



ACALANES UNION HIGH SCHOOL DISTRICT

**English Learner
Master Plan**

**Board Approved
September 16, 2015**

Table of Contents

Introduction	5
I. Initial Identification and Program Placement	
INITIAL IDENTIFICATION.....	6
Home Language Survey.....	6
Initial English Language Proficiency Assessment.....	6
Primary Language Proficiency Assessment.....	7
PROGRAM PLACEMENT.....	7
Initial Assessment Results Notification and Program Placement Options.....	7
II. Instructional Program	
ENGLISH LANGUAGE DEVELOPMENT PROGRAM.....	8
Program Overview.....	8
Types of Classes.....	8
English Language Development (ELD).....	8
Specially Designed Academic Instruction in English (SDAIE).....	8
Mainstream English Language.....	9
ELD Levels 1-3.....	9
OTHER PROGRAMS.....	9
Special Education / Section 504.....	9
PROGRAM OPTIONS.....	10
Structured English Immersion: ELD/SDAIE.....	10
Alternative Mainstream Placement Option.....	10
III. Monitoring of Student Progress and Reclassification	
MONITORING OF ENGLISH LEARNER (EL) STUDENT PROGRESS.....	11
Annual CELDT Administration.....	11
Assessments.....	11
Overcoming Academic Deficits.....	11
RECLASSIFICATION.....	12
Annual Review and Reclassification Criteria / Process.....	12
MONITORING OF RECLASSIFIED STUDENTS.....	13
Monitoring, Intervention, and Exit.....	13

Post-EL Program Interventions.....	13
Initially Fluent English Proficient or English-Only Interventions.....	14
IV. Staffing and Professional Growth	
STAFFING.....	14
Teacher Certification.....	14
PROFESSIONAL GROWTH.....	14
V. Parent and Community Involvement	
PARENT ADVISORY COMMITTEES.....	15
English Language Advisory Committee (ELAC).....	15
District English Language Advisory Committee (DELAC).....	16
PARENTAL EXCEPTION WAIVERS.....	17
PARENT EDUCATION.....	17
VI. Evaluation and Accountability	
EVALUATION CRITERIA.....	18
Progress in Core Curriculum.....	19
EVALUATION AND REPORTING OF PROGRAM EFFECTIVENESS.....	19
Program Monitoring for Compliance.....	19
VII. Funding	
TITLE III FUNDING, LEP STUDENTS.....	21
TITLE I, TARGETED ASSISTANCE PROGRAM.....	21
LOCAL CONTROL FUNDING FORMULA.....	21
VIII. Appendix	
A – AUHSD Board Policy 6174 Education for English Language Learners	
B – AUHSD Administrative Regulation 6174 Education for English Language Learners	
C – Home Language Survey	
D – Annual Parent Notification Letter	
E – Parental Exception Waiver	
F – ELD Course of Study	
G – CCSELPA’s English Learners and Special Education Document	
H – EL Monitoring Form	
I – EL Reclassification Survey	
J – Reclassification Monitoring Form	

K – AUHSD AR 4112.22 Staff Teaching Students of Limited English Proficiency

Introduction

The Acalanes Union High School District (AUHSD) is comprised of four comprehensive high schools and one independent study high school program, serving the East San Francisco Bay Area communities of Lafayette, Moraga, Orinda, and Walnut Creek. The AUHSD strives to provide all of its students with a high-quality education in order for them to excel and contribute in a global society. We are committed to providing all of our students with a strong academic foundation and the tools to achieve high levels of personal excellence. The AUHSD's English Learners Master Plan outlines the structures, programs, and supports the District has committed to utilizing to help English Learners excel academically and personally.

The AUHSD is committed to providing appropriate placement, along with curricular, instructional, and other related services to ensure that all students learning English are equipped to participate effectively in the schools' educational programs. To this end, our English Learner Master Plan is based on California state and federal laws, California English Language Development Standards, district board policies and administrative regulations (Appendix A and B), and current research.

AUHSD Student Language Classifications

(2015-2016 School Year)

School	English Only	Initially Fluent	English Learner	Reclassified Fluent	Total Enrollment
Acalanes CIS	30	0	3	5	38
Acalanes HS	1247	95	17	42	1404
Campolindo HS	1157	82	11	54	1305
Las Lomas HS	1172	147	97	117	1533
Miramonte HS	1117	75	4	43	1243
TOTAL	4273	399	132	261	5523

I. Initial Identification and Program Placement

INITIAL IDENTIFICATION

Home Language Survey

Students enrolling in the Acalanes Union High School District are asked to complete a Home Language Survey form (Appendix C.) Students who are determined by the survey to have a primary language other than English will be administered a state assessment of English proficiency within 30 calendar days of the date of enrollment. The California English language Development Test (CELDT) is the state test designated for this purpose which will be replaced by the English Language Proficiency Assessments for California (ELPAC) after spring of 2017.

Initial English Language Proficiency Assessment

Students determined by the Home Language Survey to have primary language other than English will be assessed within 30 calendar days of initial enrollment, unless the student is transferring from another California public school, and his or her most recent CELDT results are available and are from the current school year.

The CELDT assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English language development (ELD) standards adopted by the State Board of Education (SBE).

The CELDT results are reported by the following performance levels: beginning, early intermediate, intermediate, early advanced, and advanced. The CELDT results show the overall English performance level attained by the students as well as performance in each domain by level. Based on the CELDT scores, students are classified as either Initially Fluent English Proficient (I-FEP) or English Learner (EL.) The CELDT tests will be scored unofficially by the testing administrator and these unofficial scores will be utilized to make preliminary program placement recommendations as soon as possible after the student's enrollment into the school district. Parents will receive the official CELDT results in the mail, within 6-8 weeks of the testing, and the District will send out the Annual Parent Notification Letter (Appendix D), which will include the official CELDT results.

Primary Language Proficiency Assessment

The Acalanes Union High School District staff seeks to determine students' primary language proficiency. Informal primary language assessments may be used, as well as other methods to gather additional information about a student's prior language experiences and proficiency to help inform placement decisions.

PROGRAM PLACEMENT

Initial Assessment Results Notification & Program Placement Options

Within 30 days from completion of the initial language proficiency testing, parents are notified of the results and given a description of the available program options. A guidance counselor or school administrator at the student's residence school meets with the student and parents as soon as possible after initial testing. During this conference, the counselor or administrator explains the student's English proficiency assessment results, program options, recommended student placement, and the waiver process for an alternative program.

Students who are identified as Initially Fluent English Proficient (I-FEP) will be recommended to be placed in the English language mainstream program. I-FEP students are those who are considered to have reasonable English fluency, as determined by the overall score of Early Advanced or Advanced on CELDT.

Students who demonstrate less than reasonable English fluency, defined as those who score Intermediate or lower on the overall CELDT score are identified as English Learners (EL). English Learners will be recommended to enter the District's Structured English Immersion program, which is offered at Las Lomas High School. So that those students whose home residence schools are Acalanes, Campolindo, or Miramonte may access the ELD program at Las Lomas, transportation will be provided by the District to and from Las Lomas.

Alternative options may also be available and will be discussed with parents at the initial assessment conference, including the option for students to enroll in the mainstream program at their student's home residence school.

Following review of assessment results, program options, and recommended placement, the student is placed according to the parent/guardian's decision and District staff's review. All English learners must be placed in the English Language Development (ELD) program unless a parental exception waiver has been granted for an alternative program. If the parent seeks an alternative program, the parent must complete and file a Parental Exception Waiver at the student's school site (Appendix E). In the case of a student with an Individualized Education Program (IEP), the IEP team determines placement of each special education student, regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

II. Instructional Program

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Overview

The District goals are for all students to obtain a strong academic foundation and a high level of personal excellence in order for them to excel and contribute in a global society. To help EL's to achieve these goals, the District's English Language Development (ELD) program, located at Las Lomas High School, supports students, parents, school staff and community members working together to increase student achievement. The ELD program strives to support all English language learners to meet California State grade level standards and to provide advanced learning opportunities.

The ELD program is designed to help students increase their English language proficiency so they can be successful in English Language Arts and other academic courses. The AUHSD's ELD program is a Structured English Immersion program, which provides a continuum of classes and support to meet the needs of English Learners at all levels up to the point of reclassification as fluent English proficient and subsequent entry into mainstream classes.

Types of Classes

ELD classes are daily instruction classes that are leveled according to students' English proficiency levels and consist of a minimum of one period daily and up to a maximum of three periods daily, depending on student level. Instruction is focused to develop students' skills in the areas of listening, speaking, word analysis, reading fluency, systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies and applications, and writing conventions. AUHSD English Language Development (ELD) Course of Study will be revised during the 15-16 school year to reflect the newly adopted California English Language Development Standards. Please see Appendix F for the current ELD Course of Study (adopted June 2006.)

Specially Designed Academic Instruction in English (SDAIE) classes involve the teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development. Students are taught core subjects in English by authorized teachers using District-adopted textbooks and standards, plus other supplementary materials. This method of instruction requires significant teaching skills in

English language development and subject-specific instruction, clearly defined language and content objectives, modified curriculum as needed, supplementary materials, and alternative assessments. Teaching strategies are differentiated for each student's level of English language proficiency. These strategies are used to help students reach proficiency in speaking, reading, and writing English, and succeed academically in all core subjects. Instruction is based on California State ELD standards and aligned to State and District grade-level content standards.

Mainstream English Language classes are the regular classes that are taught to all English-language proficient students in the District and are aligned to State and District grade-level content standards. All teachers in the AUHSD are Crosscultural, Language, and Academic Development (CLAD) certified, which means they are authorized by the State to instruct English Learners.

ELD Levels 1-3

The English Language Development (ELD) levels 1 through 3 are appropriate for Limited English proficient students. English learners with less than reasonable fluency, defined as those who score Intermediate or lower on the overall CELDT score and Early Intermediate or lower on each of the four skill areas, are recommended for the appropriate ELD level. In addition to the ELD courses, students take mainstream classes such as math according to math skill level not English proficiency level, Physical Education, core academics and elective courses taught as SDAIE or mainstream courses with appropriate strategies and supports. Instruction in the ELD levels 1-3 classes utilizes a State-adopted, highly structured and scaffolded standards-based language and literacy program.

OTHER PROGRAMS

Special Education / Section 504

Determining special needs placement for students who are receiving EL services is a complex process. There may be a number of individual or combined factors determining why language and cultural minority students are achieving little academic progress over time: the normal process of second language acquisition, different learning styles, motivation to learn, or the student's lack of prior schooling are a number of potential factors instead of intrinsic learning problems. Screening and diagnosing at-risk students receiving EL services include a number of pre-referral steps to determine whether there exist temporary learning and behavior characteristics shared by students with learning disabilities and students who are English learners, or whether referral to special education and/or Section 504 is warranted. The EL

teacher must be involved throughout the process. Please see Appendix G for procedural information from the Contra Costa Special Education Local Plan Area.

PROGRAM OPTIONS

Structured English Immersion: ELD/SDAIE

The AUHSD offers the ELD program at Las Lomas High School, where students begin at the appropriate level to their English language proficiency and progress through a structured continuum. The ELD program includes ELD Levels 1-3 and SDAIE core academic content instruction. Students are highly supported in the ELD program in order to insure that their skills increase as they make progress toward becoming reclassified as fluent English proficient (R-FEP).

Alternative Mainstream Placement Option

At any time, including during the school year, a parent/guardian of an English learner may request to have his/her student moved out of the ELD program and into an English-language mainstream classroom. The parent/guardian must apply for a parental exception waiver for such an alternative placement. This alternative placement option for mainstream instruction includes the option of moving the student to the student's school of residence within the District, if not Las Lomas. Note that students in alternative placements who have not met the criteria for reclassification shall continue to receive additional and appropriate services that will allow them to have both their English-language and academic needs met, including instruction from CLAD-certified teachers, and semi-annual monitoring by guidance counselors via the EL monitoring form (Appendix H).

III. Monitoring of Student Progress and Reclassification

MONITORING OF EL STUDENT PROGRESS

Annual CELDT Administration

AUHSD utilizes the State-adopted language proficiency assessment, the California English Language Development Test (CELDT), to measure students' proficiency of oral, reading, comprehension, and writing domains, as appropriate to the student's grade level. The CELDT is administered by a trained staff member annually to all English Learners within the testing window (usually from July 1 to October 31) or within 30 days of enrollment by a potential EL student, regardless of the time of year, unless the District already has a valid CELDT score from the current year on file from the student's former school.

Assessments

Student levels of English language proficiency and progress are monitored annually based on a set of District-approved assessments. These include the mandated administrations of the California English Language Development Test (CELDT), the Smarter Balanced Assessment (SBA), Districtwide English Language Arts Common Assessments and the California High School Exit Exam (CAHSEE). Additionally, teachers use curriculum-embedded assessments on an ongoing basis, to review student progress and plan interventions, as appropriate.

Parents/guardians are notified annually of their student's proficiency level in English via the Annual Parent Notification Letter, which includes the most recent scores on the SBA, CAHSEE, and CELDT (Appendix D).

EL students in the ELD program at Las Lomas will be assessed informally in the spring to determine ELD program placement for the following school year.

Overcoming Academic Deficits

The academic progress of students in the ELD program is monitored regularly by the ELD program staff. When a student exhibits signs of academic deficits, ELD staff utilize various strategies and interventions that increase in intensity relative to the student's level of need. Interventions used to assist the student in overcoming academic deficits include reteaching, additional practice, differentiated instruction, one on one and intensive direct instruction. A

referral to the Student Review Team may be made if the student continues to experience academic difficulties.

RECLASSIFICATION

Annual Review and Reclassification Criteria/Process

Annually, in the fall of each school year after CELDT results become available, or any additional time during the year, as appropriate, the guidance counselors, ELD staff, and EL site administrator review the progress of each EL student. Information reviewed includes the results on the SBA, CELDT, CAHSEE, other assessments, parent input, student grades, and teachers' recommendations, and the EL monitoring form is filled out. During this review, students eligible for reclassification as fluent English proficient (R-FEP) are identified. Based on California legal requirements, the AUHSD's specific criteria for reclassification are:

- Early Advanced or Advanced overall score on CELDT and earning performance level 3 or above in every domain.
- Meeting or exceeding the standards on the English language arts/Literacy Smarter Balanced Assessment or passing score on the CAHSEE English Language Arts section or meeting or exceeding the standard on the AUHSD ELA Common Assessment.
- Parent is given the opportunity to review the student's performance and provide input on the reclassification decision.
- 2.0 or higher academic GPA

Required Criteria (California Education Code, Section 313[d])	AUHSD Criteria
English Language Proficiency Assessment (CELDT)	Early Advanced (4) or Advanced (5) overall score on CELDT and Intermediate level (3) or above in every domain.
Comparison of Performance in Basic Skills	<ul style="list-style-type: none"> • CAHSEE ELA Passing Score (350 or above) • SBA – Meeting or Exceeding the standard • AUHSD Common Assessment (ELA) – Meeting or Exceeding the standard
Parental Opinion and Consultation	Parent given opportunity to review student's performance and provide input on reclassification decision.
Teacher Evaluation	2.0 or higher Academic GPA

After a student is identified as eligible for reclassification:

1. The student's guidance counselor gathers the required documentation for reclassification (CELDT scores, SBA/CAHSEE/District scores, teacher evaluations, parent input);
2. The guidance counselor fills out the EL Reclassification Survey (see Appendix I);
3. The guidance counselor sends the survey and support documents to the District EL Coordinator for review;
4. If the student meets all criteria, the District EL Coordinator notifies the parents of the reclassification;
5. Once the parent agrees to the reclassification the student is no longer considered an EL and is designated as R-FEP;
6. The student, once R-FEP, enters the mainstream English language program. A student formerly attending the ELD program at Las Lomas may remain at Las Lomas or can choose to attend his or her home residence school, if not Las Lomas.

MONITORING OF RECLASSIFIED STUDENTS

Monitoring, Intervention, and Exit

For two years following the reclassification to fluent English proficient (R-FEP), the school site staff will monitor the student's academic progress at 30 days, 180 days, 1 year and 2 years from the reclassification date. During the appropriate timeframe, the guidance counselor completes the Reclassification Monitoring Form (Appendix J). The R-FEP monitoring process involves collection of data including SBA and CAHSEE English Language Arts performance levels, most recent grades in core academic classes, and teacher and student interviews. If a R-FEP student is found to not be making adequate progress, an Intervention Plan is initiated by the student's guidance counselor (Appendix J).

At the end of a student's two successful years in monitoring, the student will be exited from the EL program.

Post-EL Program Interventions

Classroom teachers may complete a Student Review Team (SRT) form after a student is formally exited from the EL program if there are concerns about a student's English language proficiency or other learning needs. Students demonstrating language proficiency or other learning deficits who have exited the EL program may return to a partial ELD program or SDAIE academic

classes, although in most cases other interventions available to all students should be considered.

Initially Fluent English Proficient or English-Only Interventions

If a student has been identified as initially fluent English proficient (I-FEP) and a parent or teacher raises concerns at a later date, the school must intervene as they would with other English only students.

If a student's Home Language Survey states English only but teachers notice language proficiency issues and are told that another language is used at home, an initial CELDT administration may be given to determine if a student may benefit from English language support.

IV. Staffing and Professional Growth

STAFFING

Teacher Certification

The AUHSD is highly committed to the appropriate certification of teaching personnel working with English Learners. All teachers in the District are Crosscultural, Language, and Academic Development (CLAD) certified, which means they are authorized by the California Commission on Teacher Credentialing to instruct English Learners. Those teaching the ELD and SDAIE classes hold both an appropriate EL authorization and are single subject credentialed to teach within their assigned content area. All teaching assignments and certifications are consistent with both State law and District Administrative Regulation 4112.22: Staff Teaching Students of Limited English Proficiency (Appendix K).

PROFESSIONAL GROWTH

Teachers, guidance counselors, administrators, and other support staff are provided various opportunities for professional growth in the area of programs and services for English learners. These opportunities include instructional methodology workshops, seminars, and conferences, CELDT testing training, use of county resources, EL Plan development, EL program oversight, use of outside consultants, Wednesday morning collaboration and training, and induction standards for English learners.

V. Parent and Community Involvement

The Acalanes Union High School District places a high value on timely and informative communication with parents. Parents of English learners are to be given opportunities to be informed participants and have meaningful roles in the education of their children. Both parents and the community at large are important stakeholders in the success of English learners and the District is committed to their involvement.

PARENT ADVISORY COMMITTEES

English Language Advisory Committee (ELAC)

An English Language Advisory Committee (ELAC) is created at the site level when a school has 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language.

ELAC Purpose/Legal Requirements:

- To advise the principal and Site Council on programs and services for English language learners (identifying, serving, assessing, and eventually exiting an English language learner from a language support system)
- To make parents aware of the importance of regular school attendance
- The committee meets four times a year to monitor the language and academic progress of EL students, including those who may have exited the program
- The committee may also meet with the entire school staff to inform them of their observations and recommendations for meeting the EL students' needs
- Development of a school's needs assessment
- Administration/review of the school's annual language census (R30-LC)

ELAC Committee:

- The majority of the ELAC must be composed of members who are not employees of the school and who have been elected by the parents/guardians of English learners at the school
- AUHSD ELAC committee(s) is open to any parent who would like to be involved. All parents of English learners are invited and encouraged to be members of the committee.
- Should the committee get too large elections will be conducted. The election of ELAC members includes all parents of English learners having an opportunity to vote and in which the parents/guardians of English learners elect the parent members of the committee

- The ELAC receives training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal responsibilities
- At least one member of the ELAC committee must be part of the District English Learner Advisory Committee (DELAC.)

Evidence of ELAC compliance:

- List of current ELAC members
- Agendas, minutes, and sign-in lists for ELAC meetings for the last 12 months
- Documentation of training provided to members, not only officers, on legal responsibilities
- Additional evidence to indicate how and when advice was provided to site principal and staff by ELAC on all legally required areas

District English Language Advisory Committee (DELAC)

A District English Language Advisory Committee (DELAC) is created at the district level when a district has 51 or more students of limited English Proficiency (LEP) in attendance, regardless of language.

DELAC Purpose:

- To provide a meeting place where information is shared regarding programs, new initiatives, and other current issues of importance to the education of students

DELAC Legal Requirements

- The DELAC must have the opportunity to advise the governing board on at least the following tasks:
 - A timetable for the development of a District master plan of educational programs and services for English learners, taking into consideration the school site plans for English learners
 - Conducting a District-wide needs assessment on school-by-school basis
 - Establishment of a District program, goals, and objectives for programs and services for English learners
 - Development of a plan to ensure compliance with applicable teacher requirements
 - Administration/review of the annual language census
 - Review of and comments on the written notification of initial enrollment
 - Review of and comments on any related waiver request
 - Review of and comments on the District reclassification procedures

- The DELAC receives training materials and training, planned in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities

PARENTAL EXCEPTION WAIVERS

California Education Code 310 provides parents of English learners with the ability to waive their student's participation in the English Language Development program. Parents must visit the school site to apply for the waiver, and the school must provide a full description of the program options available to the parent's child. Parents must apply for the waiver annually, and the waiver may be approved or denied by the site principal. If it is denied, the parent will receive a written explanation of the reason(s) for denial and the parent will be informed that the decision may be appealed to the Governing Board.

California Education Code 311 describes the circumstances in which a Parent Exception Waiver may be granted (Appendix E):

Section 311 (a) – waivers for children who already know English:

The student already possesses good English language skills as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the student scores at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.

Section 311 (b) – waivers for older children:

If the student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.

Upon the waiver being granted, the student is enrolled at the school where the alternative program is offered, and the student is assigned to the requested instructional program.

PARENT EDUCATION

Parents of students learning English are encouraged to participate in their student's education by attending informational meetings, meetings with teachers, counselors, and administration, Back To School and Open House Nights, LCAP, ELAC and DELAC meetings, and to contact a teacher, counselor, or administrator when they have questions or concerns. Parents who are learning or wish to learn English, themselves, are encouraged to enroll in no-cost English as a Second Language courses through the Acalanes Adult Education program.

VI. Evaluation and Accountability

EVALUATION CRITERIA

The AUHSD will evaluate annually its programs and services for English language learners. Our programs are structured around five goals: program implementation, English language proficiency, academic progress, decreased risk of failure, and parent engagement. Program evaluation will be based on the evaluation questions listed below. These evaluation criteria will be reviewed annually and may be adjusted to the needs of English learners and changes in programs or services.

GOAL	EVALUATION QUESTIONS
1. Implementation EL programs are fully implemented as described in this plan.	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the EL Master Plan useful to teachers, administrators, and parents as a tool to meet the needs of EL students and staff?
2. English Proficiency EL students will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.	2.1 Are there overall proficiency gains on all sub tests on the CELDT for students 1-3 years in US schools? 2.2 Are there overall proficiency gains on all sub tests on the CELDT for students 4-5 years in US schools? 2.3 Are there overall proficiency gains on all sub tests on the CELDT for students more than 5 years in US schools? 2.4 What are the overall gains in the cohort groups?
3. Academic Progress EL students will make steady progress in core academic subjects	3.1 Are increasing percentages of EL students making steady academic progress on the SBA – ELA? 3.2 Are increasing percentages of EL students making steady academic progress on the SBA – Math? 3.3 Are EL students making steady academic progress, as measured by grades in core academic classes? 3.4 Are EL students not making steady academic progress being identified and appropriately served? 3.5 Are increasing percentages of EL students in our district meeting all criteria required for reclassification?
4. Decrease Risk of Failure Rates for EL and RFEP students in categories indicating risk for school failure are no greater than those for English only students.	4.1 Are EL (and RFEP) students not overrepresented in the following categories: <ul style="list-style-type: none"> • Suspensions, expulsions, other discipline • Dropout • Truancy
5. Parent Engagement Parents of EL and RFEP students participate meaningfully in their children’s education.	5.1 Are parents of EL and RFEP students as likely as parents of English only students to participate in school activities? 5.2 Are parents of EL students actively engaged and participating in the ELAC and DELAC committees? 5.2 Is the rate of parent engagement increasing?

Progress in Core Curriculum

Core curriculum progress made by EL students will be measured in terms of both English language development and academics. English language development will be measured with CELDT results and students will be expected to gain one level of language proficiency annually until they reach reclassification status. CELDT progress will be measured as follows:

- Those at Beginning, Early Intermediate, and Intermediate overall levels will be expected to gain one level overall each year
- Those at Early Advanced or Advanced level overall will be expected to bring at least 3 of the 4 skill areas to Early Advanced
- Those at the proficient level (Early Advanced or Advanced) will be expected to maintain the proficient level overall and in all skill areas

Student progress toward grade-level academic proficiency will be measured by performance on the SBA-English Language Arts and SBA-Math as follows:

- Students at “Not Meeting Standards” will progress in one year to “Nearly Meeting Standard”
- Students at “Nearly Meeting Standards” will progress in one year to “Meeting Standards”
- No student’s academic performance will drop as they progress toward or in maintaining “Meeting Standards”

EVALUATION AND REPORTING OF PROGRAM EFFECTIVENESS

The District EL Coordinator will annually review the District’s EL student achievement data, placement information, and reclassification data and conduct a file review for compliance of students’ EL folders in the cumulative file. The EL Coordinator’s findings will be reported to staff and the ELAC and modifications to program and staffing and adjustments to the EL Master Plan will be made, based on these annual findings.

Program Monitoring for Compliance

The following is a list of the essential components of the District’s services and programs for English learners that will be regularly monitored:

1. Initial Identification and Notification
 - Home Language Survey
 - EL Proficiency Assessment (CELDT)
 - Primary Language Assessment (as necessary)
 - Parent Notification of CELDT results
 - Teacher Notification

2. Placement
 - EL students are placed according to District guidelines
3. Parent Exception Waivers
 - Parent meetings with description of program options
 - Informed consent
 - Waiver requests/responses filed in cumulative file and Student Information System (Aeries)
 - Annual renewal for parent exception waiver
4. Instructional Program
 - All EL students appropriately placed in ELD instruction
 - ELD classes taught by appropriately certified teachers
 - ELD lessons based on State and District ELD standards and benchmarks
 - Adopted texts and supplementary materials are used
 - Teachers continually monitor student progress
5. Access to Core
 - EL students placed in designated core-content classrooms according to District guidelines
 - Classes taught by CLAD/CTEL teachers
 - Teachers use appropriate methods of instruction
6. Staffing and Professional Growth
 - Provide professional development for the instruction of English learners
6. Reclassification
 - Students reclassified according to District criteria
 - Annual reviews of RFEP students according to State and District guidelines and timelines
 - Provide intervention where necessary
7. Parent Advisory Committee (ELAC)
 - Eligible schools have ELAC functioning according to District guidelines
 - ELAC has selected a member to serve on the DELAC
8. Monitoring and Assessment
 - Review EL students' AYP annually
 - Plan intervention instruction where needed
 - Report evaluating achievement of EL/RFEP students
 - School/District prepares needs assessment

VII. Funding

TITLE III FUNDING, LIMITED ENGLISH PROFICIENT STUDENTS

Under Title III of the No Child Left Behind Act of 2001, the California Department of Education provides formula subgrant awards to local educational agencies that enroll one or more limited English proficient (LEP) student(s), referred to as English learners in California. The Title III funds are to be used to provide supplementary programs and services to LEP students. Funds will be used for professional development of AUHSD teachers teaching ELD programs.

TITLE I FUNDING, TARGETED ASSISTANCE PROGRAM

AUHSD has been allocated Title I funds to utilize for targeted assistance of our students in need of additional, intensive instruction in reading/language arts and mathematics. Title I funding is utilized to support all students in need of additional support including English learners. Amongst other things, Title I will fund ELD consultant services, professional development for ELD teachers and administrators, release periods for teachers in collaboratively taught courses and instructional coaches working with teachers to provide support with changes in curriculum and instructional practices.

LOCAL CONTROL FUNDING FORMULA, SUPPLEMENTAL FUNDING

Local Control Funding Formula funding model includes supplemental funding calculated based on the English learner enrollment. Supplemental funding is used to fund ELD sections, instructional materials, summer school and credit recovery courses, release period for teacher leader to provide support to all ELD teachers and professional development for all staff members.