

welcome to

SJCOE's English Learner Master Plan



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San Joaquin County Office of Education

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Goals & Objectives

The primary purpose of the San Joaquin County Office of Education English Learner Master Plan is to provide a clear statement of policies related to the development, implementation, and evaluation of English learner programs and services. The Master Plan also provides specific procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee and site English Learner Advisory Committees; the annual evaluation of English learner programs; and the use of state and federal funds for EL programs and services. We do this to:

- * Ensure that English learners will achieve English language proficiency as quickly as possible.
- * Promote the academic success of English learners.
- * Develop cross-cultural awareness, appreciation of one's own culture and language, encouragement of bilingualism, and enhance positive self-esteem of English learners.
- * Train instructional personnel to implement effective instructional programs and teaching strategies for English learners.
- * Increase the level of parent and community awareness, involvement, and support in meeting the educational needs of English learners.



I. Initial Identification

Home Language Survey

The Home Language Survey (HLS) is completed upon initial enrollment into California schools.

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

Students for whom there is at least one response other than English to questions 1, 2, or 3 are designated as having a primary language other than, or in addition to, English, and must be assessed with the California English Language Development test (CELDT) within thirty calendar days of enrollment. The completed HLS is retained in the student's cumulative file in addition to being entered into the school's student information system (SIS).



Initial & Annual Assessment

CELDT results will be the primary determinant for initial identification of English proficiency status. Qualifying students at all grade levels are assessed in listening, speaking, reading and writing. Based on the overall CELDT score, the student is classified at one of five fluency levels in English:

1. Beginning
2. Early Intermediate
3. Intermediate
4. Early Advanced
5. Advanced

New students from other states are tested within 30 days of their enrollment into California schools. Students who have been previously identified as English learners are tested annually with the California English Language Development Test (CELDT) between July 1 and

Proficiency Level Descriptors Beginning — Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Initial Identification continued...

Early Intermediate — Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Intermediate — Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Early Advanced — Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Advanced — Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Parent Notification of Assessment Results & Program Placement

Parents are notified of test results within 30 calendar days. Parents of English learners also receive information about their right to request a waiver for alternative programs (bilingual education) and other information required by state and federal regulations. Parents are involved in their student's reclassification review process. Once the review process is complete the school will file the signed reclassification review form in the student's cum folder.

Program Placement Letters are also sent to parents of continuing English learners annually within 30 days of the start of school. The letters contain previous year's CELDT results, current performance levels on standard assessments and the student's program placement for the current year.

Alternative Language Assessments for Students with Disabilities

Each English learner with disabilities is to be assessed for English language development using accommodations, modifications, or alternative assessments for the CELDT as specified in the student's IEP or 504 Plan.

Classifications

English Learner: A student who comes from a home in which a language other than English is spoken and who has been assessed as non- or limited-English proficient.

Reasonably fluent: A student who's overall proficiency level is Early Advanced or Advanced, with no individual level in Listening, Speaking, Reading or Writing lower than Intermediate.

Less than reasonably fluent: A student functioning at the Beginning or Early Intermediate levels of English language fluency.

I-FEP student: A student who took the CELDT but was determined to be fluent in English; i.e. overall proficiency level of Early Advanced or Advanced and Intermediate in all four sub-categories.

II. Reclassification

Criteria

Reclassification is the process that determines whether an English learner should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English. Reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified:

1. English language proficiency on the CELDT; Early Advanced and/or Advanced with no individual sub-score less than Intermediate.
2. Comparison of the performance in basic skills against the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for student of the same age whose native language is English.
3. Teacher evaluation of a student's academic English skills and abilities.
4. Parent/guardian opinion and consultation in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
5. Other criteria as determined by the Local Education Agency. (LEA)

Once all information is documented, the student's status is changed to "RFEP", and the school is provided with documentation for the teacher and a copy is filed in the cum file. Students who do not meet all criteria remain classified as "EL" (English learner).

Under current state law (EC Section 313), identified students who are English learners must participate in the annual administration of the CELDT until they are Reclassified Fluent English Proficient (RFEP).

Reclassification Follow-Up Requirements

Reclassified students' progress will be monitored by school-wide assessment data for a minimum of two years to ensure his/her academic success. Student progress will be monitored through analysis of school-wide Language Arts performance. SJCOE ensures that each RFEP student who is not sustaining adequate academic progress will receive targeted support and intervention services.



III. Instructional Program Placement & Description

English Learner Services

San Joaquin County Office of Education establishes and implements instructional programs that enable English learners to develop full proficiency in their use of the English language, which in turn provides them with access to the core curriculum.

For the purpose of ensuring receipt of appropriate instructional services in any instructional setting, students will be placed in one of the following three programs:

- **Structured English Immersion (SEI)**, is designed to promote the rapid and effective acquisition of English for students who have not yet developed “reasonable fluency” and lack the foundational skills to succeed in an English Language Mainstream Classroom. Teachers utilize specialized curriculum and instructional practices appropriate to each student’s level of English language proficiency to promote access to the core.
- **English Language Mainstream (ELM)** classrooms are the appropriate placement for students who meet the requirement for “reasonable fluency”, and will continue to demonstrate significant progress in developing academic English language and literacy skills. ELD/SDAIE services are provided as needed for classroom success.
- **Alternative Bilingual Education Program** is instruction in the student’s primary language. An alternative program is offered when there are 20 students in a given grade level with approved waivers. In cases where the waiver is denied, the parents/guardians must be informed in writing of the reason(s) for denial, and advised of the procedures to appeal the decision.

English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE) may take place in any setting. SJCOE is committed to providing English learners with high-quality instruction that adheres to four basic design principles;

- * Instructional programs will incorporate an enrichment, rather than remedial approach, establishing high expectations for all students;
- * Program models will reflect the use of research-based practices;
- * All programs will provide students with a rigorous instructional program designed to accelerate learning and develop academic English;

* All programs



-level content standards

IV. Parent Outreach & Involvement



The San Joaquin County Office of Education will ensure that parents and families of English learners are actively and meaningfully involved in the education of their children. SJCOE will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

English Learner Advisory Committee (ELAC)

Each California public school with 21 or more English learners will form an English Learner Advisory Committee (ELAC). At sites where an ELAC is established, the committee shall establish by-laws that set forth officers, procedures, and other legal requirements. Each site shall maintain records of the agendas and minutes of all ELAC meetings.

Composition Requirements

Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise at least 25 percent of the ELAC membership. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Elections

Each year the school will hold elections in which all parents/guardians of English learners have an opportunity to vote and elect the parent members of the ELAC. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). If a member is replaced during the year, the replacement serves for the remainder of the school year.

Training

SJCOE will provide appropriate training each year to ELAC members that assists them in carrying out their required task and responsibilities.

Parent Outreach & Involvement continued....

The District English Learner Advisory Committee (DELAC)

Each year the SJCOE establishes a District English Learner Advisory Committee (DELAC). The committee shall consist of duly elected representatives from each school in the county office that have an enrollment of 51 or more EL students (Building Futures Academy, **one.**Charter Academy of Visual & Performing Arts, **one.**Community School, **one.**John F. Cruikshank Jr. Juvenile Court School and Venture Academy.) Representatives from the schools shall be elected by each site English Learner Advisory Committee (ELAC).

Responsibilities

The majority of the members of the DELAC shall be parents of EL students and not employed by the District.

The committee shall meet at least four times per school year. The date of the first meeting shall be determined by the Language Development Leader Subsequent meetings shall be set by the Committee.

The Committee shall follow established by-laws that set forth officers, procedures, and other necessary requirements.

The purpose of the Committee shall be to advise the District Administration and Governing Board regarding:

*The development and any necessary revision to the district's master plan for educational programs and services for English Learners.

*Review and input on the Local Control Accountability Plan (LCAP)



V. Staffing & Professional Learning

Staffing & Professional Learning

Administration and leadership teams will provide opportunities to develop a deeper understanding of teaching English Learners by sharing research-based instructional practices at faculty, department, grade-level meetings, and continuous collaboration. On-going professional learning will:



- * Build a broader repertoire of effective EL instructional strategies.
- * Provide teachers and administrators with professional development focused on research based instructional strategies for improving achievement of ELs
- * Provide on-going professional learning to enhance teachers' understanding and use of adopted materials and assessments for ELs.
- * Identify early, appropriate interventions to help EL students learn
- * Improve student engagement strategies
- * Involve parents of EL students in their children's education
- * Understand and use assessments to improve classroom practice and student learning

Staff will:

- Analyze assessment data and discuss the implications of EL student performance in each part of the assessment
- Discuss specific lessons and strategies
- Examine EL student work
- Examine evidence of learning demonstrated in student work
- Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for EL students
- Plan and implement effective ways of providing language support and accelerating language acquisition for ELs

VI. Authorization of Teachers & Staff

All teaching personnel whose assignment includes English Language Learner students will hold appropriate authorization to provide necessary instructional services to English learners. Teachers must hold a valid California teaching credential and one of the following authorizations:

- * Crosscultural, Language, and Academic Development (CLAD) Certificate or English Learner Authorization
- * Bilingual Authorization (previously issued documents: Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate or Bilingual Certificate of Competence)
- * Bilingual Crosscultural Specialist Credential
- * Certificate of Completion of Staff Development (SB 1969, SB 395, AB 2913, SB 1292)
- * Single Subject – World Language: English Language Development (ELD)
- * AB1059



Those teachers hired without the proper authorization are required to apply for an emergency CLAD. There are renewal requirements on the emergency CLAD that require coursework or taking the CTEL exam in order to continue on an Emergency until they can obtain the full authorization. The CTEL Examination includes three subtests, each of which may be taken separately. The HR Director will oversee and monitor the teacher staffing 11

VII. Funding

Funding and resources are allocated according to requirements specified by the Education Code, state regulations and district policies and procedures.

Currently, the state uses Local Control Funding Formula (LCFF). This is a state-level redistribution of funds, which include supplemental and concentration funds to provide additional services for English learners, low income, and foster youth students. In addition, Title I and Title III funds may be used.

Allowable funds are to be utilized to promote the academic achievement of English learners; to support the involvement of English learner parents; and to strengthen compliance with state and federal mandates.

For more detailed information see respective Local Control Accountability Plans posted on

VIII. Accountability & Evaluation of Program

***Evaluation and Monitoring of Program Effectiveness**

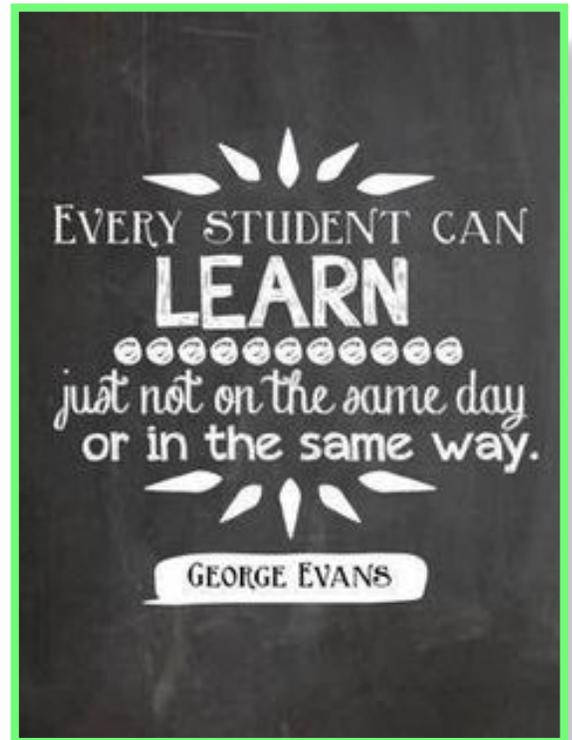
SJCOE has implemented a process and criteria to determine the effectiveness of its programs for English learners, and conducts yearly evaluations to provide information about their effectiveness to school stakeholders. Decisions to continue, modify, or discontinue programs and/or program elements are based on analysis of results. Evaluations of programs examine both student outcomes and progress towards SJCOE identified Goals and Objectives (p.3).



IX. Special Education

English learners are eligible for special education opportunities. Lack of prior schooling in and of itself is not a special education issue. Once identified and placed, “appropriate action” to develop English language proficiency and to remove language barriers becomes part of the Individualized Education Plan (IEP). The student’s entire constellation of needs is addressed in the IEP, including ELD and primary language support.

Special Education referrals of English Learners must include documentation of all attempted interventions, their duration, and outcomes that have occurred in the general education classroom to provided success for EL students experiencing multiple difficulties. Multiple criteria must be used for assessing/identifying students for special education services in order to distinguish educational needs based on disability separate from educational needs based on lack of English proficiency.



When CELDT Testing Special Education EL students with an IEP, the IEP team will determine which possible test variations, accommodations and/or modifications the student may need in order to participate in the CELDT testing.

The IEP must specify exactly how and for what domain(s) of the CELDT that test variations, accommodations, and/or modifications are to be implemented relative to the student’s disability. Any alternative assessment(s) the student will use must be identified in the IEP and the domain(s) of the CELDT the alternative assessment(s) is replacing must be noted.

Special Education EL students will receive appropriate instruction in their classroom placement as determined by their IEP.



X. Glossary

Glossary

CELDT

California English Language Development Test. Statewide mandatory test for all language minority students upon first enrollment in California schools, and annually for all English learners

EL

English Learner. This is a student who has not met the criteria for the proficiency in listening, speaking, reading, or writing English. Education Code 306 defines an English learner as “a child who does not speak English or whose native language is not English and who is not currently able to perform classroom work in English

ELAC

English Learner Advisory Committee. This committee is required at schools with more than 20 English learners. The minimum size is 3: two parents of EL students and one staff member. The committee provides input to the school site council and to the district ELAC (DELAC).

ELD

English Language Development. This is instruction that is designed to develop proficiency in the four domains of language (Listening, Speaking, Reading and Writing). ELD is required for all English learners.

ELM

English Language Mainstream. This is a state term that describes an instructional setting for English learners who have “reasonable fluency in English”. Within this setting, the teacher provides appropriate instructional services (ELD and access to core content).

EL-qualified

Teachers of English learners provide ELD and SDAIE. They must hold an appropriate authorization from the Commission on Teacher Credentialing. The credential information on the ctc.ca.gov website indicates if the authorization covers ELD and/or SDAIE. Veteran teachers may be eligible for Certificate of Completion for Staff Development (for ELD and/or SDAIE).

FEP

The State Board of Education defines a student as FEP when s/he scores overall Early Advanced or Advanced on the California English Language Development Test (CELDT), with all subtests at Intermediate or higher. This is a student who has another language in his/her background, but whose English skills in listening, speaking, reading, and writing English are similar to their English-only peers. IFEP (initially identified as fluent English proficient) refers to new enrollees who are identified by testing and classroom performance in English Language Arts as fluent the first time they are tested in California. RFEP (reclassified fluent) refers to students who once were English learners, and have been

X. Glossary continued...

“reclassified” as fluent, based on testing and other factors. RFEP students are able to compete effectively with English-speaking peers in mainstreams classes.

HLS

Home Language Survey. A component of the enrollment process for all students newly enrolling into a CA school. The four question HLS is used to identify students’ primary languages.

Language Minority Student

Parents of new students complete a Home Language Survey if they are new to California schools. If the answers to questions 1-3 name a language other than English, the student will be assessed to determine if he/she is an English learner, or is initially fluent in English (IFE).

Primary Language Support

Connecting new English concepts to existing concepts or the development of vocabulary in the primary language. This may be through use of dictionaries and translation; primary language versions of content area texts; translations by peers, volunteers, parents, or employees.

Reclassification

Also “redesignation.” This is the process of determining when an English learner has acquired the English skills necessary to succeed in grade level class work.

SDAIE

“Specially Designed Academic Instruction in English”. A set of strategies that focus on the key vocabulary and concepts for subject areas, with adaptation of instruction and assignments appropriate to the English proficiency levels of students. Standards for SDAIE classes are the key or focus standards that are part of the STAR blueprint; this is grade level content, not a watered-down course, for students at the Intermediate Level of Proficiency or higher.

SEI

Structured English Immersion. This term describes an instructional setting for English learners who do not yet have “reasonable fluency in English.”