

3.3 ENGLISH LANGUAGE DEVELOPMENT

3.3.1 Appropriate Language Instruction

Local educational agency shall provide instructional services to limited English proficient pupils (EC440 a.) - English Learner or pupil of limited English proficiency means a pupil who was not born in the United States or whose native language is a language other than English or who comes from an environment where a language other than English is dominant and whose difficulties in speaking, reading, writing, or understanding the English Language may be sufficient to deny the individual the ability to meet the state's proficiency level of achievement on state assessments, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society (EC 435 a.)

3.3.2 Identification

Results of the home language survey are used to identify and initiate instructional support services for English Learners. See Enrollment, Administrative Guidelines, Section 2.1.3.2 and 2.1.3.4

3.3.3 Instructional Support Placement Procedures

Students will be assigned to an appropriately credentialed teacher based upon their English Language proficiency level.

3.3.3.1 Placement

- A. English Proficiency Scores are noted in the student folder for all English Learners identified within the 5 levels of English language proficiency for the purpose of assisting the teacher, parent, school and district administrators with program placement and development, student monitoring and reclassification
- B. The Five Levels of English Language proficiency are:
 - 1. Beginning
 - 2. Early Intermediate
 - 3. Intermediate
 - 4. Early Advanced
 - 5. Advanced
- C. EL student's folder contains
 - 1. Home Language Survey
 - 2. CELDT test results and instructional implications
 - 3. EL Student Progress Monitoring Information
 - 4. Reclassification Form (if appropriate)
- D. Students scoring at:

1. Beginning thru Intermediate Level are placed with teachers certified to provide English Language Development along with the use of specially designed academic instruction in English (SDAIE), to support core content through structure small classroom configurations and when possible thru Structured English Immersion classrooms
2. Intermediate thru Advanced Level learners are placed with teachers certified to provide specially designed academic instruction in English, and SDAIE in academic core content with continued ELD instruction.

3.3.3.2 Appropriately credentialed staff/instructional support

- A. All ACCESS permanent teaching staff members are required to hold EL authorization
- B. Additional learning opportunities to support instruction (both content area SDAIE and ELD) are on-going and are provided regionally both in full and partial day learning opportunities
- C **is gone!**

“To insure that instructional services are provided to pupils with limited English proficiency in conformity with federal requirements that are designed to insure that all pupils have reasonable access to educational opportunities that are necessary in order for pupils to achieve at high levels in English and in the other core curricular areas of instruction (EC 430 b.)”

3.3.4 Instructional Support Materials/ELD

The English Language Development (ELD) Standards are the steps that help English Learners make progress towards the English Language Arts (ELA) Standards.

- A. Materials that align with the California ELA Content Standards and the ELD Standards are used to support ELD instruction
- B. Leveled ELD materials are used to insure that students receive ELD instruction at their present proficiency level
- C. Placement tests contained within the materials are administered to provide additional baseline instructional information and to confirm ELD instructional placement within the ELD curriculum
- D. Summative assessments at the end of each unit provide students and teachers with the necessary feedback to insure and monitor student progress
- E. Teachers are encouraged to use realia, visual support materials and infuse strong SDAIE support strategies when using ACCESS content area adopted materials

- F. Teachers are trained in Project GLAD (Guided Language Acquisition Design) strategies to promote both access to the core curriculum and English language proficiency.

3.3.5 Progress and Placement Monitoring

Student progress is monitored using a variety of both standardized and non-standardized assessments.

- A. CELDT Results
 - 1. Annual administration of the CELDT will be used to:
 - a. Confirm instructional placement
 - b. Insure curriculum and instruction are aligned with the student proficiency level
 - 2. Parents are notified of CELDT results indicating present student proficiency levels
 - 3. Results of the CELDT are maintained in the student folder
- B. Instructional Coursework
 - 1. Student classroom/coursework is used to monitor student progress and acquisition of skills and concepts in core academics
- C. ELD Benchmarks
 - 1. ELD benchmarks are being developed to support the monitoring of student progress and the formulation of student ELD goals to insure student progress and determine program effectiveness
- D. California Standards Tests (CST) Results
 - 1. are used to provide evidence of core academic achievement and document student progress in recouping academic deficits
 - 2. are used to provide information regarding program effectiveness and student growth over time

3.3.6 Reclassification

- A. Criteria for Reclassification

The goal for all English Learners is to be reclassified to Fluent English Proficient (FEP).

 - 1. Most recent California English Language Development Test (CELDT)
 - a. Overall performance at the Early Advanced Proficiency Level or higher, and at Intermediate Proficiency level on all three skill areas: Listening/Speaking, Reading, and Writing.
 - 2. Most recent STAR Program: California Standards Test (CST)
 - a. English Language Arts California Standards Test (ELA CST) at or above the Basic level
 - (1) For pupils in grades 1 and 2, ACCESS will base the decision to reclassify on CELDT results,

teacher evaluation, parent consultation, and other locally available assessment results

- (2) For pupils in grade 12, the eleventh grade ELA CST results should be used, if available.
3. Teacher recommendation based on review of:
 - a. English Language Arts grades
 - b. For 10-12th grade students – passing the California High School Exit Exam (CAHSEE) English Language Arts portion.
 - c. Student Oral Language Observation Matrix (SOLOM) total score
 - d. Teacher comments / evaluation of progress towards goals
 - e. Enrollment within ACCESS for no less than 6 months
 - f. Parents will be notified of their right to participate in the reclassification process and encouraged to participate in the process and face-to-face meeting.

For a student scoring below the basic level cut-point, a determination will be made as to whether factors other than English language proficiency are responsible for the student's low performance on the ELA CST and whether it is reasonable to reclassify the student.

B. Process of Reclassification

1. Complete reclassification form
2. Obtain administrator's approval
3. Schedule a conference to discuss the recommendation to reclassify the student with the parent and to acquire the parent's signature.
4. A signed copy of the Reclassification Recommendation form must be placed in the student's folder.
5. Send yellow copy to enrollment technician to update student's electronic record in Eagle.

C. Monitoring of Reclassified Students

1. Follow-ups include review of student progress toward meeting grade level standards using:
 - a. Student progress toward goals on ILP
 - b. California Standards Test (CST)
2. Follow-up form must be completed for 2 years
 - a. Student Progress Follow-up After Reclassification form