

# Palermo Union School District

## DISTRICT-WIDE PLAN FOR ENGLISH LANGUAGE LEARNERS

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Board Approval

### PALERMO UNION SCHOOL DISTRICT-WIDE PLAN FOR ENGLISH LEARNER (EL) STUDENTS

The Palermo Union School District English learner (EL) program provides services to English learners to ensure that they acquire English-language proficiency, recoup any academic deficits that may have been incurred while learning English, promote cross-cultural understanding, and provide equal access to the core curriculum provided for all students.

## GOAL

The fundamental goal of the program is for EL students to function successfully in the English language and to maintain comparable academic progress with English only students

## STUDENT IDENTIFICATION AND PARENT NOTIFICATION

Registration in the Palermo Union School District will include the completion of the state of California mandated *Home Language Survey* (see Appendix A). If the answer to any of the first three questions on the Home Language Survey indicates a language other than English, the student will be referred for English and primary language assessment (E.C. 62002). Potential English Learners (EL) students in grades K-8 are tested according to District-approved criteria for initial identification (see *Initial Identification & Placement Procedures* - Appendix B).

### ASSESSMENT OF STUDENTS

1. The California English Language Development Test (CELDT) will be used as the primary indicator of English proficiency for initial identification of English learners. Testing will occur within 30 days of initial enrollment, or prior to class placement when possible.
2. The district will use the CELDT to:
  - a. Conduct initial assessment upon enrollment to identify students who are English learners and to

- determine the level of English proficiency.
- b. Conduct annual assessment to assess the progress of English learners in acquiring listening, speaking, reading, and writing skills in English.
  - c. Reclassify EL students to Fluent English Proficient (FEP).
3. Based on test results, students will receive a language classification: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. including:
    - a) proficiency level scores for each test component: listening and speaking, reading, and writing.
    - b) an overall score identifying their English proficiency level according to the state of California English Language Development (ELD) standards.
  4. Assessment of proficiency in the student's primary language will be completed within **90 days of initial enrollment** (EC 62002; AR 6174) using the Language Assessment Scales (LAS) by CTB McGraw-Hill for Spanish speakers and a district-developed Interview Protocol for Hmong and other languages.
  5. Upon completion of initial assessment, an EL student folder will be established and maintained for each EL student in the student's cumulative folder. The purpose of the folder is to assist the teacher, parent, and the district administration with program placement and development, student monitoring, and reclassification. The following items will be placed in the EL student folder:
    - ? Completed and dated Home Language Survey
    - ? Student Score Sheet (CELDT examiner scored Initial assessment)
    - ? English language proficiency scores (CTB McGraw-Hill scored CELDT)
    - ? Primary language assessment results (LAS, Interview Protocol)
    - ? Parent notification of assessment results and initial placement
    - ? Reclassification notification (at the time of reclassification)
    - ? Reclassification back-up documentation: CST, Report Card Grades, Teacher Evaluation (at the time of reclassification)

#### **PARENT NOTIFICATION**

1. Parents of all EL students will receive annual notification of initial and annual assessment results and program placement within 30 days. Parents will receive an explanation of the District's program for EL students.
2. All parent notification letters/forms are in English and Spanish, and in English and Hmong or other language when available (see Appendix C).

#### **C. PARENTAL EXCEPTION WAIVERS**

1. In accordance with the California Education Code 300, waivers are required for all District designated Alternative Bilingual Education program classrooms (a minimum of 20 granted waivers are needed for each bilingual classroom).
2. District waiver procedures contain a clear and full description of educational program options, including Structured English Immersion (SEI) English Language Mainstream (ELM), and Alternative Bilingual Education (ABE). Parents receive a written and oral explanation of their rights to request a waiver at the school site.

#### **STUDENT PLACEMENT AND PROGRAM IMPLEMENTATION**

Program implementation will be consistent with the district program design across school sites with regard to practice, resources, and personnel.

## **Structured English Immersion (SEI)**

Provides instruction for all subjects in English for students with less than reasonable fluency in English. For students with an overall CELDT score at the ***Beginning Level*** (Level 1), teachers will combine specially designed academic instruction in English (SDAIE) strategies in content areas with primary language instructional support when needed and a structured, sequential English Language Development (ELD) program. For students with an overall CELDT score at the ***Early Intermediate Level*** (Level 2), teachers will use SDAIE and structured ELD, with decreasing use of primary language support.

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

Provides all instruction in English with additional and appropriate services as needed. Designed for students with reasonable fluency in English with an overall CELDT score at the ***Intermediate Level*** (Level 3), ***Early Advanced:*** (Level 4), or ***Advanced:*** (Level 5). **All** EL students will receive daily ELD instruction until reclassified to FEP. A parent may request a student out of a SEI program into a mainstream classroom at any time, regardless of language proficiency, but the student still must receive daily ELD.

## **Alternative Bilingual Education (ABE)**

When a school receives Parental Exception Waivers (see (1), (2), and (3) E6174, the district will ensure that: 1) the waiver is approved, 2) the parent is informed that the district needs 20 or more ***approved*** waivers at any grade level ***at the site*** to offer an alternative program ***to students with the same primary language***, and 3) the parent is informed of other districts that have an alternative program already in place (Chico K-8).

# **INSTRUCTION**

Schools will implement an instructional approach for EL student in accordance with legal requirements (BP 6174).

## **English Language Development (ELD)**

All English learners shall receive ***30 to 45 minute of daily*** ELD instruction. The classroom teacher ***teaches ELD***. An instructional aide may provide supplemental support. ELD instruction shall be aligned to ELD standards and English language proficiency levels. ELD lessons will reflect curriculum materials and approaches that are designed to provide EL students acquisition of listening, speaking, reading, and writing skills in the second language. Teachers will use SDAIE techniques to help provide EL students access to the core curriculum. ELD curriculum shall be utilized to guide the English language development for English learners: Hampton Brown *Into English* (K-4), Prentice Hall *Regents ESL* (5-8). Ongoing proficiency assessment shall be based on measurable outcomes utilizing CST, CELDT, and classroom standards-based grade level multiple measures. Teachers will use data to modify instruction as needed to meet the district's benchmarks for the rate of progress for EL students (see page 5 Annual Goals chart).

## ***Access to the Core Curriculum***

Access to the core curriculum shall be provided to all English learners: Houghton Mifflin *A Legacy of Literacy* (K-6), Prentice Hall *Timeless Voices, Timeless Themes* (6-8).

- ? Grades in the core curriculum
- ? District standards-based grade level multiple measures
- ? California Standards Test scores
- ? District writing samples as appropriate

***Interventions (Catch-up Plan)***

**In order for English learners to reach the same level of academic proficiency as non-EL students, an intervention or "catch-up" plan shall be implemented to assist EL students to recoup any academic deficits incurred while they are acquiring English (see Appendix D: Academic Growth Plan). Schools will utilize a variety of extended learning opportunities to provide additional support during the school day:**

- ? intensified strategies that facilitate student mastery of the district grade level standards (i.e., SDAIE, differentiation of instruction)
- ? Title I
- ? Focus groups with EL students
- ? Leveled reading
- ? Math enrichment

**Additional Services**

Additional service/interventions will be provided in the appropriate language according to student program placement. EL students shall also be provided with fair and equal access to any special services such as: GATE, Special Education, Title I, and extra curricular activities.

- ? after school tutoring
- ? summer school and/or after school intensive reading classes (ELILP).

***PROGRAM EFFECTIVENESS***

A. The Director of Special Programs shall conduct an Annual evaluation of consolidated programs including services for EL students.

A District EL Committee comprised of the District EL Coordinator, site administrators, ELD teachers, bilingual aide, and the Director of Special Programs shall meet at least three times a year to determine program effectiveness. Data will be utilized to determine:

1. English language proficiency comparable to native English speakers.
2. Equality of academic achievement
3. Modification of programs and services to improve student performance

The progress of EL students shall be measured by (1) ELD growth as measured by the CELDT, and (2) English/Language Arts and Mathematics as measured by the California Standards Test:

**Table 1. Annual Goals for EL Students in ELD and CST English/Language Arts and Math**

CELDT level	Beginning	Early Int.	<b>Intermediate</b>	Early Adv.	Advanced	Reclassify
Timeline:	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	6 <sup>th</sup> year
"		1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
"			1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
"				1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
"					1 <sup>st</sup> year	2 <sup>nd</sup> year
CST: LA	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic	Proficient
CST: Math	Far Below Basic	Below Basic	Basic	Basic	Proficient	Proficient

# RECLASSIFICATION

Administrator, teacher, or parent recommendation is necessary for Reclassification of English Learner students to Fluent English Proficient (FEP). The District EL Committee will review each EL student's progress and recommend Reclassification or other necessary options as required to maintain or improve academic progress. The Governing Board has approved the following criteria for reclassification:

- ? **CELDT**: score of **5**
- ? California Standards Test (CST) English/Language Arts: score of **Basic and above**
- ? **Standards-based Report Card Grades**
- ? Teacher evaluation (committee review multiple measures, teacher written comments)
- ? Parent Notification and Consultation

The EL Coordinator will monitor a 2-year follow-up plan to ensure that each Reclassified student is making adequate academic progress. If a Reclassified student is not making adequate progress, the EL Coordinator will be notified. The EL Coordinator will monitor R-FEP students until they reach CST-ELA proficiency for 3 years.

## STAFFING AND PROFESSIONAL DEVELOPMENT

State and Federal laws require that all teaching personnel assigned to English learners be qualified to provide the appropriate instructional services including ELD, SDAIE, and primary language. In addition, the district must provide an inservice training program that results in qualifying existing and future personnel to provide appropriate instructional services to English Language Learners (AR 4112-22 (a); 4212-22).

1. The district shall maintain an effective tracking system of teacher authorization and teachers in training
2. Each EL student shall receive ELD instruction from authorized teachers
3. Each EL student shall receive Core curricula instruction from authorized teachers
4. Cross-cultural, Language and Academic Development (CLAD) preparation and SB395 (SB1969 Extension) certification training is provided through a joint effort between the Butte County Office of Education Project Challenge program, and school districts.
5. The Staff Development calendar shall include EL related topics as needed with ongoing training provided for staff who are responsible for services to EL students

Baseline data was established to demonstrate progress in meeting goals and objectives for professional development for teachers who provide or are responsible for services to EL students.

**Table 2. EL Professional Development for K-8 Teachers**

Performance Indicators	Baseline Data	Goal:	Goal:	Goal:
	Year: 02-03	Year: 03-04	Year: 04-05	Year: 05-06
Goal: All classroom teachers will be trained in CLAD or SB395 (SB1969).	K-8: 88%	K-8: 97%	K-8: 99%	K-8: 100%
Goal: Staff who provide or are responsible for services to EL students will receive training in EL related topics	K-8: 25%	K-8: 80%	K-8: ongoing	K-8: ongoing

# PARENTAL INVOLVEMENT

The District strongly supports the involvement of all parents, including those parents of English learners, in the educational process of their children.

## District English Learner Advisory Committee (DELAC)

Each school district with 51 or more English learners must form a functioning advisory committee (DELAC) on programs and services for EL students. The Director of Special Programs and the EL Coordinator will coordinate the DELAC committee and ensure that the committee has met all of the following requirements:

1. Has had the opportunity to advise the governing board on at least the following tasks:
  - a. A timetable for and development of a district master plan of education programs and service for EL students, taking into consideration the school site plans for EL students.
  - b. Conducting a district-wide needs assessment on a school-by-school basis.
  - c. Establishment of a district program, goals, and objectives for programs and services for EL students.
  - d. Development of a plan to ensure compliance with applicable teacher or aide requirements.
  - e. Administration of the language census.
  - f. Review of and comments on the written notification of initial enrollment as required in 5 CCR 11303(a).
  - g. Review of and comments on any related waiver requests.
  - h. Review of and comments on the district reclassification procedures.
2. Has received training materials and training planned in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

## B. School English Learner Advisory Committee (ELAC)

Each school site with 21 or more English learners must form a functioning English Learner Advisory Committee (\*ELAC) or subcommittee of an existing advisory committee. ELAC may be combined with the School Site Council. ELAC must be formed first, and then delegate to the SSC. Minutes of the agreement must be kept on file. ELAC composition requirements, elections, tasks, and training must meet state requirements including has advised the principal and staff on:

1. Development of a detailed school plan for EL students.
2. Development of the school's needs assessment.
3. Administration of the school's language census report.
4. Efforts to make parents aware of the importance of regular school attendance.

\*Parents of EL students may elect to have **ELAC** meetings held at each school site, or a **DELAC** meeting held at one school site that will include all district schools.

# FUNDING

General funds will provide core materials by grade level for ELD and core content subjects. Allocations of core materials for EL students will be comparable to allocations made to English only students. EIA- Limited English Proficient (LEP) funding will be used to supplement the core materials and services provided by the district, including teacher CLAD/SB395 training in Project Challenge. The English Language Acquisition Program (ELAP) funding will be used for instructional supplies and bilingual aide services. The English Language & Intensive Literacy Program

(ELILP) will fund after school and/or summer school programs.

Title III, Part A will provide funding for supplementary programs and services for EL students, including the provision of instruction and instructional support services related to English language development and academic progress in the core curriculum. Funds may also be used for instructional support, curricular development, and staff development for school staff assigned to EL student populations, parental involvement, and related program, activities.