

# **Master Plan for English Learners**

**Spring 2013**

**PALO ALTO UNIFIED SCHOOL DISTRICT**

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# I. INTRODUCTION

## OVERVIEW

Palo Alto Unified School District (PAUSD) contains 11,459 students (2008-09). Of that population, the March 2009 Language Census Form R30-LC identified 1,132 English Learners, representing over 35 different languages.

PAUSD's core mission is to ensure that all students succeed at high levels. We believe all students can and will succeed with appropriate support and time, and we are committed to assisting all students in achieving success. High standards; continual review of assessment data; school intervention programs; parent engagement; quality tutorial programs; and ongoing reflective dialogue with staff, students, and parents/guardians will help the District achieve this mission.

We are dedicated to graduating students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals that will enrich our society.

## GOALS FOR ENGLISH LEARNERS (ELs)

PAUSD's EL Program seeks to enable EL students to succeed academically and socially through the provision of necessary resources and support. The program promotes a welcoming environment with an appreciation of the diversity of all languages and cultures, providing English language acquisition, access to core curriculum, and primary language support.

The following goals were developed to guide program implementation and effectiveness:

- All EL students will acquire English language proficiency and will have access to core curriculum to meet grade-level standards as quickly as possible.
- EL students will achieve academic success comparable to English Only (EO) students, including participation in Advanced Placement classes, college entrance exams and/or graduation.
- Rates for EL students and Re-designated Fluent English Proficient (R-FEPs) students in identified areas of concern (e.g., retentions, excessive absences, suspensions, absences, dropouts, alternative school placement) will be no greater than those for EOs.
- Parents of EL students and R-FEP students will be engaged in their children's education.
- EL Programs will be developed and fully implemented as described in the Master Plan for EL students.

## DEFINITIONS

English Learners are identified through a Home Language Survey that ascertains whether a student speaks a language other than English. (See Section II. ENROLLMENT and PLACEMENT). The California Department of Education requires students new to a district to be assessed by the California English Language Development Test (CELDT) to determine English language proficiency. The following terms will be used throughout this Master Plan.

**EO**     English Only

- The Home Language Survey is marked “English Only”. The student is NOT assessed for EL placement or services.

**EL**     English Learner

- Student’s CELDT Proficiency Scores are 1 (Beginning), 2 (Early Intermediate), or 3 (Intermediate) Proficiency Level.
- Students with a CELDT score of 1-5 who have not been re-designated.

**R-FEP** Re-designated Fluent English Proficiency

- Student’s CELDT score is 4 or 5 and is performing well in academic tasks (See Redesignation)

**I-FEP** Initially Fluent English Proficient

- A student who initially enrolls in the school district and has a CELDT score of 4 or 5. This student does not receive EL services.

## CELDT LEVELS OF ENGLISH LANGUAGE PROFICIENCY

1	Beginning (EL)	Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.
2	Early Intermediate (EL)	Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.
3	Intermediate (EL)	Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
4	Early Advanced (EL or Possible R-FEP)	Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.
5	Advanced (R-FEP or Possible R-FEP)	Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement may be necessary.

## **II. ENROLLMENT and PLACEMENT**

# I. INITIAL PLACEMENT

## REGISTRATION

Students new to PAUSD must register at the District Central Attendance Office. A Home Language Survey is completed for each entering student.

- Central Attendance will ask the parent/guardian if he/she would prefer to have a copy of the Home Language Survey in his/her native language, as long as an appropriate translation is available.
- Parent returns registration documents to Central Attendance.
- Students may be required to take the California English Language Development Test (CELDT) upon registration to assure appropriate school assignment based on English language proficiency.
- Central Attendance reviews the paperwork:
  - For K-12 students: If the Home Language indicates *English only* on questions 1, 2, and 3, the student is assigned to a school based on the home address. Students will be classified as English Only and will not be considered EL.

## ELEMENTARY PLACEMENT

For students in grades K-5, if the Home Language is *other than English* on Questions 1, 2, or 3, the student is assigned to a school based on the home address. The English Language Development (ELD) teacher at the elementary school will test the student within the required 30-day time frame.

- At the elementary level, the Student Data Support Specialist will send CELDT and other test results obtained from the previous district to the school secretary to place in the student's cumulative folder (cum), and to the ELD teacher at the student's assigned school. CELDT and other test results obtained for students registering for the following year will be forwarded to the ELD teacher during the first or second week of the new school year.

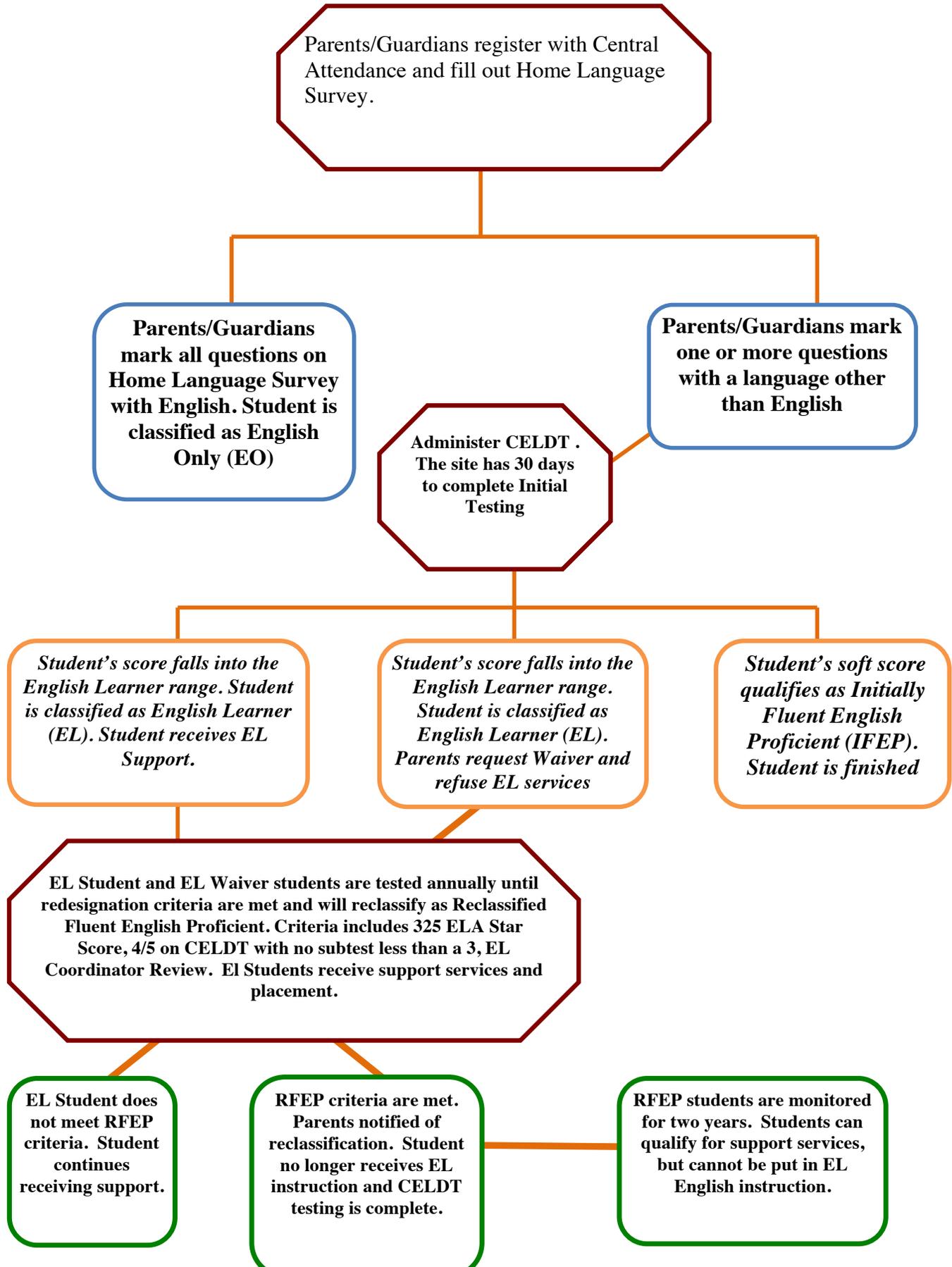
## SECONDARY PLACEMENT

- For students in grades 6-8 and 9-12, if the Home Language indicates other than English on lines 1, 2, or 3, the student is given an EL Test Form so that he/she can set up a testing appointment at Jane Lathrop Stanford Middle School or Terman Middle School (grades 6-8) or Gunn (grades 9-12). This same procedure will apply to students registering in the spring for the following school year and to students returning after leaving the District so that they can be assigned to JLS Middle School, Terman Middle School or Gunn High School to receive ELD services if needed. *Note: Grade 6-12 students registering in the spring for the following school year initially take a placement test, e.g., Language Assessment Scale (LAS) or IDEA Language Proficiency Test (IPT) and will be required by the California State Department of Education to take CELDT in the fall.*
- Simultaneously, a copy of the Registration form is given to the Central Attendance Secretary for all students whose Home Language Survey (HLS) indicates a language other than English on lines 1, 2 or 3. The Student Data Support Specialist will contact the previous school/district to request test results (e.g., CELDT, standardized test scores, student number, etc.) while sites proceed with testing as described above.
- If previous CELDT results are received for students in grades 6-12, or if documentation is received indicating that the student was designated R-FEP or I-FEP in the previous district, the Central

Attendance Secretary will immediately send a copy to the middle school or high school ELD Program Coordinator.

- Other test results for students in grades 6-12 will be sent to the appropriate school once the student has been tested and a school assignment has been made.
- If the student has not yet been tested, the Central Attendance Coordinator will call the parent to inform them that placement testing prior to being assigned to a school is not necessary because we have received previous CELDT results and/or documentation of current English language proficiency.
- There are two ways in which Central Attendance will provide a school assignment to students in grades 6-12 with a language other than English on lines 1, 2, or 3 of the HLS.
  - **Option 1**
    - Students must complete an English language proficiency test and parents must return the completed Referrals for EL Testing to Central Attendance.
    - Central Attendance reviews the completed referral for EL Testing:
      - If the form is checked, “Will not be in the ELD Program,” the student will be assigned to his/her neighborhood school.
      - If the form is checked, “Will be in the ELD Program,” students in grades 6-8 will be assigned to JLS Middle School or Terman Middle School and students in grades 9-12 will be assigned to Gunn High School.
  - **Option 2**
    - The Student Data Support Specialist must have in hand previous CELDT results or documentation indicating that the student was designated R-FEP or I-FEP.
      - If documentation indicates a designation of R-FEP or I-FEP, the student will be assigned to his/her neighborhood school.
      - If previous CELDT results are CELDT 1, 2, 3, 4, 5 (equivalent to CELDT proficiency scores), Grades 6-8 students will be assigned to JLS Middle School or Terman Middle School and Grades 9-12 students will be assigned to Gunn High School.
- After testing, the ELD Teacher must send an ELD Update form to the Data Support Specialist for coding in the student database. The ELD Teacher has 30 school days from the date of entry into school to test and designate students as I-FEP or EL.
- After an EL student has been assigned to a school site, the ELD teacher has 90 days to complete a Primary Language Assessment.

## English Learner Flowchart



**TABLE 1**  
**IDENTIFICATION AND ASSESSMENT PROCESS**

<b>Task</b>	<b>Who</b>	<b>When</b>
<b>CELDT</b> (California English Language Development Test)	EL Teacher or Trained Paraeducator/Paraprofessional	Within 30 calendar days of enrollment/start of school attendance
<b>Primary Language Assessment or IPT</b> (IDEA Proficiency Test – Spanish)	A fluent speaker of the student’s primary language who is trained in test administration	Within 90 calendar days of enrollment/start of school attendance
<b>Informal Language Assessment</b>	EL Teacher or Trained Paraeducator/paraprofessional	Within 90 calendar days of enrollment/start of school attendance
<b>Notification</b>	EL Director or Designee	Initial notification <ul style="list-style-type: none"> <li>• <u>Summer</u> 2-5 days upon completion of the assessment</li> <li>• <u>During School Year</u> Within 30 days</li> </ul> Parents receive letter with official scores, which is sent when received in January.
<b>Data Entry</b>	Data technician, EL Teacher, and/or trained site personnel	<ul style="list-style-type: none"> <li>• Initial EL level is entered after assessment is completed.</li> <li>• When official assessment results are received for California Dept. of Ed. (CDE)</li> </ul>

## II. TRANSITIONAL PLACEMENTS

### Elementary School to Middle School and Middle School to High School

#### **Preliminary Transition Placement of 5<sup>th</sup> to 6<sup>th</sup>, or 8<sup>th</sup> to 9<sup>th</sup> grades**

Note: The Information below applies to December rollover. The Student Data Support Specialist will send a reminder to all EL teachers to submit ELD update forms for all students qualified for R-FEP in December, two weeks prior to the December rollover. Actual school assignments will be based on spring EL proficiency testing. See Sections III and IV for additional information.

#### **ELEMENTARY**

- Students in Grades K-4 will be promoted one grade-level.
- Students in Grade 5 who are coded in the English Proficiency field as English Only, I-FEP, RFEP, or Waiver will be assigned to a middle school based on their grid code/address on a space available basis.
- All students in Grade 5 who are coded in the English Proficiency field as CELDT 1 / 2 / 3 / 4 / 5 or Untested will be assigned to JLS or Terman for EL services.

#### **MIDDLE SCHOOL**

- Students in grades 6 and 7 will be promoted one grade-level.
- Students in grade 8 who are coded in the English Proficiency field as English Only, I-FEP, RFEP, or Waiver will be assigned to a high school based on their grid code/address on a space available basis.
- Students in grade 8 who are coded in the English Proficient field as EL CELDT 1,2,3,4, or 5 or Untested will be assigned to Gunn for EL services.

#### **HIGH SCHOOL**

- Students in Grades 9-11 will be promoted one grade-level.

# REDESIGNATION/WAIVER

## Redesignation

Redesignation is the process of changing an English Language Learner's Program status from EL (English Learner) to R-FEP (Re-designated Fluent English Proficient). ELs shall be designated as Fluent English Proficient when they are able to comprehend, speak, read, and write English. They must also be able to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. This proficiency shall be assessed in the following areas (EC 52164.6).

1. Objective assessment of English comprehension, listening/speaking proficiency, and writing skills as assessed by the California English Language Development Test (CELDT).

*Note: Students new to PAUSD who score Early Advanced on each portion of the CELDT will be designated as I-FEP and are not served in the EL Program.*

2. Teacher evaluation of the student's English language proficiency and curriculum mastery using District multiple measures.
3. Norm-referenced and/or standards-based test scores in total reading and/or math using the most recent available test data.
4. Parent/guardian opinion on readiness for designation as FEP (Fluent English Proficient).

ELs must meet the criteria in Basic Skills (academics), CELDT proficiency, and teacher evaluations in order to meet redesignation (R-FEP) requirements. Once the student meets the requirements, he/she is re-designated as R-FEP and the parents/guardians are notified of the redesignation. The school and District Office update their records and the student's progress is monitored for two years.

## Redesignation Criteria

A student must meet the English Language proficiency requirement and at least two of the other criteria below:

1. Assessment of English Language Proficiency: CELDT is the primary criterion for redesignation of students whose Overall Proficiency Level is Early Advanced or Advanced in listening/speaking, reading and writing, and Advanced in overall performance. Those students whose Overall Proficiency Level is in the upper end of the Intermediate Level may be considered for reclassification when additional current measures determine the likelihood that a student is proficient in English.
2. Teacher Evaluation: Review of report cards and academic performance.  
It is important to note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from redesignation. Test information may be from standardized tests, District assessments, and classroom grades. Student performance is compared to that of students enrolled in the same grade-level.
  - Teacher grades and input, using the additional English language development assessments.
3. Assessment Scores in Reading/Language Arts and Math
  - California Standards Test (CST) Scores: Student must score at the Basic Level or above with a score of at least 325.
4. Parent Opinion and Consultation: Parents agree that the student is ready to be re-designated. Parents are notified of their right and encouraged to participate in the reclassification process. An opportunity to meet with school staff will be available.

## **Special Education**

District Special Education Coordinators will review all Special Ed students with EL status by February of each year to determine who needs redesignation. The IEP Team will review all the redesignation data. If the student's disability prevents the student from meeting the redesignation criteria, Alternative Reclassification will be considered. This is indicated on the IEP and the information is provided to the EL Administrator or ELD teacher who is responsible for redesignation at the site of attendance.

- Alternative Reclassification is appropriate for students who know English, but are not able to master the academic criteria listed for redesignation.

### **Waiving the CELDT**

- Students may be exempt from the CELDT if the IEP team has deemed it not accurate in measuring the language acquisition of the student due to the learning challenge.
- The team will mark an alternative test for the student. The district test is the ADEPT.
- Once the student passes a level of 3 Expressive on the ADEPT the student may be reclassified on the ELD Update form by checking the Alternative RFEP, and by convening with the IEP team to reclassify on the IEP with the ADEPT and appropriate special education assessments to measure English fluency.

## **Students Re-designated as R-FEP**

R-FEP students will no longer receive ELD instruction. They are not assessed annually with CELDT. R-FEP students are monitored for two years.

## **Redesignation/Waiver (Change of student status)**

1. ELD Teacher sends an ELD Update, which includes redesignation information to the Student Data Support Specialist in order to have the student's English proficiency status changed in the database from CELDT 1/2/3/4/5 or Untested to R-FEP. The ELD Update Form must have supporting data attached for redesignation to R-FEP.
2. Students in grades 6-11 who are redesignated may request to remain or return to their neighborhood school. Transfers are granted based on student need and District space availability. An administrator fills out an administrative intra-district transfer to complete the process.
3. ELD Teachers will administer a placement test by the second Friday in April for all current 5<sup>th</sup> and 8<sup>th</sup> grade students who are designated as CELDT 1/2/3/4/5. Results will determine whether or not a student should continue with ELD services at JLS Middle School, Terman Middle School or Gunn High School. Based on results, District Office staff will determine which school the student should attend, then notify the parents. (See Section IV for details on the testing process.)
4. Parents/guardians have the option of requesting a waiver if it is recommended that their student continue in the ELD Program. Parents must call for an appointment to be granted a waiver. The Director of the EL Program must sign all waivers. Copies of approved waivers will be sent by the English Language Development Department to the Student Data Support Specialist, Site Data Secretary, ELD Teacher, and Central Attendance.

## **District Follow-up on ELD Update Forms**

1. The Student Data Support Specialist will change the English Proficiency field in the database to the new classification based on current CELDT scores, or will change the school of attendance based on placement test results.
2. If the grid code/address does not belong to JLS Middle School or Gunn High School, the Student Data Support Specialist will inactivate the student's enrollment at that school in the database and subsequently enroll the student at the appropriate school of attendance.
3. The Student Data Support Specialist will send an email to the Data Clerks at each secondary school, the ELD teacher at the elementary and/or secondary schools, and the elementary school secretary to notify them whenever a school of attendance has been changed.

## **III. ELD PROGRAM TRANSITION ASSESSMENTS**

### **Procedure for ELD Program Transition Assessments**

#### **5<sup>th</sup> to 6<sup>th</sup> Grade**

- Middle school ELD Coordinator distributes test packets to elementary ELD teachers by the last Friday in March.
- All 5<sup>th</sup> grade ELs are tested and the results are forwarded to the Middle School ELD coordinator by the ELD teacher.
- The Middle School ELD Coordinator reviews test results to see if any students qualify for redesignation.
- If so, elementary teacher completes the ELD Update form and forwards it to the Student Data Support Specialist, and to the Middle School ELD Coordinator.

#### **8<sup>th</sup> to 9<sup>th</sup> Grade**

- High School ELD Coordinator tests all 8<sup>th</sup> grade ELs in March.
- High School ELD Coordinator reviews test results and recommends placement to see if any students qualify for redesignation.
- Middle school teacher completes ELD update forms and forwards to the Student Data Support Specialist and to the High School ELD Coordinator.

## IV. MONITORING SECONDARY STUDENTS

### **Monitoring Secondary ELs at Jordan Middle School, Terman Middle School, and Palo Alto High School**

- Each school will designate an EL Administrator to serve as liaison to the District ELD Program Director. EL administrators discuss monitoring at monthly District-wide meetings.
- Newly re-designated R-FEP students at Jordan Middle School, Terman Middle School, and Palo Alto High School are to be monitored for two years by designated staff. Monitoring forms are completed by ELD teachers or EL administrators at least once a semester. Student classroom grades, CST, ELA, and math scores, and SSTs or behavioral data and interventions are reviewed. Appropriate steps are taken to ensure student success.
- Students who have waived out of ELD will be provided ELD instruction in mainstream classes, and designated staff will forward ELD updates and test data to the Student Data Support Specialist.
- Reclassified students attending Jordan, JLS, and Terman middle schools are eligible to take the Academic Language Development (ALD) class. This is a support class for reclassified English Learners who may be struggling due to an unfamiliarity with academic language in content areas.

## V. PARENT EXCEPTION WAIVERS

State law (Sections 305, 306, 310, 311) of the California Education Code, requires that the basic program for all ELs is one that is taught overwhelmingly in English. However, EL instruction may be waived by parent request for a child to enter into a bilingual program.

1. Waivers are needed whenever a parent wishes to place an EL in an Alternative Bilingual Program. Waivers are also used for students whose parents request that they do not receive ELD instruction in the program that was recommended by the District.
2. Waivers are not needed for EOs or Special Education EL students with an Individualized Education Plan (IEP), which calls for primary language instruction or primary language support.
3. PAUSD has one Spanish Immersion Program and one Mandarin Immersion program at the elementary level and one Spanish Immersion program in middle school. By State law, a Parent Exception Waiver is required to enter that program. ELD Waiver Forms are forwarded to the Director of the ELD Program for signature. EL students in immersion programs still receive ELD instruction.
4. Waivers are not required in order for students to receive primary language support within Structured English Immersion (SEI) or Mainstream Programs, as long as these programs are provided overwhelmingly in English.
5. Parents must be provided with written notification of the student's placement, all educational opportunities available, and the opportunity to apply to request a waiver.
6. If an Alternative Bilingual Program is not available, the parent will be notified and given a copy of parent rights to reapply to an alternative Bilingual Program in the future. The student will be placed in a Structured English Immersion (SEI) or English Language Mainstream setting, based on the student's level of English language proficiency.
7. PAUSD uses the Parent Exception waivers at the secondary level for parents who choose not to send their children to our recommended EL Program at JLS Middle School, Terman Middle School or Gunn High School. The students will receive SEI from qualified teachers in core subjects at all PAUSD secondary schools.

## **WAIVER PROCEDURES**

All PAUSD teachers are certified to provide EL instruction. However, PAUSD has set up a special program recommended to all EL students. Parents wishing to withdraw students from the recommended EL Program must follow the steps below:

1. Should a parent/guardian request a waiver from the recommended program, s/he will be referred to the District Director of EL Program.
2. The Director of the EL Program will meet with the parent to discuss and/or clarify the EL Program and its purposes.
3. Should the parent still wish to request the waiver, the Director will contact the school to determine if granting the waiver is in the best interest of the child, and see that the student is appropriately placed in a setting that allows him/her to receive support services.
4. The Director of the EL Program and the parent sign the waiver and the parent is given a copy.
5. The Director of the EL Program submits the approved waiver to the EL Secretary who keeps a copy on file in the ELD office and sends additional copies to:
  - The ELD teacher for the EL Folder
  - The School Secretary for the cumulative file
  - The Data Student Support Specialist who will enter the information into the District's Data System (SAS)
  - The Site EL Administrator at Jordan Middle School or Palo Alto High School.
6. EL students with signed waivers will be monitored by the ELD Teacher or Site EL Administrator and receive EL instruction as appropriate.

# **III. INSTRUCTIONAL PROGRAMS and STAFFING**

# INSTRUCTIONAL PROGRAMS

Palo Alto Unified School District provides services to ELs to ensure that they acquire English language proficiency and gain academic information from the core curriculum.

Three types of instruction for ELs are offered:

**1. Structured English Immersion**

Daily ELD instruction with differentiated instruction in reading, writing, mathematics, social science, and science using intensive SDAIE (Specially Designed Academic Instruction in English) strategies and materials and primary language (L1) support serving CELDT 1, 2, and/or 3 students.

**2. English Language Mainstream**

Daily instruction provided by the EL certified classroom teacher with support from the ELD teacher, as needed, with differentiated instruction in reading, writing, mathematics, social science and science, using decreasing SDAIE strategies and materials to allow access to the core curriculum. Serving CELDT 4, 5 students.

**3. Spanish and Mandarin Immersion Programs**

Although the Spanish Immersion (SI) program and Mandarin Immersion (MI) program curricula are offered in English, Spanish, and Mandarin daily ELD instruction is also provided. EL Certificated classroom teachers provide curriculum in English acquisition and SDAIE through differentiated instruction in core subject areas. Support from the ELD teacher is provided, as needed.

## PAUSD ELEMENTARY EL PROGRAMS

At the elementary level the classroom teacher, ELD teacher, and primary language tutor work together to meet student needs. Classroom teachers use English acquisition and SDAIE strategies to help ELs understand the core curriculum. In addition, students who score 1/2/3 on the CELDT or students who score 4/5 and are low achieving are served by the ELD teacher in a push-in setting for English Language Acquisition. Teachers use a variety of materials and strategies to help the students develop their listening, speaking, reading, and writing abilities. If possible, EL students who score a 1 or 2 on the CELDT also have a primary language tutor to gain access to the core curriculum. The primary language tutors also provide valuable help to the teachers by communicating with families of ELs in their primary language, answering their questions, and making them feel welcome.

Elementary Primary Language Tutor Guidelines:

- Tutors should be assigned to students with CELDT levels of 1 and 2
- Each student will receive between 10-32 hours
- Extensions may be given on a case by case basis, to be determined in conjunction with the EL Specialist and District Coordinator
- District funds will cover these languages: Spanish, Mandarin, Korean, Hebrew, Russian and Japanese
- Other languages will be covered by sites

An SI Program is offered at the elementary level at Escondido Elementary School and an elementary level MI program is offered at Ohlone Elementary School. Daily instruction using SDAIE and other methodologies are used throughout the school year. English acquisition is taught and instruction in English is increased at each

grade-level. Access to the program is by lottery. A Parent Exception Waiver is required for any student who has opted to be in a bilingual program. Upon completion, Immersion program students are expected to be bi-literate; fluent in reading, writing, and speaking both English and target language.

## PAUSD MIDDLE SCHOOL EL PROGRAMS

At the middle school level the ELD teacher, classroom teacher, and primary language tutor work together to meet the needs of ELs. Classroom teachers use SDAIE strategies to help ELs understand the core curriculum. In 6<sup>th</sup> grade, CELDT Level 1 and 2 students receive two periods of ELD assistance. CELDT Level 3 students receive one period of ELD. CELDT Level 4 and 5 students receive ELD instruction and support as needed in the regular classroom. All students receive SDAIE support in mainstreamed core classes, P.E., and/or music.

In 7<sup>th</sup> and 8<sup>th</sup> grades, CELDT Level 1, 2, and 3 students receive two periods of ELD instruction in core curriculum classes for English and Social Studies. P.E., Math, Science, and two electives are provided in mainstream classes. Both Level 1 and 2 students receive primary language tutor assistance as needed. All other subjects are taught in mainstream classes. CELDT Level 4 and 5 students receive one period of ELD instruction in English core curriculum classes.

### 6<sup>th</sup> Grade EL Programs

	<b>ELD 6A (CELDT 1 &amp; 2)</b>	<b>ELD 6B (CELDT 3)</b>	<b>ELD in Reg. Classroom (Level 4 &amp; 5)</b>
<b>ELD Classes</b>	2 periods of ELD Meets during Lang. Arts and Soc. St. Core classes	1 period of ELD Meets during Lang. Arts or Soc. St. Core classes	Daily instruction provided by the EL certified classroom teacher with support from the ELD teacher, as needed, with differentiated instruction in reading, writing, mathematics, social science and science, using decreasing SDAIE strategies and materials to allow access to the core curriculum. Serving CELDT 4, 5 students.
<b>Mainstreamed</b>	Math, Science, P.E. or Music Elective Wheel Class	Math, Science, P.E., Music Elective Wheel Class	Math, Science, P.E., Music Elective Wheel Class
<b>Primary Language Tutor *</b>	Based on need & availability		No tutor

### 7<sup>th</sup> & 8<sup>th</sup> Grade EL Programs

<b>CELDT LEVEL</b>	<b>ELD 1 (CELDT 1 &amp; 2) Grades 7 &amp; 8</b>	<b>ELD 2 (CELDT 3) Grades 7 &amp; 8</b>	<b>ELD 3 (CELDT 4&amp;5) Grades 7 &amp; 8</b>
<b>EL Classes</b>	1 period ELD Eng 1 Period ELD Soc. St.	1 period ELD Eng 1 Period ELD Soc. St.	1 period ELD Eng
<b>Mainstream Classes (1 period each)</b>	Math, Science, P.E., Elective	Math, Science, P.E., 2 Electives	Soc. St., Math Science, P.E., 2 Electives
<b>Primary Language Tutor</b>	* Based on need & availability		

\*Not to exceed 5 hours/week and only for language groups consisting of 50 or more District-wide. Non-eligible language groups may petition tutor pay from SIP.

## HIGH SCHOOL EL PROGRAMS

At the high school level, the ELD teacher, classroom teacher and primary language tutor work together to meet the needs of ELs. Classroom teachers use SDAIE strategies to help ELs access the core curriculum. Students who score 1, 2, 3, or 4 on the CELDT may receive ELD instruction in core curriculum classes for English and Social Studies (U.S. History, World History, Contemporary World History and/or U.S. Government). They are mainstreamed for their other classes. Primary language tutors also assist with core content for EL students who score 1 or 2 on the CELDT.

### High School EL Programs

CELDT LEVELS	ELD Classes (CELDT 1, 2)	ELD Classes (CELDT 3)	ELD in Reg. Classroom (Level 4, 5)
<b>ELD Classes (1 period each)</b>	Social Studies* English	Social Studies* English	Daily instruction provided by the EL certified classroom teacher with support from the ELD teacher, as needed, with differentiated instruction in reading, writing, mathematics, social science and science, using decreasing SDAIE strategies and materials to allow access to the core curriculum. Serving CELDT 4, 5 students.
<b>Mainstream Classes (1 period each)</b>	Math Science, P.E., Art or Foods	Math, Science, P.E. Elective	Math, Science, P.E. Elective
<b>Primary Language Tutor</b>	Help with core curriculum		No tutor

## INSTRUCTIONAL SUPPORT/CATCH-UP PLAN

The Palo Alto Unified School District is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits and monitoring the effectiveness of interventions. In order to ensure that each English Learner.

To ensure all students will catch up to their grade-level peers, we have the following 5 essential elements:

**1. District-Adopted Curriculum Standards**

All English Learners are held to the same District-adopted curriculum and performance standards in the core curricular areas as all other PAUSD students.

**2. Curriculum and Instruction Aligned with District Standards**

All English Learners participate in a program of curriculum and instruction that is aligned to District and State standards, and designed to reduce all language barriers. English Learners participate in a Structured English Immersion program (ELD and SDAIE content). This program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible. Components of this program include:

- English Language Development
- Grade-level core curriculum and assessment
- SDAIE
- L<sub>1</sub> instruction or support as appropriate

**3. Assessment and Reporting**

The third element of the Instructional Support System for English Learners includes a District-wide assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data to school sites are integral components of the District-wide assessment and reporting process.

**4. District and Site Monitoring and Intervention**

Palo Alto Unified School District has a formalized process of monitoring English Language Learners. An EL Coordinator at each of the schools reviews the performance of EL and RFEP students twice each year. The EL Coordinator identifies students in need of interventions and the site implements the appropriate intervention.

Interventions for English Learners include:

- ELs who are not meeting benchmark scores for English development or academic achievement will be directed to tutoring, after school programs, and summer school, etc., for specific services aimed at helping the student reach the benchmark.
- The second type of intervention is aimed at filling in gaps in content knowledge that come about because of the sequential nature of the EL program. These interventions may include, but are not limited to summer courses, support period(s) in the middle or high school, after school programs, Saturday academy, tutoring, and adult education. These and other programs, will be planned in advance so that ELs can gain full access to grade-level core content instruction in a reasonable period of time after first enrolling. These catch-up interventions are particularly necessary for students enrolling in higher grades at CELDT Levels 1 or 2, and those who have interrupted or limited prior schooling.
- Careful consideration will be given to EL courses with regard to students' placements.
- English Learners who have not passed the High School Exit Exam will be given additional support designed to help them pass the exam.

**5. Evaluation**

The program is reviewed annually to determine progress in meeting the goals for English Learners. Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.

## EL PROGRAMS K-12

### K-12 English Learner Program Settings\*

Type of Setting	Eligible Students	Curriculum Components	Staffing Requirement
<b>Structured English Immersion</b>	<b>ELs</b> CELDT Level 1 (Beginning)  CELDT Level 2 (Early Intermediate)  CELDT Level 3 (Intermediate)	<p><b>Elementary</b>            ELD instruction daily: at least 30 minutes (K), 40 minutes (1<sup>st</sup> – 3<sup>rd</sup>), 45 minutes (4<sup>th</sup> – 5<sup>th</sup>). Provided by the EL certified classroom teacher</p> <p><b>Secondary</b>            At least 2 periods if Levels 1-2 or 2 periods if Level 3 provided by ELD teachers</p> <p><b>Access to Core:</b> Differentiated instruction in reading, writing, mathematics, social science, and science using intensive SDAIE strategies and materials provided by certified EL teachers with L1 support provided by primary language (tutor based on need and availability)</p> <p><b>Art, Music, P.E.:</b> Provided in a mainstream setting</p>	<p>SB 2042 Credential BCLAD, CLAD, SB 1969/SB395, (Hughes) or equivalent)</p> <p>Primary language support provided by BCLAD or Bilingual paraeducator/ paraprofessional</p>
<b>English Language Main-stream</b>	<b>ELs</b> CELDT Level 4 (Early Advanced)  CELDT Level 5 (Advanced)	<p><b>Elementary</b>            ELD instruction daily at least 30 minutes (K); 40 minutes 1<sup>st</sup> – 3<sup>rd</sup>; 45 minutes 4<sup>th</sup> – 5<sup>th</sup>. Provided by the EL certified classroom teacher with support from the ELD teacher <u>if needed</u></p> <p><b>Secondary</b>            In the regular classroom with support</p> <p><b>Access to Core:</b> Differentiated instruction in reading, writing, mathematics, social science, and science using intensive SDAIE strategies and materials provided by certified EL teachers and L1 support provided by primary language tutor</p> <p><b>Art, Music, P.E.:</b> Provided in a mainstream setting</p> <p><b>Primary Language Support:</b> Based on need and availability.</p>	<p>BCLAD, CLAD, SB1969/SB395 (Hughes) or equivalent</p> <p>Primary language support provided by BCLAD or Bilingual paraeducator/ paraprofessional</p>

### English Learner Program Settings\*

Type of Setting	Eligible Students	Curriculum Components	Staffing Requirements
<p><b>Spanish Immersion Program (Escondido Elementary School)</b></p> <p><b>Mandarin Immersion Program (Ohlone Elementary School)</b></p>	<p><b>ELs</b></p> <p>CELDT Levels 1-3 (Beginning, Early, Intermediate, and Intermediate)</p> <p>CELDT Levels 4 and 5 (Advanced and Early Advanced)</p>	<p><b>Explicit ELD Daily:</b> at least 30 minutes (K); 40 minutes 1<sup>st</sup> – 3<sup>rd</sup>; or 45 minutes 4<sup>th</sup> – 5<sup>th</sup></p> <p><b>Spanish/Mandarin Literacy:</b> Reading, writing, speaking and listening instruction in Spanish comparable to English Language Arts</p> <p><b>Access to Core:</b> Differentiated instruction in the primary language for reading, writing, mathematics, social science, and science using Spanish/Mandarin language and materials. As students gain proficiency in English, increasing amounts of content instruction will be in English until the student is reclassified</p> <p><b>Art, Music, P.E.:</b> Provided in a mainstream setting</p>	<p>BCLAD or equivalent</p>

- All instructional programs designed for ELs must contain the following components:
  1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for ELs.
  2. Well-articulated standards-based core curriculum and instruction provided with primary language support and SDAIE.
  3. Structured activities designed to develop multicultural competency and positive self-esteem, woven through the core curriculum.
  4. ELD in grades 6-12 courses provide specific support for ELs to ensure that they gain full access to rigorous, grade-level core curriculum, and that they continue in their progress to master the English Language. These classes are equivalent in content and rigor to College Preparation classes and cover the California Content Standards.

**Palo Alto School District**  
**“Catch-Up” Annual Benchmarks for English Learners**

<b>CELDT Levels</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>R-FEP Year 1</b>	<b>R-FEP Year 2</b>	<b>R-Fep Year 3</b>
Timeline Toward Reclassification	5 years	4 years	3 years	2 years	1 year			
CST Math Score	Far Below Basic	Far Below Basic	Below Basic	Below Basic/Basic	Basic	Proficient	Proficient	Proficient
CST Language Arts Score	Far Below Basic	Far Below Basic	Below Basic	Below Basic/Basic	Basic	Proficient	Proficient	Proficient
ERB Writing Score	X	X	½	2/3	3	¾	4/5	4/5
CAHSEE Score						Pass		

# EL TEACHING STRATEGIES

## **SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)**

In Structured English Immersion and English Language Mainstream settings, the core instruction in all subjects is taught in English with SDAIE strategies. Students may receive primary language support through primary language tutors. Based on need and availability, these two strategies help students receive full access to grade-level core curriculum.

SDAIE is an approach to teaching grade-level curriculum content using English as the medium of instruction with special strategies and techniques. SDAIE strategies include:

- Contextualized instruction (non-verbal language, visual support, realia, graphic organizers);
- Task-based instruction allowing students to work with concepts (e.g., draw or map out a concept);
- Grade-level content instruction in English designed for ELs;
- Language-sensitive and culture-sensitive content teaching;
- Accommodation to the learning environment;
- Frequent checks for understanding using interactive strategies;
- Use of language modifications such as pause time, questioning, pacing and highlighting; and
- Modeling, bridging, contextualizing, reframing, adjusting speech register, and other effective teaching strategies.

## STAFF QUALIFIED TO TEACH ELs

Palo Alto Unified School District ensures that all teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. As of the 2007-2008 school year, teachers are required to hold a California Commission on Teacher Credentialing (CCTC), Cross-cultural Language and Academic Development (CLAD), SB1969/395 Certificate of Completion, or equivalent teacher authorization. A total of 4535 teachers are providing instruction to English Learners.

\* PAUSD places an emphasis on hiring teachers with the required EL Authorization (See chart below)

**Table 2: Required Teacher Authorizations**

Type of Instruction	Required Authorization
ELD	SB-2042 Credential CLAD, Bilingual Cross-Cultural Language and Academic Development (BCLAD), SB-1969/SB-395/AB-2913 Certification or equivalent
SDAIE	SB-2042 Credential, CLAD, BCLAD, SB-1969/SB-395/AB-2913 Certification or equivalent
Primary Language	BCLAD or equivalent

# **IV. SUPPORT PROGRAMS and SERVICES**

# FUNDING

PAUSD follows funding mandates as prescribed by the Education Code, State regulations, and District policies and practices. Economic Impact Aid-Limited English Proficient (EIA-LEP) and Title III-LEP funds are used to supplement the core education program and may not supplant use of the General Fund. PAUSD uses the General Fund to provide the core education program for all students, including ELs. This includes core curricular materials, instructional supplies, teachers' salaries, and other District services (e.g. transportation, library, Special Education, counselors, etc.) The State Department of Education administers funding for categorical programs through the Consolidated Application. These funds have clear expenditure rules and regulations, with some designated exclusively for the education of English Learners.

## **Title I Part A**

Title I, Part A is a Federal funding program that provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school. Title I funds support ELs who meet Title I requirements. Funds are used to increase the amount and quality of learning, and to help provide a high-quality curriculum for all children, according to a comprehensive plan to help students meet the District's challenging standards.

## **PAUSD General Fund**

1. General funding is provided by the District to cover the costs of the EL program as a core curricular program, such as ELD teachers at the elementary grades.
2. General funding is also used for ELD courses at the middle and high school grades.
3. A period is given to each EL Program Coordinator for program coordination at each ELD site, and for additional support for the ELD program, such as printing and workshop costs.

## **Economic Impact Aid - Limited English Proficient (EIA-LEP)**

EIA-LEP funds are used to supplement the District's base program. The funds must be used for services supplemental to the base program for ELs and economically disadvantaged youth in grades K-12. Services to ELs are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Funding covers primary language tutors who provide support and access to the core curriculum for EL students when feasible. EIA-LEP funding is also used to provide additional academic language development support, literacy instruction, and a pilot extended day program at one site, entitled College Bound, for fifth grade students who are either ELs, disadvantaged youth, or whose parents have not gone to college. In addition, EIA-LEP funds are used to purchase professional development activities and instructional materials to serve ELs and disadvantaged youth.

## **Title III**

Title III funding is State funding for supplementary programs and services for ELs. Required activities include the provision of instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows ELs to meet grade-level and graduation requirements. Programs must also provide staff development opportunities to school staff assigned to ELs. The funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL program activities.

Title III funds are intended to support efforts to improve instruction, as well as the assessment program, supplemental materials, and staff development with the purpose of meeting student needs. The standards of quality contained in the Categorical Program Monitoring (CPM) criteria are the guides for the school's improvement efforts, and include all curriculum areas and non-curricular areas such as learning environment, staff development, school-wide effectiveness, instructional practices, and special needs.

### **Title III Immigrant Aid for LEP Students**

The purpose of this grant is to provide funding to school districts impacted by increased immigrant student enrollment, and to help ensure that immigrant children and youth who are limited English proficient students receive enhanced instructional opportunities to help them attain English proficiency and meet State academic and achievement standards. LEAs must use Title III funds to provide high-quality language instruction education programs that are scientifically based, demonstrating effectiveness in increasing English and student academic achievement in the core academic subjects. These activities include:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.
- Services directly attributable to the presence of immigrant children and youth in the school district, including the payment of costs of additional classroom supplies, transportation, or other costs that are directly attributable to such additional basic instruction services.

### **ELD Materials**

Various materials are used to meet the needs of ELs, and they are reviewed yearly and discussed at EL staff meetings. Teachers are encouraged to attend conferences, workshops, and other settings to observe new materials in use. Staff may present materials at staff meetings and/or vendors may give demonstrations. ELD teachers work with the Director of the English Learner Program on the adoption of materials. Requests for materials are sent to the Director.

# PARENT ADVISORY COMMITTEES

## English Learner Advisory Committee (ELAC)

PAUSD is committed to promoting programs that provide meaningful family involvement and that actively promote the development of parent and community leaders who can advocate effectively for ELs.

Schools with 21 or more ELs are required to establish a functioning English Learner Advisory Committee (ELAC) on programs and services for ELs. Each school site's ELAC meets each year and fulfills the following requirements:

### Formation

- All parents/guardians including parents of EL and R-FEP students are invited to run for ELAC seats.
- EL parents vote for 3-6 ELAC members.
- ELAC members will designate a DELAC representative.
- The principal will coordinate and conduct or assist with ELAC meetings for the site.

### Training

- ELAC Member(s) receive training on their responsibilities as ELAC/DELAC members.

### Responsibilities

The ELAC advises the Principal and staff on topics relating to ELs, including:

- Development of the School Plan for ELs submitted to the Governing Board;
- Participation in the development of the school's needs assessment;
- Participation in the administration and review of findings of the school's language census (R-30 Report); and
- Active participation to make parents/guardians aware of the importance of regular school attendance.

### Records

Each site's ELAC will take minutes of all meetings. The ELD teacher and Principal keep minutes at the site. The ELAC School Site checklist used to keep track of completed site responsibilities is to be completed by June 1<sup>st</sup>. A copy is sent to the EL Director's office.

## PAUSD ELAC School Site Checklist

ELAC requirements and responsibilities are listed below.

All information must be documented in ELAC/SSC agendas and minutes.

**SCHOOL:** \_\_\_\_\_

DESCRIPTION	DATE COMPLETED	ATTACHED MINUTES/AGENDAS
Members have received training in carrying out their responsibilities		
Election of members in which all parents/guardians of ELs have an opportunity to vote		
ELAC Executive Board elected by ELs' parents/guardians		
Have elected a representative to District English Learner Advisory Committee		
School Plan addresses needs of ELs		
Site Needs Assessment		
R-30 Information		
Importance of Regular School Attendance (Area of focus at parent meetings)		

Principal's/Designee's Signature \_\_\_\_\_ Date \_\_\_\_\_

ELAC Representative: \_\_\_\_\_ Date \_\_\_\_\_

## **DISTRICT EL ADVISORY COMMITTEE (DELAC)**

Whenever 51 or more ELs are enrolled in a district, the district must have a functioning District English Learner Advisory Committee (DELAC) or a subcommittee of an existing District committee that meets all of the following requirements:

### **Formation**

- Each school site elects one or two ELAC members to serve on the District EL Advisory Committee (DELAC). The elected members' names are sent to the EL Directors and the members are invited to the fall DELAC meeting.

### **Training**

- Members receive training materials and meet with other DELAC members and the EL Director for information.

### **Responsibilities**

- Review of the PAUSD Master Plan for EL education
- Review and support with a District-wide needs assessment on a school-by-school basis
- Review and monitor the District's programs, goals and objectives for programs and services for ELs
- Administration of the language census (Form R30-LC)
- Review of written notifications sent to parents/guardians
- Review of related waiver requests
- Review of District reclassification procedures
- Review of the plan for compliance with teacher or aide requirements

### **Records**

Minutes are taken by an elected DELAC secretary. A copy is kept by the EL Director and filed in the District Office. Other copies are distributed to the school Principal or designee through the site's DELAC member.

## SPECIAL EDUCATION REFERRAL and SERVICES

All English Learners in PAUSD receive all supports and strategies as developed in the EL Master Plan and those afforded all students. ELs are eligible for Special Education Services. When a student exhibits difficulty in school, his/her teachers and counselors should implement interventions. The Student Study Team uses a formal process to review the student's individual strengths and needs, and to develop strategies for addressing those needs.

### Referral

- Prior to holding a Student Study Team (SST), teachers and counselors need to discuss the concerns and problem-solve possible interventions. These interim interventions can include observations, classroom modifications, and other strategies.
- If the student continues to exhibit difficulty in school, an SST meeting can be called. The Student Study Team is composed of the site administrator or designee, regular education teachers, Resource Specialist, Psychologist, Language/Speech Specialist, and counselor. The certified EL teacher and or any primary language tutors familiar with the student must be included. Parents/guardians are invited and encouraged to attend. An interpreter should be there to translate when the parents are not fluent English speakers. The SST needs to consider the following:
  - Results of the Home Language Survey
  - Review of available family history and medical information
  - Level and type of primary language acquisition (primary language assessment)
  - Language used at home, at school, with friends
  - Current language of instruction and methodology
  - History of formal instruction in U.S. and native country
  - Articulation (pronunciation) issues
  - Scores on CELDT or ADEPT – social or academic language
  - Comparison of student's performance with other students with similar background and siblings
  - Expressive language versus receptive language
  - SDAIE strategies being implemented in the classroom
  - Social interactions with peers
  - Emotional considerations
  - Motivation
  - Attitude
  - Age
  - Access to target language
  - Interventions implemented
  - District Primary Language Assessment (*If the primary language is Spanish, a more extensive assessment, such as LAS or IPT may be administered when necessary.*)
- After this review, additional interventions may be appropriate, or at times assessment is indicated. If interventions are being tried, a follow up SST should be scheduled to determine the efficacy of the interventions. Parents/guardians are again invited to this meeting and a translator should be provided for non-English speaking parents/guardians. If, upon review of student progress, it is determined by the entire team that the interventions are not effective, then the team, including a psychologist or Special Education staff, will determine if further testing is necessary. Should the team determine an assessment is necessary, the parents/guardians are given all information regarding the

assessment tests and their participation. The parents/guardians are informed of their rights in writing (written in the primary language, whenever possible) and must consent to the assessment.

### **Special Education Assessment**

- Assessment for eligibility for special education must be culturally and linguistically appropriate and administered by trained special education staff. Assessments are provided and administered in the pupil's primary (strongest) language. If English is dominant, it will be the language of testing.

### **Individualized Education Plan (IEP) Meeting**

- All initial assessments under IDEA (Individuals with Disabilities Education Act) must result in an IEP meeting in sixty days. At this meeting assessment results are presented and the student's strengths and areas of need are discussed. The team determines whether lack of progress is a manifestation of the disability or the lack of progress is merely consistent with second language acquisition. Should the student meet the federal eligibility criteria and qualify for Special Education services, an IEP is developed that includes a description of EL status and the ELD services the student will receive. The EL coordinator will attend meetings at JLS Middle School and Gunn High School. At the other sites a staff member qualified to address EL issues (EL Administrator or trained counselor) must be identified to inform the IEP team. Translators will be available for IEPs.

### **Special Education Services for ELs**

- Based on the information in the IEP, Special Education ELs in grades K-12 continue to receive ELD and SDAIE instruction from certified EL teachers. Special Education teachers also are required to have CLAD, BCLAD or SB1969/SB395 certification. ELs may also be served through team teaching/mainstreaming with authorized teachers. In Special Day Classes (SDC), the authorized Special Education teacher provides ELD instruction to the English learner. Primary language tutors or paraeducators/ paraprofessionals are commonly assigned to provide direct support to ELs. The IEP must designate who will provide instruction. For EL students, the IEP must include a goal that addresses English Language development.
- Alternative reclassification (see Section II. REDESIGNATION/WAIVER).

## RETENTION OF ELs

PAUSD is committed to providing programs with meaningful involvement for the student in core curriculum, the arts, and social/emotional well being. At times, an EL may be considered for retention in accordance with the PAUSD Retention policies. PAUSD does not recommend retention of ELs for language acquisition purposes. However, in some circumstances when a student is not successfully progressing through grade-level curriculum in spite of appropriate EL services and SDAIE instruction, other measures must be taken. If the EL student appears to possibly be developmentally below his/her age-level, retention may be considered. The retention process should include the following:

- The classroom teacher evaluates student progress and determines the student is receiving appropriate ELD services and the student is not progressing adequately.
- By November, the teacher notifies the Principal and parent about possible retention for the following year and interventions to be tried.
- The teacher establishes a student plan for the student and meets with the Principal to discuss the plan's implementation and student status, and the parent is notified of the possibility of retention.
- A series of parent conferences will be held throughout the school year.
- By March, the site's Student Study Team (SST) will meet to discuss the student's strengths, areas of concern, interventions used throughout the year, develop new interventions and reschedule a meeting to determine if retention should be recommended.
- The members of the SST will include teachers and other staff with expertise in language acquisition. A translator will be provided for the parent, if needed.
- Areas of consideration:
  - A range of assessments of the child, including parent observation
  - Prior school experience, either in the U.S. or another country
  - Rate of absenteeism and/or tardiness
  - Different cultural differences and language barriers for the child and family
  - Extent of SDAIE and EL services
  - Impact of retention on the student and his/her family
  - Maturity level of the child
  - Consider: "Is this in the best interest of the child?"
- By May, the parents/guardians, Principal, classroom teacher, EL teacher and anyone else the parents/guardians request, discuss the proposed decision about retention. The final retention decision for Grades 2 and above is made by the teacher. Parents/guardians may appeal the decision.
- If the child is to be retained, the Principal and parent will complete PAUSD retention forms.

## GIFTED AND TALENTED EDUCATION (GATE)

PAUSD strongly believes that all children should receive a quality education that includes extended activities in core curriculum areas, as well as in the arts, sciences and physical education. The District is committed to providing differentiated instruction for all students in the regular classroom. The program for GATE identified students is a regular, integral part of the student's entire school experience. Curriculum and instruction are modified to enrich and extend the core curriculum, enabling gifted students to understand it in greater depth and complexity and to meet the student's academic and intellectual potential. GATE identified students are clustered together to work with their intellectual peers on numerous in-depth projects. Flexible grouping involves pre-assessment, compacting, post-testing, and frequent regrouping.

At the secondary level, the groupings and programs are not limited to a single type at any grade-level. Acceleration in math is frequent. There are numerous honors and advanced placement classes available to any qualified student, and those who do not take Honors and AP classes still receive the challenge that they need. A Request for GATE Identification is teacher or parent referral, which can be initiated at 4<sup>th</sup>-8<sup>th</sup> grade. The classroom teacher and ELD teacher meet to determine EL GATE referrals. Students are identified using a combination of the following (see Exhibit):

- Standardized test scores
- Checklist of Indicators of Giftedness completed by the teacher. The teacher also describes examples of giftedness and may include scores of MARS exam, writing sample, and/or ERB
- Multiple Intelligences Checklist completed by the teacher
- Raven's Progressive Matrices Test (a non-verbal intelligence test)
- Information from tests given outside of the District
- Verified inclusion in an Out-of-District gifted program
- High quality performance in at least two academic areas as observed by the teacher

PAUSD is working to identify more under-represented GATE students. The secondary schools are working on examining multiple sources of data for placement in AP classes.

## PROFESSIONAL DEVELOPMENT

PAUSD is committed to providing focused staff development to all teachers and staff. The District offers, supports, sponsors, and/or publicizes professional development opportunities for teachers, staff, paraprofessionals, and/or administrators that include curriculum and SDAIE or other techniques designed to meet the needs of ELs. Teachers new to the District receive training about the EL Program and services and SDAIE strategies. Beginning Teacher Support and Assessment (BTSA) coaches provide modeling in the classroom in addition to release-time workshops that include SDAIE techniques.

All school personnel receive staff development training throughout the school year. Areas that have and continue to receive emphasis include but are not limited to:

- Sheltered Instruction Observation Protocol (SIOP)
- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Best Practices
- Literacy – Workshops for K-12 teachers and administrators in a variety of venues, focusing on language development
- Specific training from publishing company consultants and District staff on District-adopted texts and strategies for GATE and ELs
- Demonstration Summer School
- Informal meetings with ELD teachers at each site
- Classroom planning for differentiated instruction with Principal or designee and PAUSD staff
- Cross-cultural understanding
- ELD Standards and EL Master Plan
- Test-taking skills
- Study Skills
- ELAC and DELAC training

New and continuing staff development will continue to develop topics for the following year's workshops and staff development through the evaluation process of the EL Master Plan. Input from Principal meetings, staff meetings, BTSA coaches, ELD teachers, and Special Education staff will be given to the District Director of the EL Program for follow-up.

# **V. PROGRAM EVALUATION and MONITORING**

## GOAL-ALIGNED PROGRAM EVALUATION QUESTIONS

The PAUSD EL Program will be evaluated by means of questions based on the EL Program Goals (see Introduction).

**GOAL 1:** All ELs will master the English language as efficiently and effectively as possible and master the core curriculum.

1. Are ELs making progress toward ELD standards? Are ELs making expected progress in the core curriculum?
2. Are ELs making expected progress toward redesignation?
3. How do students not in the mainstream, e.g., special education, have access to the core curriculum?

**GOAL 2:** ELs will achieve academic success comparable to EOs, including participation in GATE, Advanced Placement classes, participation in college entrance exams, and/or graduation.

1. Are ELs/R-FEPs making progress toward high school graduation?
2. Are ELs/R-FEPs identified/participating in GATE programs representatively in comparison to EOs?
3. To what extent are secondary ELs/R-FEPs enrolled in accelerated academic programs?
4. Are ELs/R-FEPs successfully participating in other areas of a well-rounded education (athletics, student government, technology, visual & performing arts, music, community service, vocational programs, etc)?

**GOAL 3:** Rates for ELs and R-FEPs in identified areas of concern (retentions, excessive absences, suspension, SARB, dropout, and alternative school placements) will be no greater than those for EOs.

1. Are ELs/R-FEPs being retained?
2. Is the rate of disciplinary referrals (SARB, suspensions, expulsions, excessive absences, and drop-outs) for ELs/R-FEPs declining?
3. Is the rate of referrals for alternative school placements for ELs/R-FEPs decreasing?
4. Are ELs/R-FEPs dropping out of high school?

**GOAL 4:** Parents/guardians of ELs and R-FEP will be engaged in their children's education.

1. Do the parents/guardians of ELs/R-FEPs attend parent/teacher conferences?
2. Do the parents/guardians of ELs/R-FEPs attend school functions?
3. What types of activities are offered to parents/guardians of ELs/R-FEPs?

**GOAL 5:** EL programs will be developed and fully implemented as described in the Master Plan for English Learners.

1. Are EL students taught by highly qualified staff?
2. Are our ELs taught by well-qualified staff (CLAD or SDAIE)?
3. Are there ELACs at every site?
4. Is the EL Master Plan accessible to teachers?

## MONITORING THE EL MASTER PLAN

District and site staff will periodically monitor implementation of EL Master Plan programs. The monitoring will be implemented in three ways:

1. Document reviews. All schools will conduct monitoring by means of review of key files and documents. Principals and other staff, as necessary, will assist EL teachers. Compiled information will be sent to the District Director in charge of EL Programs.
2. In-depth reviews. These will be conducted to include a documentation check, teacher and parent interviews and visits to selected classrooms. Teams that include District staff, the Principal and ELD staff will conduct the reviews. These in-depth reviews will result in status reports that will provide the basis for the District's Coordinated Compliance Review (CCR) Self-Review Report to the California Department of Education every four years.
3. Ongoing coaching and staff development support. All new staff (general education and EL) will be informed of the EL Master Plan services and strategies to be used in the classroom. New teacher support will include SDAIE and other teaching strategies designed to assist EL and R-FEP students.

# MEASURES FOR MONITORING GOALS

Palo Alto Unified School District has established high expectations for all students, including ELs. Believing that all students can and will succeed with appropriate support and time, the District is committed to assisting students achieve their highest potential. High standards, continual review of assessment data, school intervention programs, parent engagement, quality programs and ongoing reflective dialog with staff, students and parents/guardians will help the District achieve its mission.

## Goal 1

- Document Review  
Standardized Test and State Annual Measurable Achievement Outcome (AMAO) Data R-30 Reports
- Teacher Observation
- State Mandated and District Level Assessments  
Test results used by teacher and Principal in making a summary statement.

Elementary ADEPT Testing:

Testing Window:

1<sup>st</sup> ADEPT August-November

2<sup>nd</sup> ADEPT January-May

- Kinders do not need to be ADEPT tested
- CELDT 4/5's do not need to be ADEPT tested
- Student can start at the instructional level
- Please record the last level passed for the student. (Example, R1 if the student passed Receptive Level One)
  
- Reading/Language Arts
  - Grade K-1 Developmental Reading Assessment (DRA2) and progress reports
  - Grades 2-5 California Standards Tests (grade 3 only), DRA2, Progress Reports, Education Records Bureau Writing Assessment Program (ERB WRAP) in grades 4 and 5. (STAR results for grade 2 students will be available in the summer between grades 2 and 3)
  - Grades 6-11 California Standards Tests (grade 7 only).
  - Grade 12 California High School Exit Exam (CAHSEE) and class grades
  
- Mathematics
  - Grade K Kindergarten Skills Inventory
  - Grades 2-5 California Standards Tests results (grade 3 only) Mathematics Assessment Resource Service Test (MARS) in all grade 3 and 5 classrooms and in many grade 2 and 4 classrooms, progress reports.
  - Grades 6-8 California Standards Tests results for grade 7 only, class grades.

- Grade-level Standards (Report Cards)  
Palo Alto Unified School District developed Progress Reports (K-5) to assess key grade-level standards. The District's governing Board of Education has adopted grade-level standards in English Language Arts, English Language Development, Mathematics, Science, and History/Social Science.

## Goal 2

- Document Review  
CAHSEE  
Review of class lists (accelerated programs)  
Review of honor list (GPA 3.0+)
- Teacher observation  
Review student responses regarding their feelings about their school experiences, participation, and educational goals.

## Goal 3

- Document Review  
Monitoring Packets (Elementary and Secondary)  
Site checklist  
Site Attendance and Disciplinary form  
Student Monitoring forms.  
CBEDS (dropouts)  
Retention forms – site specific  
SARB referrals

## Goal 4

- Document Review  
Summary of Parent Engagement Activities (Board Report)
- Teacher Observation  
Observation and student discussion of activities held, and conferences attended.

## Goal 5

- Document Review  
Teacher lists, student time sheet, ELAC meeting minutes, Principal checklist  
R-30  
Teacher credentials

# IMPLEMENTATION AND MONITORING RESPONSIBILITIES

## K-12 Instructional Programs:

### Implementation and Monitoring Responsibilities

PERSONNEL	RESPONSIBILITIES
Student	<ul style="list-style-type: none"> <li>• Attends school daily and works to meet/exceed grade-level standards</li> <li>• Participates fully in school activities and contributes to a healthy learning environment</li> <li>• Communicates regularly w/parents/guardians &amp; teachers</li> <li>• Advocates for himself/herself</li> </ul>
Parent/Guardian	<ul style="list-style-type: none"> <li>• Monitors student's progress: academics, attendance, and behavior</li> <li>• Communicates regularly with teachers and school</li> <li>• Attends parent conferences and school functions</li> <li>• Participates in school committees: ELAC, School Site Council, etc.</li> </ul>
EL Certificated Mainstream Classroom Teacher	<ul style="list-style-type: none"> <li>• Implements specific EL programs as described in this plan and provides instruction that follows State frameworks and meets district standards</li> <li>• Monitors EL student progress and communicates with parents/guardians</li> <li>• Ensures delivery of appropriate ELD services and methodology for English acquisition and access to core curriculum</li> <li>• Collaborates with ELD teacher to coordinate push-in services</li> <li>• Advocates for students</li> <li>• Meets with Principal and provides an individual plan for any EL student who is at risk</li> <li>• Participates with ELD teacher and Principal/Designee in redesignation process</li> </ul>
Paraeducator/Para-professional (includes Primary Language Tutor)	<ul style="list-style-type: none"> <li>• Provides support in the core subjects</li> <li>• Assists with student testing</li> <li>• Facilitates communication with parents/guardians</li> <li>• Supports the implementation of the Master Plan</li> <li>• Provides continual communication with ELD and general classroom teacher</li> </ul>
Site Administrator <ul style="list-style-type: none"> <li>• Each secondary school designates an EL administrator to ensure ELs are monitored and needs are met</li> <li>• JLS Middle School, Terman Middle School and Gunn High School also have an ELD teacher designated as EL Coordinator to oversee the EL Program</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors procedures and legal requirements at the school site</li> <li>• Monitors student placement including waivers and program options</li> <li>• Monitors implementation of Master Plan by staff</li> <li>• Monitors materials used (SDAIE) in the classroom for EL students</li> <li>• Monitors student records and progress of EL and R-FEP</li> <li>• Organizes the school plan to implement the District's instructional program which includes ELD standards, practices, resources, and personnel to provide appropriate services to EL students</li> <li>• Organizes ELAC and participates, supports as a member</li> <li>• Completes required forms (e.g. ELAC, School Site Checklist, Site Attendance and Disciplinary Form, etc.)</li> <li>• Evaluates ELD Teachers</li> <li>• Participates in monitoring the site's interventions and Catch-Up Plan</li> <li>• Monitors activities that promote diversity</li> <li>• Encourages EL parent/guardian involvement in school activities</li> </ul>

PERSONNEL	RESPONSIBILITIES
District EL Program Coordinator	<ul style="list-style-type: none"> <li>• Design in-services for new teachers, general education, administrators, and paraprofessionals</li> <li>• Monitors the EL Master Plan</li> <li>• Collection of data for EL Master Plan reviews on a yearly basis</li> <li>• Development of teams for in-depth Coordinated Compliance Review (CCR) every four years</li> <li>• Develops and manages EL Program budget</li> <li>• Organizes and leads the ELD teachers and EL administrators</li> <li>• Provides materials and in-services for ELAC and DELAC committees</li> <li>• Organizes EL professional development, as appropriate</li> <li>• Meets with parents whenever appropriate and as concerns arise</li> <li>• Coordinates efforts to provide translation</li> </ul>
Director of Assessment (or designee)	<ul style="list-style-type: none"> <li>• Oversees administration of CELDT</li> <li>• Oversees analysis of data for evaluation of Master Plan</li> <li>• Coordinates with Director of EL Program to gather information needed</li> <li>• Generates data on student discipline</li> </ul>
Data Support Specialist	<ul style="list-style-type: none"> <li>• Completes the R-30, SNOR, and other required reports</li> <li>• Assists with placement process and is responsible for the District EL database</li> <li>• Provides data and records to the sites</li> </ul>
EL Director's Assistant	<ul style="list-style-type: none"> <li>• Supports ELD teachers in the Primary Language Tutor Program</li> <li>• Supports District EL Program, as needed</li> <li>• Supports efforts to provide translation</li> </ul>
Human Resources Department	<ul style="list-style-type: none"> <li>• Recruits and hires Primary Language Tutors</li> <li>• Recruits, hires, and monitors EL certification of certified instructional staff</li> </ul>

## REPORTING AND EXAMINATION OF DATA

The Director of the EL Program will keep records of progress in the goal areas and look for trends. The results will be used to improve and modify programs. Recommendations will be developed and sent to DELAC and ELD teachers. Through staff in-services or other administrative activities, changes will be made to allow EL/R-FEP students make positive growth in their acquisition of English language and academic achievement. New interventions will be evaluated during the following year's evaluations.

# **VI. APPENDIX**