

Piedmont Unified School District
English Learner Master Plan
(Submitted to the Board 8-25-10)

Program Implementation

Successful program implementation depends upon three critical elements: the commitment of the entire school community, the availability of trained, highly qualified staff, and the allocation of sufficient resources. The District, the school sites, and the community have essential and unique roles in program implementation.

Role of the District: The district administration is responsible for the provision of sufficient resources to successfully implement this plan. These resources include highly qualified staff, instructional materials, supplies, equipment, staff development resources, and adequate facilities. Guidance in curriculum development, compliance, evaluation, and data analysis, improvement, modifications, and master plan revisions are essential District responsibilities that assure quality program implementation.

Role of the School Site: Site-based planning is the most essential aspect of this plan. The responsibility of the site is to work with staff, students, parents and district in order to best determine how to deliver EL services at each school site. The distribution of the EL enrollment and the diversity of the school community are important factors as well. All EL personnel are responsible for working with administration and parents in planning for program implementation each year. Program quality is tied to effective use of staff and material resources and to ongoing planning, monitoring, and program revision based upon site and district evaluation and results.

Role of the Community: Parent advisory groups and school community play an important role in the governance of all educational programs. School Site Councils, English Language Advisory Committees, and the District English Language Advisory Committee have a responsibility to assist in ongoing program planning and evaluation.

Identification and Assessment Procedures

The purpose of initial identification, assessment and reclassification is to ensure that all students eligible for the English Learner program are correctly identified and placed into an appropriate educational program. PUSD is responsible for determining the student's primary language and English language proficiency in oral comprehension, speaking, reading, and writing. Reclassification procedures and record keeping are a school and district responsibility.

Home Language Survey: Upon initial enrollment, PUSD must determine the primary language of all students by using the Home Language Survey (HLS). This information is done through online registration and is downloaded into the PUSD database. Information can then be accessed by each site. If a parent/guardian indicates a language other than English in response to any of the first three lines of the HLS, the student is designated as having a primary language other than English. Each of these students will be assessed for English language proficiency within 30 days of initial enrollment. If the student is then classified as Limited English Proficient, the student must be tested in the student's

primary language within the first 90 calendar days of the initial enrollment. If a primary language, other than English, is designated on the HLS survey, more research is done to determine if testing is necessary. A copy of the HLS is in each student's cumulative file.

California English Language Development Testing: School personnel will be responsible for a complete evaluation of English language proficiency in oral comprehension, speaking, reading, and writing. The CELDT will be the initial instrument used to determine English language proficiency for all grades. The following criteria will be used in addition to CELDT scores to determine whether a student should receive or continue to receive EL services: teacher evaluation based on ELD standards, grade level curriculum mastery, performance on other standardized tests, and parent consultation. CELDT results are added to the cumulative file and PUSD database each year.

Primary Language Proficiency: Limited English Proficient classified students will be assessed for primary language proficiency within 90 days of the date of student's initial enrollment. The Quick Informal Assessment (QIA) will be administered to determine the level of primary language proficiency in oral comprehension, fluency, vocabulary, pronunciation, and grammar. District staff or translators who are fluent in the student's primary language will administer the QIA.

Notification: Parents/guardians of English learners and fluent English –proficient students will be notified of language proficiency assessment results, program placement, and reclassification as the child moves through the Piedmont Unified School District.

Data: District Data Manager will be notified of initial classifications of all EL students, will be notified of CELDT scores and will be notified when a student is Reclassified (R-FEP). This information will be kept in the PUSD database.

Educational Placement and Program

Each English Learner scoring below Early Advanced on the CELDT will be enrolled into the EL program. K - 12 students who are in the EL program will be provided structured English immersion using Specially Designed Academic Instruction in English (SDAIE) techniques in an English language mainstream classroom with an appropriately credentialed teacher. In addition, the student will receive direct instruction of English as a second language with an EL Specialist. Each school's program varies slightly but all schools include both approaches in order to best facilitate the English acquisition process while helping the student access grade-appropriate curriculum. Students who score higher on the CELDT may still continue to be enrolled in the EL program based on other performance standards. All students will remain in the program until they become fully fluent in English. Fully fluent implies that their EL designation is then changed to R-FEP (reclassified fully English proficient).

Ongoing Assessment: English Learners will be assessed annually through CELDT testing during the state mandated window until they have reached R-FEP status. In addition to the CELDT scores, the EL Specialist will obtain input from the classroom teacher, observe the student in the classroom, and evaluate English reading and writing progress based on grade appropriate standards. In addition, the EL Specialist will consult with school counselors and school administrators, review STAR program test results, and review report cards. The information collected will be placed on an EL data form.

Annual Growth Targets: PUSD acknowledges the Annual Measurable Achievement Objectives (AMAOs) and annual growth targets for EL students determined by the State. Students at the Beginning, Early Intermediate or Intermediate levels are expected to gain one proficiency level per year. Students at the Early Advanced level with some skill areas below Intermediate are expected to bring all skill levels up to the Intermediate level. Students already at the proficient level are expected to maintain that level until they are redesigned.

Alternative Placement: Upon notification of program placement, parents are informed of their right to request a parental exception waiver for their child to participate in an alternative program. If granted, the waiver is in place for one year only. Under a parental exception waiver, the EL student would receive services through an alternative program. Upon request of this waiver, the District administration would provide the parent/guardian a full description of the intent and content of the EL program, educational opportunities within PUSD, and alternative services through PUSD.

Reclassification Procedures.

The academic progress of all EL students is monitored using the results of standardized testing, report cards, and teacher observations. This information is available at all schools. All data can be disaggregated to show how EL, FEP, and R-FEP students performed. All school data are evaluated to ensure that all EL students are successfully closing the gap in academic English proficiency and are achieving academically at a rate substantially equivalent to that of their native English-speaking peers. EL services are monitored based on the results of the evaluation.

Evaluation to Reclassify: A complete review of a student is done prior to a reclassification. A student must have Early Advanced or Advanced CELDT scores, show mastery of ELD standards, and show understanding of grade appropriate curriculum through standardized testing in order to be reclassified. Parents are consulted for input as well. EL students will be reviewed for changes to current year classification status by November 15. All students receiving a different classification status will be communicated to the District Data Manager.

Alternative Methods for Reclassification: The alternative methods option for reclassification of a student with a disability will include the following: Alternative assessment, teacher evaluations, and parental input. All of these decisions must be agreed upon by the IEP or 504 team and put into the student's IEP or 504 documents. Alternate assessments provide a means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the California English Language Development Test (CELDT) even with test variations, accommodations, and/or modifications. In order to assist an IEP team in determining whether a student should be administered alternate assessments, the criteria and guidelines outlined in Appendix A of this document will be utilized. If a student is reclassified as fully English proficient (RFEP), then she/he will be monitored for two years through the English Language program, but will not receive EL services unless she/he is referred back to the EL department for re-evaluation.

Guidelines for Reclassification from Limited English Proficient to Reclassified Fluent English Proficient.

K - 2: CELDT score of English Advanced (EA) or Advanced (A), Teacher Recommendation, and Parent Consultation.

3 - 5: CELDT score of EA or A, STAR_Reading / Language score 50%, Teacher Rec., and Parent Consultation.

6 - 12: CELDT score of EA or A, STAR Reading / Language score 50%, Teacher Rec., and Parent Consultation.

Reclassification Notices: Upon reclassification, a letter will be completed and sent to the parent/guardian and added to the student's cumulative file. The R-FEP status and date will be given to the District Data Manager to be entered into the PUSD database on May 1 each year.

R-FEP Monitoring

The EL Specialists will monitor R-FEP students for 2 years after reclassification in order to track their academic success. Academic achievement will be evaluated through teacher observation, data, and testing. If it is determined that an R-FEP student is not progressing satisfactorily, the EL Specialist will contact the parent and make a recommendation for a change of program. A change of program will include interventions such as: direct instruction with EL specialists, additional time working with Literacy Specialists, additional time working with English teachers, and/or "additional academic support if needed".

EL Program Evaluation Procedures

PUSD has established a process and criteria to determine the effectiveness of this program. The District and EL Specialists monitor classroom performance and standardized test data as a way to evaluate program effectiveness. This allows for decisions to be made in terms of modifying, continuing, or discontinuing program elements. The evaluation process is intended to demonstrate that the practices, resources, and personnel at each school effectively implement the program for English Learners. It is also intended to demonstrate that the program procedures, within a reasonable period of time, show English language proficiency of LEP students to rise to that of their native English-speaking peers and that LEP students achieve and sustain parity of academic achievement with students who entered as fluent in English.

English Learner Program Definitions

EL English Learner

ELD English Language Development

SDAIE Specifically Designed Academic Instruction in English

R-FEP Reclassified - Fluent English Proficient

CLAD Cross-Cultural, Language, and Academic Development

BCLAD Bilingual, Cross-Cultural, Language, and Academic Development

HLS Home Language Survey

LEP Limited English Proficient

CELDT California English Language Development Test

QIA Quick Informal Assessment

FEP Fluent English Proficient

AMAO Annual Measurable Achievement Objective

STAR Standardized Testing and Reporting

A Advanced – CELDT Score

EA Early Advanced – CELDT Score

I Intermediate – CELDT Score

Appendix A

California English Language Development Test 5 August 2009 • California

Department of Education **Participation Criteria for Alternate Assessments**

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the California English Language Development Test (CELDT) even with test variations, accommodations, and/or modifications. In order to assist an IEP team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary test variations, accommodations, and/or modifications.

Circle “Agree” or “Disagree” for each item:

Agree Disagree The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.

Agree Disagree The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.

Agree Disagree The student cannot take the CELDT even with test variations accommodations and/or modifications.

Agree Disagree The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.

Agree Disagree The decision to participate in an alternate assessment is not based on excessive or extended absences.

Agree Disagree The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.

Agree Disagree The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.

Agree Disagree The decision to participate in an alternate assessment is not based primarily on a specific categorical program.

Agree Disagree The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.