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**APPENDIX**
SECTION 1: DEFINITIONS

The definitions below are common terms used to describe the English Learner program and services. The definitions are found in the California Education Code 300-340 and are referred to frequently throughout the English Learner Master Plan.

Home Language Survey (HLS)
- Every new student completes a Home Language Survey when enrolling to attend school in the Claremont Unified School District. If the answers indicate a language other than English on any section of question 5, the student will be assessed to determine if s/he is an English Learner or is Initially Fluent English Proficient (IFEP).

English Learner
- An English Learner is a student who is not yet proficient in listening, speaking, reading and writing English.

Initially Fluent English Proficient (IFEP)
- Initially Fluent English Proficient refers to newly enrolled students who score Intermediate or above in the areas of listening, speaking, reading, and writing on the California English Language Development Test (CELDT). Students must attain an overall score of Early Advanced or Advanced on the CELDT the first time they are tested in California to be considered Initially Fluent English Proficient (IFEP).

Fluent English Proficient (FEP)
- FEP refers to students entering the school district whose overall score is Early Advanced or Advanced on the California English Language Development Test (CELDT).

Reclassified Fluent English Proficient (RFEP)
- RFEP refers to students who were previously classified as English Learners and have attained a score of Early Advanced or Advanced (with no sub score below Intermediate) on the CELDT, and have met the district’s criteria for academic performance.

California English Language Development (CELDT)
- The CELDT, for grades K-12, is a state-approved test for English language proficiency and measures listening, speaking, reading, and writing. It is given to a student entering the district with no previous CELDT score who indicates a language other than English on the Home Language Survey. It is administered annually to all English Learner students. The five levels of proficiency are Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. (See CELDT Overall Performance Level Descriptors and CELDT Overview, Appendix A and B)
Primary Language Assessment

- The Primary Language Assessments given in Claremont are tests for Spanish, Arabic, Korean, or Vietnamese language proficiency. Students entering the district identified as English Learners, CELDT Levels Beginning (1), Early Intermediate (2), and Intermediate (3), who speak Spanish, Arabic, Korean, or Vietnamese as their first language are given the Primary Language Assessment. All identified English Learners are assessed for primary language proficiency in listening, speaking, reading, and writing within 90 calendar days of initial enrollment.

English Language Development (ELD)

- English Language Development (ELD) instruction is designed to develop proficiency in the four areas of English; **Listening, Speaking, Reading and Writing**. Differentiated ELD instruction appropriate to the English proficiency level of each EL student is required and must be provided by a CLAD certified teacher until the student is Reclassified Fluent English Proficient (RFEP).
  - **Grades K-6:**
    - Claremont Unified School District has authorized 30 minutes of daily English Language Development (ELD) small group instruction for English Learners incorporating State approved ELD/ELA (English Language Arts) curriculum.
  - **Grades 7-12:**
    - Claremont Unified School District secondary English Learner students receive instruction in an ELD class and an English Language Arts (ELA), or English reading class, incorporating ELA/ELD standards and SDAIE support strategies. Specially Designed Academic Instruction in English (SDAIE) strategies are implemented in core curriculum classes to support English Learners in content acquisition.

Core Curriculum

- Math, science, and social science are courses that are required for graduation, and instruction incorporates SDAIE strategies for supporting English Learners with content acquisition.

Specially Designed Academic Instruction in English (SDAIE)

- Specially Designed Academic Instruction in English is an instructional methodology featuring strategies that focus on the key vocabulary concepts for subject area content. SDAIE strategies include connecting prior knowledge to new learning, use of graphic organizers, and sheltering or reducing the language demands, with adaptation of instruction and assignments appropriate to the English proficiency levels of the students. SDAIE strategies can be integrated with ELD (English Language Development) and the learning of core curriculum concepts.
Sheltered English Immersion (SEI)
- Nearly all classroom instruction is in English. The curriculum is designed for students who would benefit from intensive language learning instruction. Sheltered English Immersion (SEI) is for students whose assessment results indicate they are at Beginning (Level 1), Early Intermediate (Level 2), or Intermediate (Level 3) on the CELDT. SEI provides a high level of support through intensive ELD instruction. English Learners receive instruction to acquire the academic English needed to meet grade-level ELD/ELA content standards, with the goal of developing the ability to understand and use English for both social and academic purposes. SEI takes place in small group settings within the classroom at elementary grades in Claremont, and in whole class settings at the secondary level where EL students are grouped by their proficiency levels for daily English Language Development (ELD) instruction.

English Language Mainstream (ELM)
- The English Language Mainstream (ELM) Program is designed for English Learners at English language proficiency levels Intermediate (Level 3), Early Advanced (Level 4), and Advanced (Level 5). Students are assigned to an English Language Mainstream Program unless a Parental Exception Waiver for an alternate program has been approved. English Learners at Beginning (Level 1), Early Intermediate (Level 2), Intermediate (Level 3) ELD levels will also be assigned to an English Language Mainstream Program upon parental request.
- ELM Program teachers will be responsible for providing ELD instruction for English Learner students to prepare them for reclassification. These teachers are also responsible for providing instruction that will allow students to make up any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Students will be provided with academic instruction using Specifically Designed Academic Instruction in English (SDAIE) strategies. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of English Language Arts, math, science, and social science and meet grade level standards.
SECTION 2: INITIAL IDENTIFICATION

What procedures are used to determine if a newly enrolled student is an English Learner?

- The Home Language Survey (HLS)

Who administers the HLS?

- The HLS is completed, dated and signed by parents upon initial enrollment in the Student Services Department located at the Claremont Unified School District Office.

What questions are about language?

- Was English the language your child first learned?
- Which language did your child learn when he/she first began to talk?
- What language does your child most frequently speak at home?
- What language do you use most frequently to speak to your child?

In what languages is the HLS available?

- English and Spanish

What happens to the information provided?

- If one of the four questions on the Home Language Survey reflects a language other than English, the English Learner Program Department is notified by Student Services that a student requires CELDT testing. The school site is also notified that a new enrollee will be administered the CELDT.

Where is the HLS kept?

- The HLS is kept in the student’s EL green folder in the cumulative file at the school site.

California English Language Development Test (CELDT)

The CELDT is used to determine English proficiency for new enrollees.

Timeline:

- The CELDT is administered within 30 days of initial enrollment. All EL students currently in the program take the CELDT annually until reclassified fluent English proficient (RFEP).

Who takes the CELDT?

- Any student whose Home Language Survey indicates a language other than English.

Are any students exempt from CELDT?

- If initial testing attempts are unsuccessful, an alternative assessment may be used for special education students with low incidence and severe disabilities. Alternative administration must be addressed in the student’s IEP.

Are accommodations allowed for any students?

- Special Education and 504 students can have accommodations if delineated in the student’s Individual Education Plan (IEP) or 504 plan.
Who administers the CELDT?
• The district has personnel who administer the CELDT and are proficient in English and Spanish.

What training does the staff receive?
• Personnel receive annual training funded by the California State Department of Education and serve as district trainers. New staff is trained as needed.

CELDT Test Structure

What are the subtests of CELDT?
• Listening, Speaking, Reading, and Writing

What subtests must be administered?
• K-12: Listening, Speaking, Reading, Writing

What are the 5 levels of proficiency?
• Beginning (Level 1)
• Early Intermediate (Level 2)
• Intermediate (Level 3)
• Early Advanced (Level 4)
• Advanced (Level 5)

What is the minimum level needed to be designated as Fluent English Proficient (FEP)?
• An overall score of Early Advanced (Level 4) AND no single subtest score below Intermediate (Level 3)

CELDT Record Keeping

Where are CELDT tests kept?
• Results are kept in the EL green folder in the student’s cumulative file and in the District databases, Zangle and Data Director

What records are kept?
• Overall scores and subtest scores

Who has access to the records?
• Teachers, site administrators, district office administrators, parents/guardians
Primary Language Assessment
An initial assessment of the English Learner’s primary language is conducted as soon as possible after the completion of the CELDT, but no later than 90 days after enrollment.

Description:
- The Primary Language Assessment Test in Spanish, Arabic, Korean, or Vietnamese, is given to students who test at Intermediate (Level 3) or below on the CELDT at the time of initial enrollment.
- Spanish speaking students in Grades K-12 are assessed in oral proficiency using the Spanish Language Assessment Scales (LAS). Spanish speaking students in grades K-12 are assessed in reading, comprehension, and writing proficiency using the Spanish Woodcock Language Proficiency Battery (SWLPB).
- English Learners whose primary language is Arabic, Korean, or Vietnamese are assessed using a district created assessment which includes oral proficiency, reading, and writing in the student’s primary language.
- English Learners, who come from a language background other than Spanish, Arabic, Korean, or Vietnamese, are given an informal language assessment survey in their native language whenever possible.

Exclusions, exemptions, and accommodations:
- The same exclusions, exemptions and accommodations that are available for the CELDT are available for the Primary Language Assessment or informal language assessment survey.

What is the purpose of this test?
- Primary language proficiency is an indicator of how quickly a student will acquire a second language. Results are shared with classroom teachers to guide instruction.

What records are kept, and where are they kept?
- Test results are kept in the EL green folder in the student’s cumulative file and are available to teachers, site principals, district administrators, and parents/guardians.

Parent Notification:
Written notification of test results for English language and primary language proficiency are mailed to the student’s parents/guardians. Results are communicated orally if requested by the parent/guardian or it is deemed necessary by site personnel.
Sheltered English Immersion (SEI)
- Sheltered English Immersion is for students whose assessment results show they are at Beginning (Level 1), Early Intermediate (Level 2), or Intermediate (Level 3) on the CELDT. SEI provides a high level of support through intensive ELD instruction. English Learners receive instruction to acquire the academic English needed to meet grade-level ELD/ELA Content Standards, with the goal of developing the ability to understand and use English for both social and academic purposes. SEI takes place in small group settings within the classroom at elementary grades in Claremont, and in whole class settings for secondary, where EL students are grouped by their proficiency levels for daily English language development instruction and core content instruction.

May a parent request that their child NOT be placed in an SEI class?
- Yes. Secondary students may be placed in an English Language Mainstream (ELM) class. Parents may also apply for a waiver requesting placement in an alternative program. Procedures for Parental Waivers are addressed on the following page under Alternative Programs.

How long does this program last?
- The SEI program lasts one to two years unless additional time is recommended by the teacher. Students CELDT scores should be high Intermediate (Level 3) or Early Advanced (Level 4) before placement in English Language Mainstream (ELM) classrooms.

How many minutes per day of ELD does the student receive in these programs?
- **Grade K-6**
  - Daily English Language Arts instruction plus 30 minutes per day of English Language Development support
  - English Language Arts, math, science, and social science content delivered in SDAIE format
- **Grades 7-12**
  - One period ELD instruction
  - One period English Language Arts or reading support instruction
  - English language Arts, math, science, and social science content delivered in SDAIE format

**English Language Mainstream (ELM)**

English Language Mainstream (ELM) is designed for English Learners at Intermediate (Level 3), Early Advanced (Level 4), Advanced (Level 5) proficiency levels. ELs at ELD levels 1-3 will also be assigned to an English Language Mainstream program upon parental request. CLAD certified teachers will provide instruction incorporating SDAIE (Specially Designed Academic Instruction in English) strategies to support English Learners’ understanding of core content material.

SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that they continue to make progress toward reclassification and mastery of grade level content standards in their study of English Language Arts, math, science, and social science.
Do students receive ELD in the ELM setting?
- Yes. ELD is still provided in an ELM class if the student is not yet reclassified as proficient or if they are reclassified and still need ELD support.

How long does this program last?
- The student remains in the program until reclassified.

How many minutes per day of ELD does the student receive in these programs?
- ELD support is generally integrated into lesson delivery and supports vocabulary, grammar, fluency, language nuances, and idioms.
  - **Grades K-6:**
    - Claremont Unified School District has authorized 30 minutes daily of English Language Development (ELD) small group instruction for English Learners incorporating State approved English Language Development/English Language Arts curriculum.
  - **Grades 7-12:**
    - Claremont Unified School District secondary English Learner students receive instruction in an ELD class and an English Language Arts (ELA) or reading support class. Specially Designed Academic Instruction in English (SDAIE) strategies are implemented in core curriculum classes to support English Learners in content acquisition.

Teacher Authorizations
- Teachers providing ELD or SDAIE instruction to English Learner students must hold a CLAD, BCLAD, BCC, LDS, SB 395, or AB 2913 certification.

**Alternative Programs**
Parents may complete a waiver form requesting that their child participate in a bilingual program if the student CELDT scores are Early Advanced or Advanced (CELDT Levels 4 or 5), if the child is 10 or older, or if the child has special needs (not Special Ed.). The waiver procedure is outlined in Section 7 (Parental Exception Waivers). When 20 or more students at a grade level are granted a waiver, a class will be provided. If fewer than 20 waivers are received and the waiver is granted, the child must be given the option of attending a neighboring school or district that offers the program.

**The program:**
- No time limit in program
- Parents must renew the waiver each year
- Goal is reasonable English fluency

**Instructional Requirements:**
- Daily ELD as required in SEI
- Grade appropriate academic content instruction
- As students acquire English, content instruction is in English with
- incorporation of SDAIE strategies
Recommended ELD Curriculum and Support Materials

- Grades K-6: Houghton Mifflin, *Avenues*
- Grades 7-8: Hampton Brown *High Point*
- Grades 9-12: *Write Source* by Great Source, WRITE Institute literature and curriculum units
- Grades K-12: *English in a Flash* computer program
- Grades K-2: *Waterford /ELA* computer program
- Grades 3-6: *Waterford/SuccessMaker/ELA* computer program

Verification of appropriate classroom placement

- Sites provide the district EL Program Coordinator with a list of student placements for ELD instruction. Ideally, no more than two similar CELDT levels are represented in each classroom. Students are monitored for progress and moved as appropriate.

Program Descriptions

**Elementary: Grades K-6**

- Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced students receive daily English Language Development (ELD) instruction. Academic content instruction is delivered using SDAIE strategies and is differentiated according to the English proficiency level of the student. Groupings vary from site to site. Elementary students are in self-contained classes with English-only peers.

**Middle School: Grades 7-8**

- All English Learners participate in an English Language Development class. Students are grouped by proficiency level, as indicated by the California English Language Development Test (CELDT). Beginning, Early Intermediate, and Intermediate students are also enrolled in an English Reading class to further develop their English proficiency. Early Advanced and Advanced students receive a mainstream English Language Arts class in addition to English Language Development (ELD). ELD instruction also occurs within the English Language Arts and English Reading classes by integrating ELD content standards and objectives within English Language Arts instruction. In content-area classes such as history and science, English Learners’ instruction is delivered using Specially Designed Academic Instruction in English (SDAIE) methodology and the Sheltered Instruction Observation Protocol (SIOP).

**High School: Grades 9-12**

- Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced students are clustered for English Language Development (ELD) and English Language Arts (ELA) instruction daily. Intermediate and more advanced English Learners may have an extra period of reading. Late entering newcomers can be offered a program that allows extra time for meeting graduation requirements. Specially Designed Academic Instruction in English (SDAIE) strategies are implemented in core curriculum (English Language Arts, math, science, and social science) classes to support English Learners in content acquisition.
Interventions

Needs assessment
- Students who are not making progress towards grade level proficiency, as measured by CSTs, or who are not making adequate progress in acquiring English as measured by CELDT, are targeted for intervention. Program adjustments are made and documented in the EL green folder in the student’s cumulative file. (See CUSD Catch Up Plan, Appendix C)
  - Grades K-6
    - English Learners are monitored throughout each grading period for progress in English language and content acquisition with interventions taking place as needed.
  - Grades 7-12
    - English Learners are monitored twice each grading period.
    - Teachers of students with failing grades (D/F) complete a grade monitoring information form describing reasons for failure and interventions

Targeted interventions
Interventions may include:
- Increased instructional time and support
- Increased ELD instruction emphasizing acquisition of academic language, concepts, sentence structures and study skills
- Interventions identified in ELD curriculum
- Content tutoring
- Literacy interventions
- After school programs
- Response to Intervention (RTI)

Monitoring the program

District
- Monitors teacher assignments
- Trains principals and teachers in ELD strategies
- Monitors student placement
- Monitors student progress and reclassification
- Monitors ELD classroom instruction through visitations and dialog with teachers, students, and parents
- Uses Zangle and Data Director to disaggregate data and provide sites and teachers with information concerning English Learners
- Ensures parents and site personnel develop and revise the ELD goals in the LEA Plan
- Provides parents with information about student progress
- Reviews annual results of English Learner Program Survey for district EL program improvement
Monitoring the Program continued

Sites
- Principals and teachers maintain and analyze disaggregated student data through Zangle and Data Director
- ELD/SDAIE teachers meet to discuss and improve program delivery (Team meetings, Department Meetings, Professional Learning Communities (PLCs.)
- Single Plan for Student Achievement specifically addresses the program, goals, delivery, and funding for ELD programs at the site
- Review annual results of English Learner Program Survey for site EL Program improvement

Teachers
- Attend workshops, implement programs and new strategies
- Monitor student progress
- Are aware of the language proficiency levels of each student and tailor lessons to meet language acquisition needs
- Aggressively pursue interventions as needed

Parents
- Maintain contact with teachers and administrators
- Monitor the progress of their children
- Participate in ELAC, DELAC, and School Site Council
- Attend school events
The District is committed to providing qualified staff for ELD and SDAIE instruction as well as appropriate professional development to maintain high quality instructional standards.

Teacher qualifications—ELD
- As site ELD student groupings are identified, only teachers holding CLAD certification credentials are assigned to provide ELD instruction
- Status of teacher certification is checked annually

Teacher qualifications—SDAIE
- Teachers are trained in implementing SDAIE strategies that are appropriate for delivering instruction to students at all language proficiency levels

Professional development
- Each year teachers are given the names and proficiency levels of their English Learner students and are trained in using strategies that address the needs of individual English Learners
- Copies of professional development materials, power points, agendas, and sign-in sheets offer evidence of ongoing and completed training for teachers and administrators

Research-based teaching strategies
- Teachers and site administrators are trained on the ELD/SDAIE strategies with emphasis on direct vocabulary instruction and inclusive engagement strategies that enable teachers to check for understanding. Training is provided by or funded by the district.

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**Best Practices Include**
- SIOP (Sheltered Instruction Observation Protocol) strategies
- Setting of clear instructional objectives
- Sequencing/scaffolding/pacing of lesson content
- Preview of materials before instruction
- Explicit pre-teaching of key concepts
- Connecting prior knowledge
- Checking for understanding
- Review /restate lesson content
- Thinking Maps/graphic organizers
- Modified rate of speech
- Teacher questions matched to proficiency levels
- Use of multiple assessments
- Extended response time (Wait time)
- Oral repetition, choral responses
- Higher order thinking questions by proficiency level
- Kagan Cooperative Learning Strategies

**Engagement Strategies Include**
- Kagan Active Engagement Strategies
- Class building
- Team building
- Round Robin
- Thumbs up
- Think-pair-share
- Expert groups
- Jigsaw groups
- Balanced cooperative groupings
- Peer Assisted Learning
- Cloze reading and response
- Random questioning
- Give one-get one
- Numbered Heads Together, Shoulder Partners, Face Partners
Each English Learner who has been reclassified fluent English proficient (RFEP) has demonstrated English language proficiency comparable to that of the average native speaker, and can participate equally with average native speakers in the school’s regular instructional program. (See Decision Guide: Reclassifying a Student from English Learner to Fluent Proficient, Appendix D)

**Criteria for Reclassification includes**

**CELDT (California English Language Development Test)**
- An overall score of Early Advanced or Advanced with no single subtest score below Intermediate pursuant to Section 60810 of the California Education Code

**CST (California Standards Test)**
- 300 or higher on ELA and Math sections
  - **Grades K-6**
    - Basic or above in core subjects of the Elementary Standards Based Report Card.
  - **Grades 7-12**
    - D or better in all core subjects for two semesters.

**Alternative reclassification criteria (not Special Ed)**
- Secondary EL students who have had three consecutive years of ELM program placement with ELD and SDAIE support, but are not meeting all of the district’s academic criteria shall be considered for reclassification when:
  - CELDT composite score is Early Advanced or Advanced with no subtest below Intermediate
  - Adequate progress has been made in ELD Essential Standards for reading and writing
  - Teacher recommendation with parent input requested

**Alternative criteria for reclassification - Special Education students**
No severe developmental delays:
- At least two years of structured ELD instruction from an authorized teacher
- Documentation showing no growth in acquisition of ELD standards over a two to three year period
- IEP team considers and determines recommendation for reclassification
- A determination is made that the student’s learning disability affects the student’s ability to speak, read and write in both English and the first language
- It is determined that ELD is no longer considered an appropriate service
- Alternative Criteria Form 3.6 is completed as part of the IEP process and filed in the EL green folder in the cumulative file
Criteria for Reclassification includes

Severe developmental delays:
- Option of an alternative language assessment in lieu of CELDT
- The speech and language specialist and assessing psychologist determine that the developmental delay is pervasive in both English and the student’s primary language
- The IEP team recommends that structured ELD instruction is not an appropriate service
- The IEP record is in lieu of the Alternative Criteria Form 3.6

Procedure for Reclassification
Each fall:
- Identify students who meet reclassification criteria
- Seek teacher and parental input
- Complete EL RFEP Form
- Complete the “reclassification” section of the EL green folder in the student’s cumulative file.

Monitoring of Reclassified Students
- Grades and student progress are monitored every six months for two years
- Monitoring records, grades, and test scores are kept in the EL green folder in the student’s cumulative file
- Interventions are initiated as necessary to support student success.
The district has established a procedure for parental notification and exception waivers.

**Parent Notification of Program Placement**

*Notification and documentation of initial placement in the ELD program*

**Notification**
- Following initial enrollment, administration of the CELDT, and review of other pertinent information, parents are informed of:
  - CELDT results
  - Recommended instructional program placement and program goals
  - The opportunity for the parent to apply for an exception waiver for alternative program placement, or, if the initial student placement is Sheltered English Immersion, the right to a transfer to an English Language Mainstream placement.

**Follow-Up**
- Parents are notified annually of CELDT reassessment results

**Documentation**
- A copy of the dated parent notification is placed in the EL green folder in the student’s cumulative file

**Parent Notification of Parental Exception Waivers**

**Waivers**
- Two kinds of waivers are available:
  1. Option of an alternative program (Bilingual)
  2. Option to change the EL instructional program for a student from Structured English Immersion to English Mainstream Program

**Contents of Notice**
- The notice includes a full description of all educational opportunities available to EL students. It is written in all languages that are spoken by 15% or more of the students in the school, and is communicated orally for parents unable to understand written communication.

**How to apply for a waiver**
- Visit the school site and request a waiver form. Indicate that you are fully informed of the available EL programs and the instructional goals of each program by reading an information packet, meeting with school personnel, and/or visiting the school’s EL programs
- Complete and submit the form to the site Principal and/or the District EL Coordinator
District action on request for a waiver

- Waivers are subject to approval of the site Principal, the District EL Coordinator, and the Assistant Superintendent of Educational Services
- Students must be enrolled in ELD for 30 days. If a waiver request is filed within the first 30 days of enrollment in ELD, the Principal has 10 days following the 30th day of enrollment to respond to the waiver
- If the student has completed 30 days in ELD, the Principal has 20 days to respond to a waiver request. Note: Transfer requests for placement in the ELM program do not require 30 days in the SEI program

Three conditions for consideration of a waiver

**Type I**
Students who are reasonably fluent in English, Pursuant to Education Code 311 (a), with fluent English language skills as measured by:

- Standardized tests of English vocabulary comprehension, reading and writing (CELDT)
- Student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower
- The informed belief of the school Principal and District EL Coordinator that an alternate course of study would be better suited to the student’s rapid acquisition of basic English skills
- The waiver must be signed, in person, prior to the start of the school year, or at the time of enrollment
- Mandatory placement in a Sheltered English Immersion program is not required
- The school shall act upon the waiver request within 20 instructional days of submission to the principal

**Type II**
Students who are 10 years or older but not fluent in English, Pursuant to Education Code 311 (b)

- It is the informed belief of the school principal and District EL Coordinator that an alternative course of study would be better suited to the student’s rapid acquisition of basic English skills
- The waiver must be signed, in person, prior to school, or at the time of enrollment
- Mandatory placement in a structured English immersion program is not required
- The school shall act upon the waiver request within 20 instructional days of submission to the Principal
Three conditions for consideration of a waiver continued

Type III
Students with special needs (exclusive of students identified for Special Education), Pursuant to Education Code 311 (c)

- Students with Special Needs will be first placed, for a period of not less than 30 calendar days during that school year, in a Sheltered English Immersion classroom

- Following a full review of all the available student information, a waiver shall be granted if it is subsequently the informed belief of the school Principal, in consultation with the District EL Coordinator and appropriate educational staff, that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student’s overall educational development

- A Type III waiver request must be acted on within 10 days following the expiration of the 30 day placement

- In the event that a parent applies for a Type III Waiver after the expiration of the 30 day placement, the 10 day limit shall apply

Records of waiver application

- Signed parent waivers, and subsequent approvals, denials, or appeal decisions are kept in the student’s EL green folder in the cumulative file

- If a waiver is denied, parents/guardians will be informed in writing of the reason(s), and will be advised of the procedure to appeal the decision to the Board of Education
SECTION 8: PARENT SUPPORT and INVOLVEMENT

Opportunities for English Learner parent/guardian support and involvement are provided by the district.

**English Learner Parent Support**
- Family Reading Dinners
- CUSD English Learner Parent Webpage
- EL Program description in CUSD parent handbooks

**English Learner Advisory Committee (ELAC) overview at the school sites:**
- Each school site with 21 or more English learners enrolled has a functioning EL Advisory Committee
- The Principal, EL Facilitator, or Principal designee coordinates the meetings
- Membership reflects EL parent representation in a least the same percentage as that of EL students at the school
- All parents of EL students at the school have been contacted and given the opportunity to nominate and elect represented members to ELAC
- Members serve for two years whenever possible
- Two to five meetings are required each year
- ELAC members may vote to merge with SSC, but this can only be done after ELAC has been formed through an election, and training on rights and responsibilities is completed
- ELAC and SSC members may meet together to discuss and vote on the blending of funds and services, if an ELAC representative is elected and training of ELAC members has taken place
- Each ELAC elects at least one member to represent their council at the District English Learner Advisory Council (DELAC)

**ELAC responsibilities are to:**
- Develop a detailed School Plan for English Learners (as part of the School Site Plan) is submitted to the Claremont Unified School District Board
- Develop the school’s needs assessment
- Ensure that parents are aware of the importance of regular school attendance
- Provide evidence that ELAC members have received training to assist them in carrying out their legal responsibilities
- Ensure that ELAC agendas, minutes, and handouts indicate the advisement, review, and comments on the required tasks

**District English Learner Advisory Council (DELAC) overview:**
- Coordinated by the District EL Coordinator
- Each site ELAC elects at least one member to DELAC
- DELAC members are provided training, planned in full consultation with the committee which is appropriate to assist parent members in carrying out their responsibilities
- DELAC agendas, minutes, and handouts indicate the advisement, review, and comments on the required tasks
- DELAC members serve for two years whenever possible
- A minimum of two DELAC meetings per year are required
- Elected representatives share information between ELAC and DELAC
DELAC responsibilities are to advise and assist the District EL Coordinator and the CUSD Board of Education on the following topics:

- Developing a timetable for development of the district EL Master plan, taking into consideration the School Site Plan goals for English Learners
- Reviewing the EL Program Parent Survey and procedures for distribution and maximum return rate
- Establishing a district program plan with goals and objectives for programs and services for English learners
- Reviewing the contents of the district’s written notifications sent to parents/guardians pursuant to Education Code Section 48985
- Reviewing the district’s plan to assure that all teachers and instructional assistants meet compliance with all state and federal requirements
- Reviewing the district reclassification procedures for compliance

SECTION 9: FUNDING

The district ensures that financial plans and practices meet legal requirements and programs operate to achieve the district's priorities and goals for student success. Teachers use the core curriculum and State approved supplemental materials provided by district funding, with specific materials to support language and content acquisition for English Learner students. EL students also access support resources available to all students such as tutoring, EL computer support programs, and after school interventions.
**Maintaining effective programs**

The district has established annual benchmarks for yearly progress using CELDT, CST in Language Arts, and CST in Mathematics.

Student progress is analyzed annually based on district data and measured against our own benchmarks and the benchmarks established by the U.S. Department of Education reported as AMAO 1-3.

**Data Analyzed Includes:**
- Number and percent of all students meeting or not meeting annual benchmarks
- Number of RFEP students meeting or not meeting benchmarks
- Annual CELDT growth
- Percent proficient on CSTs
- Achievement gap analysis
- D and F grades for secondary students
- Progress towards graduation for high school students
- Information provided by reports generated through Zangle and Data Director to track and improve student success

**District Accountability**
- Teachers are certified to teach EL students
- Training provided to site administrators
- State API: CST subgroup scores, “closing the gap”
- Federal AYP: AMAO I, II, and III

**Site Accountability**
- State API and Federal AYP reports and goals
- Provide updates on EL student placement and programs to the District EL Coordinator
- Appropriate implementation of ELD with support from the District EL Coordinator
- District visitations of ELD and SDAIE classrooms
- Periodic review of student records
- Teachers use ELD progress monitoring to guide and differentiate instruction

*See Appendix E (Education for English Learners) for legal references*
APPENDIX A

California English Language Development Test

CELDT Overall Performance Level Descriptors

Note that the performance level descriptors are written from basic level to advanced level and that each level builds on the preceding level. Individual student English language development may be marked by periods of accelerated or slow growth, reversals of progress, attainment of language plateaus, and unparallel development of the Listening, Speaking, Reading, and Writing domains. At each level, the English learner continues to expand his/her social and academic vocabulary and his/her capacity to learn grade-level content delivered in unmodified English.

Beginning
Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate
Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate
Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced
Students at this level of English language performance 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 academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced
Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English performance level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

NOTE: For NCLB compliance purposes, a comprehension score is the average of the scores for the Listening and Reading sections of the test.

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Claremont Unified School District

English Learner Master Plan
APPENDIX B
California English Language Development Test

CELDT Overview

CELDT Domains

Listening
- Following Oral Directions
- Teacher Talk
- Extended Listening Comprehension
- Rhyming (Grades K-2)

Speaking
- Oral Vocabulary
- Speech Functions
- Choose and Give Reasons
- 4-Picture Narrative

Reading
- Word Analysis
- Fluency and Vocabulary
- Comprehension

Writing
- Grades K-1
  - Strategies and Applications
  - English Lang. Conventions
- Grades 2–12
  - Grammar and Structure
  - Writing Sentences
  - Short Compositions

Test Purposes

**Initial Identification:** Students with a primary language other than English on the Home Language Survey, who have not been previously assessed for English proficiency, are given the CELDT to determine if they are English learners and, if so, their level of English proficiency. This occurs year-round.

**Annual Assessment:** All previously identified English learners, who have not been redesignated, are given the CELDT annually to assess their progress in acquiring English proficiency. This occurs from July 1 through October 31.
<table>
<thead>
<tr>
<th>ELD CELDT Level</th>
<th>Scores (K-12)</th>
<th>Beginning</th>
<th>Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced</th>
<th>Advanced</th>
<th>Reclassification</th>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
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<tr>
<td>Intermediate</td>
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<tr>
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<tr>
<td>Advanced</td>
<td>&gt;560&lt;440</td>
<td>5</td>
<td></td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Structured English Immersion**

- Below Basic: 268 - 299
- Proficient: 350 - 399
- Basic: 300 - 349
- Approaching Intermediate: 268 - 299
- At or above Intermediate: 300 - 349
- Far Below Basic: 150 - 267
- Far Below Basic: 0 - 40%
- Below Basic: 61 - 75%
- Basic: 76 - 89%
- Proficient: 90 - 100%

**CST, ELA (2-11)**

- Beginning: 1st Year
- Early Intermediate: 2nd Year
- Intermediate: 3rd Year
- Early Advanced: 4th Year
- Advanced: 5th Year
- Reclassification: 6th Year

**CST, Math (2-11)**

- Beginning: 1st Year
- Early Intermediate: 2nd Year
- Intermediate: 3rd Year
- Early Advanced: 4th Year
- Advanced: 5th Year
- Reclassification: 6th Year

**District Writing Assessment** (K-12)

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- 5th Year
- 6th Year

**District Reading Assessment** (K-12)

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- 5th Year
- 6th Year

**District Math Assessment** (K-12)

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- 5th Year
- 6th Year

*District adopted textbook summative tests, CAHSEE and K-12 writing prompts and rubrics will be used to assess students in these areas.*
Decision Guide:
Reclassifying a Student from English Learner to Fluent English Proficient*

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (Education Code Section 313(d)). The Chart below illustrates how the four criteria can be used by school districts/schools when evaluating a student’s readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).

**Comparison of Performance in Basic Skill**
- Review results of latest ELA Standards Test (CST)
  - Student received a CST Scale Score greater than or equal to 300.
  - Or Student has passed ELA CAHSEE.

- **NO** → Student remains English Learner
- **YES** → **Assessment of English Proficiency**
  - Review CELDT results from Annual Review
  - Student has an overall score of Early Advanced (Level 4) or higher

  - **NO** → Student remains English Learner
  - **YES** → **Teacher Evaluation of Student Academic Performance**
    - Review academic performance
    - Student’s grades are Basic or above with no “F” grades in core academic classes

  - **NO** → Student remains English Learner
  - **YES** → **Parent Opinion and Consultation**
    - Provide notice to parents/guardians of their right to participate in the reclassification progress
    - Encourage parents to participate in the reclassification process in a face-to-face meeting

  - **YES** → **Reclassification**
    - Reclassify student to fluent English proficient RFEP
    - Notify parents of reclassification in writing (signature of parent required)
    - Monitor student’s progress for two years

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*Claremont Unified School District English Learner Master Plan*
APPENDIX E

EDUCATION for ENGLISH LANGUAGE LEARNERS

Legal Reference:

EDUCATION CODE
300-240 English language education for immigrant children
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
52015 Components of school improvement plan
52130-52136 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act especially:
52164.6 Reclassification criteria
52169 Requirements for establishment of program
52171 Evaluations of student progress
52171.6 Annual report to legislature
52177 Administration of article
52180-52186 Bilingual teacher training assistance program
54000-54041 Programs for disadvantaged children
62000-62005.5 Evaluation and sunsetting of programs

CODE OF REGULATIONS, TITLE 5
4301-4310 Bilingual education program requirements
11350-11355 English language education for immigrant children

UNITED STATES CODE, TITLE 20
1701-1705 Equal Educational Opportunities Act

Article I.  COURT DECISIONS
Valerie G. v. Wilson, C-98-2252-CAL (July, 1998)
Castaneda v. Pickard, (5th Cir. 1981) 648 F.2d 989

Management Resources:
CDE PROGRAM ADVISORIES
0408.98 Policy for English Language Learners
0125.90 Procedures for requesting guidance from the US Department of Education
515.89 Limited English Proficient Programs

Article II.  CSBA ADVISORIES
0812.98 Proposition 227 Advisory

Article III.  WEB SITES
CDE: http://www.cde.ca.gov
CSBA: http://www.csba.org