

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Richard L. Miller, Ph.D., District Superintendent**  
**April, 2011**

**Master Plan for  
English Learners**



**INSTRUCTIONAL SERVICES DIVISION**

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# MISSION STATEMENT

-  **District Mission Statement**
-  **Superintendent's Statement**
-  **Master Plan Approval**
-  **District Background**

## District Mission Statement

The mission of the Riverside Unified School District (RUSD) is to educate a community of lifelong learners prepared for the demands of the 21st century by forging a partnership with the community through which diversity is valued, limits are challenged, and excellence is rewarded.

## Superintendent's Statement

RUSD values our English Learner students and their bilingual assets. Through the efforts of our staff, in alignment with our Master Plan, we will see students master acquisition of the English language. Their language acquisition will prepare them for attainment of full academic competence of the core curriculum necessary for the 21<sup>st</sup> century economy.

To achieve our work, we will count on support and integration of the parents of our English Learner students in the learning process. With the assistance of parents, our goal, hope, and commitment is that every English Language learner in our District will be fully competent with each student possessing the additional asset of being fluent and literate in two languages. This Master Plan should articulate the process to achieve that end.

Rick L. Miller, Ph.D.  
District Superintendent





# RIVERSIDE UNIFIED SCHOOL DISTRICT MASTER PLAN FOR ENGLISH LEARNERS

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# CHAPTER I INVOLVEMENT

-  **Translation of Parent Notices**
-  **Parent Notification of AMAO Status**
-  **English Learner Advisory Committee (ELAC)**
-  **District English Learner Advisory Committee (DELAC)**

## Legal Emphasis

Parents, staff, students and community members participate in developing, implementing, and evaluating core and categorical programs.

## Compliance Items:

The LEA outreach to parents of English learners includes the following actions:

- (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations.
- (b) The LEA informs the parents on how they can be involved in the education of their children and be active participants in assisting their children to:
  - Attain English proficiency
  - Achieve at high levels in core academic subjects
  - Meet challenging state academic standards expected of all students.
- (c) When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s).
- (d) An LEA that has not made progress on annual measurable achievement objectives informs parents/guardians of English learners of such failure not later than 30 days after such failure occurs.

Note: The establishment and operation of an English Learner Advisory Committee/District English Learner Advisory Committee (ELAC/DELAC) is evidence of compliance with (a) and (b) of this item.

## Translation of Parent Notices

District policy requires that all notices to parents be provided in both English and Spanish. For other language groups that comprise 15% of a single school's student population, district policy requires that notices be translated into that language.

## Parent Notification of AMAO status

Parents are informed in writing by the district office in the event their child's school or district fails to make adequate progress on the annual measurable achievement objectives (AMAO) related to development of English language proficiency and performance on standardized tests.

**English Learner  
Advisory  
Committee (ELAC)**

As part of a larger district effort to more systematically involve parents in their children’s education, the district has established procedures consistent with legal requirements to maximize this involvement.

*Compliance Items:*

A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- (a) Parent members are elected by parents or guardians of English Learners.
- (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body.
- (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b).
- (d) The ELAC has advised the school site council (SSC) on the development of the Single School Plan for Student Achievement.
- (e) The ELAC has advised the principal and staff on the school’s program for English learners.
- (f) The ELAC has assisted in the development of the school’s:
  - Needs assessment
  - Language Census Report (R-30)
  - Efforts to make parents aware of the importance of regular school attendance
- (g) The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- (h) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district.

**ELAC Meeting  
Schedule and Topics**

The district ensures school level compliance by providing the following suggested schedule for incorporating legally required tasks. The chart below describes each meeting, its approximate calendar date, and the various items to be covered.

Months	Topic	Compliance Item
<b>September- November</b>	1. Election of members and new officers 2. Elect one parent member to DELAC 3. ELAC training and materials 4. Determination of ELAC agenda topics 5. English learner instructional placement 6. Make parents aware of the importance of regular school attendance	(a) (h) (g) (g) (e) (f)
<b>December- January</b>	1. Review and discuss district benchmarks for student progress <ul style="list-style-type: none"> <li>• Reclassification criteria and process</li> <li>• Linguistic and academic benchmarks</li> </ul> 2. Seek parental advisement on site programs (SPSA) for ELs <ul style="list-style-type: none"> <li>• Overview of services</li> <li>• Budget</li> <li>• Advising of School Site Council (SSC) on development of single school plan</li> </ul>	(d and e)

Months	Topic	Compliance Item
February-March	1. Review CELDT results 2. Seek ELAC input on Needs Assessment/Parent Survey (To be sent out in March)	(f)
April-May	1. Seek parental advisement and revise site plan for English learners 2. Review and discuss the R-30 Language Census report 3. Report results of Needs Assessment/Parent Survey	(e) (f) (f)

**ELAC Records**

Each school-level ELAC will maintain records in English and Spanish of all meetings that include agendas, minutes, sign-in sheets and training documents. All documentation will be sent to the Program Quality/English Learner Department for review and compliance monitoring. All efforts to establish an ELAC that is functioning in an advisory capacity must be continuous and thoroughly documented in the records.

*Compliance Items:*

An LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

(a) The DELAC has had the opportunity to advise the governing board on all of the following tasks:

1. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement.
2. Conducting of a district-wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Administration of the annual Language Census Report.
6. Review of and comment on the school district's reclassification procedures.
7. Review of and comment on the written notifications required to be sent to parents and guardians.

(b) The LEA has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.

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

**DELAC Meeting Schedule and Topics**

The Program Quality/English Learner Department will conduct DELAC meetings throughout the school year. Notices for these meetings are distributed to school sites and DELAC members, typically two weeks before the scheduled meeting date. The meeting schedule and topics are as follows:

Months	Topics	Compliance Item
<b>September- November</b>	1. Train committee members on purpose and responsibilities of the DELAC committee.	(b)
	2. Review and approve yearly calendar.	(b)
	3. Review and comment upon district program goals and objectives for the English learner instructional program.	(a3)
	4. Review and comment upon written notifications required to be sent to EL parents	(a7)
	5. Review and comment upon the district's reclassification procedures.	(a6)
	6. Election of officers, if terms have expired.	
	7. Annual ELAC Survey, by site	
<b>December January</b>	1. Plan to ensure district compliance with teacher and instructional aide requirements	(a4)
	2. Review, discuss, and approve Consolidated Application, Part 2.	
<b>February- March</b>	1. Presentation and review of the District Master Plan for English Learners	(a1)
	2. Conduct a district-wide needs assessment on a school-by-school basis.	(a2)
	3. Review and comment upon written notifications required to be sent to EL parents	(a7)
<b>April-May</b>	1. Review and discuss language census (R-30)	(a5)
	2. Planning of next year's DELAC calendar and training	(b)
	3. Review, discuss, and approve Consolidated Application, Part 1.	

**DELAC Records**

The English Learner/Program Quality Department will maintain records in English and Spanish of all meetings that include agendas, minutes, sign-in sheets and training materials.

**DELAC Role as Advisory Committee**





The DELAC will record parental advice and recommendations related to the required responsibilities of the DELAC. DELAC committee input and advice will be shared with the superintendent and governing board. In addition, DELAC members complete an annual ELAC survey by site, each year, in order to provide feedback and suggestions to both district and school-level personnel.

**Conduct of Meetings**

DELAC meetings are conducted by the DELAC president. The agendas are prepared in consultation with committee members. Meetings are conducted in Spanish with English translation. Whenever possible, meetings are designed to incorporate parental interactions and involvement.

## CHAPTER II

### GOVERNANCE AND ADMINISTRATION

-  **Initial Identification of English Learners**
-  **Initial Parent Notification of Assessment Results and Program Placement**
-  **Annual Parent Notification of Assessment Results and Program Placement**
-  **Annual Assessment and Parent Notification**

#### Legal Emphasis

Policies, plans, and administration of categorical programs meet statutory requirements.

#### *Compliance Items:*

The district has properly identified, assessed and reported all students who have a primary language other than English.

A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language.

Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency by the CELDT. The assessment has been conducted following all of the publisher's instructions.

Within 90 calendar days of initial enrollment, each English learner is assessed in the primary language.

Parents/guardians of ELs are notified of their child's initial English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results.

(For school districts receiving Title III funds) Within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of ELs are notified of:

1. Their child's initial English language and primary language proficiency level.
2. How such level was assessed.
3. Their child's language designation.
4. Descriptions of program options.
5. Program placement.
6. Exit criteria.
7. For ELs with a disability with an individualized education program (IEP), how such program will meet objectives of the IEP.
8. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school.

(For school districts receiving Title III funds) Parents/guardians of ELs are informed annually, not later than 30 days after the beginning of the school year, of:

1. Their child's English language proficiency level.
2. How such level was assessed.
3. The status of the child's academic achievement.
4. Their child's language designation.
5. Descriptions of program options.
6. Program placement.
7. Exit criteria.
8. For ELs with a disability (on IEPs), how such program will meet objectives of the IEP.
9. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school.

Each EL is annually assessed for English Language Development and for academic progress.

All currently enrolled ELs are assessed for English language proficiency by administering the CELDT during the annual assessment window.

Each EL with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT during the annual assessment window.

Parents/guardians of ELs are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

## **Initial Identification of English Learners**

The process described below governs the district's responsibilities and actions pursuant to Initial Identification of EL students. Assessment tasks are completed at the district's Assessment Center. In cases where CELDT information is available from a previous district, placement is recommended based on these previous scores. Assessment results are kept at the school site, the district and on the district student information system. Much of the information is available to teachers and administrators through the district's centralized computer data network.

## **Home Language Survey**

The Home Language Survey (HLS) must be completed for every student at the time of initial enrollment in the district. A HLS is completed when a student enters a California school for the first time and takes precedence over any future HLS. At no time should a district employee alter or persuade a parent to complete the HLS with false information.

Once a Home Language Survey is on file for a student entering the district, a parent need not complete another survey when enrolling in another school. Before enrolling a student, school site personnel/Assessment Center personnel should verify through the district computer system whether the student is re-entering the district.

## **English Language Proficiency Assessment**

If any of the responses to questions 1-3 of the Home Language Survey is a language other than English, the student must be assessed for English language proficiency within 30 school days of initial enrollment. The California English Language Development Test (CELDT) is given to determine a student's English proficiency in oral language, reading and writing. All EL students, including students with disabilities, are assessed with the CELDT. By determination of the IEP team, an alternative assessment to the CELDT

Initial Placement after CELDT Assessment

may be used for all or specific subskill areas of the assessment, based on the student’s disabilities.

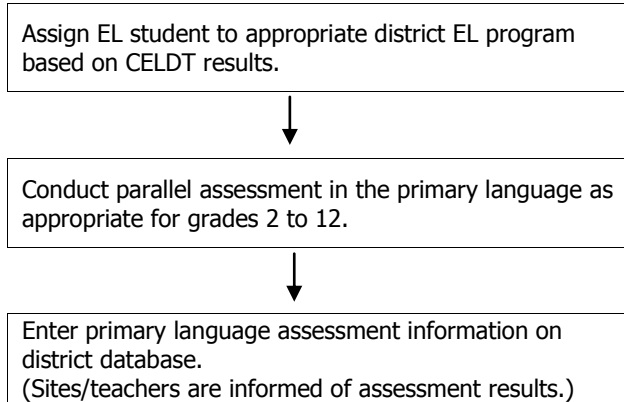
Students with less than reasonable fluency (overall CELDT levels Beginning through Intermediate) are placed in a Structured English Immersion (SEI) program. Students with reasonable fluency (overall CELDT levels Early Advanced through Advanced but with at least one sub score less than Intermediate), are placed in an English Language Mainstream (ELM) program. Students with an overall CELDT level Early Advanced or Advanced with **no** sub scores less than Intermediate are identified as initial Fluent English Proficient (I-FEP) and are placed in a regular mainstream program with no English Learner services provided. (For more information on programs and placement, see Chapter 6.)

Primary Language Proficiency Assessment

All students who are identified for the first time in a California public school as an English learner must further be assessed to determine primary language proficiency in oral comprehension, reading and writing. Students’ primary language proficiency and literacy levels can be used to inform instruction and serve as indicators of expected time in the EL program. Primary language testing usually occurs at the same time as initial CELDT testing, within 30 days of initial enrollment, but not beyond the 90-day window required by law.

The Spanish Individual Proficiency Test (IPT) is used to assess primary language proficiency. Primary language testing follows the state’s rules and guidelines.

For other languages, the New Student Background Information form is used to gather background information from the student and/or parent/guardian to determine the child’s primary language proficiency profile. The chart below explains the procedures for primary language assessment.

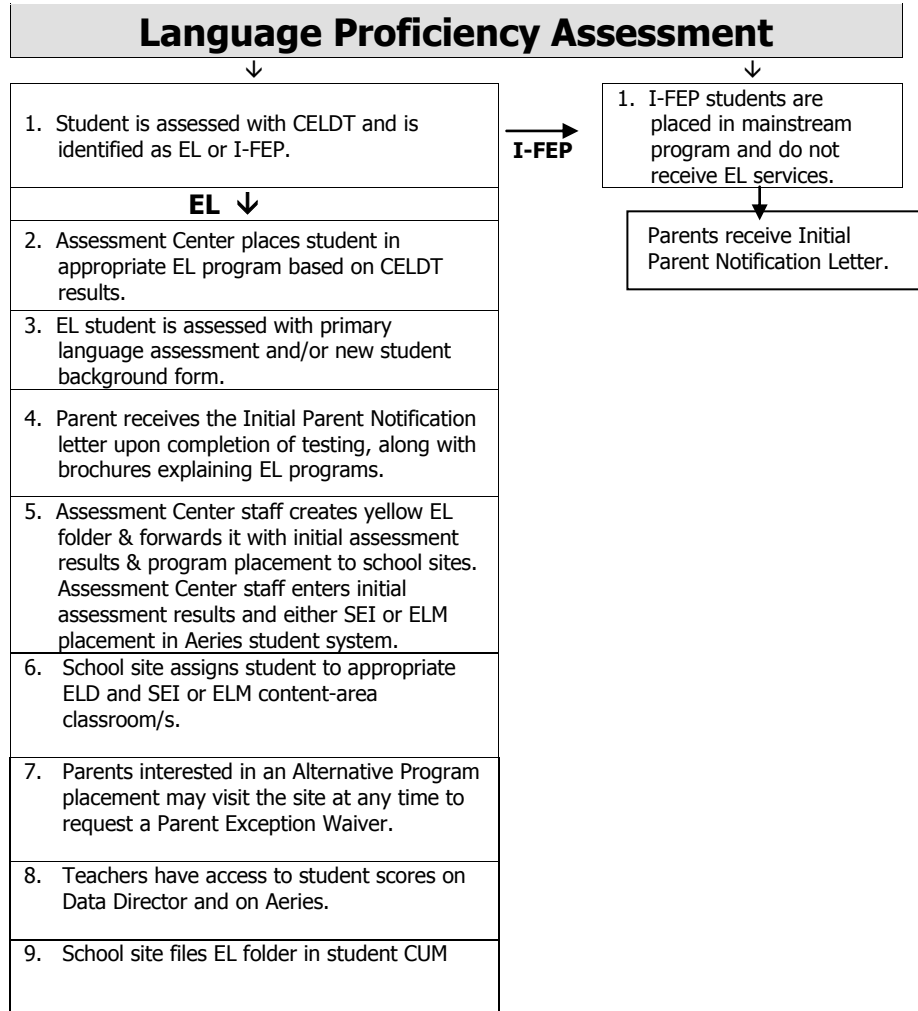
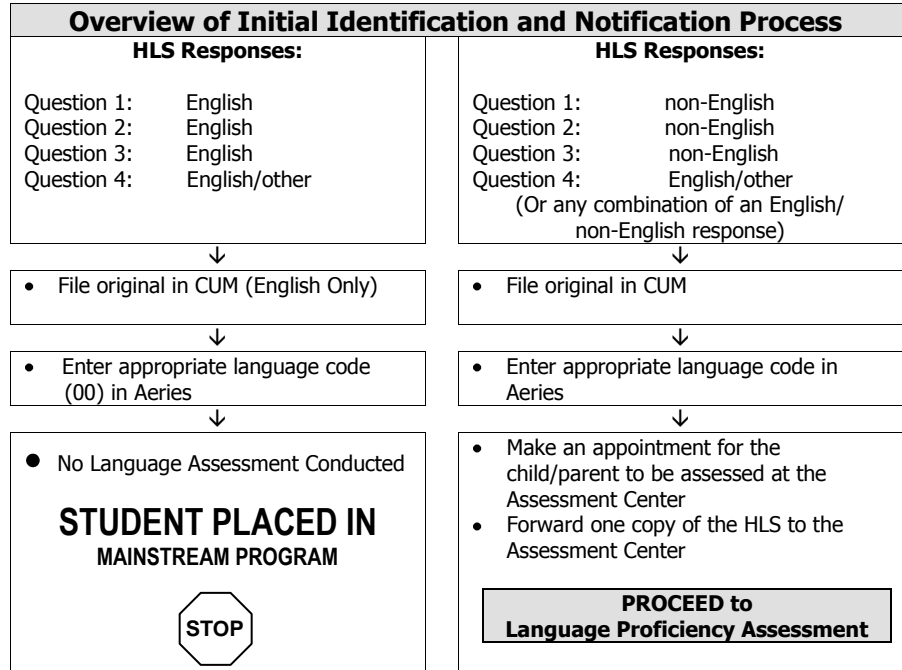


**Initial Parent Notification of Assessment Results and Program Placement**

Within 30 days of their child’s assessment, parents of both EL and I-FEP students receive an Initial Parent Notification Letter which informs them of their child’s language designation, initial English language proficiency level and assessments used. Parents of English learners receive additional information regarding their child’s primary language results, his/her placement in an appropriate EL program, program exit criteria, expected graduation rates and, for children with an IEP, a description of how the program will meet their IEP goals. EL parents also receive the **“District Programs for English Learners – A Guide for Parents”** brochure which lists and explains the four instructional programs available to English learners. Parents are informed of their right to request an alternative program at this time. Interested parents

## Overview of Initial Identification Process

may request this alternative program at their home site.



Special Education  
Students

**Annual Parent  
Notification of  
Program Placement**

**Annual Assessment  
and Parent  
Notification**

Coordination of all  
language assessments

At the discretion of the IEP team and in consultation with the Assessment Center, alternative assessments may be used for special education students with severe to profound disabilities.

Not later than 30 days after the beginning of each school year, parents are notified of their child's EL program placement through the Annual Program Notification letter, which is sent out to parents by the District Office. This letter informs parents of their child's *current* language designation, English language proficiency level, academic achievement and appropriate EL program placement. Parents also receive additional information on EL program options, program exit criteria, expected rate of graduation for English learners and, for children with an IEP, a description of how the program will meet their IEP goals.

Between July 1 and October 31 of each year, continuing English Learners are assessed for English proficiency using the CELDT. Assessments are administered at the school site by district trained personnel. Once official test scores are received from the state, results are recorded in the student information system. The information is then disseminated to school sites where it is used to inform instruction in order to increase student achievement.




Once official CELDT scores are received from the state, parents/guardians of English learners are notified in writing of their child's English language proficiency assessment results through the Department of Educational Accountability.

Coordination of all language assessments is overseen by the Department of Educational Accountability (DEA). The chart below illustrates the responsibilities of the DEA's CELDT coordinator.

District Department of Educational Accountability

- Ensures that Test Security Affidavits are on file
- Orders CELDT student booklets
- Coordinates CELDT training and administration
- Verifies accuracy of student CELDT booklets and student scores
- Checks accuracy of demographic information on test booklets
- Meets monthly and annual timelines for sending CELDT Initial Identification student booklets and student CELDT score sheets for official scoring
- Administers primary language assessments
- Notifies parent of language assessment results and initial classification and program placement
- Enters and manages data in the student information system (Aeries) for assessment and program reporting

**CHAPTER III  
FUNDING**

-  **Categorical Aid Funding**
-  **Centralized Services Provided by the District to Sites**
-  **School Site Allocations**

**Legal Emphasis**

Allocation and use of funds meet statutory requirements for allowable expenditures.

**Categorical Aid Funding**

*Compliance Items:*

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

Funds provided by Economic Impact Aid (EIA) and Title III for limited-English proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school.

Consistent with Education Code and relevant state and federal directives, the District utilizes its general fund, EIA-LEP, ELAP, Title III and Title III Immigrant funds, if applicable, to provide each English learner in all district EL programs with the materials and resources necessary to become proficient in English and be academically successful. Title I funds may also be used at Title I school sites to enrich educational services to English learners. Funds are used to supplement learning opportunities for English learners and do not supplant existing school site resources. Expenditures are authorized by the local site advisory councils with recommendations from the English Learner Advisory Councils, and are consistent with school plans. Possible uses of funds:

General Funds	EIA-LEP FUNDS
<ul style="list-style-type: none"> <li>• Instructional Materials               <ul style="list-style-type: none"> <li>- Core curriculum</li> </ul> </li> <li>• Staff               <ul style="list-style-type: none"> <li>- Credentialed teachers</li> <li>- Language Assessment Center</li> </ul> </li> <li>• Other District Services Support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Paraprofessionals</li> <li>• Supplementary instructional materials</li> <li>• READ 180 support</li> <li>• ELCR support</li> <li>• Specialized in-service training</li> <li>• Translation/interpretation services</li> <li>• Parent Advisory Group Training and Development</li> <li>• Rosetta Stone</li> <li>• Child Care</li> <li>• Transportation for summer school ELD</li> <li>• Intervention "Catch-up" Services</li> <li>• Other Supplemental District Services for ELs</li> </ul>
ELAP (Grades 4-8)Funding moved to EIA 2010-11 <ul style="list-style-type: none"> <li>• Supplementary instructional materials</li> <li>• Tutors/teacher aides</li> <li>• ELCR support</li> <li>• EL Interventions</li> </ul>	Title III <ul style="list-style-type: none"> <li>• Supplemental classroom materials</li> <li>• Family literacy/involvement</li> <li>• Childcare for EL parent activities</li> <li>• Translation/interpretation services</li> <li>• Parent outreach</li> <li>• Rosetta Stone</li> <li>• Tutors/teacher aides</li> <li>• Mentors</li> <li>• Career counseling</li> <li>• Staff Development and follow-up coaching</li> <li>• Specialized in-service training and follow-up</li> </ul>

**Centralized Services Provided by the District to Sites**

Direct services provided by the District to sites refer to the services provided by the Instructional Services Division. A portion of Title III and Title III Immigrant is reserved for Direct services provided by the District to sites. It is based on state and federal directives. Funds are used for:

Staff Development Specialists

- Staff development training for teachers and para-professionals
- Coaching
- Parent advisory support
- Training that leads to EL authorization
- Initial and annual assessment support
- Translation services
- Other appropriate supplemental support as needed

**School Site Allocations**

ELAP and EIA-LEP funds are distributed to school sites based on the number of English learners per site as indicated on the most recent R-30 Language Census/SNOR reports. Each school is notified, in writing, of its site allocation as soon as entitlements are confirmed from the state.

Expenditures

Expenditures are determined by staff and parent advisory groups based upon achievement data and identified needs.

Monitoring of Categorical Funds Spending

The Program Quality/English Learner Department of the Instructional Services Division approves and monitors all school site categorical purchases to ensure compliance with state and federal regulations and guidelines. All expenditures are monitored for consistency with school site plans.

## CHAPTER IV STANDARDS, ASSESSMENT AND ACCOUNTABILITY

- 📖 **Guidelines for Reclassification**
- 📖 **Reclassification Process**
- 📖 **Reclassification Monitoring**
- 📖 **Monitoring for Program Effectiveness**
- 📖 **District Benchmarks of Expected Achievement**
- 📖 **Ongoing Mechanism to Evaluate and Improve Programs**

### *Legal Emphasis*

The LEA reclassifies a pupil from English learner to proficient in English by using a specific process and criteria that are consistent with current legal requirements.

### *Compliance Items:*

The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

- (a) Assessment of English language proficiency (CELDT).
- (b) Comparison of pupil's performance in basic skills against an empirically-established range of performance such as: California Standards Test for English language arts. (CST-ELA)
- (c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.
- (d) Opportunities for parent opinion and consultation during the reclassification process.

The LEA maintains in the pupil's permanent record documentation of the following:

1. Language and academic performance assessments.
2. Participants in the reclassification process.
3. Decision regarding reclassification.

### **Guidelines for Reclassification**

In accordance with state law, the district has established criteria by which a student can be changed from the "English learner (EL)" classification to the "reclassified as fluent English proficient (R-FEP)" classification. These criteria must include an assessment of the student's English language proficiency, an assessment of the student's performance in basic skills, an evaluation by the teacher and a signature indicating parent approval. Copies of all reclassification documentation must be filed in the student's cumulative/EL Folder. The Riverside Unified School District's reclassification criterion is detailed on the following page.

RUSD Reclassification Criteria	
English Language Proficiency	CELDT: Early Advanced or Advanced overall with all subtests Intermediate or higher
Comparison of Pupil's Performance in Basic Skills	CST: ELA cut point of 325 or higher CMA: ELA cut point of 325 or higher Grades K-2: DIBELS: Grade K-1: composite score in the At or Above Benchmark range Grade 2: 65% of items correct
Teacher Evaluation	Review of student academic performance including grades in core academic subjects and writing proficiency
Parental Opinion and Consultation	Parents must be informed of their right to participate in and be encouraged to participate in the reclassification process
If a student falls slightly short of the performance criteria, a Language Assessment Team, including teachers, parent, and administrator, will determine if factors other than English language proficiency are responsible for the low performance and whether it is reasonable to reclassify the student.	

Assessment of English Language Proficiency (CELDT)

Students must have an overall English proficiency level of *Early Advanced or Advanced* and score intermediate or higher on all subtests as measured by the California English Language Development Test (CELDT).

Assessment of Content Standards (CST)

Students are expected to achieve at the mid-basic level or higher in English Language Arts on the CST to be considered for reclassification. CMA scores of mid-basic or higher may be used for students with disabilities. If a student scores just below the expected level, the Language Assessment Team, including teachers, parent, and administrator, will determine whether factors other than English language proficiency are responsible for low performance and whether it is reasonable to reclassify the student. A written justification must be submitted with the reclassification form for each student who falls short of meeting the required expectations.

Teacher Evaluation

Teachers will review student academic performance including grades in core academic subjects and writing proficiency. If a student is below basic or failing core academic subjects, the teacher must determine if English language proficiency is the reason for low performance and if reclassification is reasonable.

Parent Notification

Parents must be informed of their right to participate in and be encouraged to participate in the reclassification process.

Students with Disabilities

English Learners with disabilities will be reclassified using the established RUSD reclassification criteria. CMA scores may be used for students with disabilities. The CMA ELA score criterion is 325 or higher. The criteria may be adjusted based on the individual disability (e.g., an adjustment for a hearing impaired student on the listening and speaking sections of the CELDT). The Language Assessment Team, including teachers, parents, and administrator, will review the adjustment and make recommendations regarding reclassification.

## Reclassification Process

### District Initiated

Although an English learner can be reclassified at any time during the school year, the district will identify reclassification candidates at the following two periods:

#### **FALL:**

This time frame allows enrollment to stabilize at the school, gives schools time to review their CST data from the previous spring, and allows teachers to observe student progress in the new school year.

#### **WINTER:**

This time frame allows schools to receive and review their CELDT data from the fall, gives teachers time to monitor a student's current progress (including trimester and semester assessments) and encourages schools to process reclassifications before the R-30 Language Census Report is submitted to the state.

The district will initiate the reclassification process at the above times. The Program Quality/English Learner Department will work with Educational Accountability to create a Reclassification Profile form for each eligible student. A mail merge will input the student information and assessment data onto the form. The Reclassification Profile form will then be sent to the school sites to complete the teacher evaluation, parent input and administrative approval sections. *It is the school's responsibility to contact the parent and complete the process.*

### District Responsibilities

- Download reclassification reports from the district Student Information Data Warehouse at each of the two time periods (Fall Reclassification Profiles will be available for trimester parent conferences)
- Start a Reclassification Profile form for each eligible student by inserting available electronic information
- Send the Reclassification Profile forms to the school sites to be completed
- Receive the completed forms from the school sites
- Approve and sign each student's Reclassification Profile form
- Send a final copy with district signature to school site
- Change the student's classification from EL to R-FEP in the student information system
- File district copies of Reclassification Profile forms

### School Responsibilities

- Receive the Reclassification Profile forms from the district and complete the following sections: Teacher Evaluation of achievement (site will include pertinent data), Parent Input and Administrative Approval
- Contact the parent to allow participation in the reclassification process
- Make a copy of the Reclassification Profile form to give to the parent
- Make a copy of the signed, completed Reclassification Profile form and send to the Program Quality/English Learner Department within 10 days of completion
- File the original Reclassification Profile form with the site, district, and parent signatures in the student's EL Folder/CUM

## Site / Parent Initiated

If the site or parent decides to initiate reclassification anytime during the year, the following process should be followed:

- The site will determine that the student meets the criteria.
- The site will download a form from Blackboard and complete the information.
- The site will obtain the necessary signatures.
- The site will make a copy of the Reclassification Profile form to give to the parent.
- The site will make a copy of the signed, completed Reclassification Profile form and send to PQ/EL for approval.
- The site will file the original Reclassification Profile form with the site, district, and parent signatures in the student's EL Folder/CUM.
- The district will change the student's classification from EL to R-FEP in the student information system.

The LEA maintains in the pupil's permanent record documentation of the following:

1. Language and academic performance assessments.
2. Participants in the reclassification process.
3. Decision regarding reclassification.

## Reclassification Monitoring

### *Compliance Item:*

The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed.

Although all students should be monitored for academic progress on a regular basis, state law requires each reclassified (R-FEP) student to be monitored for two years to ensure correct placement and provide additional academic support as needed. The monitoring criteria are similar to the reclassification criteria with the exception of CELDT scores since R-FEP students no longer take the CELDT. Sites will need to maintain information on state and district assessments, report card grades, teacher input and evidence of appropriate interventions, as needed, in the student's EL Folder/CUM. The district Reclassification Monitoring form will be used to document the monitoring of reclassified students.

R-FEP students who have not scored proficient on the CST ELA will continue to be monitored and provided with interventions as needed.

Documentation will be collected for reclassified students during each of the two years following reclassification. The district will initiate the monitoring process in the fall. *Program Quality/English Learner* will work with Educational Accountability to create a reclassification monitoring form that includes student information, assessment data and report card grades. The monitoring forms will then be sent to school sites for completion.

If a student is performing below the R-FEP Benchmarks at the end of year one monitoring, a parent conference is recommended. A Reclassification Monitoring form is completed at the conference to indicate the type of interventions that will be provided.

## District Responsibilities

- Create a reclassification monitoring form for each R-FEP student in the fall by inserting all available electronic information including assessment data and grades. (The first group of monitoring forms will be available for parent conferences.)
- Send the reclassification monitoring forms to the school sites to be completed.
- Receive the completed forms from the school sites.
- File district copy of reclassification monitoring form.

## School Responsibilities

- Monitor the progress of reclassified students (ongoing).
- Conference with students who need to improve/maintain assignments/grades.
- Receive the monitoring form from the district, complete the Teacher Evaluation section and document any necessary interventions.
- Obtain the necessary signatures.
- Contact the parent if student is not successful and determine any necessary interventions.
- Conference with parents of students not meeting criteria.
- Make a copy of the monitoring form to give the parent.
- Make a copy of the signed, completed form and send to *English Learner/Program Quality*.
- File the signed, original form in the student's EL Folder/CUM.

## Reclassification Documentation

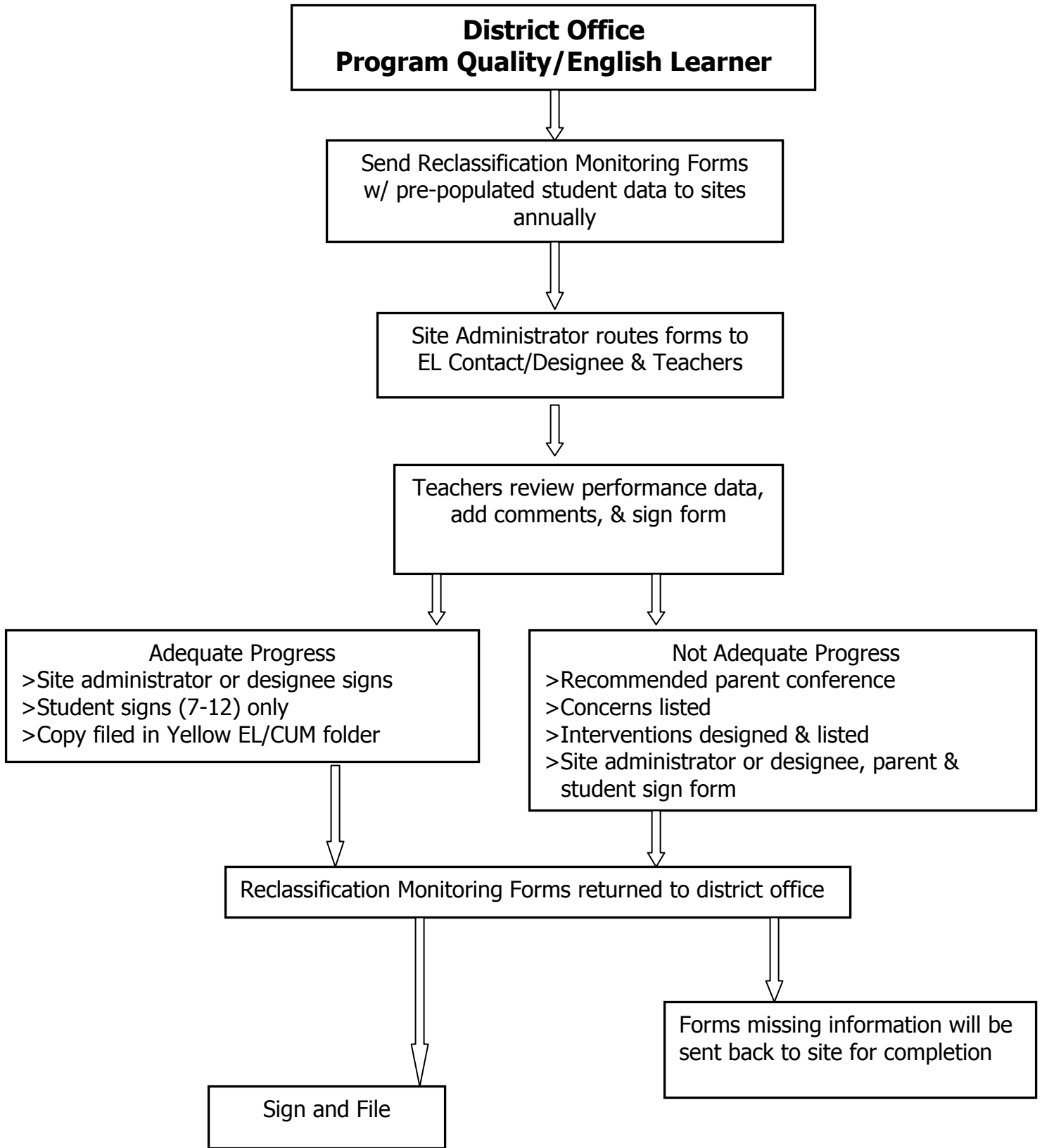
### *Compliance Item:*

The LEA maintains in the pupil's permanent record documentation of the following:

1. Language and academic performance assessments.
2. Participants in the reclassification process.
3. Decision regarding reclassification.

The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed.

# FLOW CHART OF RECLASSIFICATION MONITORING PROCESS



Reclassification documentation is filed in the student's CUM, in the Reclassification section of the EL folder. Copies are also on record at the district office.

## Monitoring for Program Effectiveness

### *Compliance Items:*

The LEA implements a process and criteria to determine the effectiveness of programs for ELs, including:

- a) A way to demonstrate that the programs for ELs produce within a reasonable period of time:
  - 1. English language proficiency comparable to that of average native speakers of English in the district.
  - 2. Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.

At the district level, the annual analysis of student data determines the level of effectiveness of EL programs. This analysis enables the district and sites to identify areas of strength and target areas in need of improvement. This information provides a foundation for professional development planning and program improvement planning each year.

## How to Understand the Data Sources

The data used by the district comes from a variety of sources: teacher observations and measurements, criterion-referenced tests, performance-based assessments, and state-mandated standardized tests of achievement. Taken together, these multiple measures present a complete profile of student achievement and program outcomes. What follows are brief explanations of the various data sources and what they tell us about program outcomes.

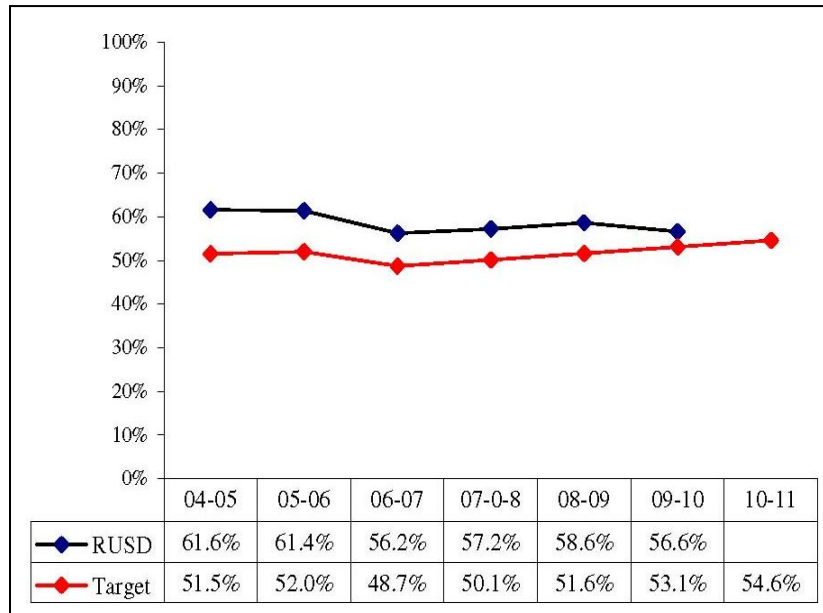
The district uses multiple measures to determine the growth of language acquisition, the attainment of full proficiency in English as rapidly and effectively as possible, and to evaluate the effectiveness of the English Language Development program.

The CELDT is one of many instruments used to evaluate the effectiveness of the English Language Development program. The district looks at CELDT data results to measure English Learner growth and proficiency in listening, speaking, reading and writing. A longitudinal analysis of CELDT results informs the district of the annual advancement rates of English learners.

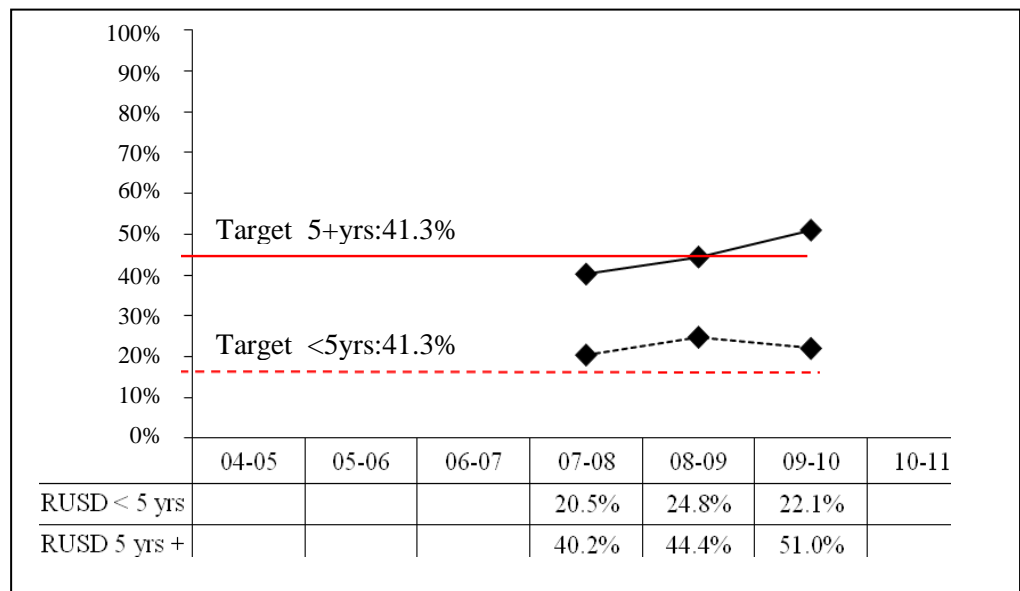
## Annual Measurable Achievement Objectives (AMAO)

Consistent with California law, the district is provided annually with CELDT data related to Annual Measurable Achievement Objectives for English learners.

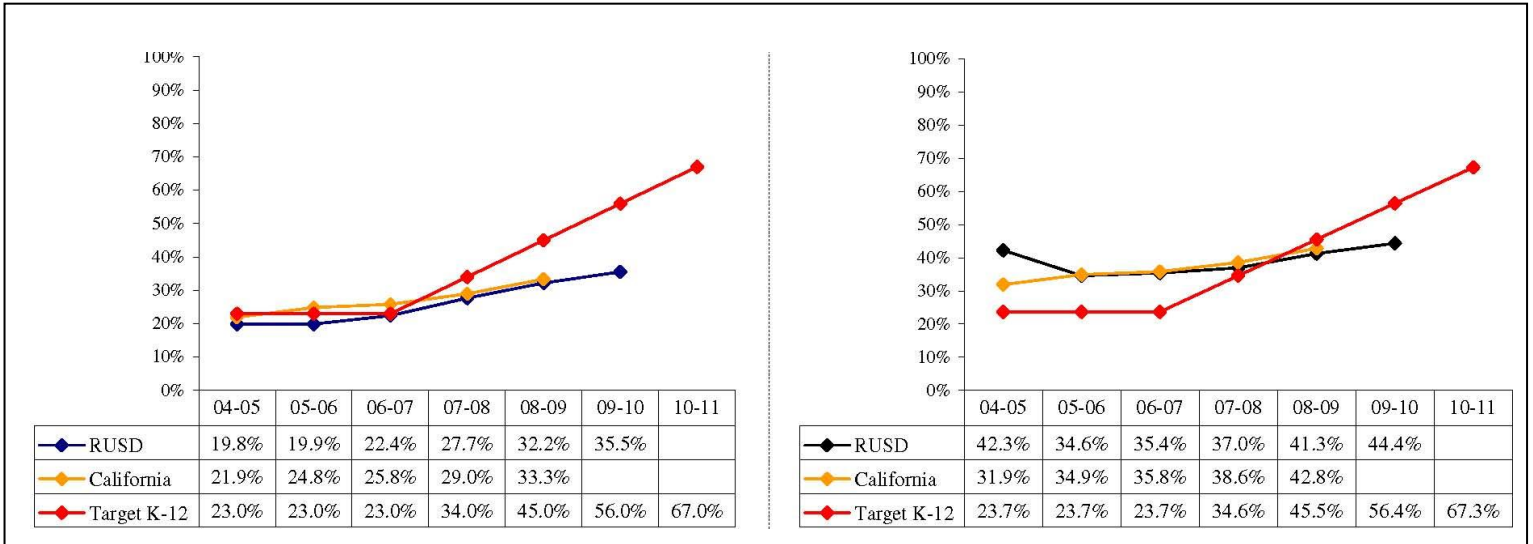
**AMAO 1** AMAO 1 reflects the number of students who demonstrate growth, which in most cases means advancing at least one level on the CELDT overall measure from year to year. For students at higher levels of CELDT proficiency (Early Advanced or Advanced), "growth" can mean bringing all sub-tests (listening/speaking, reading and writing) up to Intermediate level. The graph below shows the targets for this AMAO.



**AMAO 2** AMAO 2 measures the extent to which ELs are attaining the English proficient level on the CELDT at a given point in time. In California, two cohorts have been established for the AMAO 2: (1) ELs who have been in language instruction educational programs for less than 5 years and (2) ELs who have been in language instruction educational programs for five years or more. The graph below shows the targets for this AMAO.



**AMAO3** | The data from AMAO 3 reflects the percentage of English learners who met the annual academic achievement targets of proficient or above in English Language Arts and Mathematics.



**CST** | CST performance data in English Language Arts and Mathematics are analyzed each fall. District and school-level reports are prepared to identify students who have not made progress. These reports are used in addition to other data such as time-in-district and CELDT scores.

For students with disabilities not taking the CST, progress will be monitored on the CAPA or CMA.

**CAHSEE** | At the high school level, CAHSEE performance data in English Language Arts and Mathematics are analyzed to determine the number of English learners who have demonstrated the skills needed to graduate. District and school-level reports are prepared to identify students who have not yet passed and need continued EL support.

**API** | The Academic Performance Index data reflects the achievement of the English learner subgroup in English Language Arts and Mathematics CST.

**AYP** | Adequate Yearly Progress data reflects the achievement of the English learner subgroup in English Language Arts and Mathematics CST.

**District Assessments** | In addition to the above mentioned assessments, the following district assessments are used to identify various areas of strengths and needs and to drive instruction:

- Trimester/semester ELD assessments
- Trimester/semester Language Arts assessments
- Trimester/semester Mathematics assessments
- Trimester/semester writing prompts
- Common assessments

**Grading Periods** | At the elementary and secondary level, report card grade summaries are analyzed to see how English learners are progressing academically in comparison to native English speaking peers in all core content areas.

**District Evaluation Report** | An annual evaluation report on English Learner Programs is shared with the governing board.

## District Benchmarks

It is critical for both district and site to ensure that individual English learners are progressing at an appropriate rate commensurate with the district Benchmarks for Expected Achievement. The following chart illustrates expectations for English learners in the areas of linguistic and academic proficiencies. Students who are not achieving at an expected level are placed in an appropriate intervention (see Catch-Up Plan, Chapter VII).

## BENCHMARKS OF EXPECTED ACHIEVEMENT FOR ENGLISH LEARNERS Riverside Unified School District

ELD LEVEL (CELDT)	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassified
ELD Level	1	2	3	4	5	6+
No. of years	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
					→	→
<b>Writing Average</b>	Far Below Basic	Below Basic	Basic	Basic	Proficient Advanced	Proficient Advanced
<b>CA Standards Reading Test</b>	Far Below Basic (200 Scale Score)	Below Basic	Basic	325 Basic	Proficient Advanced	Proficient-Advanced
<b>CA Standards Math Test</b>	Far Below Basic (200 Scale Score)	Below Basic	300 Basic	315 Basic	325 Basic Proficient	Proficient-Advanced

**The goal of the Riverside Unified School District is to have English Learners reclassified to Fluent English Proficient (R-FEP) within a 4-6 year span, if they have been consistently enrolled in the district. It is understood that some students may acquire English language proficiency in less time, while others may require additional time.**

<sup>1</sup> Time line and expectations may vary based on grade level at entry, L1 literacy, prior formal schooling, etc.

## Ongoing Mechanism to Evaluate and Improve Programs

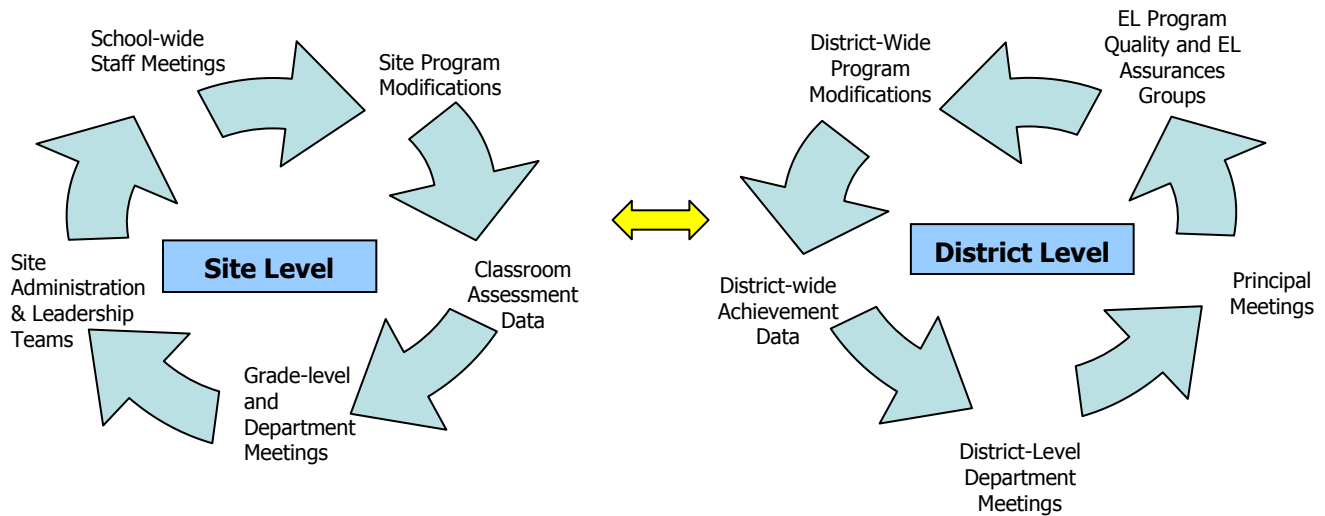
### Compliance Item:

The LEA implements a process and criteria to determine the effectiveness of programs for ELs, including:

- b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level.

### Site and District Mechanisms

The district follows an established policy of translating evaluation findings to district-wide and site-level action plans. Responsibility for implementing district programs, monitoring their progress, and using program data for increased student learning is delineated in the data feedback loop shown below.



### Role of Site Administrators

The role of site administrators is to implement services and ensure accountability according to the district Master Plan for English Learners in the following ways:

- Ensure that all English learner services at the site are in compliance with Categorical Program Monitoring (CPM) guidelines
- Analyze school data, evaluate school programs, and make modifications as needed
- Place EL students in an appropriate EL instructional program
- Disseminate information to parents regarding placement, program options, and student progress
- Observe classroom lessons and provide feedback and assistance to ensure implementation of an effective EL program
- Conduct regular classroom observations following the Professional Learning Communities (PLC) model, and conduct grade level, department and staff meetings to discuss and monitor student progress
- Monitor student progress and placement according to annual district benchmarks
- Purchase and make necessary resources available
- Provide staff development
- Monitor and evaluate school programs and site personnel

### Role of the Program Quality/English Learner Department

The role of the Program Quality/English Learner Department is to support the school sites in the implementation of services in the following ways:

- In conjunction with the Department of Educational Accountability, generate required data reports for district and sites
- In-service sites on implementation of the Master Plan for English Learners
- In-service sites on effective ELD/SDAIE observations
- Facilitate instructional committees to align K-12 ELD curriculum to state ELD standards and identify effective teaching strategies
- Facilitate curriculum development and the identification of staff development needs
- Facilitate the identification and selection of ELD materials
- Review site plans to ensure resources are allocated to effectively implement services for EL students

Role of the Educational Accountability Department

- Provide individual support to teachers, as needed
- Monitor student progress
- Monitor implementation and effectiveness of the school programs through formal and informal walkthroughs
- Disseminate information to parents regarding assessment, placement and program options

role of the Educational Accountability Department is to:

- Provide assessment results used for evaluation of EL progress
- Oversee data collection, provide analysis, write reports and prepare charts
- Prepare Annual EL Evaluation Report
- Share results of evaluation with all stakeholders

Role of the Human Resources Department

The role of the Human Resources Department is to:

- Monitor appropriate credentials and authorizations of certificated and classified personnel
- Monitor progress of staff obtaining ELD/SDAIE authorization

Role of the District Administration

The role of the District Administration (*Superintendent, Assistant Superintendents, Directors and Specialists*) is to:

- Ensure the adherence to Education Code and District Board policies
- Allocate resources, time and appropriate staff to implement the district Master Plan for English Learners
- Evaluate the implementation of the district Master Plan for English Learners
- Support staff development opportunities for teachers to refine instructional strategies
- Evaluate site principals on implementation and effectiveness of site EL program

Role of the Classroom Teacher

The role of the classroom teacher is to:

- Implement specific EL programs as described in the Master Plan for English Learners and provide instruction that meets state frameworks, state standards and district pacing guides
- Ensure delivery of appropriate English Language Development and content instruction
- Monitor EL progress
- Review school/classroom data
- Use data to modify instruction
- Review content and ELD standards and assessment procedures
- Determine/implement differentiated strategies for English learners and R-FEP students
- Provide or arrange for support services for students not meeting standards and benchmarks who require interventions in order to reach goals

Role of the Counselor

The role of the counselor is to:

- Assist with initial and annual placements, using the Master Plan for English Learners as a guide and multiple measures data
- Monitor progress of English learners toward meeting language and academic standards
- Collaborate with teachers, the site EL Contact and others in devising individual program modifications and interventions, as needed
- Support the implementation of the Master Plan for English Learners

## Role of the Site EL Contact

The role of the EL contact is to:

- Support the site administrator in the identification, assessment, placement and monitoring of ELs
- Facilitate CELDT testing on campus
- Monitor the accuracy of EL data in student data systems, including numbers of waivers applied for and approved
- Serve as a resource for teachers
- Provide input on staff development opportunities and needs for teachers of EL students
- Assist with data collection and surveys
- Assist the administration in establishing and maintaining the school ELAC committee in compliance with CPM regulations

# CHAPTER V

## STAFFING & PROFESSIONAL DEVELOPMENT

### Staffing

### Professional Development

#### Legal Emphasis

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program

#### Staffing

#### Compliance Items:

Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization.

On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

The district ensures that all teachers assigned to provide ELD and/or core content and elective instruction to English Learners hold appropriate authorization.

All new teachers hired by RUSD are already EL authorized or are required to apply for an Emergency CLAD, which provides them temporary authorization while they work toward completing their CLAD. Program Quality/English Learners and Human Resources Departments work together to maintain records and annually review the progress of teachers as they move toward EL authorization.

Veteran teachers without an EL authorization currently hold an Emergency CLAD and are in the process of obtaining the required authorization under state-determined timelines.

The chart below summarizes the types of authorization required for instruction of English learners.

Instruction /Authorization

Instruction	Authorization
<b>ELD, Core and Elective Content in English</b>	CLAD, B-CLAD, BCC, LDS SB2042, AB1029 SB1969*, SB395*, AB2913*
<b>Spanish Language Instruction</b>	BCC, B-CLAD

**\*Does not authorize instruction in a secondary ELD classroom.**

District CLAD/BCLAD Support

The district offers intensive workshops and review sessions to unauthorized teachers so that they may effectively prepare for state CTEL examinations. All materials and examination costs for these workshops and review sessions are paid by the district. Teachers obtaining authorization through district training and state examinations receive a one-time stipend after completing the CLAD

## Professional Development

application to the state credentialing commission. EL authorization may also be obtained through a teaching credential program or other training agencies, including the Riverside County Office of Education. Teachers do not receive the one-time stipend if they pursue authorization through these avenues, however.

### *Compliance Item:*

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

- (a) Designed to improve the instruction and assessment of English learners
- (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills
- (d) Of sufficient intensity and duration, (which shall not include activities such as one-day or short-term workshops or conferences) to have a positive and lasting impact on the teacher's performance in the classroom

As a regular part of its professional development efforts, the district provides comprehensive training related to English learner programs, assessments and instruction to site and district administrators.

The district provides research-based staff development and follow-up support to teachers in a variety of areas such as systematic ELD, SDAIE/SIOP, dual immersion strategies, strategic core content instruction, delivery of standards-based ELD instruction and differentiated instruction and support for English learners.

District personnel also provide district and site based trainings for teachers, instructional coaches, EL contacts, counselors, administrators and other site personnel in EL compliance-related issues.

The chart on the following page details the district's three year LEA plan for professional development.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Three Year LEA Plan**

<b>Year</b>	<b>Elementary Teachers K-6</b>	<b>Secondary Teachers 7-12</b>	<b>EL Contacts</b>	<b>Site Administrators</b>	<b>EL Authorization</b>
<b>2010-2011</b>	<ul style="list-style-type: none"> <li>• Eye on EL Training</li> <li>• Dual Immersion Training</li> <li>• ELD Intervention Support K-6</li> <li>• Using the ELD Standards to Drive Instruction (CELDT/ELLA)</li> </ul>	<ul style="list-style-type: none"> <li>• Eye on EL Training</li> <li>• ELD/READ 180 Training</li> <li>• EL College Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly support meetings on compliance issues</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Classroom Observation Tool (COT)</li> <li>• ELD/READ 180 Training</li> </ul>	CTEL support through <ul style="list-style-type: none"> <li>• Intensive Module Days</li> <li>• Module Review sessions</li> </ul>
<b>2011-2012</b>	<ul style="list-style-type: none"> <li>• Eye on EL Training</li> <li>• Dual Immersion Training</li> <li>• ELD Intervention Support K-6</li> <li>• Using the ELD Standards to Drive Instruction (CELDT/ELLA)</li> <li>• ELD and the New Adoption</li> <li>• ELPD</li> </ul>	<ul style="list-style-type: none"> <li>• Eye on EL Training</li> <li>• ELD and the New Adoption</li> <li>• ELPD</li> <li>• ELD/READ 180 Training</li> <li>• EL College Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly support meetings on compliance issues</li> </ul>	<ul style="list-style-type: none"> <li>• Using the revised Classroom Observation Tool (COT)</li> <li>• ELPD for administrators</li> </ul>	CTEL support through <ul style="list-style-type: none"> <li>• Intensive Module Days</li> <li>• Module Review sessions</li> </ul>
<b>2012-2013</b>	<ul style="list-style-type: none"> <li>• Dual Immersion Training</li> <li>• ELD and the New Adoption</li> <li>• ELPD</li> </ul>	<ul style="list-style-type: none"> <li>• ELD and the New Adoption</li> <li>• ELPD</li> <li>• ELD/READ 180 Training</li> <li>• EL College Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly support meetings on compliance issues</li> </ul>	<ul style="list-style-type: none"> <li>• ELPD for administrators</li> </ul>	CTEL support through <ul style="list-style-type: none"> <li>• Intensive Module Days</li> <li>• Module Review sessions</li> </ul>

## CHAPTER VI

# OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

- 📖 **Program Placement Criteria**
- 📖 **Structured English Immersion Program**
- 📖 **English Language Mainstream Program**
- 📖 **Parental Exception Waivers and Alternative Programs**
- 📖 **Dual Language Immersion Program**
- 📖 **Students with Disabilities**
- 📖 **Overview of District Programs for English Learners**

### Legal Emphasis

Participants have equitable access to all programs provided by the local educational agency, as required by law. The district notifies parents of ELs about program choices and placement, including the opportunity to apply for a waiver.

### Program Placement Criteria

Structured English Immersion to English Language Mainstream

#### Compliance Item:

All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

Based on district criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English-language mainstream (ELM) program settings. English learners who do not meet the district criteria for participation in an ELM program are placed in an ELM program if the parent or guardian so requests.

The district has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language.

Note: The Individualized Education Program (IEP) team determines placement of each special education English learner regardless of language proficiency.

The chart below summarizes the process and criteria by which students identified as English Learners (EL) are to be assigned to the various programs. The CELDT is administered to students upon initial enrollment and annually. In this way, the district and each site have at its disposal up-to-date information upon which to base program placement decisions, both for initial placement and yearly placement. The chart below is to be followed closely by all sites.

<b>Beginning, Early Intermediate, Intermediate</b>	<b>Early Advanced, Advanced</b>
Less than Reasonable Fluency: CELDT Levels 1, 2 or 3	Reasonable Fluency: CELDT Levels 4 or 5
<b>Structured English Immersion Program</b>	<b>English Language Mainstream Program</b>
<u>Goals:</u> 1. Rapid development of English language and literacy 2. Grade-level content differentiated for language level	<u>Goals:</u> 1. Advanced English language and literacy development 2. Grade-level content instruction with support

A parent wishing to move his or her child from a *Structured English Immersion* program into an *English Language Mainstream* program will initiate and complete a request at their school site with their administrator or administrative designee. The request is approved at the site and does not need to be forwarded to the district.

Note: This request does not need to be renewed annually.

*Structured English  
Immersion (SEI)  
Program*

**SEI Program  
Description  
-Less than  
reasonable  
fluency-**

Students with **less than reasonable fluency** in English (defined as an overall CELDT level of Beginning, Early Intermediate and Intermediate) receive services through Structured English Immersion. Known in the district as SEI, this program is consistent with California state law. Once identified, these students receive an intensive program focused on the rapid development of English listening, speaking, reading and writing skills. Students also receive Specially Designed Academic Instruction in English (SDAIE) in grade-level core subjects commensurate with their English ability level. All instruction is in English, although support in the primary language may also be provided. All instruction is delivered by EL-authorized teachers.

ELD and Content  
Instruction

In the SEI program, English Language Development instruction is delivered and differentiated based upon ELD language-leveled standards. Content instruction in SEI classrooms is modified and differentiated so that it is understandable to students based upon their English language proficiency level. Teachers in this program are moving all students towards reasonable fluency in English.

Placement

In some cases, SEI students may comprise an entire class. In other cases, SEI English learners may be clustered together along with English-only and R-FEP students (known as "*SEI cluster*").

Goals

The goals of the district's SEI program are described below:

- To rapidly develop students' English literacy (including listening, speaking, reading, and writing); and
- To ensure that all students experience equal access to and academic success with grade-level core content material.

Features

The general design of the district's SEI program is described below:

- The SEI program is designed for students at the lower levels of English competence: Beginning, Early Intermediate and Intermediate.
- During their English language development (ELD) time, English learners are grouped together by English language proficiency level and may include students from different grades. At secondary, ELD may be provided in either an ELD or an ELA classroom.
- Grade-level content instruction is provided through Specially Designed Academic Instruction in English (SDAIE) and is scaffolded appropriately for students' language levels.
- During core content instruction, SEI students may or may not be grouped by language proficiency level.
- SEI classes are taught by credentialed teachers who possess an appropriate EL authorization.
- Students will remain in the SEI program until they achieve a reasonable level of fluency in English. However, English learners who have not yet met reasonable fluency in English may be placed in the English Language Mainstream Program if the parent so requests.
- The SEI program has established guidelines that specify the amount of time daily that is allotted to structured English Language Development instruction using the district-adopted materials. (See Daily Instructional Charts on page 36).

**Instruction** Instruction in all SEI classrooms must incorporate targeted differentiated support for English learners. SEI teachers build in structured academic talk, academic vocabulary instruction and engaging conversations that are scaffolded for English learners, and provide multiple opportunities for their students to develop and use language in an authentic manner for academic purposes. Lessons are interactive, engaging, and appropriately supported for ELs at all proficiency levels. Teachers utilize **K**inesthetic, **L**anguage (Receptive), **L**anguage (Productive), **O**rganizational and **V**isual (KLLOV) strategies as well to increase comprehension and language production for their English learners. Some of these strategies include:

- Use of scaffolded sentence frames and word banks
- Introduction and consistent use of specific instructional and management routines, such as Think-Ink-Pair-Share and Give One, Get One
- Extensive teacher modeling and use of examples to make learning more comprehensible for ELs
- I do, We do, You do instructional process, which is a gradual release of responsibility model
- Use of visuals, models, gestures, etc.
- SDAIE/SIOP strategies

**Daily Instructional Plan** The following plan has been developed by the district for use in the SEI classroom:

Grades K-6

ELA Language Arts*	Universal Access	ELD Instruction* 30-60 minutes	Math*	Science, Social Science, P. E. Music*
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\*Instruction appropriate for language levels 1-3

Grades 7-12

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ELD/ ELA*	ELD/ELA*	SDAIE Math*	SDAIE Science*	SDAIE Social Studies*	P.E./Elective

\* Instruction appropriate for language levels 1-3

(At some sites with low EL populations, some SEI students may be placed in English Language Mainstream content area classes, but will still receive appropriate scaffolded instruction.)

**Role of Instructional Assistants**

Instructional Assistants are to perform only the following tasks:

- Assist students after a credentialed teacher has provided instruction.
- Work one-on-one with students on specific academic and language tasks.
- Work with small groups under the direct supervision of a credentialed teacher.

**Language Use in Class**

The predominant language of instruction in SEI classrooms is overwhelmingly in English. However, students and teachers may use primary language *when teaching content* in the following ways:

- Students may use their primary language for clarification or to increase their understanding, when working in whole-class or small groups.
- Teachers may use students' primary language for short explanations of complex directions or instructions pertinent to a specific instructional task.
- Teachers may use students' primary language for clarification of a word, concept or idea for a student or group of students.
- Teachers may use students' primary language for preview/review of concepts taught in English.
- A non-English language may be used in situations regarding the health, safety or welfare of students.

Use of the primary language is NOT appropriate during ELD instruction.

## English Language Mainstream (ELM) Program

ELM Program Description  
–reasonable fluency–

For English learners who demonstrate **reasonable fluency** in English (CELDT levels Early Advanced and Advanced), the district offers the *English Language Mainstream Program*. This program features the clustering of English learners into specific classrooms designated as *English Language Mainstream* for continued English language development instruction and supported grade-level core curriculum. Teachers in this program are preparing students for reclassification to Fluent English Proficient and academic success in a regular mainstream setting.

### Goals

The goals of the district's *English Language Mainstream* program are described below:

- To augment the development of students' English literacy (including listening, speaking, reading, and writing); skills and
- To ensure that all students experience equal access to and academic success with grade-level core content material.

### Features

- Designed for English learners who possess Early Advanced, and Advanced English skills and grade-approximate (within two grades) English reading and writing skills
- Utilizes grade-level content material that is made comprehensible to students through deliberate teaching strategies and materials modifications (e.g. SDAIE/SIOP) when needed.
- *English Language Mainstream* classes are taught by credentialed teachers who possess an appropriate EL authorization.
- Provides daily ELD instruction using the district's adopted ELD materials and guidelines for instructional minutes. At K-6, instruction is delivered during the instructional ELD block. At 7-12, ELD instruction is delivered in the *English Language Mainstream* English Language Arts class.

### Instruction

In these classrooms teachers will make use of the following strategies to continue developing students' English language and literacy skills, and support content area comprehension:

- SDAIE/SIOP strategies
- Scaffolded instruction, including word banks and sentence frames
- Cooperative groupings
- Student to student interaction
- Authentic student engagement
- Guided and independent practice
- Frontloading
- I do, We do, You do instructional process, which is a gradual release of responsibility model
- Graphic Organizers

Teachers will also incorporate Structured Academic Talk, Academic Vocabulary Instruction and Engaging Conversations into their lessons in order to promote continued linguistic and academic growth.

### Daily Instructional Plan

The following plan is an example of what a typical *English Language Mainstream* day would look like in different grades.

Grades K-6

ELA Language Arts*	Universal Access	ELD Instruction* 30-60 minutes	Math*	Science, Social Science, P. E. Music*
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\*Instruction appropriate for language levels 4-5.

Grades 7-12

SDAIE English Language Arts/ELD*	Strategic English Language Arts*	SDAIE Science*	SDAIE Social Studies*	SDAIE Math*	P.E./ Elective
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\*Instruction appropriate for language levels 4-5.

**Role of Instructional Assistants**

Instructional Assistants are to perform only the following tasks:

- Assist students after a credentialed teacher has provided instruction
- Work one-on-one with students on specific academic and language tasks
- Work with small groups under the direct supervision of a credentialed teacher.

**Language Use in Class**

The language of instruction in *English Language Mainstream* classrooms is English. However, students and teachers may use primary language occasionally, in the following ways, if needed:

- Students may use their primary language for clarification or to increase their understanding, when working in whole-class or small groups.
- Teachers may use students' primary language for short explanations of complex directions or instructions pertinent to a specific instructional task.
- Teachers may use students' primary language for brief and occasional clarification of a word, concept or idea for a student or group of students.
- A non-English language may be used in situations regarding the health, safety or welfare of students.

Use of the primary language is NOT appropriate during ELD instruction.

**Parental Exception Waivers and Alternative Programs**

Parents and guardians of English learners are informed of the placement of their child in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their child to participate in an alternative program.

*Compliance Items:*

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

- Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion and English Language Mainstream programs, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options.
- Parents and guardians are informed that a pupil under age 10 must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school.
- Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation.
- Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under Education Code Section 311(c) must be acted on either no later than 10 calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later.

Parental exception waivers are granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil.

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If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court.

Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered.

Parental Exception  
Waivers

Consistent with state law governing the operation of English learner programs, a parent may request and be granted an exemption from the required *Structured English Immersion* classroom. Upon enrollment and annually, parents receive copies of written and, on request, spoken descriptions of the *Structured English Immersion, English Language Mainstream* and alternative programs. Parents are informed of their right to request a parental exception waiver for an alternative program at this time.

Parents who are interested in placing their child in an alternative bilingual program must initiate this process at their school site with their administrator or administrative designee. The school site will forward the application for an alternative bilingual program to the district for approval or denial. If approved, both site and parent are informed, and the student is placed accordingly. If denied, the parent will receive an explanation as to why the request was declined. One copy of the waiver is sent to the parent/guardian and another copy is placed in the CUM/yellow EL folder.

Note: Approved waivers are valid for the current school year only, and must be renewed annually. Each school site will keep either an electronic or written log of all waiver requests and track the waiver process to ensure compliance with state regulatory time lines.

Criteria for Parental  
Exception Waivers

The three criteria for Parental Exception Waivers are:

- a. The student already knows English.
- b. The student is 10 years or older.
- c. The student is under 10 years of age, was placed in an English Language classroom for 30 calendar days and special needs exist, i.e. physical, emotional, psychological or educational.

Parental Exception Waivers – Timelines & Requirements

The following graph summarizes timelines and requirements for parental exception waivers.

Action	Dates	California Education Sections for Parental Exception Waivers		
		311a	311b	311c
<b>Notification to Parents of Parental Exception Waiver Opportunity</b>	For new students, immediately following initial language assessment. For continuing students, annually, within first 30 instructional days of the school year	All parents of English Learners		
<b>Parent Personally Visits Site to Request a Waiver and is Provided Program Descriptors</b>	At the beginning of the school year, or upon parent initiation	Parents and guardians must be provided a full written description of the SEI and all district instructional programs, including all materials that will be used (sites must review the program descriptors provided with the waiver application, p. 2).		
<b>Parent Notification and Action on Waivers</b>	Dependent upon approval of Superintendent or Designee	Parents notified upon approval of waiver	Student placed in Alternative Bilingual Program after the completion of the 30-day SEI placement. Action must be completed no later than 10 days after the initial 30-day placement or 20 days after the submission of the waiver, whichever is later.	
		Parental waivers are to be granted unless the school principal and educational staff has determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. {Title 5, Division 1, Chapter 11, Subchapter 4, Section 11303(a)(3)}.		
<b>Implementation of Alternative Program Classes</b>	Ongoing only when 20 waivers at the same grade level at the same site are approved	Pursuant to State law, "individual schools in which 20 students or more of a given grade level are granted a waiver shall be required to offer such a class". The District will create an alternative program classroom when 20 waivers are approved at the same grade level at the same school site.		

Alternative Bilingual Program K-12

For English Learners who are granted a parental exception waiver out of the SEI program, and who meet all district-established criteria, the district offers an alternative bilingual program. This program provides core academic instruction through both English and the primary language. The program offers students an intensive instructional plan that will prepare them for placement in either the *Structured English Immersion* or *English Language Mainstream* program once they meet program exit criteria. Students in the *Alternative Bilingual Program* receive daily English Language Development instruction using district-adopted core ELD materials according to grade-level requirements (see time allocations listed in the section on the SEI and Mainstream Transitional programs), in addition to being taught core academic subjects in their primary language. As students develop more proficiency in English, English as the language of instruction is increased.

This program may not be available at all schools. Parents may transfer to a site which offers this program, but must provide their own transportation. **This program must be implemented when there are 20 students of the same grade at the same school who have been granted a waiver.**

Goals	<ul style="list-style-type: none"> <li>• To develop English language and literacy skills necessary for placement in either the <i>Structured English Immersion</i> or <i>English Language Mainstream</i> program.</li> <li>• To be academically successful on grade-level content standards through instruction in both English and in the primary language.</li> </ul>
Features	<ul style="list-style-type: none"> <li>• Designed for students who are new to the country or are at a Beginning or Early Intermediate level in English.</li> <li>• Follows an instructional schedule to ensure that students' English skills are developed rapidly so that they may transfer to either the <i>Structured English Immersion</i> or <i>English Language Mainstream</i> program.</li> <li>• Follows a structured policy of primary language teaching time.</li> <li>• Students are exited from this program when they have met the district's criteria for entry into either the <i>Structured English Immersion</i> or <i>English Language Mainstream</i> program. Students may, however, be exited out of the program earlier if parents so request.</li> <li>• Utilizes grade-appropriate standards-based content materials in English and the primary language for all core curricular instruction.</li> <li>• Students receive ELD instruction using the district-adopted materials according to the following schedule:  Grades K-6 = 30-60 minutes  Grades 7-12 = 120+ minutes</li> <li>• Both ELD and content-area subjects are taught by a credentialed teacher who possesses a supplemental state-approved authorization to teach English Learners in the primary language and in English (BCLAD, BCC or other valid authorization).</li> </ul>
Instructional Materials	<p>These classes utilize district-adopted standards-based core materials in English and in the primary language that are designed for that grade level. Certain supplemental materials are also used to support students' maximum access to the core curriculum to the extent they are available in the primary language.</p>
Methods	<p>Teachers in an Alternative Bilingual Program build in structured academic talk, academic vocabulary instruction and engaging conversations that are scaffolded for English learners, and provide multiple opportunities for their students to develop and use both English and Spanish in an authentic manner for academic purposes. Some of these strategies include:</p> <ul style="list-style-type: none"> <li>• Use of scaffolded sentence frames and word banks</li> <li>• Introduction and consistent use of specific instructional and management routines, such as Think-Ink-Pair-Share</li> <li>• Extensive teacher modeling and use of examples to make learning more comprehensible for ELs</li> <li>• I do, We do, You do instructional process, which is a gradual release of responsibility model</li> <li>• Use of visuals, models, gestures, etc.</li> <li>• SDAIE/SIOP strategies</li> </ul>

Instruction in the Alternative Bilingual Program, K-6

	ELD	Primary Language		English
<b>K</b>	Systematic ELD	Language Arts Math Science Social Studies		Non-Core Instruction
<b>1</b>	Systematic ELD	Language Arts Math Science Social Studies		Non-Core Instruction
<b>2</b>	Systematic ELD	Language Arts Math Social Studies		Science Non-Core Instruction
<b>3</b>	Systematic ELD	Language Arts and Math Social Studies	Language Arts and Math (Transition) Science Non-Core Instruction	
<b>4</b>	Systematic ELD	Language Arts (for newcomers only)	Language Arts Social Studies Non-Core Instruction Math Science	
<b>5</b>	Systematic ELD	Language Arts (for newcomers only)	Language Arts Social Studies Non-Core Instruction Math Science	
<b>6</b>	Systematic ELD	Language Arts (for newcomers only)	Language Arts Social Studies Non-Core Instruction Math Science	

As students develop more proficiency in English, English as the language of instruction is increased.

Instruction in the Alternative Bilingual Program, 7-12

This two-year program is designed for students new to the country and who are at a Beginning or Early Intermediate **CELDT** level. **Instruction in the core content areas is in the primary language.** At the end of the two-year period, students who have not yet achieved a proficiency level of Early Advanced will transition to the Structured English Immersion program. Once students have achieved Early Advanced or Advanced, they are then placed in the English Language Mainstream program. In both programs, students will continue to receive ELD in an appropriate setting.

Year	ELD	Primary Language	English
1 <sup>st</sup> Year	2 periods of intensive ELD	Mathematics Social Science, Science Language Arts	PE/Elective
2 <sup>nd</sup> Year	2 periods of intensive ELD	Mathematics Social Science, Science Language Arts	PE/Elective
3 <sup>rd</sup> Year	2 periods of ELD <i>OR</i> 1 period of ELD through English Language Arts and 1 period of Strategic ELA	Mathematics (through SDAIE instruction) Social Studies (through SDAIE instruction) Science (through SDAIE instruction) Other	
4 <sup>th</sup> Year	1 period of ELD through ELA	Mathematics (through SDAIE instruction, as needed) Social Studies (through SDAIE instruction, as needed) Science (through SDAIE instruction, as needed) Other	

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**Dual Language Immersion Program**

## Dual Language Immersion Program Description

This parent-choice program provides both native English speakers and Spanish speaking English learners the opportunity to learn to read, write, and communicate effectively in English and in Spanish while achieving high levels of academic achievement. In addition, students have the opportunity to develop an understanding of and an appreciation for other cultures, develop a high self-esteem and experience positive interactions with people from other cultures and countries.

## Placement

Participation in the dual language immersion program begins in kindergarten and students remain in the program through sixth grade in order to reach high levels of proficiency in two languages. Both native Spanish and native English speakers are placed in the same classroom. Ideally, 50% of the students should be dominant speakers of Spanish, and the other 50%, dominant speakers of English.

## Goals

- To ensure that both groups of language learners become bilingual and biliterate
- To ensure that both groups of language learners are academically successful on grade-level content standards, in both English and in Spanish

## Features

- Utilizes grade-level content material in either English or Spanish that is made comprehensible to students through deliberate teaching strategies and materials modifications (e.g. SDAIE/SIOP).
- Provides daily ELD instruction using the district's adopted ELD materials and guidelines for instructional minutes.
- *Dual Language Immersion* classes are taught by credentialed teachers who possess an appropriate bilingual EL authorization.

## Instructional Materials and Methods

These classes utilize district-adopted standards-based core materials in English and in Spanish that are designed for that grade level. Supplemental materials in both languages are also used to support students' maximum access to the core curriculum.

Teachers utilize a wide variety of instructional strategies to ensure that both groups of language learners are acquiring a second language and also understanding the content instruction in both languages. These strategies include:

- Use of scaffolded sentence frames and word banks
- Introduction and consistent use of specific instructional and management routines, such as Think-Ink-Pair-Share and Give One, Get One
- Extensive teacher modeling and use of examples to make learning more comprehensible for ELs
- I do, We do, You do instructional process, which is a gradual release of responsibility model
- Use of visuals, models, gestures, etc.
- SDAIE/SIOP strategies

**Instruction in the Dual Language Immersion Program**

The dual language immersion program in Riverside follows a 90/10 model. In Kinder, 90% of the instruction is delivered in Spanish. Each year, the percentage of instruction increases. By 4<sup>th</sup> grade, students are receiving approximately 50% of their instruction in Spanish and 50% of their instruction in English.

	<b>Spanish Instruction</b>	<b>English Instruction</b>
K*	Language Arts, Mathematics, Social Studies, Science	ELD
1 <sup>st</sup>	Language Arts and 2 Content Areas	ELD 1 Content Area
2 <sup>nd</sup>	Language Arts and 2 Content Areas	ELD 1 Content Area
3 <sup>rd</sup>	3 Content Areas	Language Arts, ELD
4 <sup>th</sup>	Language Arts, Mathematics, Science	ELD, Language Arts, Mathematics, Social Studies, PE
5 <sup>th</sup>	Language Arts, Mathematics, Social Studies	ELD, Language Arts, Mathematics, Science, PE
6 <sup>th</sup>	Language Arts, Mathematics, Science	ELD, Language Arts, Mathematics, Social Studies, PE

\*Kindergarten classes in the Dual Language Immersion Program are full-day.

**Students With Disabilities**  
(Special Education and Section 504 Accommodation Plan Students)

The district's educational programs for English learners are designed in accordance with relevant law regarding the participation of students with disabilities. Because the requirements in a student's Individual Educational Plan (IEP) or Section 504 Accommodation Plan are Federal legal requirements, it is understood that they take precedence over provisions of this English Learner Plan. If either an IEP or a Section 504 plan calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction.

**The District has established policies and procedures that ensure students with disabilities receive appropriate and legally required educational services.**

Both State and Federal law require that English learners with an IEP or Federal 504 Accommodation Plan receive programs and services that address the student's special needs, including linguistically appropriate IEP goals and objectives. At a minimum, these services include the provision of English language development instruction and maximum access to the core curriculum as specified in the student's written plan. The IEP or Accommodation Plan shall dictate the language of instruction for these students.

**IEP Procedures**

Each special education student who is identified as an English learner also must receive a program of English language development appropriate for his/her diagnosed level of English language proficiency. On each special education IEP, it will be noted how ELD is to be provided, the appropriate teacher, for how much time, and language-appropriate objectives.

## Overview of District Programs for English Learners

Program Name	Structured English Immersion Beginning Early Intermediate Intermediate	English Language Mainstream  Early Advanced Advanced	Alternative Programs	
			K-6 Dual Language Immersion (Spanish)	K-12 Alternative Bilingual (Spanish)
<b>Description</b>	Students learn the English language and grade-level core curriculum.	Students learn grade-level core curriculum and continue their English development.	Both English-speaking and Spanish-speaking students develop bilingualism and bi-literacy through grade-level core curriculum.	Students learn core subjects in Spanish and English along with daily English Language Development.
<b>Goals</b>	<ol style="list-style-type: none"> <li>Rapid development of English listening, speaking, reading and writing skills</li> <li>Academic success with subject matter/core instruction at language ability level</li> </ol>	<ol style="list-style-type: none"> <li>Continued English Language Development (ELD): listening, speaking, reading, writing at an advanced level.</li> <li>Academic success with grade appropriate subject matter with modified instruction</li> </ol>	<ol style="list-style-type: none"> <li>Develop fluency and literacy in Spanish and English</li> <li>Academic success with grade appropriate subject matter with modified instruction</li> <li>Cultivate understanding and appreciation of other cultures and build self-esteem</li> </ol>	<ol style="list-style-type: none"> <li>Rapid development of English listening, speaking, reading and writing skills</li> <li>Academic success with grade-appropriate subject matter in Spanish and in English</li> </ol>
<b>Students Served</b>	English learners with "less than reasonable" English fluency: <ul style="list-style-type: none"> <li>Beginning</li> <li>Early Intermediate</li> <li>Intermediate</li> </ul>	English Learners with "reasonable" English fluency: <ul style="list-style-type: none"> <li>Early Advanced</li> <li>Advanced</li> </ul>	<i>Spanish</i> speaking English learners entering in Kinder OR 1 <sup>st</sup> -6 <sup>th</sup> grade English learners continuing in the dual language immersion program	<i>Spanish</i> speaking English learners with a Parental Exception Waiver which must be completed and approved annually
<b>Program Duration</b>	One or more years, depending on need	May vary based on student's needs	Program begins in Kinder and continues through sixth grade.	May vary based on student's needs. Students exit to Structured English Immersion or Mainstream Transitional programs.
<b>ELD Instruction</b>	Daily ELD according to language proficiency level and ELD standards	Daily ELD according to language proficiency level and ELD standards	Daily ELD according to language proficiency level and ELD standards	Daily ELD according to language proficiency level and ELD standards
<b>Core Content</b>	Grade level subject matter at language ability level with support	Grade level subject matter with support when needed	Grade level subject matter at language ability level with support in both English and Spanish	Delivered in Spanish or in English with support
<b>Instructional Materials for ELD and Core Content</b>	State-approved and district adopted materials in English	State-approved and district adopted materials in English	State-approved and district adopted materials in English or in Spanish	State-approved and district adopted materials in English or in Spanish
<b>Special Features</b>	This program is legally considered to be a "Structured English Immersion Classroom" and is required by state law.	This program is legally considered to be an "English Language Mainstream Classroom" with additional support provided.	This program is legally considered to be an "Alternative Program". Parents must sign a Parental Exception Waiver.	This program is legally considered to be an "Alternative Program". Parents must sign a Parental Exception Waiver. Program must be offered by the site when there are 20 Parental Exception Waivers at a grade level.
<b>Teacher Authorization</b>	CLAD, B-CLAD, LDS, BCC, SB1969, SB395, AB2913, or equivalent	CLAD, B-CLAD, LDS, BCC, SB1969, SB395, AB2913, or equivalent	B-CLAD, BCC, or equivalent	B-CLAD, BCC, or equivalent

## CHAPTER VII TEACHING AND LEARNING

- 📖 **English Language Development**
- 📖 **Equal Access to Core Content**
- 📖 **Assisting Students in Recouping Academic Deficits**

### Legal Emphasis

Each English learner receives instruction in English language development and the core curriculum.

### English Language Development

#### *Compliance Items*

- Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible.
- Participants receive core and EL program services that meet their linguistic and academic needs.

English language development is specialized English language instruction in listening, speaking, reading and writing designed for students whose primary language is other than English. The instructional techniques, assessments, materials, and approaches used are directed toward communicative competence and academic achievement. This is the basis for a comprehensive English language development program which enables students to move from the acquisition of survival English to literacy. Since language is acquired through social and guided interaction, a classroom that provides ample opportunity for face-to-face dialogue is most conducive for language development. English learners also benefit from a variety of engagement opportunities in both oral and written language.

The district's approach to educating English learners is guided by state and federal requirements, as well as by research based principles and beliefs about how these students can best be served. The district's expectation is that students will attain English language proficiency and achieve academically. For this reason, students are placed in instructional programs that are designed for their level of English language proficiency.

The district offers each student a program of English language development (ELD) that is designed to enhance both their global English proficiency, as well as to develop a range of discrete English language skills. At all grade levels, students receive daily ELD instruction using the district's adopted core materials.

#### Guidelines

To ensure the successful acquisition of the English language, the following guidelines are to be followed:

- Teach language-level specific ELD standards using a systematic approach
- Provide explicit instruction of language functions and grammar forms
- Provide extensive oral language practice
- Teach grade-level academic vocabulary
- Evaluate students using authentic language assessments
- ELD instruction must be provided by an appropriately authorized teacher
- ELD instruction is provided daily for 30 to 60 minutes in grades K-6 and 60 to 120 minutes in grades 7-12.

- Goals** The goals of ELD are to:
- Provide students with a systematic and consistent, standards based ELD program to rapidly move them through the initial phases of English language acquisition to near native fluency.
  - Enable students to meet language-level ELD standards
  - Enable students to meet grade-level ELA standards
  - Enable students to be successful in instructional programs designed for native speakers of the English language.
  - Allow students to access grade-level core curriculum
  - Ensure students meet grade-level standards and achieve academic success

**ELD Standards** The district follows the California state-adopted ELD Standards.

**Materials K-6** The district uses the board-adopted Language Arts core materials for English Language Development in grades K – 6. Teachers are provided with district-created ELD lessons which focus on attainment of the ELD standards through explicit and differentiated language instruction. The ELD support components found in the Language Arts core adoption are used to enhance English learners’ understanding of the English Language Arts curriculum. Additional support is provided with supplemental materials and differentiated instructional methodologies such as SDAIE/SIOP.

**7-12** The district uses the board-adopted core materials for English Language Development in grades 7-12. In the ELD classroom, teachers utilize a language development program specifically designed to meet the needs of lower level English learners. In the *English Language Mainstream* Language Arts classrooms, the needs of higher level English learners are met through the use of the board-adopted Language Arts materials. Additional support is provided with supplemental materials and differentiated instructional methodologies such as SDAIE/SIOP.

**K-6 ELD Grouping** Three methods for grouping students are recommended for English language development at the K-6 level. Grouping is based on the number of English learners at a given school. Students are grouped by proficiency level and are taught by an EL authorized teacher. **Instructional groups are to be made up of English learners only.** The groups may include English learners from two grade levels and every effort should be made to place no more than two CELDT levels per ELD group. This ensures proper instruction for English learners and provides an opportunity for teachers to differentiate their instruction at individual levels for their students. The chart below illustrates the recommendation for sites with low, medium and high incidence of EL population.

**Low Incidence**  
(Less than 100 English learners. Can be grouped across grade levels.)

30-60 Minutes ELD by CELDT Level		
Beginning* Early Intermediate*	Intermediate	Early Advanced Advanced

**Medium Incidence**  
(Between 100 and 300 English Learners)

30-60 Minutes ELD by CELDT Level		
Beginning* Early Intermediate*	Intermediate	Early Advanced Advanced

**High Incidence**  
(More than 300 English Learners)

30-60 Minutes ELD by CELDT Level				
Beginning*	Early Intermediate*	Intermediate	Early Advanced	Advanced

\*30 additional minutes of ELD/Interventions recommended (After/Before School)

**7-12 ELD Grouping**

At the 7-12 level, students are grouped by proficiency levels and are taught by an EL authorized teacher. Groupings may include students from two or more grade levels. Within the classroom, teachers differentiate their instruction to meet the needs of students at different levels of fluency.

<b>ELD 2 Period Block</b>	<b>Language Arts and Strategic ELA Classroom (2 periods in all)</b>	<b>Mainstream Language Arts Classroom (1 period)</b>
Beginning Early Intermediate Intermediate	Intermediate Long-Term ELs Early Advanced	Advanced

**ELD Placement of  
continuing students**

Students who are continuing in the district are reviewed at the end of each school year for ELD placement in the next grade level using multiple measures including CELDT results.

**Equal Access to  
Core Content**

*Compliance Items:*

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

**Core Instruction**

In order to provide access to and meet the rigor of grade level curriculum for English learners, teachers differentiate instruction and utilize a variety of research-based EL strategies. Through increased student engagement and focused instruction, students meet appropriate and pre-determined district benchmarks. Students needing additional support receive supplemental services targeted to meet the specific academic need/s of each individual student. Examples of appropriate services are listed in site Catch-Up Plans and in the individual site Pyramid of Interventions found in each School Site Plan.

**Assisting Students  
in Recouping  
Academic Deficits**

*Compliance Item:*

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

In order to assist students in recouping any academic deficits incurred while learning English, schools utilize a variety of interventions, including in class support, supplemental programs and additional service.

**Long Term (5+ yrs.)  
English Learners:  
III-CP EL 12 CPM  
Resolution**

The district requires that the progress of long-term English learners be monitored annually, although sites may also choose to monitor all English learners. District and sites utilize the following process:

- Each year, individual Long-Term English Learner monitoring profiles with pre-populated data are sent to sites. Sites may also create their own monitoring profiles, subject to district approval.
- Teachers review the data on the profile with both the student and parent and develop an action plan to increase student achievement (see catch-up plan below). Best initial instruction that incorporates research based instructional strategies for ELs is the first step in this intervention process. Differentiation and scaffolding for ELs should occur as part of this process.

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Catch-up Plan

- Teacher and student set short term achievable goals that can be measured by the end of the second trimester or the third quarter.
- These individual monitoring conferences are completed by the end of November, and copies of the student profiles are sent to the Program Quality/English Learner department by mid-December.
- In March, site administrators and teachers review student achievement data related to individual goals and determine if modifications to the plan are needed.
- Profiles are filed in the EL folder in the student cum by the end of the school year.

In order to assist teachers in developing individual intervention plans for struggling students, the district requires that each site create their own site-specific "Catch-Up Plan". Each plan lists instructional intervention strategies that can be provided during the day and strategies that are available outside the school day, at that particular campus. Interventions must be differentiated for:

- Beginning-level ELs or newcomers
- ELs not moving up a CELDT level
- Long Term ELs not meeting CELDT and CST reclassification criteria
- Long Term ELs meeting CELDT reclassification criteria, but not meeting CST ELA criteria
- Struggling R-FEPS

The district provides a sample "Catch-Up Plan" for reference. This can be found on the district's Blackboard site, at <http://rusd.blackboard.com>, under the English Learner/EL Contact link. Catch-Up Plans are submitted to the Program Quality/English Learner department each fall.