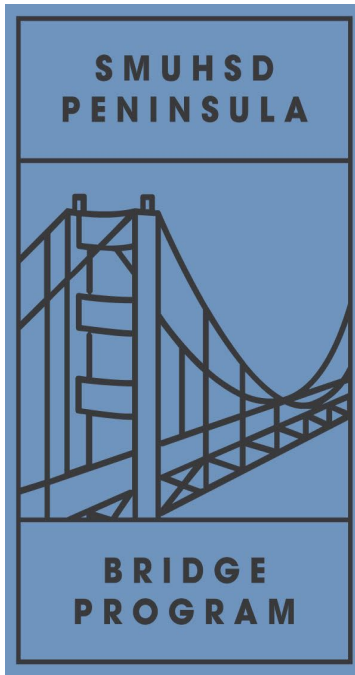
<sup>13</sup> If a student’s Lexile score is lower than 1000, two teacher recommendations (English Language Arts and additional subject content teacher is required)

<sup>14</sup> Student score for standard nearly met must be no more than 25 points less than the minimum score for standard met and must be accompanied by two teacher recommendations (English Language Arts and additional subject content teacher is required)



## APPENDIX G

### San Mateo Union High School District Bridge Program



#### **Program Purpose**

The ELD Bridge Program is designed to serve ELD level I students entering the SMUHSD as seniors with few to no credits who would be better served in an alternative program. Providing this alternative will allow the teachers to design curriculum to specifically meet these particular students' needs, take into account that they have gaps in their education, and prepare them to be successful when they transition into the adult school to complete their ESL pathway or go on the community college. The goal is to accelerate students' language acquisition and start Adult School at the intermediate level instead of the beginning level, allowing them to access more classes and be more successful.

#### **Bridge Program Design**

Students in the Bridge Program will be enrolled as students of Peninsula High School but will attend classes at a satellite campus - the San Mateo Adult School. They will be scheduled into four classes: English Language Development (ELD) Level I (two periods), Math, and an elective. Teachers will collaborate closely on developing relevant and appropriate curriculum for their student population which will include enriching in-class and out of class experiences. Students will have access to counseling services through our mental health program, and our brunch/lunch

program at San Mateo High School. Additionally, Bridge staff will work with the adult school to educate students about potential pathways for the future and to ensure a smooth transition into the adult school when they complete the Bridge Program.

#### **Eligibility Criteria**

To be eligible for the Bridge Program students should meet the following criteria:

1. Entering the district as a senior
2. Will not be able to graduate at our comprehensive site<sup>15</sup>
3. Identified as ELD I through placement tests

#### **Additional criteria that may be considered:**

- ☐ Juniors entering as an ELD I with less than 60 credits
- ☐ Seniors entering at ELD II
- ☐ Student identified as SIFE (student with interrupted formal education)
- ☐ Student identified to have experienced trauma
- ☐ Student has extenuating circumstances (need to work, etc.)






A student who meets the criteria listed above may be recommended for the Bridge Program but may opt for placement at a comprehensive school.

<sup>15</sup> Student enters with no to few credits towards graduation and will not have enough time to meet graduation requirements

# APPENDIX H

















## San Mateo Union High School District

### Integrated ELD Reading, Writing, Speaking & Listening Expectations

Writing	
Course Level	Expectations
<b>ELD I</b>	<p>All ELD I students will complete a <b>minimum of seven</b> writing assignments which will be at least one paragraph in length.</p> <p>Students will write:</p> <ul style="list-style-type: none"> <li>• Three on demand paragraphs<sup>16</sup></li> <li>• Four full-process assignments<sup>17</sup>, three of which must be: <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Informational/Expository</li> <li>○ Argumentative/Opinion</li> </ul> </li> </ul>
<b>ELD II</b>	<p>All ELD II students will complete a <b>minimum of seven</b> writing assignments, at least <b>one</b> of which will be multiple paragraph assignment.</p> <p>Students will write:</p> <ul style="list-style-type: none"> <li>• Six extended paragraphs <ul style="list-style-type: none"> <li>○ Three in-class paragraphs</li> </ul> </li> <li>• One multiple paragraph essay</li> <li>• Four full-process assignments, three of which must be: <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Informational/Expository</li> <li>○ Argumentative/Opinion</li> </ul> </li> </ul>
<b>ELD III</b>	<p>All ELD III students will complete a <b>minimum of eight</b> writing assignments, at least <b>two</b> of which will be multiple paragraph assignments.</p> <p>Students will write:</p> <ul style="list-style-type: none"> <li>• Two multiple paragraph essays (at least one per semester)</li> <li>• Four full-process assignments, three of which must be: <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Informational/Expository</li> <li>○ Argumentative/Opinion</li> </ul> </li> </ul>
<p>Over the course of each year, teachers <i>meaningfully integrate</i> a variety of writing types and related skills in academic and real-world contexts. These assignments may occur in response to a literary unit or in stand-alone units.</p> <p>  Research skills  Research-based  Timed writing  Using technology to produce/revise </p> <p>  Using technology to publish writing </p>	





<sup>16</sup> At least one per semester

<sup>17</sup> A full-process assignment includes a first draft, which is revised in response to a reader's comments, and a final draft that is graded.

Reading	
Course Level	Expectations
ELD I	<p>All ELD I students will read at least <b>one extended literary works</b> in addition to <b>six shorter texts</b> from a variety of genres. All texts will have lexile levels and text complexity appropriate to level.</p> <p>  Essays            Speeches            Non-fiction            Short Stories            Poetry         </p> <p>All ELD I students reading growth will be assessed using the:</p> <ul style="list-style-type: none"> <li>• Reading Inventory (RI) three times a year</li> <li>• Edge Placement test three times a year</li> </ul>
ELD II	<p>All ELD II students will read at least <b>one extended literary works</b> in addition to <b>eight shorter texts</b> from a variety of genres. All texts will have lexile levels and text complexity appropriate to level.</p> <p>  Essays            Speeches            Non-fiction            Short Stories            Poetry         </p> <p>All ELD II students reading growth will be assessed using the:</p> <ul style="list-style-type: none"> <li>• Reading Inventory (RI) three times a year</li> <li>• Edge Placement test three times a year</li> </ul> <p>All ELD II students will be expected to complete supplemental independent reading based on their lexile level.</p>
ELD III	<p>All ELD III students will read at least <b>two extended literary works</b> in addition to <b>ten shorter texts</b> from a variety of genres. All texts will have lexile levels and text complexity appropriate to level.</p> <p>  Essays            Speeches            Non-fiction            Short Stories            Poetry            Drama         </p> <p>All ELD III students reading growth will be assessed using the:</p> <ul style="list-style-type: none"> <li>• Reading Inventory (RI) three times a year</li> <li>• Edge Placement test three times a year</li> </ul> <p>All ELD III students will be expected to complete supplemental independent reading based on their lexile level.</p>
<p>Over the course of the year, teachers will ensure that texts are <i>culturally relevant</i> to their class population and represent a <i>broad range</i> of cultural perspectives.</p>	

Speaking	
Course Level	Expectations
<b>ELD I</b>	<p>All ELD I students will:</p> <ul style="list-style-type: none"> <li>• Complete at least <b>four</b> oral recordings</li> <li>• Develop and deliver at least <b>two</b> of the following types of presentations: <ul style="list-style-type: none"> <li>◻◻ Individual Presentations/Speeches ◻◻ Group Presentations ◻◻ Informational Presentations</li> <li>◦ One must be at least 1 minutes in length</li> </ul> </li> </ul> <p>Complexity of assignments will be appropriate for students at <i>emerging</i> proficiency level.</p>
<b>ELD II</b>	<p>All ELD II students will.</p> <ul style="list-style-type: none"> <li>• Complete at least <b>six</b> oral recordings</li> <li>• Develop and deliver at least <b>two</b> of the following types of presentations: <ul style="list-style-type: none"> <li>◻◻ Informational Presentations ◻◻ Presenting and defending an argument ◻◻ Conducting Research</li> <li>◦ One must be at least 3 minutes in length</li> </ul> </li> </ul> <p>Complexity of assignments will be appropriate for students at <i>expanding</i> proficiency level.</p>
<b>ELD III</b>	<p>All ELD III students will:</p> <ul style="list-style-type: none"> <li>• Complete at least <b>eight</b> oral recordings</li> <li>• Develop and deliver at least <b>two</b> of the following types of presentations: <ul style="list-style-type: none"> <li>◻◻ Informational Presentations ◻◻ Presenting and defending an argument ◻◻ Conducting Research</li> <li>◦ One must be at least 3-5 minutes in length</li> </ul> </li> </ul> <p>Complexity of assignments will be appropriate for students at <i>bridging</i> proficiency level.</p>
<p>Over the course of each year, teachers <i>meaningfully integrate</i> a variety of opportunities to practice speaking and listening skills. All ELD students are expected to have daily opportunities to practice academic English. Students will have a variety of opportunities to practice and demonstrate their speaking skills:</p> <ul style="list-style-type: none"> <li>◻◻ Whole-class discussions ◻◻ Small-group discussions ◻◻ Pair-share</li> <li>◻◻ Posing and responding to questions ◻◻ Observing norms of academic discourse</li> <li>◻◻ Using academic language ◻◻ Posing and responding to questions</li> </ul>	

Listening

Course Level	Expectations
<b>ELD I</b>	<p>All ELD I students will:</p> <ul style="list-style-type: none"> <li>• Participate in at least <b>one</b> interview</li> <li>• Listen to at least <b>one</b> recording and respond to a series of prompts</li> </ul> <p>Complexity of assignments will be appropriate for students at <i>emerging</i> proficiency level.</p>
<b>ELD II</b>	<p>All ELD II students will:</p> <ul style="list-style-type: none"> <li>• Participate in at least <b>one</b> interview</li> <li>• Listen to at least <b>two</b> recordings and respond to a series of prompts<sup>18</sup></li> <li>• Listen to at least <b>one</b> academic presentation/lecture and respond to a series of prompts</li> </ul> <p>Complexity of assignments will be appropriate for students at <i>expanding</i> proficiency level.</p>
<b>ELD III</b>	<p>All ELD III students will:</p> <ul style="list-style-type: none"> <li>• Participate in at least <b>one</b> interview</li> <li>• Listen to at least <b>two</b> recordings and respond to a series of prompts<sup>19</sup></li> <li>• Listen to at least <b>two</b> academic presentation/lecture and respond to a series of prompts</li> </ul> <p>Complexity of assignments will be appropriate for students at <i>bridging</i> proficiency level.</p>
<p>Over the course of each year, teachers <i>meaningfully integrate</i> a variety of opportunities to practice listening skills to recordings or presentations in a variety of contexts. Students should practice listening and responding to:</p> <div> <div>  Conversation between two or more people </div> <div>  A presentation on an academic topic </div> </div> <div> <div>  An individual or group presenting an opinion and supporting evidence </div> <div>  A series of questions </div> </div>	

<sup>18</sup> Students may be asked to respond orally or in writing

<sup>19</sup> Students may be asked to respond orally or in writing

## APPENDIX I

### Additional Year Guidelines for ELD students

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#### **Optional Five-Year Program for ELD I Students**

Given the district graduation requirements, the San Mateo Union High School District makes available a five-year high school program option for some students who enter district schools with no English proficiency (ELD I). The most salient feature of this five-year path is that it offers students an additional year to acquire the English they need and to take the classes required for graduation that they are unable to access as they learn English in ELD I classes.

When an ELD I student enters the district, counselors should create a graduation plan to determine if the student will need a 5<sup>th</sup> year to graduate. Counselors will create individual learning plans for qualifying students that will be reviewed on an annual basis to assess progress toward graduation. Each student's plan will list the coursework and the sequence necessary to meet District graduation requirements prior to the student's 19<sup>th</sup> birthday. When a student is approaching 18 years of age and is not behaving appropriately and/or advancing towards graduation, counselors will use these reviews to discuss options for alternative education programs.

All students who are placed on the Five year Plan will still have the option of completing their graduation requirements in four years.

BP 6146.1(e)

*Legal Reference:*  
*EDUCATION CODE*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer School)*

*(cf. 6179 - Supplemental Instruction)(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6164.2 - Guidance/Counseling Services)*

