

El Dorado County Office of Education

Handbook for English Learner Education



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El Dorado County Office of Education English Learner Program

Goals

The El Dorado County Office of Education will offer programs and services to each eligible English Learner enrolled in kindergarten through grade twelve. The goals of the English Learner (EL) Program are to:

- develop each student's fluency in comprehending, speaking, reading, and writing English as quickly and efficiently as possible.
- provide equal opportunity for academic achievement by offering effectively implemented programs based on sound theory that result in students' achievement of state student content standards in the core curriculum.
- promote positive self-concepts and cross-cultural understandings for all students.

In addition, the El Dorado County Office of Education is committed to providing professional development in the instructional and cross-cultural skills necessary to support the achievement of English learners.

Part I: INITIAL IDENTIFICATION

The district identifies, assesses, and reports all students who have a primary language other than English.

A. HOME LANGUAGE SURVEY (HLS)

Registration for all students will include the completion of the state mandated *Home Language Survey (HLS)* as part of the enrollment process to determine the primary language. A copy of the *Home Language Survey* will be kept in each student's cumulative file.

The *HLS* consists of four questions to be answered, then dated and signed by the parent/guardian. When signatures cannot be obtained, alternative documentation is maintained on file.

1. ***HLS indicates all English:*** A copy of the *HLS* will be placed in the student's cumulative file. No EL assessment or program services are needed. The student is placed in the regular academic program, unless otherwise indicated via an IEP.
2. ***HLS indicates at least one response other than English on questions # 1-3:*** If the answer to any of the first three questions on the *HLS* is other than English, the student is designated as having a primary language other than English and the student will be referred for English and primary language assessment. (EC 62002)

Staff registering the student will request from a prior California school an immediate fax of CELDT test results and primary language testing. Other English language assessments and primary language test results will be requested for students from other states.

A copy of the *HLS* will be sent from staff registering students to the receiving teacher, and a copy of the *HLS* is placed in the student's cumulative file. The English language assessment process will occur within 30 days of initial enrollment. The student is placed in the appropriate education program based on the preliminary results of the CELDT or CELDT information obtained from a prior school.

3. ***HLS indicates a language other than English only on question # 4:*** A copy of the *HLS* will be sent to the teacher for awareness and a copy is placed in the student's cumulative file. No EL testing or program services are required, unless in monitoring the student's academic progress, CELDT assessment seems warranted. The student is placed in the school's regular academic program, unless indicated otherwise via an IEP. The student is coded as English only in the student information system.

At the time of identification and placement, Initial Identification Results including primary language, CELDT level and designation information will be entered into the student information system.

The following items are placed in the student’s cumulative file:

- *HLS*
- EL Checklist: Identification and Testing
- Copy of Parent Notification Letter(s)
- Testing results from initial and annual assessments
- Redesignation Check Sheet and Form, as needed

B. ASSESSMENT (English Proficiency and Primary Language)

Potential English Learners in grades K-12 (identified as having a primary language other than English on the *HLS*) are assessed using the *California English Language Development Test (CELDT)*, to determine initial English proficiency and appropriate program placement.

All CELDT examiners are proficient English speakers, fully trained in the scoring of listening and speaking, reading, and writing components to ensure inter-rater reliability.

Initial CELDT testing for English proficiency will occur within 30 days of initial enrollment, and prior to class placement when possible. CELDT results report one of five approved language proficiency levels (*beginning, early intermediate, intermediate, early advanced, advanced*) that inform placement, instruction, and possible further assessment.

El Dorado County Office of Education uses the definition of “English proficient” approved by the California State Board of Education: A score of Early Advanced or Advanced overall on CELDT, with no subskill score below Intermediate.

Overall CELDT Proficiency Level and Corresponding Initial Identification for the Language Census

CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Designation	LEP	LEP	LEP	I-FEP	I-FEP

Students new to an EDCOE program and without evidence of CELDT testing in another California district will have their tests scored immediately for the purpose of appropriate placement. These preliminary proficiency levels are also sent to teachers. Official results will be used to confirm or change the preliminary levels. Official CELDT results, indicating LEP or I-FEP status will be placed in the students’ cumulative files.

Annual Assessment

Students who have been previously identified as LEP (Limited English Proficient), or English Learner (EL) in California, will be tested with the CELDT annually between July 1 and October 31. ELD levels will be changed annually upon receipt of results. Annual assessment, along with other criteria, will be used to identify students who may be reclassified to fluent status (RFEP) based on additional information.

Overall CELDT Proficiency Level (Annual Assessment)

Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K - 12	LEP	LEP	LEP	Check if student meets other redesignation criteria for RFEP	Check if student meets other redesignation criteria for RFEP

Reasonable Fluency in English

For the purpose of ensuring receipt of appropriate instructional services in any instructional setting, the district defines “reasonable fluency in English” as an overall CELDT Score of Intermediate or above.

Primary Language Assessment

Each English Learner student will be further assessed for primary language proficiency in comprehension, speaking, reading and writing within 90 (calendar) days (EC 62002) of enrollment, unless prior primary language assessment results are obtained. Primary language assessment results are included in the student’s cumulative record.

For students with Spanish as their primary language, the Woodcock-Johnson Munoz is used to assess comprehension, speaking, reading, and writing.

For students with a primary language other than Spanish, the Informal Assessment of Primary Language Proficiency will be used.

C. PARENT NOTIFICATION OF ASSESSMENT RESULTS

EDCOE recognizes that parents are an integral part of the educational process and school-home-community partnership. It is the responsibility of each program’s schools to help parents clearly understand the educational process so they can interact with the school and become advocates for the education of their children. Parents of English learners will be encouraged to participate on all advisory committees, especially those related to services for ELs.

1. Parents/guardians receive an explanation of the EDCOE Education Programs’ services for English learners (Structured English Immersion, English Language Mainstream, and Alternative Programs).
2. Parents/guardians of EL students receive written notification of their child’s initial English-language and primary-language proficiency assessment results, following initial site-level scoring and subsequent official scoring by the contractor. Parents of iFEP students also receive results of their child’s English-language proficiency assessment. Parents are also notified of annual CELDT results.

3. A recommendation for program placement is sent with the notification of initial and annual CELDT assessment results. For students with an *Intermediate* or higher CELDT score, consideration will also be given to additional assessments (relative to same-grade English-speaking students' scores), report card grades, teacher evaluation of English proficiency and curriculum mastery, and other appropriate, objective input.
4. For special education students, appropriate program placement and services are determined by the Individual Education Plan (IEP) team.
5. Notifications are provided to Spanish speaking parents or guardians in English and Spanish. When necessary, written and/or oral notification to parents will be in other languages of student populations exceeding 15% of student enrollment.
6. Documentation of parent communication and student placement is recorded in the student's cumulative record.

Student Programs for Court-Adjudicated Youth

In student programs for court-adjudicated youth, parent contact is frequently not allowed or not possible. Parents are notified of assessment results and program placement when possible. Information regarding assessment results and student placement is made available to probation staff, officers of the court or others designated by the court as responsible for the student's education.

D. PARENTAL EXCEPTION WAIVERS

IEP teams determine placement of special education students. In accordance with the CA Education Code (310, 311), EC 305 requirements may be waived with the prior written, informed consent, (provided annually) of the student's parents/guardians.

Waivers are required for any Alternative Bilingual Education program classrooms. To form a bilingual classroom, a minimum of 20 students with the same language in the same grade must be granted waivers.

Program placement of adjudicated students may be determined by the court.

EDCOE waiver procedures include providing parents/guardians, IEP teams, and, if applicable, the courts, a description of educational materials and services available to the student, including Structured English Immersion, English Language Mainstream, or Alternative Bilingual Education.

Waivers may be granted for students who already possess English language skills at or above the state average at his/her grade level OR at or above fifth grade level; for students aged 10 and older with supporting input from educational staff; and for students with special needs (physical, emotional, psychological or educational) documented in an IEP.

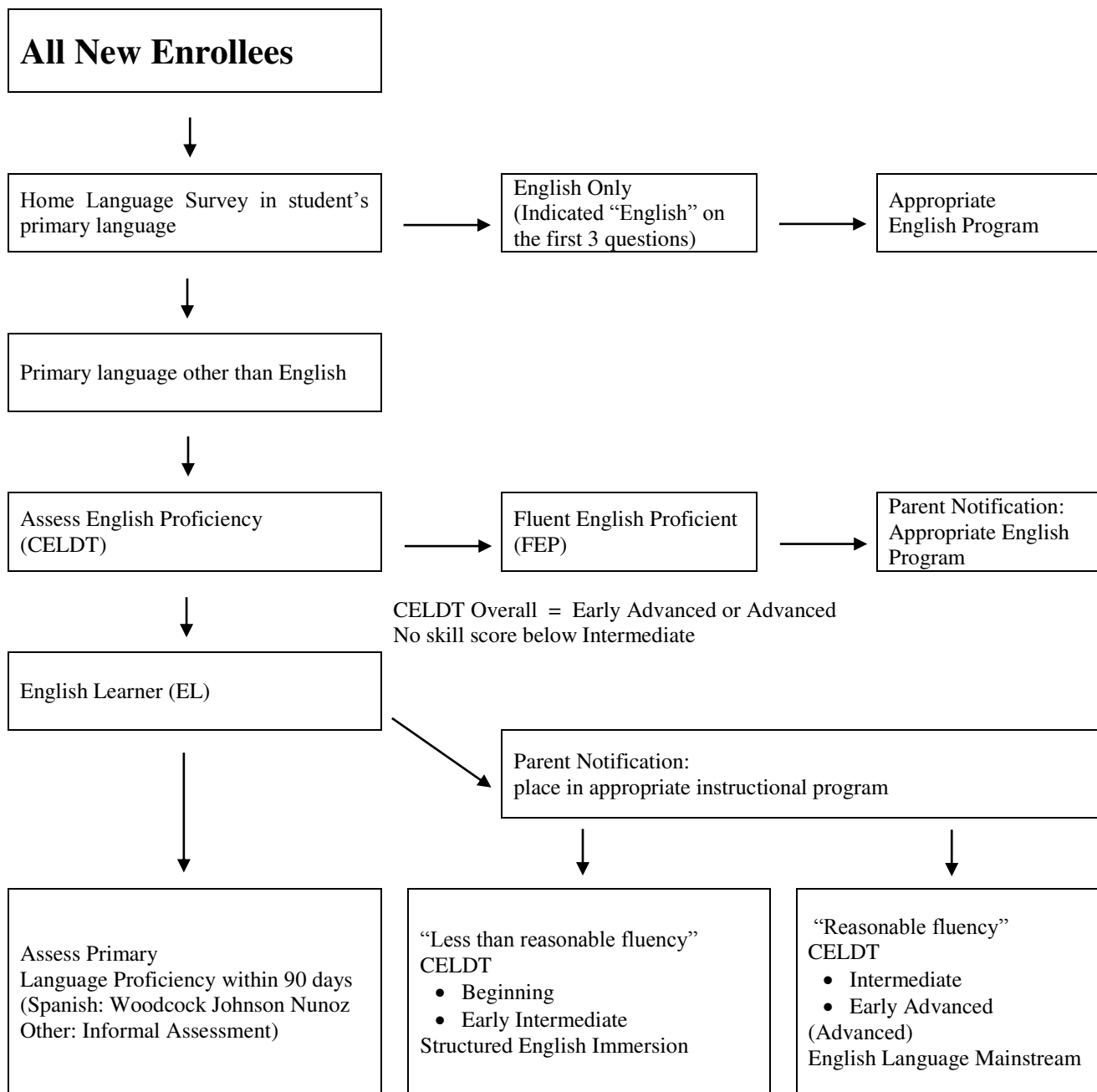
Parents are notified in writing of their rights to request a waiver. When they request a *Parental Exception Waiver* (for their child's academic services to be delivered through primary language),

they are given a form to be signed. Request forms and a list of requests are maintained on file by the site principal or program director.

PROCEDURES FOR PARENTAL EXCEPTION WAIVERS:

1. Students must be placed initially in an English language class for a minimum of 30 days.
2. Parents are requested to come to school to apply each year that a waiver is desired.
3. Principal provides parents with a description of educational programs and instructional materials.
4. Parents complete appropriate parental exception waiver forms based on individual circumstances, as desired.
5. Waiver form is submitted to site principal or program director.
6. EDCOE grants or denies a waiver within 10 calendar days after expiration of the 30-day English language class placement or within 20 days of submission of the waiver to the principal, whichever is later.
7. Principal contacts parents in writing regarding the parental exception waiver decision.
8. If the waiver is denied and parents wish to appeal the decision, Principal will provide parents with appeal procedures and transfer options.

Flow Chart Initial Identification and Placement Procedures



Home Language Survey - English Version

Student Name: _____ Grade: _____ Age: _____

School: _____ Parent/Guardian Name: _____

Fill this form out completely. This is to assist us in the assessment and placement of your child.

1. Which language did your child learn when he/she first began to talk?

2. Which language does your child most frequently speak at home?

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

4. Which language is most often spoken by the adults in your home? (parents, guardians, grandparents, or any other adults)

5. When did your student enroll in school in the U.S.? (what year)

6. Where was your student born?

Date

Signature of Parent/Guardian

El Dorado County Office of Education

Informal Assessment of Primary Language

The purposes of the Informal Assessment of English Learner's Primary Language are:

1. To determine the extent of the development of the student's primary language skills (comprehension, speaking, reading and writing).
2. To use this information in combination with the assessment results of the student's English language assessment to determine the student's program services and placement. The Informal Assessment of Primary Language is to be used only with EL students with a home language other than Spanish.

When possible, the District will seek out a speaker of the student's primary language to assist with this assessment.

Part I General Information

Directions: Fill in the appropriate background information as indicated: student's name, current school of attendance, age, grade, and home language.

Student's Name: _____ School: _____ Date: _____

Home Language: _____ Grade: _____ Age: _____

Part II Oral Language

Directions: Make a check on the appropriate level. To what extent does this student speak and understand the home language?

A. How well does the student understand the home language?

- Does not understand.
- Understands very little (a few words, phrases or expressions).
- Understands with some limitations. He/she often or sometimes asks questions for clarification, needs statements repeated or restated, or is unable to complete tasks or follow specific directions.
- Understands the home language completely.

B. How well does the student speak the home language?

- Does not speak
- Speaks very little. There are errors in tense or context. He/she speaks a few words, phrases or expressions. The meaning is sometimes unclear.
- Speaks with some limitations. He/she may be able to express himself/herself but expressions are awkward and contain errors in word usage, agreement or tense.
- Speaks fluently. His/her language usage is age appropriate and in proper form.

Part III Literacy

Directions: Make a check on the appropriate level. To what extent does this student read and write the home language? Provide an estimate of literacy based on an average expectation for reading and writing of students of this age who attend school regularly.

A. How well does the student read the home language?

- Does not read.
- Reads very little. He/she may be able to read some, but lacks full comprehension and oral fluency.
- Reads with some limitations. He/she may be able to read some, but lacks full comprehension and oral fluency.
- Is a competent reader.

B. How well does the student write in the home language?

- Does not write.
- Writes very little. Sentences are awkward and/or unintelligible. There are serious mechanical and/or syntactical errors. The meaning is distorted or unclear.
- Writes with some limitations. Written materials may contain minor syntactical and/or mechanical errors which do not seriously affect meaning.
- Is a competent writer.

Part IV Comments

Directions: Make any comments which will provide further information about the student's home language proficiency, academic background, and ability to function in school.

Interviewer's Name: _____

Title: _____

El Dorado County Office of Education

Parent Notification of Initial Student Test Results

To the Parents/Guardians of:

Last Name	First Name	Middle Name	Date of Birth
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School	Grade	ID No.	Date Enrolled
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In accordance with legal guidelines, your child’s English language status has been assessed. The initial test results and language status are given below. You will also receive official results from the test publisher at a later date.

OVERALL STUDENT PROFICIENCY LEVEL _____

SKILL AREAS

	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED
Listening/Speaking					
Reading					
Writing					

LANGUAGE STATUS AND PLACEMENT

	As a result of these tests, your child has been classified as Fluent English Proficient (FEP) and will be placed in the regular course of study.
	As a result of these tests, your child has been classified as an English Learner with reasonable fluency in English and will be placed in an English Language Mainstream program (CELDT overall score of Intermediate or higher), with English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to support English language acquisition and achievement in the core curriculum.
	As a result of these tests, your child has been classified as an English Learner with less than reasonable fluency in English and will be placed in the Structured English Immersion Program for a period of not less than 30 days (CELDT overall score of Beginning or Early Intermediate). This instructional program includes ELD and SDAIE methodologies, and may include Primary Language Support. Instruction is primarily in English.

At any time a parent may request to have their child removed from an English learner program.

Parents may also request a waiver to place their child in an alternative bilingual program.

Parent Signature

Date

El Dorado County Office of Education

English Learner Program

Request for Parental Waiver

I have been informed by the Principal (or designee) that pursuant to Education Code Section 305 (Proposition 227) my child, _____, has been placed in an English language mainstream classroom or a structured English immersion program. I understand that I have the right to request a waiver. I have received a written description of the English language mainstream classroom and structured English immersion program, description of alternative educational programs and all other educational opportunities offered by the school district that are available to my child. I acknowledge that I am entitled to a spoken description of the available programs. I am requesting a parental waiver for the following reason (check one only):

- Section 311(a) of the California Education Code, because my child already knows English and possesses good English language skills and I want my child to participate in English only mainstream classes.
- Section 311(b) of the California Education Code, because my child is more than 10 years old, and I want my child to participate in the alternative program indicated below.
- Section 311(c) of the California Education Code, because my child has a special educational, emotional, psychological or physical need such that an alternate program would be better suited for my child and I want my child to participate in the alternative program indicated below

In addition, the following are other reasons why my child should receive a waiver from the structured English immersion classroom and placed in the above designated alternative program.

I understand that my request will be granted unless it is determined that the alternative program(s) offered at the school will not be better suited for the overall development of my child. I understand that my request will be acted upon within twenty (20) instructional days of receipt by the principal, or ten (10) days following the 30-day placement period required for students requesting waivers under section 311(d), whichever is later. I also understand that if my request for waiver is denied, I will receive a written explanation of the reason(s) for denying my waiver request. I have also been advised of the appeal process implemented by the school district should my waiver be denied.

Date

Signature of Parent/Guardian

As Principal or designee, I acknowledge receipt of this Waiver, having been personally delivered to me by the parent or guardian of _____.

Date

Signature of Principal or Designee

ACTION

This Waiver is hereby approved/not approved. A statement of reasons for denial is attached (if applicable).

Date of Action

Signature of Superintendent or Designee

If you wish to appeal this decision, please contact the
Director of Curriculum and Instruction at (530) 622-7130
for an appointment within thirty (30) days of receipt of this letter.

Notification of English Language Development Program Placement

Initial Placement

Continuing Placement

Name of Student: _____ School: _____ Date: _____

Student ID #: _____ DOB: _____ Grade Level: _____ Primary Language: _____

Dear Parent or Guardian:

When your child enrolled in school, a language other than English was noted on his/her Home Language Survey. As a result, state and federal laws require the district to assess English and primary language proficiency. This form is to notify you of the following information:

1. Your child’s level of English proficiency measured by the CELDT test
2. English Learner Program Options
3. Your child’s English Learner Program Placement Recommendation
4. English Learner Program Descriptions and Exit Criteria
5. Alternative English Learner Program Options
6. Your right to request an alternate program or withdrawal from an English Learner program
7. Other Assessments/Testing Results

1. Your Child’s Level of English Proficiency

Your child has taken the California English Language Development Test (CELDT). The CELDT is designed to measure how well your child can listen, speak, read and write in English, or their “English proficiency.” The different proficiency levels are: Beginning, Early intermediate, Intermediate, Early advanced, and Advanced.

Skill Area	CELDT Proficiency Level*
Listening & Speaking	
Reading	
Writing	
Overall Proficiency:	

*Note: These scores are based on district scoring using the testing company’s scoring guide. The testing company will send a letter with the official results.

2. English Learner Program Options – Structured English Immersion or English Mainstream

The CELDT proficiency level determines which English Learner program we recommend for your child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion or Alternate Education Program*
Early Intermediate		
Intermediate	Reasonable fluency	English Mainstream Program or Alternate Education Program*
Early Advanced		
Advanced		
		Other Instructional Setting as per IEP

* Alternate Education Program requires an approved Parental Exception Waiver.

3. Your Child's English Learner Program Placement Recommendation

Based on the results of the California English Language Development Test (CELDT), your child has been identified as:

- An English Learner (EL) with less than reasonable fluency in English and will be assigned to the Structured English Immersion Program.
- An English Learner (EL) with reasonable fluency in English and will be assigned to the English Mainstream Program.
- Fluent English proficient (FEP) student and will be placed in the district's regular program of instruction.

4. English Learner Program Descriptions

All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD). Programs include the use of Specially Designed Academic Instruction in English (SDAIE) to help students access the core curriculum.

The goals of all programs are for students to learn English and meet state academic content standards in the core curriculum.

The State of California requires that English Learner (EL) students be placed in one of the following two programs:

Structured English Immersion (SEI) or English Language Mainstream (ELM).

- *Structured English Immersion*: provides instruction primarily in English and includes a sequential ELD program including Language Arts, and specially designed instructional strategies to help students learn core academic content, with primary language support as needed. Students who score Intermediate or above on CELDT, or demonstrate equivalent performance, transition to an *English Language Mainstream* program. Most students are in a Structured English Immersion program for one year or less.
- *English Language Mainstream*: provides instruction in English only and is based on grade-level state standards. Students continue to receive additional and appropriate instruction, including English Language Development and SDAIE, to improve their proficiency in English and master state content standards. Students continue in an English Language mainstream program until they can score Early Advanced or Advanced overall on CELDT with no subskill below Intermediate, and score Basic or above on the California Standards Test in English Language Arts.

5. Alternative English Learner Program Options

As the parent of a child in an English Learner program, you have a right to request an alternative program if you think it would be better for your child.

Alternative Program (Alt): a bilingual program for English language acquisition for students in which much or all of the instruction, textbooks and teaching materials are in the student's primary language. If parents of twenty (20) or more students in one grade level at the same school request the alternative program, the school is required to provide this program.

6. Your Right to Request an Alternative English Learner Program or Withdrawal from an English Learner Program

You have the right to request a parental exception waiver for an alternative program. You must visit the school to request this exception waiver and you must sign this exception waiver each year at your child's school.

According to state law, your child must meet one of the following criteria to be considered for an alternative program:

- a. knows English and academically performs at least at the 5th grade level;
- b. is 10 years of age or older; or
- c. is a student under 10 years of age, was placed in an English language classroom for 30 calendar days and special needs exist.

You also have the right to withdraw your child from a Structured English Immersion program at any time during the school year.

7. Other Assessments/Testing Results

Your child has also been administered _____ (name of test) in his/her primary language. The results are as follows:

Primary Language Assessment Results

Skill Area	Proficiency Level
Listening & Speaking	
Reading	
Writing	
	Overall Proficiency:

Academic Achievement Results

Skill Area	Academic Status
Reading	
Writing	

8. Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This county’s reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	El Dorado County Criteria
English Language Proficiency Assessment (CELDT)	The student’s <i>overall</i> CELDT proficiency level is <i>Early Advanced</i> or <i>Advanced</i> AND oral English language proficiency (both speaking and listening comprehension), reading, and writing CELDT scores are each <i>Intermediate</i> or higher.
Comparison of Performance in Basic Skills	The student scores Basic or above on the grade level CST in English/Language Arts.
Parental Opinion and Consultation	Parental opinion in consultation (as noted on EL Reclassification Form) indicates likely success without EL instructional services.
Teacher Evaluation	Teacher evaluation indicates that the student’s range of performance in basic skills, including oral English language proficiency is sufficiently fluent (i.e., comparable to native English speakers) to function and compete in an English-only environment indicating the student will likely be successful without EL instructional services.
	English Learners, including those receiving special education services, must meet all the EDCOE reclassification criteria to be reclassified.

Please call the school at _____ (phone number) if you would like to schedule a parent conference to discuss any of the information in this letter, including alternative program options for your child or withdrawal from an English Learner Program.

Name

Title

Telephone Number

Email Address

EL Checklist: Identification and Testing

Student: _____

Date Enrolled: _____

Date Completed

- _____ 1. COMPLETE Home Language Survey
- _____ 2. If answer to any question #1-3 is other than English, REQUEST immediate FAX from any California schools with California English Language Development Test (CELDT) results and Primary Language testing results (California or other state).
- _____ 3. NOTIFY _____ to ADMINISTER CELDT **only if child has not been tested in current year.**
MUST BE COMPLETED WITHIN 30 CALENDAR DAYS OF ENROLLMENT. Note testing date – on site or date of faxed results.
- _____ 4. PRIMARY LANGUAGE – **testing to be done only once in a student’s school career. MUST BE COMPLETED WITHIN 90 CALENDAR DAYS OF ENROLLMENT (Only if not done at previous schools. If has been done – note date of completion).** Use Woodcock-Munoz test for Spanish Speaking Students and Informal Assessment of Primary Language for all other languages.
- _____ 5. NOTIFY PARENTS in writing of CELDT results, program placement, and their right to request a waiver. Include primary language assessment results if student was tested.
WAIVER MUST BE COMPLETED WITHIN 30 CALENDAR DAYS OF ENROLLMENT
- _____ 6. Upon COMPLETION OF CELDT and/or receipt of FAXED results of testing, _____ will put CELDT score sheet in LEP/FEP Student Information Folder, COMPLETE English Learner Profile, fill out LEP/FEP Student Information Folder, and place in CUM.
- _____ 7. Notify teacher of all test results on teacher’s copy of English Learner profile.

If difficulties are noted in English and/or primary language:

_____ Schedule SST to meet and discuss modifications/options, noting that all above items have been completed. Notify _____ of meeting.

English Language Proficiency Testing for English Learners with Severe Disabilities

For English Learners with severe disabilities, an alternative to the CELDT test protocol for assessment of English proficiency may be necessary. The IEP team determines if the student can be assessed with CELDT using accommodations or modifications or if an alternative assessment is necessary. Most of these students are non-verbal or have very limited expressive and receptive language ability related to the severity of their disability and not to cultural or linguistic factors. The IEP team may determine that English proficiency needs to be assessed using the Alternate Language Proficiency Instrument for Students with Severe Disabilities (ALPI). The ALPI is designed to measure how well the child can listen and speak in English, or their “English proficiency.” A student’s proficiency in English is compared to their proficiency in the home language. Unlike many other measures of language proficiency, the child’s skill in the home language becomes the criterion of performance against which to measure his skill in English. The ALPI will help us determine whether your student is considered to have limited English proficiency (LEP) and should be considered an English learner or whether your student is as fluent in English (FEP) as in their primary language, and should be considered English dominant.

Academic instruction for these students is significantly modified and focuses on functional skills. Students with severe disabilities are unable to engage in most standardized assessments and results of this type of testing are not meaningful or useful for measuring growth. Alternative measures of growth are specified in the student’s IEP, are related to goals and objectives and are reviewed with parents annually. As part of the IEP process, parents are notified of assessment results and program options are discussed.

Primary Language Assessment for Spanish speaking students is conducted using the Woodcock Munoz. For students with a primary language other than Spanish and for students for whom the WJM would not be a valid instrument, informal assessment of primary language is conducted.

For students who have been identified as English Learners, the IEP team will determine whether primary language support is indicated in the instructional setting or whether the student’s instruction should be in English only. Goals and objectives that are aligned with the state standards for English Language development are written by a multidisciplinary team and address language acquisition and English language development. These goals and objectives are assessed regularly as specified in the IEP using multiple measures. Assessment may include teacher made tests, criterion referenced tests, observation data, standardized tests and student work. Instruction is both intensive and highly individualized based on student need. EL students with severe disabilities participate in integrated settings with typically developing peers as specified in their IEP and are supported in these settings to insure that all instruction is appropriate.

A significant part of the educational program for students with severe disabilities focuses on increasing communication skills and developing language. The instructional program is developed in collaboration with a speech language specialist who is familiar with the student’s ability level and is knowledgeable in various methodologies. The program is implemented daily by classroom staff with EL authorization and evaluated yearly by progress towards goals and objectives.

If further information is needed or if you need clarification on the process for enrolling English learner students in special education, contact EDCOE Special Education Principal Betty Connolly, (530) 622-7130.

ALPI Notification of English Language Development Program Placement

Initial Placement Continuing Placement

Name of Student: _____ School: _____ Date: _____

Student ID #: _____ DOB: _____ Grade Level: _____ Primary Language: _____

Dear Parent or Guardian:

When your child enrolled in school, a language other than English was noted on his/her Home Language Survey. As a result, state and federal laws require the district to assess English and primary language proficiency. This form is to notify you of the following information:

1. Your child’s level of English proficiency measured by the CELDT test (or an alternate test).
2. Your child’s English Learner Program Placement Recommendation
3. English Learner Program Descriptions and Exit Criteria
4. Alternative English Learner Program Options
5. Your right to request an alternate program or withdrawal from an English Learner program
6. Primary Language Assessment Results

1. Your Child’s Level of English Proficiency

Due to the nature of your student’s disability, the IEP team has determined that your student can take the Alternate Language Proficiency Instrument for Students with Severe Disabilities (ALPI). The ALPI is designed to measure how well your child can listen and speak in English, or their “English proficiency.” A student’s proficiency in English is based on their proficiency in the home language. Unlike many other measures of language proficiency, the child’s skill in the home language becomes the criterion of performance against which to measure his skill in English. The ALPI will help us determine whether your student is considered to have limited English proficiency (LEP) and should be considered an English learner or whether your student is as fluent in English (FEP) as in their primary language, and should be considered English dominant.

Skill Area	ALPI Proficiency Classification		English	Primary Language
Receptive Language (Listening)	LEP	FEP	____/30	____/30
Expressive Language (Speaking)	LEP	FEP	____/14	____/14
	Overall Proficiency			
	LEP	FEP		

2. Your Child’s English Learner Program Placement Recommendation

Based on the results of the English proficiency assessment and other information, the IEP team has determined that your child has been identified as:

- An English Learner (EL) with less than reasonable fluency in English and will be assigned to the Structured English Immersion Program.
- An English Learner (EL) with reasonable fluency in English and will be assigned to the English Mainstream Program.
- Fluent English proficient (FEP) student and will be placed in the district’s regular program of instruction.

3. English Learner Program Options

All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD). Programs include the use of Specially Designed Academic Instruction in English (SDAIE) to help students access the core curriculum.

The goals of all programs are for students to learn English and meet age appropriate academic goals identified in their Individual Education Plan (IEP).

The State of California requires that English Learner (EL) students be placed in one of the following two programs: Structured English Immersion (SEI) or English Language Mainstream (ELM).

- *Structured English Immersion*: provides instruction primarily in English and includes a sequential ELD program including Language Arts, and sheltered English content with primary language support as needed. Students who score Intermediate or above on CELDT, or demonstrate equivalent performance, transition to an *English Language Mainstream* program. Most students are in a Structured English Immersion program for one year or less.
- *English Language Mainstream*: provides instruction in English only and is based on grade-level state standards. Students continue to receive additional and appropriate instruction, including English Language Development and SDAIE, to improve their proficiency in English and master state content standards. Students continue in an English Language mainstream program until they can score Early Advanced or Advanced overall on CELDT with no subskill below Intermediate, and score Basic or above on the California Standards Test in English Language Arts.

4. Alternative English Learner Program Options

As the parent of a child in an English Learner program, you have a right to request an alternative program if you think it would be better for your child.

Alternative Program (Alt): a bilingual program for English language acquisition for students in which much or all of the instruction, textbooks and teaching materials are in the student's native language. If parents of twenty (20) or more students in one grade level at the same school request the alternative program, the school is required to provide this program.

5. Your Right to Request an Alternative English Learner Program or Withdrawal from an English Learner Program

You have the right to request a parental exception waiver for an alternative program. You must visit the school to request this exception waiver and you must sign this exception waiver each year at your child's school.

According to state law, your child must meet one of the following criteria to be considered for an alternative program:

- a. knows English and academically performs at least at the 5th grade level;
- b. is 10 years of age or older; or
- c. is a student under 10 years of age, was placed in an English language classroom for 30 calendar days and special needs exist.

You also have the right to withdraw your child from an English Learner program at any time during the school year.

6. Other Assessments/Testing Results

Your child has also been administered the Alternate Language Proficiency Instrument for Students with Severe Disabilities (ALPI) in his/her primary language. The results are as follows:

Primary Language Assessment Results

Skill Area	Primary Language Score
Receptive Language (Listening)	Primary Language Receptive Total ____/30
Expressive Language (Speaking)	Primary Language Receptive Total ____/14

Please call the school at _____ (phone number) if you would like to schedule a parent conference to discuss alternative program options for your child or withdrawal from an English Learner Program.

Name

Title

Telephone Number

Email Address

PART II: PLACEMENT OF STUDENTS INTO INSTRUCTIONAL PROGRAMS

Programs and services for English Learners (EL) are designed to comply with state and federal requirements and incorporate strategies and materials that research has shown to be most effective.

Program Options:

EDCOE student programs offer research-based programs to develop students' English language skills while learning core content and participating meaningfully in the educational program. IEP Teams determine program placement and services for special education students.

1. Structured English Immersion Program

EL students with *less than reasonable fluency (Beginning or Early Intermediate)* on CELDT are placed in a Structured English Immersion (SEI) Program for a period not normally intended to exceed one year.

Exceptions: A *Parent Exception Waiver* has been granted for an Alternative Bilingual Education (ABE) Program and sufficient waivers have been granted to create a program, or the parent has requested another program, or an IEP team determines otherwise.

If a student has not achieved a reasonable level of fluency after being enrolled in SEI for one school year, he/she may be reenrolled unless the parent/guardian objects.

In SEI, students receive nearly all classroom instruction in English from teachers who are authorized to provide ELD and SDAIE. Students receive instruction in English Language Development (ELD) to foster proficiency in English writing, reading, comprehension, and speaking as rapidly and effectively as possible. The curriculum and materials are comparable to those of native English-speaking students and reflect the student's level of proficiency. Specially Designed Academic Instruction in English (SDAIE) is provided to help students learn core academic content. Some students have ELD instruction and practice in extended day formats and/or via specialized software.

Primary language support for clarification and explanation of concepts may be provided by a teacher, aide, peer, or volunteer. Primary language components of adopted instructional materials are provided when available and needed to support core academic achievement. Supplemental materials such as dictionaries or glossaries are also provided to help students access information in English.

2. English Learner Mainstream Program

EL students with a *reasonable fluency in English, (Upper Intermediate, Early Advanced, or Advanced)* on CELDT are placed in an English Learner Mainstream (ELM) program. Daily English Language Development (ELD) appropriate to the student's CELDT level helps students improve their English language proficiency. Students also learn grade level

academic content delivered through Specially Designed Academic Instruction in English (SDAIE). Instruction is provided *overwhelmingly* in English by teachers who are authorized to provide ELD and SDAIE.

Students continue in an English Language Mainstream program, receiving appropriate services to increase their English proficiency and achieve grade level student content standards, until they meet reclassification criteria.

A parent or guardian may request to have a student moved into an ELM classroom at any time, regardless of language proficiency level. Requests are maintained in the student's cumulative record.

3. **Alternative Bilingual Education Program**

If parents of 20 or more students with the same primary language and in the same grade level at an EDCOE program site request and receive Parental Exception Waivers, EDCOE must provide a bilingual classroom. Should such a program come into existence, students will receive ELD, L1 instruction, and core content delivered through SDAIE.

No Alternative Bilingual Education Programs exist at present, and no requests for waivers have been filed at any EDCOE program site.

Progress Monitoring, Instructional Support, and Catch Up Plan

Programs for English learners will be monitored by the school principals to ensure that each English learner receives daily English Language Development differentiated for his/her language proficiency level, is placed in an appropriate program of instruction taught by an authorized teacher, and that his/her progress is being monitored.

Daily English Language Development instruction to improve students' proficiency in the English language is provided using board-adopted curriculum and instructional materials aligned to the ELD Content Standards. Emphasis is on improving English literacy skills, academic vocabulary and sentence structure. CELDT assessment results and publisher's diagnostic and placement tests results are used to ensure that instruction is differentiated by each student's level of proficiency and directly targeted to the student's specific linguistic needs. Systematic instruction in grammar, vocabulary, reading fluency and comprehension, analysis of informational and literary text, writing strategies and applications, listening, and speaking skills includes ample practice. Ongoing curriculum-embedded assessments provide information that informs instruction and ensure that each student is making adequate progress toward English language proficiency, outlined in **English Learner Growth Targets/ "Catch-Up" Annual Benchmarks** (Table, page 36.)

In Structured English Immersion and English Learner Mainstream settings, instruction in core academic subjects occurs in English, with the use of Specially Designed Academic Instruction in English (SDAIE) strategies so that English learners can access core content and meet challenging

state academic standards. SDAIE-authorized teachers use many strategies to make instruction comprehensible to students, including:

- Contextualized instruction including visual support materials, realia, graphic organizers, and oral amplification to help students construct meaning;
- Language modifications such as pacing, pause time, repetition, and highlighting;
- Culturally sensitive content teaching;
- Activities that encourage students to actively use language;
- Emphasizing major ideas and organizing principles of the content;
- Frequent checking for understanding.

Observations of teachers by principals include documentation and feedback regarding their use of SDAIE strategies.

Teachers use curriculum-embedded assessments to monitor the progress of English Learners towards the end-of-year goals identified in the **English Learner Growth Targets/ “Catch-Up” Annual Benchmarks** (Table, page 36.) Teachers use the formative assessment information to plan and provide instruction targeted to each student’s level of English language proficiency and academic achievement. Universal Access components of textbooks in core academic subjects help teachers scaffold instruction and increase access to core academic content for English learners. Digital curricula provide additional options for differentiating instruction and extending instructional time. Multiple methods of content presentation, including audio, video, illustrations, graphic organizers and varied levels of complexity also increase English learners’ access to core content. In programs such as ALEKS Mathematics, adaptive assessment reduces frustration by tailoring presented material to the student’s learning gaps and delivers targeted instruction on the topics a student is ready to learn.

The academic performance of English learners is reviewed by the school principal each semester to ensure that students are progressing towards the district’s content and performance standards in academic core subjects at a reasonable rate (**English Learner Growth Targets/ “Catch-Up” Annual Benchmarks** Table on page 36). For students achieving less than a C in core academic subjects, assessments are reviewed (CST, publisher, teacher-made, and alternative tests defined in IEPs) to verify recouping of academic deficits and areas of appropriate academic achievement, and to identify the skill areas requiring additional support and intervention.

Students who are not making sufficient progress are identified as needing additional support and academic intervention, and a **Catch Up Plan** (see form, page) is developed. The Catch Up Plan outlines additional resources and interventions that will be provided in the next semester. These could include before or after school tutoring, use of specialized software, participation in an Academic support class or shadow class, or other intensified instruction. Progress is monitored through publisher and teacher formative assessments, and adjustments to the interventions and targeted instructional support are made as needed. The Catch Up Plan results are reviewed by the teacher and the principal at the end of the semester to determine next steps. If the student continues to make inadequate progress during the second year of intervention, he/she is referred to the Student Study Team for a more comprehensive examination of needs and planning an appropriate program.

English Learner Growth Targets “Catch up” Annual Benchmarks

CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
CELDT Overall Score	1	2	3	4	5	4 or 5
EL growth target based on CELDT score at time of initial enrollment	1 st year	2 nd year 1 st year	3 rd year 2 nd year 1 st year	4 th year 3 rd year 2 nd year 1 st year	5 th year 4 th year 3 rd year 2 nd year 1 st year	5 th year 5 th year 4 th year 3 rd year 2 nd year
CST: English/LA	Far Below Basic	Far Below Basic	Below Basic	Basic	Mid-Basic	Basic or above
CST: Math	Far Below Basic	Below Basic	Below Basic/ Basic	Basic	Basic/ Proficient	Basic or above
District Benchmarks: ELA	Intensive	Intensive/ Strategic	Intensive/ Strategic	Strategic/ Benchmark	Benchmark	Benchmark
District Benchmarks: Math	Intensive	Intensive/ Strategic	Intensive/ Strategic	Strategic/ Benchmark	Benchmark	Benchmark
CAHSEE Language Arts	275-300	300-329	330 and above	350 and above	350 and above	350 and above

English Learner Catch Up Plan

Student: _____ Teacher: _____ Date: _____

Concern	Goal	Intervention	Results
		Start date: _____ End Date: _____	
Concern	Goal	Intervention	Results
		Start date: _____ End Date: _____	

- Student has made sufficient progress and is ready to exit.
- Student has not met exit criteria and a new plan needs to be developed
- After 2nd year of interventions, sufficient progress has not been made. Student is being referred to the Student Study Team.

Review date: _____ **Teacher's Signature:** _____

Principal's Signature: _____

PART III: RECLASSIFICATION

Students may be considered for Reclassification when they are scoring Basic or above on the grade level California Standards Test (CST) in English/Language Arts. All EL students will be reviewed annually to see if their CST score and CELDT scores indicate they should be considered for reclassification.

Students will be reviewed for Reclassification as **Fluent English Proficient, (R-FEP)**, when the following criteria have been met:

1. The student scores Basic or above on the grade level CST in English/Language Arts.
2. The student's *overall* CELDT proficiency level is *Early Advanced* or *Advanced* AND oral English language proficiency (both speaking and listening comprehension), reading, and writing CELDT scores are each *Intermediate* or higher.
3. The student's writing assessment score is comparable to the performance above, i.e. ELA level 3 or higher and CELDT level 4 or higher
4. **Teacher evaluation** indicates that the student's range of performance in basic skills, including oral English language proficiency is sufficiently fluent (i.e., comparable to native English speakers) to function and compete in an English-only environment indicating the student will likely be successful without EL instructional services.
5. **Parental opinion in consultation** (as noted on EL Reclassification Form) indicates likely success without EL instructional services.

English Learners, including those receiving special education services, must meet all the EDCOE reclassification criteria to be reclassified.

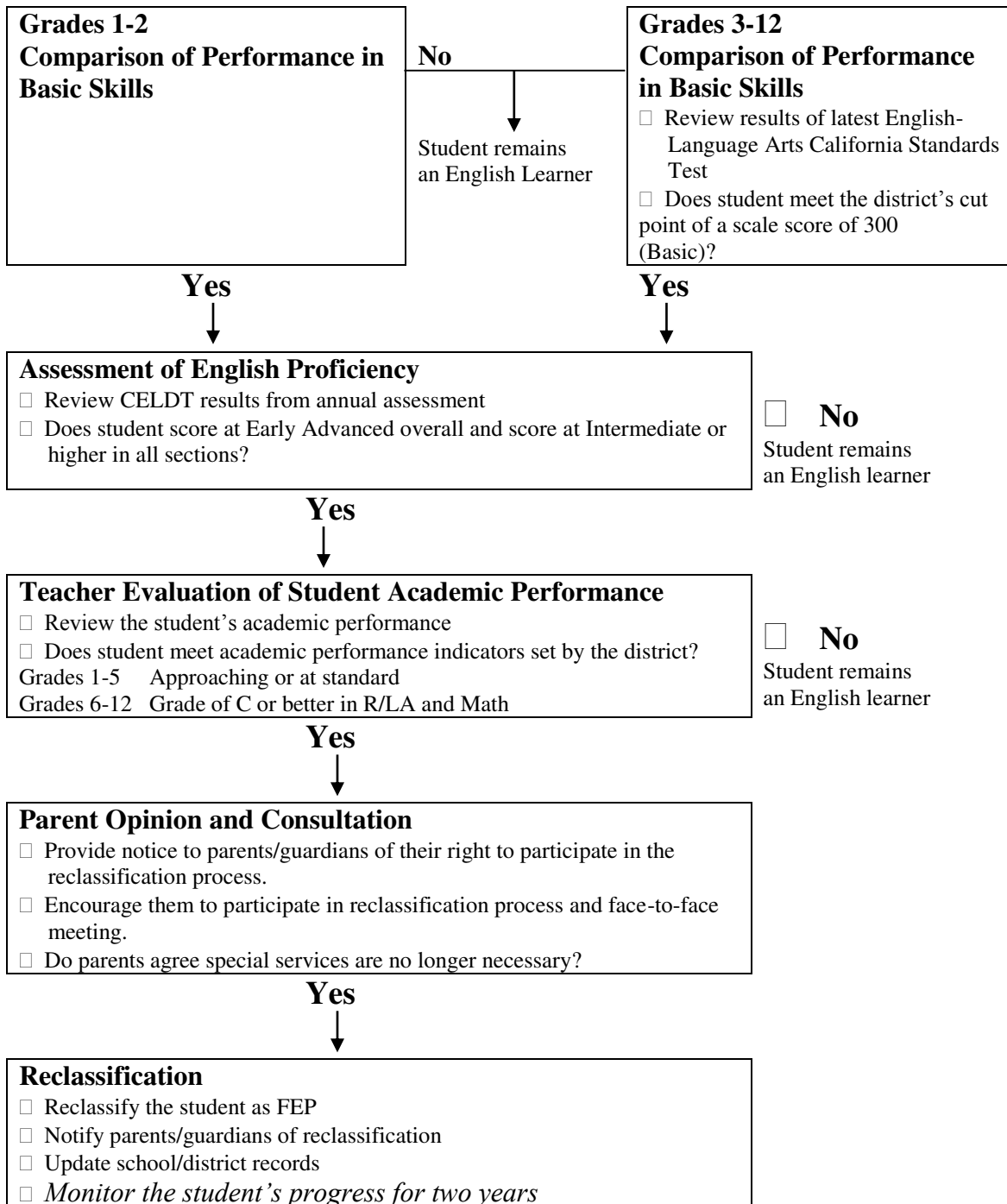
Monitoring of Reclassified Students:

Reclassified students will be monitored by the school principal at least once per semester (as recorded on the *R-FEP Student Monitoring* form) for at least two years after reclassification to ensure they are making adequate academic progress.

If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held and the Language Appraisal Team (LAT) meets to develop written recommended program modifications or an intervention plan for the student. Services that may be provided include, but are not limited to: specialized academic assessment; tutoring; specialized reading instruction; English Language Development instruction; and participation in benchmark, strategic, or intensive interventions provided by the school. Results of the intervention plan are reviewed by the LAT at the end of the semester.

Decision Guide: Reclassifying a Student from English Learner (EL) to Fluent English Proficient (FEP)

The district's student reclassification policy and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code Section 313d). The chart below illustrates how the four criteria are used when evaluating a student's readiness for reclassification.



English Learner Reclassification Recommendation

Date: _____ School: _____

Student Name: _____ Grade: _____

Primary Language: _____ Teacher: _____

I recommend that the above named student be considered by the Language Appraisal Team (LAT) for Reclassification as Reclassified Fluent English Proficient (R-FEP);

Name: _____ Title: _____

The following evidence shows that the student may be ready for reclassification. (The Student Profile Sheet is attached.) Check all that apply.

_____ CELDT Overall Proficiency Level is Early Advanced (4) or higher.

_____ CELDT Skill Levels of Listening (L), Speaking (S), Reading (R), and Writing (W) are all at Intermediate (3) or higher.

_____ California Standards Test (CST) of English Language Arts (ELA) is at a minimum BASIC or higher level.

_____ Writing Assessment (WA) scores are comparable to the expected criteria listed above, i.e. ELA scores are 2 or higher and ELD scores are 4 or higher.

_____ Teacher recommends reclassification and has documentation of academic work/grades commensurate with the benchmarks listed above.

_____ Other (Specify) _____

_____ Parent Consultation _____
(Dates and kinds of contracts)

Review Date Scheduled: _____ **Date of LAT Notification:** _____

LAT Membership: Principal or Designee: _____

Teacher: _____

Parent or Guardian: _____

Student: _____

Other(s) (specify): _____

The LAT reviewed the materials supporting the reclassification recommendation as scheduled. The LAT makes the following recommendations:

Classification:

EL (English Learner): _____ R-FEP (Reclassified Fluent English Proficient): _____

Recommended Placement:

_____ English Language Mainstream (ELM) – CELDT Overall of Intermediate +

_____ Other _____

Recommended Program Modification

(To meet the criteria for the next review, strengthen an academic area, or to provide extra support for academic success)

None: _____ Next LAT Review as an R-FEP: _____

Modification(s): _____

_____ To be reviewed by LAT: _____

Signatures of all LAT members participating in this LAT meeting/decision:

Principal or Designee

Teacher

Parent or Guardian

Student

Other (Title)

Other (Title)

The following is a summary of this LAT meeting and decision: _____

Original with supporting documentation: Student Cum File: _____ Date: _____

Copies: Parent or Guardian, Teacher, LAT File/EL Program File: _____ Date: _____

All R-FEP students are monitored by teachers and the LAT for two years. The LAT Team should review progress of R-FEP students at least twice a year.

Student will be reviewed until _____ (Two years from Reclassification Date).

R-FEP STUDENT MONITORING

Date: _____ School: _____

Student Name: _____ Grade: _____

Reclassification Date: _____

Initial Reporting Period – Year One _____ *(Month/Year):*

<u>Maintained Grade Level Performance*</u>			<u>Performs at Mid-Basic+ on CA Standards Tests</u>		
1 st	YES	NO	English Lang. Arts	YES	NO
2 nd	YES	NO	Math	ES	NO
3 rd (Elem.)	YES	NO	Writing Assessment	YES	NO

Reporting Period – Year Two _____ *(Month/Year):*

Initial Reporting Period – Year One, Semester Two _____ *(Month/Year):*

<u>Maintained Grade Level Performance*</u>			<u>Performs at Mid-Basic+ on CA Standards Tests</u>		
1 st	YES	NO	English Lang. Arts	YES	NO
2 nd	YES	NO	Math	ES	NO
3 rd (Elem.)	YES	NO	Writing Assessment	YES	NO

<u>Maintained Grade Level Performance*</u>			<u>Performs at Mid-Basic+ on CA Standards Tests</u>		
1 st	YES	NO	English Lang. Arts	YES	NO
2 nd	YES	NO	Math	ES	NO
3 rd (Elem.)	YES	NO	Writing Assessment	YES	NO

Reporting Period – Year Two, Semester Two _____ *(Month/Year):*

<u>Maintained Grade Level Performance*</u>			<u>Performs at Mid-Basic+ on CA Standards Tests</u>		
1 st	YES	NO	English Lang. Arts	YES	NO
2 nd	YES	NO	Math	ES	NO
3 rd (Elem.)	YES	NO	Writing Assessment	YES	NO

Recommended Program Modification or Plan (if any box is checked no):

Signed: _____ Title: _____ Date: _____

Signed: _____ Title: _____ Date: _____

** Elementary grades – Receives a passing grade or higher in core subjects (Evidence – report card or evaluation).*

** At secondary, current year GPA is a 2.0+ in core subjects and no D's or F's in core subjects.*

cc: Student cum, parent, LAT committee file, counselor (HS), core teacher

PART IV: STAFFING AND PROFESSIONAL GROWTH

State and Federal laws require that teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services including English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). EDCOE provided extensive training opportunities to qualify veteran staff to provide appropriate instructional services to English Learners. Priority in hiring is given to teachers who possess authorization to provide ELD and SDAIE to English learners.

The first priority for professional development is that services to English Learners in all EDCOE student programs are provided by teachers who possess a CCTC-approved authorization to provide services to English learners (CLAD certificate, SB1969 or SB395 ELD/SDAIE certificate of completion, CLAD through CTCL, or other equivalent English Learner authorization). A list of EDCOE teachers authorized to provide services to English Learners is kept by the Alternative Education and Special Education Program Directors/Principals and used in student placement decisions. EDCOE's goal is to have all teachers authorized to provide services to English learners so that student placement can be based on other factors. Teachers who lack authorization develop a professional growth plan to obtain EL authorization.

Authorized teachers are provided with on-going training opportunities that include, but are not limited to, the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding
- English language development (ELD) teaching methodology
- Specially designed academic instruction in English (SDAIE) strategies
- Strategies to expand academic vocabulary
- Effective use of EL support components in adopted instructional materials

PART V: PARENT ADVISORY COMMITTEES

EDCOE strongly supports the involvement of all parents, including parents of English Learners, in the educational process of their children. Research continues to show evidence of benefits that parent involvement brings to the academic achievement of students. Each program includes outreach to the parents of English learners to help them understand how they can be involved in the education of their children and assist their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

District English Learner Advisory Committee (DELAC)

The California Department of Education requires that LEAs having 51 or more English Learners form a functioning advisory committee to represent all English Learners.

EDCOE English learner enrollment met this threshold for the first time in spring, 2010, and began development of a DELAC.

The DELAC receives training in their roles and responsibilities so that the DELAC is able to advise the governing board on the following tasks:

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

School English Learner Advisory Committee (ELAC)

Each school site with 21 or more English Learners must form a functioning English Learner Advisory Committee. Parent members are elected by parents or guardians of English learners. Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. The school may designate an existing school level advisory committee or subcommittee to fulfill the legal responsibilities of the ELAC if the advisory body meets those criteria. In order to combine ELAC with the School Site Council or existing committee, the school must first establish a functioning ELAC that can make that decision for a period of up to two years. Minutes of this agreement must be kept on file for two years.

The ELAC advises the School site council on the development of the Single Plan for Student Assistance (SPSA). The ELAC advises the principal and staff on the school's program for English learners. The ELAC assists in the development of the school's needs assessment, the Language Census Report, and efforts to make parents aware of the importance of student's regular school attendance. Minutes of meetings where these items are on the agenda need to reflect the discussions held. The ELAC receives training to assist them in carrying out their legal responsibilities.

The ELAC has the opportunity to elect at least one member to the DELAC.

PART VI: EVALUATION AND ACCOUNTABILITY

Title III Accountability

Title III, the English Language Acquisition, Language Enhancement, and Academic Achievement Act, provides supplemental funding to LEAs to implement programs designed to help limited English proficient (LEP) and immigrant students attain English proficiency and meet the state's academic content standards.

In addition to Title III requirements related to acquiring English proficiency, Title I of NCLB holds English learners responsible for meeting the state's academic content and achievement standards.

Each state is required to conduct an annual assessment of the English language proficiency of their English learners based on the state's English language development (ELD) standards. California meets this requirement with the California English Language Development Test (CELDT) based on California's ELD standards.

States are required to define two English language proficiency Annual Measurable Achievement Objectives (AMAOs) for English learners.

- The first AMAO specifies annual increases in the percentage of students making progress in learning English.
- The second AMAO specifies annual increases in the percentage of children attaining English proficiency.

AMAO 1: Gains in the percentage of students making progress in learning English.

The CELDT contains five proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. The annual growth target is for students to gain one proficiency level per year until they reach the level where they are considered English language proficient on the CELDT (Early Advanced Overall with no subskill below intermediate). There are three methods of meeting the annual growth target. Students at the Beginning, Early Intermediate or Intermediate levels are expected to gain one proficiency level per year. Students at the Early Advanced level with some skill areas below Intermediate are expected to bring all skill areas up to the Intermediate level; and, students already at the English proficiency level are expected to maintain that level until they are redesignated.

The state set AMAO targets for LEAs from 2003-04 to 2013-14, ranging from 51% in 2003-04 to 64% of students in 2013-14. As programs improve their instruction for English learners, they are expected to meet the more rigorous targets.

AMAO 2: Gains in the percentage of students attaining English proficiency.

The second AMAO requires annual increases in the percentage of students attaining English proficiency.

In May 2003, the SBE adopted the definition of English language proficiency used in AMAO 2 as “Early Advanced or Advanced Overall on CELDT, with all skill areas at the Intermediate level or above.” As was done with the first AMAO, statewide targets were established for 2003-04 through 2013-14.

AMAO 3: Gains in students attaining proficiency on the state standards in English language arts and mathematics

The third AMAO requires annual increases in the percentage of students scoring proficient on the annual statewide assessments used to measure adequate yearly progress (AYP) in English language arts and mathematics. These are the CST, CMA, or CAPA tests for students in grades 2-8 and the first-time CAHSEE testing for 10th grade students. The 2013-14 target is 100% proficient.

Accountability for Meeting the Title III AMAOs

The California Department of Education (CDE) prepares annual Title III Accountability Reports indicating the status of each LEA in meeting the two AMAO targets. These reports are produced by CDE each spring for AMAOs 1 and 2 based on the most recent administrations of the CELDT. AMAO 3 is included in the Annual Progress Report published in early September.

If EDCOE fails to achieve all three annual targets for the AMAOs, each principal informs the parents/guardians of English learners in their school of such failure within 30 days of the publication of the Accountability Report by CDE. If EDCOE fails to meet the growth targets for two consecutive years, the LEA will develop an improvement plan that will ensure that the AMAOs are met. The improvement plan will specifically address the factors that prevented the LEA from achieving the AMAOs. The plan may apply to targeted schools rather than the entire LEA if the specific factors that prevented the LEA from meeting the AMAOs warrant such an approach.

Local Annual Evaluation

El Dorado County Office of Education is committed to working in concert with administrators, teachers, support staff, students, and parents to provide effective instructional programs for English Learners. The programs will be evaluated regularly to ensure program effectiveness. Through the evaluation process, school programs and individual student’s programs will be modified so that deficits incurred by students will be remedied. EDCOE is committed to closing the achievement gap for all students. English Learners receive ongoing support through the year. By monitoring student achievement through on-going analysis of achievement data of English Learners, academic needs will be addressed, instructional strategies will be identified and implemented, and program effectiveness will be continually evaluated.

The purposes of annual evaluation of our EL Program are:

1. To determine to what extent English Learners are learning English
2. To determine to what extent English learners are achieving the district’s and state’s academic standards.

3. To determine the effectiveness of programs and services for English Learners.
4. To provide the basis for strengthening program implementation, modifying program practices, and sustaining ongoing improvements for English Learners.

Data is collected and analyzed to answer questions for each of the program goals.

Goal 1: English learners will make steady progress in developing academic English and attain English language proficiency as efficiently as possible.

- Did ELs at Beginning, Early Intermediate, and Intermediate CELDT levels gain one level on CELDT?
- Did ELs at Early Advanced or Advanced CELDT levels bring all subskill scores to Intermediate or above?
- Did ELs at Proficient maintain Proficient level on CELDT?
- Do ELs enrolled at least 45 days, but less than a year, demonstrate progress on interim ELD assessments?

Goal 2: English learners will make steady progress in core academic subjects.

- Are increasing percentages of English learners making academic progress on CST-ELA as measured by increased scale scores?
- Are increasing percentages of English learners making academic progress on CST-Math as measured by increased scale scores?
- Are English learners not making progress being identified and provided instructional support?
- Do ELs and R-FEPs meet the AYP targets in ELA and Math?
- How are EL and R-FEP students achieving academically compared with English-only students?
 - Do EL and R-FEP students have at least the same passing rate at the secondary level in content area courses as do English-only students?
 - Is Writing achievement of R-FEP students the same or higher than that of English-only students in various state mandated writing assessments (the 4th and 7th grade Direct Writing Assessment and CAHSEE Writing)?
 - All EL and R-FEP students will be engaged in an academic program and be acquiring graduation credits at the same rate as English-only students.
- For ELs enrolled at least 45 days, but less than a year, do curriculum-embedded assessments and student work demonstrate progress toward grade level standards?

Goal 3: EL programs will be developed and fully implemented as described in the Handbook for English Learners.

- Are ELs taught by highly qualified staff?
- Are ELs taught by authorized staff (CLAD, SB2042 credential, SB395 ELD/SDAIE, etc)?
- Are ELACs meeting at every site with at least 21 English learners?
- Do teacher observations document that teachers are using SDAIE strategies?

The Assistant Superintendent Educational Services will provide the Superintendent and the Board of Education with an **annual evaluation report** with academic achievement and language development data collected to answer the questions above in order to measure the effectiveness of services and instructional programs for English Learners. The annual evaluation report will include:

- The relative success of the school district in meeting program goals identified above.
- Data analysis for program improvement and modification.
- Recommendations to increase the effective implementation of the Handbook for English Learners and achieve program goals.

The Annual Evaluation Report will be shared at a regular meeting of the Board of Education in the fall. The District and School English Learner Advisory Committees (DELAC and ELACs) and the School Site Council will review the English Learner Program effectiveness and will suggest modifications to improve the program that can be incorporated in the Single Plan for Student Achievement (SPSA).

English Learner Growth Targets “Catch up” Annual Benchmarks

CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
CELDT Overall Score	1	2	3	4	5	4 or 5
EL growth target based on CELDT score at time of initial enrollment	1 st year	2 nd year 1 st year	3 rd year 2 nd year 1 st year	4 th year 3 rd year 2 nd year 1 st year	5 th year 4 th year 3 rd year 2 nd year 1 st year	5 th year 5 th year 4 th year 3 rd year 2 nd year
CST: English/LA	Far Below Basic	Far Below Basic	Below Basic	Basic	Mid-Basic	Basic or above
CST: Math	Far Below Basic	Below Basic	Below Basic/ Basic	Basic	Basic/ Proficient	Basic or above
District Benchmarks: ELA	Intensive	Intensive/ Strategic	Intensive/ Strategic	Strategic/ Benchmark	Benchmark	Benchmark
District Benchmarks: Math	Intensive	Intensive/ Strategic	Intensive/ Strategic	Strategic/ Benchmark	Benchmark	Benchmark
CAHSEE Language Arts	275-300	300-329	330 and above	350 and above	350 and above	350 and above

Evaluation and Accountability Roles and Responsibilities

ROLE	RESPONSIBILITY
Student	<ul style="list-style-type: none"> • Attends school daily and works for high achievement. • Communicates regularly with parents, teachers and support staff.
Parent	<ul style="list-style-type: none"> • Monitors/promotes student progress in academics, homework, attendance, behavior. • Communicates regularly re: student progress with student, teachers, and school. • Attends parent conferences and school functions (e.g. Open House, conferences) • Participates in school committees – ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> • Implements specific EL programs as described in Handbook for English Learners and provides instruction that meets state frameworks and district state standards. • Ensures delivery of appropriate English Language Development (ELD) instruction. • Monitors progress of ELs. Reviews school/classroom data. Uses data to modify instruction and establish interventions. Reviews content and ELD standards and assessment procedures. • Determines/implements differentiated strategies for English Learners and reclassified students. • Attends EL Support Team meetings and informs parents of progress and strategies to support students in meeting language and academic goals leading to reclassification
Paraeducator	<ul style="list-style-type: none"> • Provides support in the core subjects (English and/or primary language)
Principal	<ul style="list-style-type: none"> • Monitors all aspects of staffing and instruction for EL program, according to Handbook. • Oversees all procedures and legal requirements pertaining to ELs at the school. • Monitors placement of ELs and oversees Reclassification process and Reclassification follow-up monitoring. • Works closely with the site English Learner Advisory Committee (ELAC).
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> • Examines program evaluation findings in an annual basis and frames recommendations for program improvement for the following year as part of its advisory role. • Reviews the Annual Language Census Report (R-30).
Assistant Superintendent/Educational Services	<ul style="list-style-type: none"> • Evaluates implementation of the Handbook for English Learners, students' achievement, professional development, and evaluation and accountability.

PART VII: SPECIAL NEEDS

English Learner students will be provided with fair and equal access to special services such as: GATE, Special Education, Title I, Alternative Education, and extracurricular activities.

ENGLISH LEARNERS (EL) AND SPECIAL EDUCATION

According to Education Code Section 56026(e), students whose educational needs are due primarily to unfamiliarity with the English language or environmental, cultural or economic factors are not individuals with exceptional needs (e.g., not disabled) and are, therefore, not eligible for special education. While it is important not to identify students as disabled because of limited English proficiency (LEP), some students may be both English Learner (EL) and also disabled. If these students cannot be adequately served in other programs, they are entitled to receive special education services concurrent with their participation in the English Learner Program.

State and federal laws require that special education students be served in the least restrictive environment. Schools must document attempts to educate the student in the regular program before referring him/her to special education. When a student can be adequately served through a program to which he/she is entitled, other than special education, the student should not be placed in special education.

Below are the steps to take in determining if (EL) students may be eligible for special education. *These procedures assume that the EDCOE program has already determined the degree of the student's proficiency in English, that the student has been classified as an English Learner, that the student is receiving English Learner program services, and the student is continuing to have difficulties.*

- STEP #1 Contact the ELD Specialist or Program Director at the student's school site regarding the possibility of referral to a Student Study Team (SST).
- STEP #2 Request a review by the school's Student Study Team (SST):
- Develop modification to the student's current educational program.
 - An English Language Development (ELD) Specialist and/or Language/Speech Specialist (LS) should attend.
 - The SST should plan additional strategies for modifying the English Learner Instructional Program Services.
 - There is no need to move to Step #3 and beyond if strategies for modifying the program are successful.
- STEP #3 Conduct a background assessment of cultural, linguistic, and learning factors:
- The ELD or LS Specialist meets with the student's parents where appropriate to obtain as much information as possible about the degree of cultural/linguistic differences, the degree to which learning is mediated by language or culture, the learning abilities of the student in self-

maintenance and adaptive behavior, and also determine if the parents have observed learning problems.

- The attached Home Visit questionnaire should be used.

STEP #4 Refer the student as necessary to a follow-up SST meeting:

- Conduct a follow-up meeting to determine if the modifications are working. If so, the student should be retained in the existing program. If not, the SST may consider alternative modifications or may proceed to Step #5.
- A referral for special education should be made only if the SST (including the ELD or LS Specialist) believes that the learning difficulties are not due primarily to unfamiliarity with the English language, and that the student's educational needs cannot be met with modifications to the regular program or by serving him/her in other categorical program (e.g., English Learner Program, Title 1, etc.) to which they are entitled.

STEP #5 Refer the student for a special education assessment:

- The special education referral form and the special education assessment plan should be developed by the special education resource specialist. The ELD or LS Specialist should assist the resource specialist and a parent in completing the forms as necessary.
- Culturally and linguistically appropriate tests and procedures should be used.
- The assessment should include a review of records including the data obtained in Step #3.
- The assessment plan must be reviewed with the parent and written parental approval must be given before proceeding with the special education assessment.
- If the parent is not English proficient, an interpreter should be present. Interpreter services may be obtained by contacting the EL Program office.

STEP #6 Complete the assessment:

- Whenever possible, assessment will be accomplished in the student's primary language.
- If the evaluator is not proficient in the student's primary language, an interpreter will be used.

STEP #7 Schedule and conduct the IEP meeting:

- An ELD or LS Specialist should be present at the IEP Team meeting.
- If needed by the parent, an interpreter should be present at the IEP meeting.

- The IEP Team must determine if the student is eligible for special education.
- If the student is eligible, the IEP should indicate the extent to which the student will participate in regular education, special education and any other categorical programs such as an English Learner Program.
- All other required components of an IEP must be addressed.
- For any English Learner placed in special education, the IEP should include linguistically appropriate goals, objectives, programs, and services.
- A copy of the IEP should be available to any categorical program personnel who will be providing services to the student.