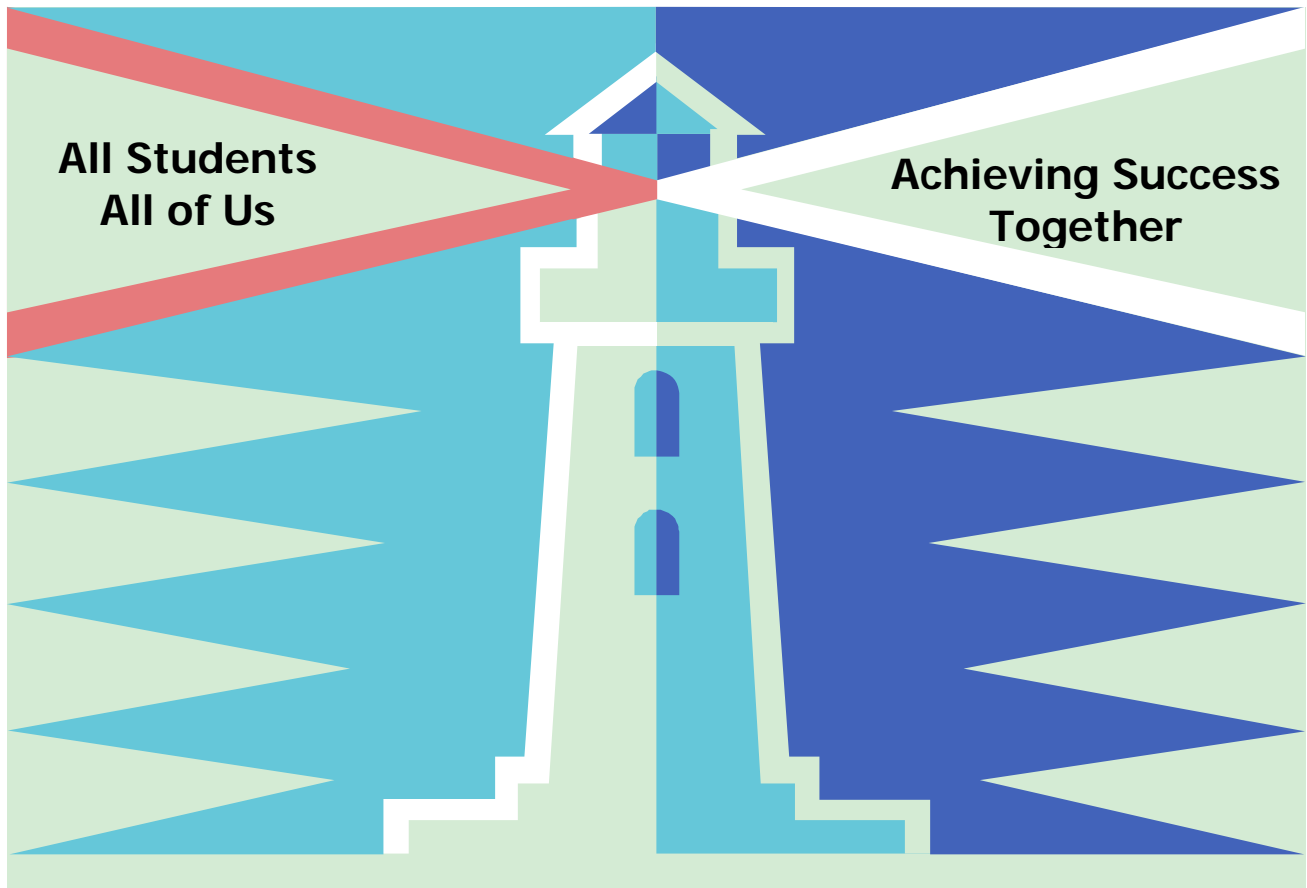


ELL Master Plan 2011-2014

Instructional Programs for English Language Learners



**SOUTH BAY UNION SCHOOL DISTRICT
601 Elm Avenue Imperial Beach California**

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Introduction

The South Bay Union School District Master Plan for English Language Learners was revised in June of 2005, and again in April of 2006, based upon recommendations made by the English Language Learner Advisory Committee (ELLPAC) Task Force and approved by the Board of Trustees. The Master Plan was written in accordance with current research and federal and state statutes. The Board of Trustees adopted the following goal and driving beliefs to guide the development of Instructional Programs for English Language Learners.

District Goal

Our goal is to ensure that English language learners leaving the District after sixth grade are proficient in academic English and able to compete academically at the middle school level. In order to meet this goal, we are committed to the following.

- English Learners will increase one CELDT proficiency level each year
- English Learners enrolled less than five years will attain English proficiency as measured by CELDT
- English Learners enrolled five or more years will attain English proficiency as measure by CELDT

Driving Beliefs

- Every child has the capacity to learn and to succeed in school and in life.
- Parents, teachers, and administrators must hold high expectations for all students.
- All students must be held accountable to a demanding and rigorous curriculum.
- Children bring a vast array of experiences and knowledge with them to school that must be recognized and used to gain language and academic proficiency.
- Bilingualism and biliteracy are valued assets.
- Using a student's primary language and cultural background as part of the learning process positively impacts student achievement.
- Children can learn two languages simultaneously, using their primary language to access and learn core curriculum and standards while learning the second language (English).
- English language learners benefit from opportunities to interact, learn, and practice the English language with English proficient peers.
- It takes two to five years to become conversationally proficient in a second language and four to seven years to become academically proficient in a second language.
- All students must receive a rich and rigorous curriculum with appropriate assistance and support in both their primary language and English throughout their academic career.
- A strong, systematic English Language Development Program (ELD) is essential for students to learn academic English beginning in kindergarten or pre-school and continuing through grade six.
- Parents, teachers, and administrators have an obligation to continue to study the current research to develop professionally about how children learn a second language and academic content.
- Parent partnership is a key component to student's academic success and acquisition of English.

Master Plan Purpose and Objectives

The primary purpose of the Education Center is to assist school administrators and teachers in implementing the Master Plan for English Language Learners (*ELLs*) to achieve the District ELL goal.

In support of achieving that goal, the following objectives have been established.

- Educators effectively and consistently deliver instructional programs to ELLs in a team environment.
- District programs, processes, resources, and expectations are clearly articulated and understood by educators and parents.
- Significant collaboration occurs among educators and parents in support of ELL achievement.
- English language learners receive appropriate instruction in English in every program and instruction is differentiated to meet the individual learner's needs.
- English Language Learners in Mainstream English, Structured English Immersion (SEI), and Newcomer support classes have access of up to 30% of instruction and/or support in their primary language for ELD success and academic achievement.
- Educators are properly credentialed, highly qualified, and have access to quality professional development to continuously improve their knowledge, skills, and abilities in addressing the instructional needs of English language learners.
- Student progress is regularly monitored and evaluated to determine program effectiveness.

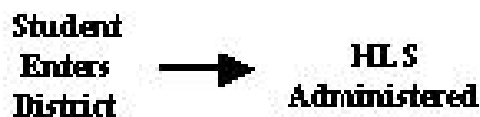
While the Master Plan serves as a guide for program delivery and communication, the success of the program rests with educators, in particular teachers, who are charged with the delivery of instruction to English Language Learners. The resourcefulness and day-to-day decisions that these individuals and teams make are critical to high levels of student achievement. Therefore it is the expectation that all District educators are accountable for understanding and complying with all aspects of the Master Plan as they consistently and effectively deliver the English Language Learner Programs. In addition, all district staff is encouraged to regularly refer to the *English Language Learner Teacher Handbook*, an instructional resource for teachers of English Language Learners.

Overview of Student Identification and Initial Assessment

When a student is identified as an English Language Learner (ELL), he or she is eligible to participate in the English Language Learner Program of study with the goal of attaining and maintaining the classification of Fluent English Proficient (FEP). Once identified as an ELL, the student's English proficiency level is assessed and he or she is placed in the appropriate program. Students whose proficiency level is either early advanced or advanced (4 or 5 on the CELDT) are placed in a Mainstream English program. Those whose proficiency level is beginning, early intermediate, or intermediate (1, 2, or 3 on the CELDT) are placed in a Structured English Immersion (SEI) program, or if a parental waiver is requested and approved, an Alternative Program. For Alternative Program students entering kindergarten or new to the California Public School System, the law requires that the first twenty days of instruction are taught overwhelmingly in English.

These programs and the criteria for enrollment are described in detail under the Instructional Programs section of this document. Additional information regarding assessment instruments and processes may be found under the *Assessment and Reclassification* section.

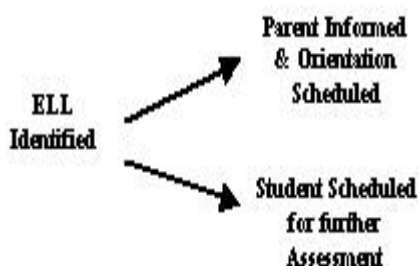
When a student enters the South Bay Union School District as a new enrollee his or her parent or guardian is asked to complete the District's Home Language Survey* (HLS) (*see appendices*) to determine the student's primary language.



If the student is identified by the survey as having a primary language other than English, parents are provided with a brief overview of ELL program options. The purpose of the initial overview for the parent or guardian is to inform them of the program options available to the student. The parent is provided with an ELL program brochure. At this time parents are offered the opportunity to attend a more in depth orientation to the program, including a video describing the different program options.

Student Identification & Placement

Students identified as English language learners are scheduled within thirty (30) days to be tested in English on the California English Language Development Test (CELDT). In addition, if the student's primary language is Spanish, he or she will be tested within ninety (90) days using the Spanish Language Assessment Scales Test (LAS). Students are assessed in listening and speaking skills in grades K-1 and also reading and writing for grades 2-6. This Spanish assessment is administered to new K-6 students entering the District who have not previously been assessed in another California School District.



For students speaking a language other than Spanish, parents are asked to fill out an Extended Home Language Survey* (*see appendices*). Additional information is gathered from student interviews, teacher input, and parent consultation and is documented on the "Primary Language Assessment Other Than Spanish" form.

Parents are notified in writing of their child's English Language (CELDT) and primary-language (LAS) proficiency assessment results. This notification entitled *Parent Notification Form of Program Placement* (*see appendices*) is sent to the student's home.

Once a student's proficiency level has been established, she or he is placed in the appropriate ELL program matched to the proficiency level. These programs are as follows:

Alternative Program –The Alternative (Alt) program is available for students in kindergarten through third grade whose proficiency level in English is beginning, early intermediate, or intermediate (1, 2, or 3 on the CELDT). A parental exception waiver* (*see appendices*) must be requested by parents and approved by the District for students to enroll in this program.

Structured English Immersion Program – The Structured English Immersion (SEI) program is available upon request for students in kindergarten through sixth grade whose proficiency level in English is beginning, early intermediate, or intermediate (1, 2, or 3 on the CELDT).

Student Identification & Placement

Mainstream English Program – The Mainstream English (ME) program is available for students in kindergarten through sixth grade whose proficiency level is either early advanced or advanced (4 or 5 on the CELDT), or by parent request.

Dual Language Academy - This is a dual language immersion 90-10 program available for students in kindergarten through sixth grade whose primary language is either English or Spanish.

Specific information about instructional programs for English language learners can be found in the next section of this document.

Overview of Instructional Programs

Generally, students are placed in either a Structured English Immersion (SEI) or Mainstream English classroom depending upon the results of an initial language assessment. Both of these classes are available to students in kindergarten through sixth grade.

Students with a lower proficiency level (1-3 CELDT) are placed in SEI where they receive the majority of instruction in English, including intensive English Language Development (ELD) instruction. Teachers use a variety of proven instructional designs such as SDAIE, GLAD, and Transfers of Skills (SEBT) to bridge the student's primary language to the learning occurring in English.

Additional information on instructional designs and strategies may be found in the *Instructional Designs and Strategies* section of this document. In addition, students can receive up to 30% of instruction in their primary language for the purpose of academic content, support, reinforcement, or preparation.

Students having a higher level of English proficiency (4-5 CELDT), are placed in a Mainstream English class. All academic subject areas are taught in English. Similar to SEI, students continue to receive English Language Development (ELD) instruction and primary language support if necessary (no more than 30%) from a BCLAD teacher.

An Alternative model is also available to kindergarten through third grade students who have a lower proficiency (1-3 CELDT) in English. This program is offered to students who speak Spanish as their primary language. Parents must request a *waiver* for students who wish to be considered for this program of study. This model provides students with content instruction in their native language (Spanish) as they transfer to all academic instruction in English. After the completion of third grade students are placed in either a SEI or Mainstream English program.

A Newcomer model is offered at each school site for students coming to the District in third grade or above who have a lower proficiency (1-3 CELDT) in English. These models are designed to accelerate learning English for students. It provides an intensive systematic ELD program of study so that students' acquisition of conversational English is accelerated. Core subjects using ELD strategies (GLAD, SDAIE) are also provided so students continue to acquire academic knowledge and skills. In addition, students receive primary language support to ensure academic success. Normally, students participate in this model for one year. In some cases, students may participate for a second year.

Instructional Programs

Alternative Program

Students who speak Spanish as their primary language and who have been assessed at level 1, 2, or 3 on the CELDT are eligible for enrollment in the South Bay Union School District Alternative Program. The Alternative Program is offered in kindergarten through third grade. Students enrolled in this program are taught by bilingual teachers who possess a BCLAD teaching credential. Students are presented with academic content in their primary language (Spanish), and utilize this academic learning to transfer to English. In addition students receive a strong systematic English Language Development (ELD) program based upon English Language Development and English Language Arts standards to acquire English. Each year, academic content is presented increasingly in English until the beginning of fourth grade when students transfer into either a Structured English Immersion (SEI) Program or a Mainstream English (ME) program.

In fourth through sixth grade, within the SEI or ME Programs, up to 30% of the instructional day may be used to provide students with primary language support based upon individual needs.

Parental Exception Waiver Required

In order to be considered for inclusion in this program, parents or guardians must make a formal request to the District and sign a Parental Exception Waiver. By requesting and signing a waiver, state law allows a student to participate in an alternative model of instruction. The District will grant all parental exception waivers unless the school principal and educational staff has substantial evidence that the Alternative Program requested by the parent would not be better suited for the student.

A parent information brochure, letter, and waiver form can be found in the appendices. The District is required by state law to provide an Alternative Program at a school if 20 or more parents at a grade level elect to have their children participate in an Alternative Program through the waiver process. If fewer than 20 waiver requests are made at a grade level, the District may offer an Alternative Program at the school where the requests are made or allow the student to enroll at another school where a program is offered. Students entering this program at Kinder will be required to comply with the thirty day instruction in English. All Parental Exception Waivers must be acted upon within 10 calendar days after the expiration of the thirty day placement.

Program Structure

The Alternative Program is structured so that students receive more instruction in their primary language (Spanish) beginning in Kinder and less instruction in their primary language as they progress toward third grade. All ELL Programs in the South Bay Union

Instructional Programs

School District are designed to meet the individual instructional needs of students. Students have access to up to 30% (60 minutes daily) of instructional time in their primary language in the intermediate grades as part of a SEI or ME Program once they leave the Alternative Program.

Instructional Delivery

While the Alternative Program guidelines are expressed in terms of daily minutes, instructional delivery can be planned on daily minutes or on a weekly basis. Because of this, teachers have flexibility in how they coordinate the delivery of core subject areas using ELD strategies (GLAD, SDAIE) and primary language support. Systematic ELD is delivered on a daily basis to increase a student's focused exposure to acquiring English.

The majority of instruction in Kindergarten through first grade is in Spanish. All aspects of Language Arts, including vocabulary and writing development are taught in Spanish. Systematic English Language Development(ELD) is taught in English.

In kindergarten through first grade, students are primarily taught how to speak, read, write, and listen in their primary language, Spanish. They are learning Spanish in Spanish. They are also directly instructed in English as they learn English through systematic ELD instruction. English is reinforced and practiced in PE, Art and Music.

In Language Arts, students begin instruction where their primary language is used as a bridge to literacy English using a carefully constructed *Transfer of Skills* instructional design. For example, if the skill of sequencing is being taught, a teacher would want to ensure that students have already mastered the skill in primary language(Spanish) before introducing the skill in English. Students' primary language is used to introduce concepts in all academic areas.

The *Transfer of Skills* approach is utilized for teaching concepts and bridging understanding from Spanish to English. Other content areas such as Math, Social Studies and Science are taught in English.

Spanish to English Transfer (SEBT) approach is explained in more detail later in the Master Plan along with other instructional designs and strategies.

Teaming among teachers is critical to the success of the Alternative Program. Teachers must work together to ensure that a student is receiving the appropriate level of systematic ELD and core subject areas in English so that the maximum progress toward academic English proficiency is achieved as the student learns academic content.

Instructional Programs

Structured English Immersion Program

Students who speak a language other than English as their primary language and who have been assessed at level 1, 2, or 3 on the CELDT are generally placed in a Structured English Immersion (SEI) program.

All academic content, language arts, mathematics, social studies, and science, is taught in English. Up to 30% of the instructional day may be used to provide students with primary language support based upon individual instructional needs. In addition, GLAD, SDAIE and FA, instructional designs are used and students receive a standards- based systematic English Language Development (ELD) program to acquire English.

Teaming among teachers is critical to the success of this program. It is recommended that bilingual teachers who possess a BCLAD teaching credential are teamed with monolingual teachers who possess CLAD credentials to teach students enrolled in this program. A CLAD teacher must carefully plan and coordinate instruction with a BCLAD teacher to ensure that a student is receiving the appropriate level of primary language support.

Ongoing dialogue regarding individual student instructional needs and progress must occur regularly. Where possible, connections between the systematic ELD program and the academic program must be made to leverage students' learning.

Various opportunities are provided during the school day to practice speaking English in social settings such as lunch, recess, PE, and music.

Once a student achieves a CELDT proficiency level of 4 (Early Advanced) or 5 (Advanced), the student is placed in a Mainstream English Language Development Program.

Mainstream English Program

This program is designed for English Language Learners who have already acquired reasonable fluency in English. Students who have been assessed at a 4 or 5 level of proficiency on the CELDT (Early Advanced or Advanced) are generally placed in this program.

All academic subject areas are taught in English. No more than 30% of the instructional day may be used to provide the student with primary language support based upon individual instructional needs. In addition, students continue to receive a standards-based systematic English Language Development Program to gain native - like competencies in English.

Instructional Programs

Teaming among CLAD and BCLAD teachers is critical to the success of this program. The purpose of teaming is to ensure that students receive the necessary primary language and academic support so that they continue to hone their academic English skills and maintain academic proficiency. This is especially critical for Reclassified Fluent English Proficient (RFEP) students who must be monitored by classroom teachers for two years after being reclassified to ensure that they maintain their level of English language proficiency and continue to be academically successful.

Ongoing dialogue regarding individual student instructional needs and progress must occur regularly.

Language Academy

The Language Academy, located at Nestor Elementary School, is a Dual Language Immersion 90-10 program for students whose primary language is either English or Spanish. It is designed to build fluency in both Spanish and English for students as they develop their listening, speaking, reading, and writing skills in both languages.

The goal for this program is for students to develop fluency and literacy in both English and Spanish.

Newcomer Model

This model is designed to serve newcomer students third grade and above who are recent immigrants with little or no English proficiency and who may have had limited formal education in their native countries. Students participate in the program for 12 to 18 months depending upon when they are enrolled and their individual instructional needs.

The Newcomer Model is established at each school site to bridge the gap between newcomers' needs and regular language support programs. The objective of this Model is to help students become aware of educational expectations and opportunities. It is designed to develop students' English language skills and help them (adapt) become accustomed to the SBUSD educational culture. In addition, students receive primary language support to ensure academic success.

The goals of the Newcomer Model are as follows:

- Provide English Language Learners (ELLs) learning opportunities to significantly increase language skills in the four areas of language development: listening, speaking, reading, and writing.
- Connecting the students' learning to the content areas of Social Studies, Math, Science, and Language Arts.

Instructional Programs

- To ensure the newcomers academic and social success in their community/school/classroom environment as they become familiar with the culture of the United States and the educational system of SBUSD.
- Improving students' achievement by creating a comfortable learning environment that will enhance the newcomers' learning experience.
- Empowering parents to become decision-makers and be involved in their child's education.

Each school has the opportunity to design a Newcomer model that best fits its needs. Depending upon the number, grade level, and proficiency levels of Newcomers, a school may choose to create a "pull out" model to supplement a student's learning, the school may choose to create a "stand alone" Newcomer class where the student stays for the majority of the day.

Each model must meet the following structural criteria:

- The model may be structured as an All- Day Newcomer Placement or a supplemental "pull out" model.
- A partnership must be established between the Newcomer teacher and the Mainstream, SEI or Alternative Program teacher responsible for the student's learning.

Students in an All Day Newcomer Model must be scheduled to participate in a SEI, Mainstream, or Alternative Program for a portion of the day. This participation could take place during PE, art, and music or during grade level academic instruction depending on the students' level of language proficiency. This instruction should be at least one hour each day.

The model must prepare the student to move into a Mainstream, SEI, or Alternative Program environment.

The model must have a cultural component to assist the student in adjusting to the culture of the school, community, and country.

Instructional Delivery Criteria

Each program must meet the following instructional criteria:

- Essential Standards must be identified and met for each student.
- Systematic ELD Standards must be identified and met for each student.

Instructional Programs

- The primary focus will be on Reading/Language Arts and Math.
- A plan or schedule to accommodate students in different grades and at different proficiency levels must be established.
- Instructional strategies must be differentiated for students at differing levels of English and academic proficiency.
- Instruction is to be delivered by a CLAD or BCLAD teacher who has received a high degree of training in second language acquisition is aware of the specific needs of Newcomers.

Alternative Special Education

Alternative Special Education classes are offered in the District to ELLs who qualify for full- day special education services in Kindergarten through sixth grade. Parents interested in placing their child in this program should speak with a representative of the special education department.

Student Assessment and Reclassification

Once students have been assigned into an instructional program, they are given on-going assessments to determine their academic progress. These assessments include both formative (to guide instruction) and summative (to assess student learning), as well as informal (observation) and formal (tests, quizzes). The purpose of these assessments is to determine the progress the student is making toward English proficiency and academic achievement as well as diagnose the individual student's instructional needs.

The results of student assessments are used to hold the District accountable for the learning of students. Test results are disaggregated by student subgroups such as English Language Learners, students with disabilities, and ethnicity to determine how well and at what rate these student subgroups are achieving. These assessment results are reported to the state and must be in compliance with achievement expectations defined by the No Child Left Behind Act.

In addition, some assessment instruments can provide diagnostic information to teachers relative to specific skill areas that must be taught to a student. This allows the teacher to make adjustments in his or her teaching to meet the needs of students with differing instructional needs.

Parents have full access to the assessment results for their child. Achievement and English proficiency assessment results are automatically provided to parents.

Assessment results and student progress is organized and tracked using an English Language Learner Folder, also known as the Purple Folder. This folder serves as a portfolio of the student's language proficiency and academic achievement. It provides teachers with a "snapshot" of the student's progress as they enter into a dialogue about effective instructional strategies and interventions necessary to accelerate the student's success.

Used in conjunction with Data Director , the Districts' online student data management system, high quality analysis of student progress and achievement can occur between teachers as they work in teams using best practices to help students learn. '

Additionally, an Alternative Program Committee is in place to support the implementation and further development of the Spanish to English Biliteracy Transfer instructionally strategies.

English Language Learners who demonstrate proficiency at the Early Advanced or Advanced (4 or 5 level) on the CELDT and who achieve a minimum score of 325 on the English Language Arts portion of the California Standards Test (basic level) are eligible

Assessment and Reclassification

to become "Reclassified English Proficient (RFEP). In order to be reclassified, a student must meet the aforementioned criteria and receive his or her teacher's recommendation, parent approval, and the endorsement at the site level of the ELL Achievement Monitoring Team.

Assessment Instruments

The following is a list of assessments that are used to assess students' English proficiency and academic achievement within the South Bay Union School District.

California English Language Development Test (CELDT)

The District administers the CELDT for initial identification to all enrolling students who have a home language other than English listed on their Home Language Survey (HLS) and for whom there is no record of English language proficiency assessment results. According to state law, this must occur within 30 calendar days after students first enroll in the District. The initial CELDT is administered throughout the year as new students are enrolled. The CELDT is used as a tool, among others, to place students in the appropriate instructional program based upon their level of English proficiency.

The CELDT is also administered annually to English learners until they are reclassified as fluent English proficient (FEP). The testing window for the administration of the annual CELDT is July 1 through October 31.

The CELDT assesses a student's proficiency in the English Language. The CELDT assesses four skill areas: listening, speaking, reading, and writing. Students in kindergarten and grade one only are assessed in listening and speaking. Students in grades two through six are assessed in all four skill areas.

Students taking the CELDT will generate a score at one of five proficiency levels. These proficiency levels are Beginning (Level 1), Early Intermediate (Level 2), Intermediate (Level 3), early advanced (Level 4), and Advanced (Level 5).

The District goal for English language learners is that they will score at the early advanced or advanced level of proficiency on the CELDT by the end of sixth grade. Students must score at level 4 or 5 on the CELDT in order to be considered for reclassified to fluent English proficient (FEP).

Language Assessment Scales - (LAS) Spanish Test

The Language Assessment Scales Test assesses a student's oral, reading and writing proficiency in Spanish. This Spanish assessment is administered to new K-3 grade students entering the District who have not previously been assessed in another California School District. Incoming Kinder and first grade students are assessed on listening and speaking skills in Spanish while second and third grade students are assessed in Spanish reading and writing. An evaluation of native language proficiency is

Assessment and Reclassification

helpful when providing academic instruction to student's in their native language as part of the Alternative Program offered by the District. Students in the Alternative Program receive the majority of instruction in Spanish beginning in kindergarten and gradually increase the amount of instruction in English as they progress through the grade levels.

Extended Home Language Survey

Parents of children whose primary language is other than English or Spanish are asked to complete an extended home language survey to provide additional information regarding the student's English proficiency. The results of this survey, as well as a review of the student's academic records, student interview, teacher input, and parent interview provide informal assessment data that guide the District in providing the necessary service to best meet the educational needs of the child.

California Standards Test (CST)

The CST has been developed by California educators and test developers specifically for California and is administered each spring. It measures progress toward California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

In the South Bay Union School District, Students in grades 2-6 take a multiple-choice CST in English Language Arts (ELA) and Mathematics (M). *Students in grade 4 complete a writing assessment as part of the CST English-Language Arts Test.* All students in grade 5 take the fifth grade science exam.

Students taking these tests will generate a score at one of five proficiency levels. These levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.

The District goal for English Language Learners is that they will score at the Proficient or Advanced level of the CST in English Language Arts and Math by the end of sixth grade. Students must score a minimum of 325 on the English Language Arts test in order to be considered for reclassification to fluent English proficient (FEP).

Standards-based Test in Spanish

The Standards-based Test in Spanish (STS) is a based on California content standards for the subjects tested (reading/language arts and mathematics). Spanish-language test provides an assessment of students' academic strengths and weaknesses. In addition to being a State requirement, the STS provides Alternative Program teachers with information they can use to plan individual and group instruction for Spanish-speaking students.

Benchmark Assessments

GVC Benchmark assessments measure a student's mastery of standards that are part of the District's Guaranteed and Viable Curriculum. Students are assessed evr 6 weeks on standards developed for English Language Arts, Math, and every 10 weeks on

Assessment and Reclassification

English Language Development. Student scores indicate the level of intervention (or reteaching, if any) necessary for the student to master the standards. Student data generated from these assessments are stored on the Districts' student data management system, Data Director, for analysis and evaluation.

ELL Achievement Monitoring Team

The ELL Achievement Monitoring Team is site based and meets regularly to review English Language Learner progress towards achieving the District's goal of scoring at level 4 or 5 on the CELDT and at proficient or advanced on the English Language Arts Section of the CST.

This committee, formally known as the Site Transition Team, meets to determine whether students meet the criteria for reclassification. In addition, the committee monitors the instructional programs for English Language Learners to determine their effectiveness and make recommendations for improvement. The committee may be chaired by the site administrator or designee, and consists of members of the staff representing the Alternative, SEI, and Mainstream English Programs.

English Language Learner Folder (Purple Folder)

An assessment folder is kept as part of a student's cumulative file for all students with a language other than English. The primary purpose of this folder is to maintain an accurate record of an individual student's progress as an English Language Learner. It is used by teachers to plan and differentiate instruction based upon a student's individual learning needs. In addition, it tracks a student's progress on a regular basis, as he or she becomes increasingly proficient in the English language.

Among other things, the following information and artifacts are contained in the ELL folder:

- CELDT results
- LAS results
- SRA English Language Development Level & Lesson
- Home Language Survey
- Extended Home Language Survey (if applicable)
- GVC's Benchmark assessments
- Informal assessment data (i.e. Theme Tests)
- ADEPT
- GVC's Writing samples
- Forms

ELL Language Proficiency Reclassification

An English Language Learner (ELL) is classified as a Reclassified Fluent English Proficient *(RFEP) (*see appendices*) when he or she has met all of the following criteria:

- CELDT Level: 4 or 5 (Overall Proficiency Level – Intermediate or Above in sub categories of Listening, Speaking, Reading, Writing)
- California Standards English Language Arts Test: 325 at Basic Level or higher
- Teacher Evaluation of Student Academic Performance
- Parent Opinion and Consultation: Signature or documented telephone conversation

Reclassification forms (see appendices) are sent out to school sites as California Standard Test Results are made available. School sites are responsible for the completion of reclassification forms. Completed forms are sent to the District office and copies are placed in student portfolios (purple folder).

RFEP students are placed in Mainstream English classrooms, where their language and academic performance continues to be monitored for two years by the classroom teacher as well as at the District level. Mainstream English classroom teachers are responsible for ensuring that primary language support is provided to RFEP students as may be required to maintain their RFEP status. The District will annually review RFEP student academic and language performance to ensure that they are maintaining their level of academic achievement and language proficiency.

Instructional Designs and Strategies

Instructional Designs

Instructional designs are defined as organized approaches that incorporate specific instructional strategies in a structured manner.

Systematic English Language Development (ELD)

English Language Development (ELD) is a content area in its own right. The purpose of a Systematic English Language Development Program is to build a strong foundation in the English language. The ultimate goal is for students to reach high levels of competency in everyday and academic language (speaking, listening, reading, writing, and thinking) in English. The ELD Standards and the ELD Matrix (S. Dutro, J. Herrick, K. Prestridge) are necessary guides to instruction so that students are taught the essential vocabulary and structures of the English language. Although ELD is a content area in its own right, it is connected to and supports instruction in Language Arts.

Frontloading Language for Content

Frontloading is an instructional strategy in which students are pre-taught the vocabulary and structures (the forms and functions) needed for an upcoming lesson. Teachers must identify the language structures and vocabulary necessary for students to be able to respond to comprehension questions both verbally and in writing. Frontloading enables students to focus on the language structures that they will encounter later in the text. Frontloading is a short, specific lesson in English. Teachers can use students' primary language to connect to English by identifying cognates, differences in syntax, and similarities in language structures.

Spanish to English Biliteracy Transfer of Skills

New learning is achieved most successfully when introduced in connection to prior knowledge. Students are able to transfer their knowledge from one language to another given adequate instruction, support and opportunities to make connections. A simple illustration would be if a student understands the concept of synonyms in their primary language (Spanish), they would be able to transfer the concept into the new language (English). Transfer of skills is directly taught so that students make the connection between their primary language and English. Transfer of Skills is possible when instruction about a specific concept or skill has already taken place in the students' primary language. The teacher then gradually assists the student in moving the knowledge from the primary language to the second language.

Specially Designed Academic Instruction in English (SDAIE)

SDAIE is a "Sheltered English" instructional design based upon linguistic theories of researchers including Dr. Steven Krashen and Dr. James Cummins. Their development

Instructional Designs and Strategies

of the "Contextual Interaction Theory" is at the core of SDAIE methodology and the selection of instructional strategies used within it. The two major components of the theory that impacts SDAIE methods are "comprehensible second language input" and a supportive affective environment.

SDAIE uses a set of instructional techniques and strategies designed to assist English Language Learners acquire English and learn academic content in English. These techniques and strategies are at the core of the Structured English Immersion (SEI) Program for students at the intermediate level and above of language proficiency, offered by the South Bay Union School District.

Teacher's using SDAIE instructional strategies allow for optimal English Language Development and content comprehension. SDAIE methods focus on content comprehension and English is acquired through this process.

Specific techniques and strategies used as part of the SDAIE methodology include:

Assessing prior knowledge and developing background knowledge.
Instruction is linked to personal experiences and builds upon that experience to expand understanding.

Realia, manipulatives (drawings, posters, brainstorming clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps), visuals (study-prints, textbook illustrations, overhead-projected prints, reproductions of paintings, documents), graphic organizers (matrices, Venn diagrams, webs).

Grouping strategies such as small group, whole group, and planned opportunities for interaction between all individuals in the classroom (creating and acting out a skit, cooperative learning, collaborative learning, and student-generated stories based on personal experiences).

Direct Instruction through explanation, modeling, and demonstration.

Guided Language Acquisition Design (GLAD)

GLAD is a Sheltered English instructional design developed out of Fountain Valley School District in Southern California. Project GLAD is an instructional method that is based upon creating a curriculum that teaches to and from the specific experiences of students, while maintaining high-level expectations for all students. This design is geared to all levels of language proficiencies. Through Project GLAD training, teachers are provided with research, theory, and practical effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills.

Instructional Designs and Strategies

Tied to English Language Development Standards, the model trains teachers to use local district guidelines and curriculum in providing instruction in multi-lingual classrooms.

GLAD emphasizes classroom processes where students learn from each other through group work and sharing. Through this type of teamwork, the students develop their Basic Interpersonal Communication Skills (BICS) by using social skills and face-to-face interaction as they gain exposure to English speaking peers.

Personnel

State and Federal laws require all teaching personnel assigned to provide instruction to English Language Learners be qualified to provide the appropriate instructional services such as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), Guided Language Acquisition Design (GLAD), and primary language instruction. The District provides ongoing training opportunities through the Educational Services Department (coordinators) and other resources to qualify existing and future personnel to continue to provide appropriate instructional services to English Language Learners.

English Language Learners are taught by teachers who possess a bilingual credential or cross-cultural, Language, and Academic Development (CLAD) certificate, and have been trained in accordance with SB 1969/395, or are in the process of being so trained.

The District seeks out experienced, highly qualified educators who are prepared to address the learning needs of English Language Learners. In support of those efforts, a salary stipend is available for teachers who are bilingual. New teachers are required, at a minimum, to have a CLAD certification.

Professional Development in a Learning Community

The educators of South Bay Union School District are members of a professional learning community where professional development is self directed and highly focused on results. They seek to clearly understand the curricular and instructional standards set by the District as well as the state and federal government. They are aware of the current level of student achievement in the District and understand the District goals and leverage points to bridge achievement gaps.

Our professional learning community engages in professional development in many different ways on a daily basis. On any given day teams of educators may be dialoguing about how to practically apply current learning research or engaging in book and article reviews. A team may be engaged in developing assessment rubrics, identifying anchor papers, or ensuring inter-rater reliability as it relates to rating student performance. Some may be attending workshops, conferences, or university courses focused on improving their knowledge, skills, and abilities in areas that will better enable them to refine their instructional practices, resulting in increased student achievement so that District Goals and state standards are exceeded. Instructional problems solving occurs as educators seek divergent and differentiated instructional strategies to meet the learning needs of all students. Data is analyzed, synthesized, and evaluated.

Driving Values and Beliefs

The District is responsible for setting high instructional standards.

Educators are responsible and will be held accountable for the effective delivery of instruction using best practices.

Educators are responsible for continuous engagement in professional development in order to maintain the necessary knowledge, skills, and abilities to effectively deliver instruction using best practices to obtain positive student achievement results.

The District is responsible for coordinating, communicating, and in some cases providing professional development opportunities for educators.

Professional development may occur or be delivered in many differing formats.

Professional development is self-directed and motivated, individualized, and responsive to the needs of students.

Authentic professional development is based upon school needs.

Professional Development in a Learning Community

Principals must be instructional leaders, engage in continuous learning, and encourage and provide opportunities for staff to grow professionally.

Current and future educators within the district must be willing to participate in the professional learning community.

Teaming

Teaming is a critical component of the professional learning community. Team teaching enhances the instructional program for all students. A teaming partnership is formed when an alternative teacher joins with a monolingual English instructional program teacher for the purpose of instruction (with a CLAD/SB1969/SB395 or LDS certificate). Students receive instruction in their native language for core academic subject areas (Language Arts, Math, Science, Social Studies) and are mixed for other subject areas such as Art, PE, and Music. As students move up the grade levels they are mixed for more and more content instruction (i.e. Math, Science, and Social Studies).

Teaming has positive outcomes for both students and teachers. When both teachers' rosters are mixed with ELL students and EO students, the benefits are even greater.

Some of the teacher benefits of teaming are:

- Breaks down barriers of isolation
- Teachers feel they have a partner
- Teachers can teach to their strengths
- Planning for student instruction is shared
- Enhances the sharing of ideas
- Builds relationships
- Collaboration filters down to students

Some of the student benefits of teaming are:

- Receive the strengths of two teachers
- Become part of a community of learners
- Builds better relationships on the playground
- Involved in more hands-on, cooperative activities
- Expose to and builds an appreciation for another culture
- Ability to live with and relate to a variety of cultures
- Provides role models for ELL students
- Enhances English Language Development
- Instruction is at proficiency levels

Professional Development in a Learning Community

There are certain critical factors that help insure the success of teaming. These include:

- Planning time
- Support from Administrators
- Similar room environment
- Same management system
- Flexibility
- Parallel curriculum
- Even distribution of students (i.e., RSP, ELL, GATE, Gender, etc.)

Learning Opportunities

The District provides learning opportunities to certificated teaching staff, administrators, classified teaching paraprofessionals, and support staff. District teachers and staff also obtain and maintain appropriate certification by participating in training through the San Diego County Office of Education and/or local colleges and universities.

Topics for these learning opportunities include, but are not limited to:

- Strategies to assist students in the development of a positive self-image and cross cultural understanding
- Guaranteed and viable curriculum
- Content ELD instructional strategies that give access to the content areas such as SDAIE, GLAD, and bilingual program methodology.
- Systematic ELD
- Transferability of Skills
- Differentiation of instruction and Universal Access
- Assessment and evaluation of English Learners
- Program Evaluation
- SB472 (previously AB466) for Math and Reading
- District policies and procedures

Parent Involvement

Advisory Committees

District English Learner Advisory Committee (DELAC)

Whenever 51 or more English Language Learners are enrolled in a district, the district is required to establish a functioning District English Learners Advisory Committee (DELAC) on programs and services for EL students or a subcommittee of an existing district committee that has met the following requirements:

- Has had the opportunity to advise the governing board on at least the following tasks:
 - A timetable for and development of a district master plan of education programs and services for EL students, taking into consideration the school site plans for EL students
 - Conducting a district wide needs assessment on a school-by-school basis
 - Establishment of district programs, goals, and objectives for programs and services for EL students
 - Development of a plan to ensure compliance with applicable teacher or aide requirements
 - Administration of the Language Census
 - Review of and comments on the written notification of initial enrollment as required in 5 CCR 11303(a)
 - Review of and comments on any related waiver request
 - Review of and comments on the district reclassification procedures

- Has received training materials and training, planned in full consultation with the committee, and is prepared to assist parent members in carrying out their responsibilities.

Parent Involvement

School Site English Learner Advisory Committee (ELAC)

Whenever 21 or more English Language Learners are enrolled at a school site, the site is required to establish a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- Has been elected by the parents or guardians of EL students at the school site.
- Has advised the principal and staff on:
 - The development of a detailed school plan for EL students that will be submitted to the governing board
 - The development of the school's needs assessment
 - Administration of the school's Language Census
 - Efforts to make parents aware of the importance of regular school attendance
- Has had an election of members in which all parents of EL students have had an opportunity to vote and elect the parent members of the committee.
- Has had the opportunity to elect at least one representative to the District English Learner Advisory Committee (DELAC).
- Has received training and training materials, planned in full consultation with committee members, and is prepared to assist parent members in carrying out their responsibilities.

Glossary of Terms

The following glossary includes some of the most commonly used terms when referring to Bilingual Education. It was the desire of the English Language Learner Program Advisory Committee (ELLPAC) Task Force that all educators of English Language Learners have access to the same definitions of these terms.

Additive bilingualism:

One of two contextual concepts which explain the possible outcomes of second language learning. Additive bilingualism occurs in an environment in which the addition of a second language and culture does not replace the first language and culture; rather, the primary language and culture are promoted and developed, such as in dual language programs or developmental bilingual education programs. Additive bilingualism is linked to high self-esteem, increased cognitive flexibility, and higher levels of proficiency in L2 (Baker, 2000). The opposite of subtractive bilingualism.

AMAO

Within Title III of NCLB, each state is required to determine Annual Measurable Achievement Objectives (AMAOs). AMAOs indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children serviced with Title III funds are expected to gain each year. See also AYP for similar content area requirements.

Aprenda

The APRENDA is a series of norm-referenced tests for grades one through eight designed to measure achievement in the basic skills of reading, mathematics, spelling, language, and study skills. It is statistically linked with the Comprehensive Tests of Basic Skills (CTBS) and the California Achievement Tests (CAT) (Hargett, 1998).

Authentic assessment

"Multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. Examples of authentic assessment include performance assessment, portfolios, and student self-assessment" (O' Malley & Valdez-Pierce, 1996, p.4).

AYP

Within Title I NCLB mandates, all schools, districts, and states must meet all AYP criteria under the federal accountability requirements. Adequate Yearly Progress (AYP) is a series of annual academic performance goals, which measures the percent of students scoring proficient or higher in state assessments. The percent proficient target, required by NCLB, increases each year. The primary goal of NCLB is for all students to be proficient in ELA and mathematics by 2014. There are various penalties for schools

Glossary of Terms

not reaching AYP across 2-4 years. See also AMAO for similar language proficiency requirements.

Baseline data

Data (test scores, etc.) that is collected before a program begins or at the beginning of a program. For instance, to create an appropriate AMAO, it is necessary to have baseline data indicating how well the students currently are performing.

BCLAD

In California, the BCLAD (Bilingual Cross-cultural, Language and Academic Development) is the certificate required to teach in a classroom where the native language is used for all or part of instruction. It also authorizes teachers to deliver instruction in English to English language learners (ELD or SDAIE) (CCTC, 2001a).

BICS

Acronym for Basic Interpersonal Communication Skills, part of a theory of language proficiency developed by Jim Cummins (1984), which distinguishes BICS from (Cognitive Academic Language Proficiency ([CALP](#))). BICS is often referred to as "playground English" or "survival English." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context (see context-embedded language). This language, which is highly contextualized and often accompanied by gestures, is relatively cognitively undemanding and relies on context to aid understanding. BICS is much more easily and quickly acquired than CALP but is not sufficient to meet the cognitive and linguistic demands of an academic classroom. (Cummins, 1984; Baker & Jones, 1998).

Bicultural

Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual, and vice-versa (Baker, 2000).

Bilingual education

An educational program in which two languages are used to provide content matter instruction. As with the term bilingualism, bilingual education is "a simple label for a complex phenomenon."

An important distinction between those programs that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum (Baker & Jones, 1998). Also see DBE, TBE, two-way, dual language.

Bilingual Education Act

Enacted in Congress in 1968 as Title VII of the Elementary and Secondary Education Act (ESEA) of 1965 as amended. It established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students in recognition of the unique educational disadvantages faced by non-English speaking students. The Act was reauthorized in 1974, 1978, 1984, 1988, and

Glossary of Terms

1994. Each reauthorization brought changes in the types of bilingual education programs that could receive federal grants (Crawford, 1995; Baker, 2001). Under the No Child Left Behind Act of 2001, former Title VII programs are now subsumed under Title III: Language Instruction for Limited English Proficient and Immigrant Students.

Bilingualism

Put simply, bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may exist distinctions between ability and use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time (Baker & Jones, 1998). People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

Biliteracy

The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols (Hargett, 1998).

Castañeda v. Pickard

In 1981, in the most significant decision regarding the education of language-minority students since *Lau v. Nichols*, the 5th Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the *Castañeda* standard, schools must:

- base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy,
- implement the program with resources and personnel necessary to put the theory into practice, and evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].

CELDT

California English Language Development Test. Language proficiency test developed for the California Department of Education. Progress on the CELDT is the basis for California's AMAOs. Similar to the LAS, only public schools in California can use the CELDT.

CLAD

In California, the Cross-cultural, Language and Academic Development (CLAD) certificate authorizes the teacher to provide instruction in English to English language learners ([ELD](#) and [SDAIE](#)) (CCTC, 2001b).

Glossary of Terms

Code-mixing

Sometimes used to describe the mixing of two languages at the word level (i.e. one word in the sentence is in a different language) (Baker & Jones, 1998).

Code-switching

The term used to describe any switch among languages in the course of a conversation, whether at the level of words, sentences or blocks of speech. Code-switching most often occurs when bilinguals are in the presence of other bilinguals who speak the same languages (Baker & Jones, 1998).

Concurrent translation

A bilingual teaching approach in which the teacher uses two languages interchangeably during instruction. When not carefully planned, this approach may lead to pedagogically random [code-switching](#) which may not meet instructional objectives. In addition, students often learn to tune out the language they do not understand and wait for the information in the language they do understand.

Content area

Generally refers to academic subjects in school; e.g., math, science, English/language arts, reading, and social sciences. Language proficiency (English or other language) may affect these areas, but is not included. Assessments of language proficiency differ from those of language arts.

Content-based ESL

This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).

Context-embedded language

Communication occurring in a context that offers help to comprehension (e.g. visual clues, gestures, expressions, specific location). Language where there are plenty of shared understandings and where meaning is relatively obvious due to help from the physical or social nature of the conversation (Baker, 2000).

Criterion-referenced test:

Criterion-referenced tests are nationally or locally available, are designed to determine whether students have mastered specific content, and allow comparisons with other students taking the same assessment.

DELAC

In California, District English Learners Advisory Committee (formerly DBAC, District Bilingual Advisory Committee). Composed of representatives from each school's English

Glossary of Terms

Language Advisory Committee (ELAC). Its responsibility is to advise on district wide issues affecting English learners (California Department of Education).

Developmental bilingual education

A program that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy. See also late-exit bilingual education (Baker, 2000).

Dominant language

The language with which the speaker has greater proficiency and/or uses more often (Baker, 2001). See [primary language](#).

Dual language program/dual immersion

Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the US, native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills, and Spanish-speaking ELLs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding (Howard, 2001). See the ERIC Two-way Online Resource Guide or the NCELA publication - Biliteracy for a Global Society.

Early-exit bilingual education

A form of transitional bilingual education (TBE) in which children move from bilingual education programs to English-only classes in the first or second year of schooling (Baker, 2000).

ELAC

In California, English Learners Advisory Committee (formerly BAC - Bilingual Advisory Committee). Site-based committee composed of parents and staff members, the majority being parents of English learners, to advise the administration on services for English learners (California Department of Education).

ELD

English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (ESL), "teaching English to speakers of other languages" (TESOL), or "English for speakers of other languages" (ESOL). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.

Glossary of Terms

ELL

English Language Learners (ELLs) are students whose first language is not English and who are in the process of learning English.

English-Only

An umbrella term that is used to refer to different federal and state legislative initiatives and various national, state, and local organizations, all of which involve the effort to make English the official language of the United States. The initiatives and organizations vary in the degree to which they promote the suppression of non-English languages. The official English movement is spearheaded by two national organizations: U.S. English and English First (Lewelling, 1992).

English-only

In a school setting, a mainstream class for native English speakers, Fluent English Proficient (FEP) students or Redesignated Fluent English Proficient (RFEP) students, where all instruction is provided through English with no accommodations or special assistance for LEP students.

FEP

Fluent English Proficient.

Highly qualified

According to No Child Left Behind (NCLB), all students will be taught by “highly qualified teachers.” While each state determines the definition of “highly qualified” teachers must have, at a minimum, a bachelor’s degree.

Home language

The language a student speaks at home, with family. See also L1, mother tongue, and native language.

IFEP

Initially Fluent English Proficient. Refers to a student who is from a language-minority home and who has been determined to be fluent in English upon entering the school system according to a state-approved language proficiency assessment (California Department of Education).

Immersion

Approach to teaching language in which the target language is used exclusively to provide all instruction.

Immersion bilingual education

Schooling where some or most subject content is taught through a second language. Students in immersion bilingual programs are usually native speakers of a majority language. These programs derive from Canadian educational experiments that had as

Glossary of Terms

their goal the bilingual/bicultural development of children without loss of academic achievement. Bilingual immersion programs differ in the duration of the program and the amount of time spent on instruction in each language (Baker, 2000).

L1

First language (also [native language](#)).

L2

Second Language.

Language acquisition

The process of acquiring a first or second language. Some linguists distinguish between acquisition and learning of a second language, using the former to describe the informal development of a person's second language and the latter to describe the process of formal study of a second language. Other linguists maintain that there is no clear distinction between formal learning and informal acquisition. The process of acquiring a second language is different from acquiring the first (Baker, 2000).

Language experience approach

An approach to literacy development based on the idea that students can learn to write by dictating to the teacher what they already know and can express verbally, and that they can then read that which has been written. Hence, the students' first reading materials come from their own repertoire of language (Richard-Amato, 1996).

Language maintenance

The protection and promotion of the first or native language in an individual or within a speech community, particularly among language minorities (through bilingual education, for example). The term is often used with reference to policies that protect and promote minority languages (Baker, 2000).

Language majority

A person or language community that is associated with the dominant language of the country.

Language minority (LM)

A person or language community that is not from the dominant language group. In the U.S., a language-minority child may be bilingual, limited-English proficient, or English monolingual (Lessow-Hurley, 1991).

Language proficiency

To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and

Glossary of Terms

speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).

LAS-O

The Language Assessment Scales, Oral Test. An assessment of oral English or oral Spanish proficiency published by CTB/McGraw-Hill. The LAS-O is individually administered and available in three age-group levels. Scores are used to place students into five categories of oral language proficiency and may be used to initially identify students needing language services, to measure their yearly progress, or to redesignate them into mainstream classes (Hargett, 1998).

LAS R/W

The Language Assessment Scales, Reading and Writing Test. An assessment of English or Spanish proficiency in reading and writing published by CTB/McGraw-Hill. The LAS R/W is published in three different levels spanning grades two through high school. Scores on the different sections can be interpreted according to three reading/writing competency levels, representing non-reader/writer; limited reader/writer; and competent reader/writer. Along with the LAS-O, the LAS R/W may be used as part of the initial identification process, to track annual growth, and as one of the criteria for exit from an alternative program of instruction. All versions of the LAS R/W can be group administered (Hargett, 1998).

Late-exit bilingual education

Late-exit programs provide bilingual instruction for three or more years of schooling. Late-exit programs may be transitional or developmental bilingual programs, depending on the goal of the program (Baker, 2000). See developmental bilingual education and transitional bilingual education.

Lau v. Nichols

Suit filed by Chinese parents in San Francisco in 1974 that led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. School districts must take affirmative steps to overcome educational barriers faced by non-English speakers (Lyons, 1992).

LEA

Local educational agency (e.g. a school district).

LEP

Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991). Increasingly, English language learner (ELL) or English learner (EL) are used in place of LEP.

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Maintenance bilingual education (MBE)

MBE, also referred to as late-exit bilingual education or developmental bilingual education, is a program that uses two languages -- the student's primary language and English -- as the means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve competency in both languages (U.S. General Accounting Office, 1994).

Metalinguistic skills

The ability to talk about language, analyze it, think about it, separate it from context, and judge it. Metalinguistic skills, such as phonemic awareness and sound-to-symbol correspondence are regarded as key factors in the development of reading in young children and they may be prerequisite to later language acquisition in reading and writing. Research shows that balanced bilinguals have increased metalinguistic awareness in their abilities to analyze language and their control of internal language processing (Baker, 2001).

Multilingualism

Use of three or more languages. See also bilingualism.

NABE

The National Association for Bilingual Education (NABE) is a professional association of teachers, administrators, parents, policy makers and others concerned with securing educational equity for language minority students.

Native language

The language a person acquires first in life, or identifies with as a member of an ethnic group (Baker, 2000). See also mother tongue.

Native-language instruction

The use of a child's home language (generally by a classroom teacher) to provide lessons in academic subjects or to teach reading and other language arts (Crawford, 1997).

Native-language support

The use of a child's home language (generally by a teacher's aide) to translate unfamiliar terms or otherwise clarify lessons taught in English (Crawford, 1997).

Native-language immersion

A model in which Native American (or other indigenous) students are taught through sheltered instruction in an endangered language; promotes the goals of revitalizing a community's vernacular and strengthening students' cultural identity, while fostering academic achievement (Crawford, 1997).

Glossary of Terms

Newcomer program

A program that addresses the specific needs of recent immigrant students, most often at the middle and high school level, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. school system. Some newcomer programs also include primary language development and an orientation to the student's new community (Genesee, et al, 1999).

Norm-referenced test

Norm-referenced tests (NRTs) are nationally, commercially available, are designed to discriminate among groups of students, and allow comparisons across years, grade levels, schools, and other variables.

OELA

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) (www.ed.gov/offices/OELA) in the U.S. Department of Education was established in 1974 by Congress to help school districts meet their responsibility to provide an equal education opportunity to English language learners.

Paraprofessional educator

Also known as instructional aides and teachers' aides, these individuals provide assistance to teachers in the classroom. They do not provide instruction, but may help clarify material to students through home language or other support. In classrooms funded through Title I, paraprofessionals must have at least an Associates' degree.

Portfolio assessment

[A] systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives" (Valencia 1991, cited in O' Malley & Valdez-Pierce, 1996, p.5). Student portfolios may include responses to readings, samples of writing, drawings, or other work.

Preview-review method

A bilingual instructional approach in which content areas are previewed in one language, presented in the other, and reviewed in the first (Lessow-Hurley, 1990).

Primary language

The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language first learned in life (Baker, 2000). See also dominant language.

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Proposition 227

A ballot initiative passed by California voters in June of 1998 which changed the way that schools are required to educate English language learners. Proposition 227 states that "all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms" (CATESOL, 1997).

Pull-out ESL

A program in which LEP students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).

Reclassification

Generally, the process of changing the English proficiency status of a student from limited English proficient (LEP) to fluent English proficient (FEP). However, within NCLB, such students must be monitored for two years. If they do not continue to make progress in the English-speaking classroom, they can be reclassified back to SEI classes or others providing home language support.

Redesignation rate

The percentage of students who are reclassified from limited English proficient (LEP) to fluent English proficient each year. The redesignation rate is often used as part of the accountability system for a school or district, although it does not provide valid data on program effectiveness.

RFEP

In California, Reclassified Fluent English Proficient. A student who has been determined to be proficient in English after a period of study in an ESL or bilingual education program. The student is then placed in mainstream English classes (California Department of Education). See also IFEP.

Scaffolding

Providing contextual supports for meaning during instruction or assessment, such as visual displays, classified lists, or tables or graphs" (O' Malley & Valdez-Pierce, 1996, p.240).

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SDAIE

Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide LEP students with access to the curriculum (CCTC, 2001a). See also sheltered English.

SEA

State educational agency.

Second language

This term is used in several ways and can refer to 1) the second language learned chronologically, 2) a language other than the native language, 3) the weaker language, or 4) the less frequently used language. Second language may also be used to refer to third and further learned languages (Harris & Hodges, 1995).

SEI

Structured English immersion. See structured immersion.

Sheltered English

An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English, while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).

Sink or swim

Programs where the course material is taught only in the dominant language of the country, e.g., English in the United States, without special concern for student comprehension. This approach violates the civil rights of limited English proficient children which are protected under the 1974 Supreme Court decision in *Lau v. Nichols*. Sometimes called language submersion (Baker, 2000).

Structured immersion

In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas. Also SDAIE and SEI.

Glossary of Terms

Subtractive bilingualism

Occurs in an environment in which the second language and culture is intended to replace the first language/culture. This is linked to lower self-esteem and loss of cultural or ethnic identity. Instructional programs such as immersion and TBE have subtractive bilingualism as their goal (Lambert, 1982). The opposite of additive bilingualism.

Target

A knowledgeable prediction or anticipation of how well students will perform at some point in the future.

Target language

The language that a child is learning as a second language. For English language learners in the US, the target language is English. For native English speakers in dual language programs, the target language might be Chinese or Spanish.

Title I

Title I: Improving the Academic Achievement of the Disadvantaged of the ESEA of 1965 as amended in 2001, supports programs to assist economically disadvantaged and at-risk students. Under the No Child Left Behind Act, Title I includes provisions for instruction and assessment of English language learners for academic achievement and English language proficiency.

Title II

Preparing, Training and Recruiting High Quality Teachers and Principals, authorized under the Elementary and Secondary Education Act of 1965, Title II, as amended. The purposes of this title are to provide assistance to State and local educational agencies and to institutions of higher education with teacher education programs to implement projects designed to improve teaching and learning in the core academic subjects; to collect and disseminate exemplary mathematics and science education instructional materials; to reform teacher preparation and certification standards; and to develop comprehensive, performance-based assessment and professional development strategies that will enhance connections between assessment, teaching, and student learning. Funds can be used to provide training to teachers who work with limited English proficient students (US Department of Education, www.ed.gov).

Title III

Language Instruction for Limited English Proficient Students and Immigrants (US Department of Education, www.ed.gov). Title III under the No Child Left Behind Act consolidates the 13 bilingual and immigrant education programs formerly entitled by Title VII of the Improving America's Schools Act of 1994 into a State formula program and increases flexibility and accountability. (Most of the consolidation is accomplished only if the appropriation is at least \$650 million.) The focus of the title is on assisting school districts in teaching English to limited English proficient students and in helping

Glossary of Terms

these students meet the same challenging State standards required of all other students (U.S. Department of Education, www.ed.gov).

Title VII

Title VII of the ESEA of 1965, as amended; see Bilingual Education Act. Under NCLB, Title VII is Indian, Native Hawaiian, and Alaska Native Education. Within this title, the federal government continues its work with local education agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

Transfer

One of the fundamentals of bilingual education is that knowledge and skills learned in the native language may be transferred to English. This holds true for content knowledge and concepts as well as language skills, such as orthography and reading strategies. The transfer of skills shortens the developmental progression of these skills in the second language. Language skills that are not used in the first language may need to be explicitly taught in the course of second language development, but content area knowledge does not need to be explicitly retaught as long as the relevant English vocabulary is made available (Hakuta, 1990).

Transitional Bilingual Education (TBE)

TBE is an instructional program in which subjects are taught through two languages-- English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and [L1](#) is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

English Learner Documents

The next few pages include samples of documents that help us place and reclassify students as they progress through the acquisition of English. The Catch-Up Plan is a new form that provides information needed to monitor the progress of students as they acquire English. If student is not making expected progress, interventions are set in place. Included in these documents is the Parental Exception Waiver that parents must sign in order to place their child in the Alternative Program. The Decision Guide for Reclassification and the Reclassification Form illustrate the steps needed in considering a student for reclassification, as approved by the California State Board of Education. Once a student is reclassified, student must be monitored using the Two-Year Monitoring Plan, as required by the California State Department of Education.

English Learner Documents:
Parental Exception Waiver
Decision Guide for Reclassification
Reclassification Form
Two Year Monitoring Plan
Teach for Success Protocol
English Learner Catch-up Plan

English Learner Documents

SOUTH BAY UNION SCHOOL DISTRICT
601 Elm Avenue • Imperial Beach, CA 91932 • (619) 628-1600
PARENTAL EXCEPTION WAIVER (K-3) – SOLICITUD DE EXENCIÓN (K-3)

Student's Full Name – Nombre del Alumno	Teacher-Maestro	School-Escuela	Grade – Grado	Birth Date – Nacimiento Month/Mes Day/Día Year/Año / / /
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If child is age 10 or older / Si el niño tiene diez años o más:

A full written description of the Structured English Immersion (SEI) and Mainstream English (ME) Programs has been provided to me, as mandated by law under California Education Code, Section 310-311. I believe that those programs would result in substantial academic loss for my child. For that reason, I request a waiver which will allow my child to be instructed in his/her primary language through the second language program options which have been described to me. A description of both Spanish and English instructional materials to be used has been provided to me. I understand that instruction will occur in both languages and that the goal for my child is attainment of academic English proficiency.

Como encomendado por ley bajo el Código de educación de California, sección 310-311, he recibido documentación describiendo los programas educativos de Inmersión de Inglés Estructurado e Inglés Únicamente. Pienso que estos programas causarían pérdidas académicas significativas para mi hijo. Por lo tanto, solicito que se exente a mi hijo de dicho programa para que pueda recibir enseñanza en su primer idioma por medio de las opciones del programa de segundo idioma que se me han explicado. Una descripción de los materiales académicos que se usarán tanto en inglés como en español se me ha proporcionado. Entiendo que la enseñanza se efectuará en ambos idiomas y que la meta es que mi hijo logre el dominio del inglés.

***If child has not reached age 10 / Si el niño es menor de 10 años:**

It is my belief that an Alternative Program will be better suited to my child's overall educational development. However, it is my understanding that my child will be placed in an English language classroom placement for at least 30 (calendar) days. Therefore, I request a waiver which will allow my child to be instructed in his/her primary language through the Alternative Program at the end of the 30 day period. A description of both Spanish and English instructional materials to be used has been provided to me. I understand that instruction will occur in both languages and that the goal for my child is attainment of English proficiency.

Estoy de acuerdo que un Programa Alternativo sería más apropiado para el desarrollo educativo de mi hijo. Sin embargo, entiendo que mi hijo será colocado en un salón con enseñanza en inglés por lo menos 30 días de calendario. Por lo tanto, solicito una exención la cual permitirá a mi hijo recibir enseñanza en su primer idioma por medio del Programa Alternativo al final de los 30 días. Se me ha proporcionado una descripción en español y en inglés de los materiales académicos que se utilizarán en el salón de clase. Tengo entendido que la instrucción académica se llevará a cabo en los dos idiomas y que la meta de mi hijo es lograr el dominio del idioma inglés.

_____/_____/_____
 Parent/Guardian Signature Date/Fecha
 Firma del Padre o Tutor Legal

This area for office use only / Esta área solo para uso de la oficina

Due to the educational needs and overall educational development of the above-named child, this waiver is:

- Approved Denied

Debido a las necesidades particulares y para éxito educativo del alumno antes mencionado, esta solicitud es:

- Aprobada Negada

_____/_____/_____
 Principal's Signature - Firma del Director Date - Fecha

_____/_____/_____
 *Other Educational Staff/Miembro del plantel Date-Fecha

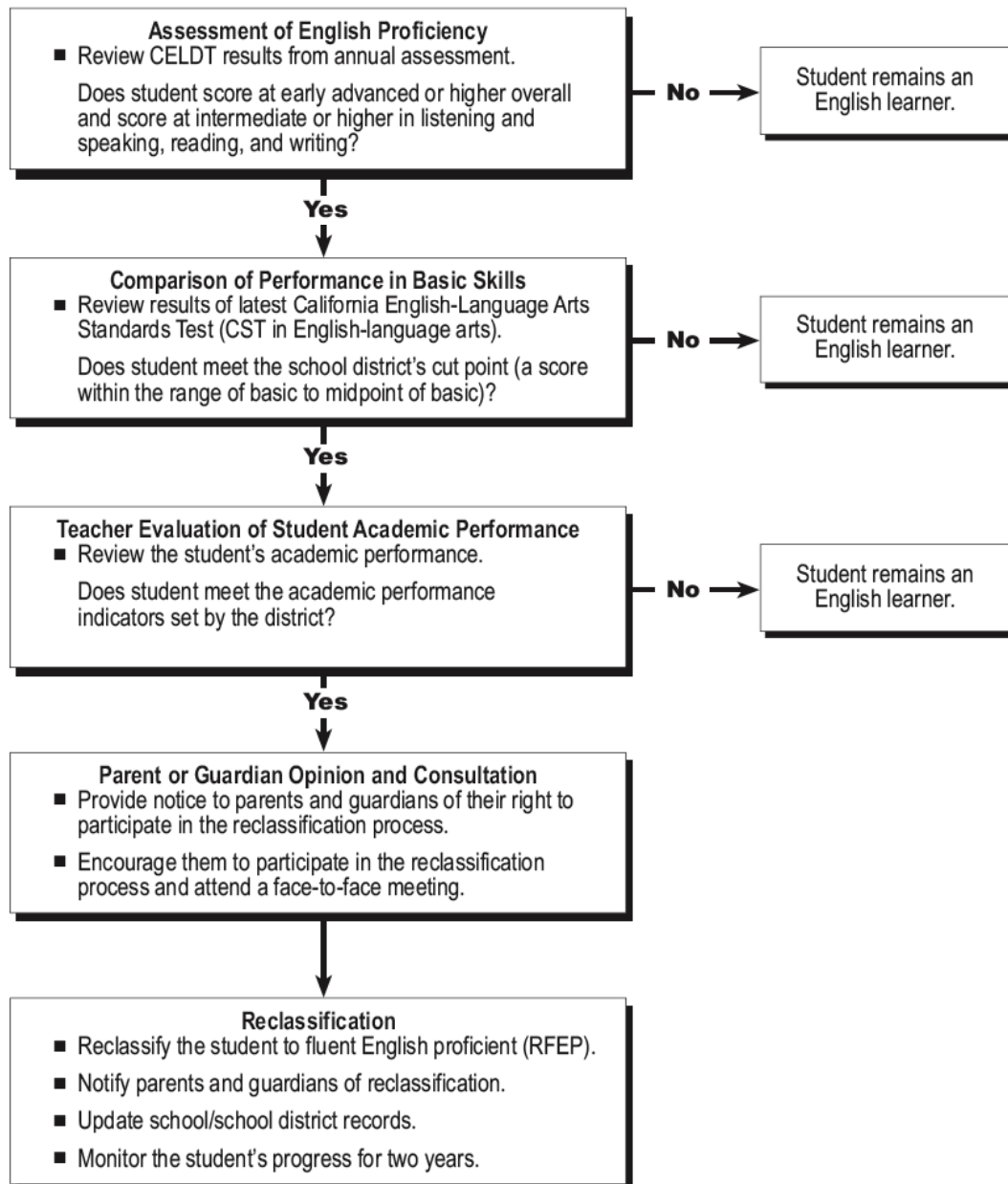
*Signature and Special Needs Form needed if under age 10
 *Firma y el Formulario de Necesidades Especiales se necesitan si el alumno es menor de 10 años.

DISTRIBUTION: WHITE-Cum Folder CANARY: Parent/Guardian PINK: ELL Folder GOLDENROD: Educational Services
 DISTRIBUCIÓN: BLANCO-Folleto AMARILLO: Padre o Tutor Legal ROSA: Folleto ELL DORADO: Servicios Educativos

ZBE14 7/08

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).



SOUTH BAY UNION SCHOOL DISTRICT
RECLASSIFICATION FORM
20__-20__ SCHOOL YEAR

Student's Name (Last, First)		Grade	Local ID#	State ID# (SSID)
Home/Primary Language	Teacher		School Site	

The State Board of Education (SBE) has established four reclassification criteria, based on Education Code Section 313 (d). Students whose CELDT overall proficiency level is *Early Advanced or higher* (4, 5) and *Intermediate or higher* (3-5) in each sub-area (listening, speaking, reading, and writing) is considered for reclassification. We will also be using a scaled score of *Basic (325) or above* on the latest English Language Arts California standards test. The following is part of the reclassification process: 1) review of annual CELDT results; 2) results of California English language arts test; 3) teacher evaluation of student academic performance; and 4) parental opinion and consultation. Each item below addresses a reclassification compliance criterion.

1. CELDT PERFORMANCE LEVELS

Test Date:		Overall:		Listening:		Speaking:		Reading:		Writing:	
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2. CALIFORNIA STANDARDS – ENGLISH LANGUAGE ARTS

Test Date:		Scale Score:		Performance Level:	
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3. TEACHER DOCUMENTATION ON STANDARDS-BASED INSTRUCTION *(please complete)*

MINIMUM REQUIREMENTS

Current Term 3 GVC ELA and Math assessment performance levels must be at Basic.

GVC ELA (Term 3): FBB BB B P A Comment: _____

GVC Math (Term 3): FBB BB B P A Comment: _____

Writing Level: Rubric Score: 1 2 3 4 Comment: _____

SCHOOL SITE ASSESSMENTS

Name of assessment(s) _____

4. PARENT OPINION AND CONSULTATION *(please complete)*

Date of Contact: _____ Method of Notification/Consultation: Conference Telephone U.S. Mail

Comments: _____

RECOMMENDATION *(please check one):*

Student is **RECOMMENDED** for Reclassification from English Language Learner (ELL) to Fluent English Proficient (RFEP) based on the assessment results and criteria outlined in this form.

Student is **NOT RECOMMENDED** for Reclassification from English learner to fluent English proficient.

Teacher: _____ Date: _____

Principal/Administrator: _____ Date: _____

ELL Achievement Monitoring Designee: _____ Date: _____

SOUTH BAY UNION SCHOOL DISTRICT
TWO YEAR MONITORING PLAN
Reclassified Student Progress
 Check Corresponding Year 1 2

Student's Name (Last, First)	Grade	Local ID#	State ID# (SSID)

In accordance with existing California regulations and the federal legislation No Child Left Behind, the progress of students who have been reclassified from English language learner (ELL) to fluent English proficient (RFEP), must be monitored for two years to ensure that reclassification was an appropriate decision. Teachers of reclassified students must complete the following progress report for a two-year period after reclassification. **This report is to be filed in the student's English learner purple folder.**

CELDT Test Date (at time of reclassification)	Overall Level	Listening Level	Speaking Level	Reading Level	Writing Level

CST/CMA Year	ELA Scale Score	ELA Level	Math Scale Score	Math Level

Indicate Student's Progress:

GVC ELA Term 3 (circle level): FBB · BB · B · P · A

GVC Math Term 3 (circle level): FBB · BB · B · P · A

Writing Score Term 3: 1 · 2 · 3 · 4

If the student's academic performance is not satisfactory in any of the areas above, in your informed opinion, is it due to a lack of English proficiency? YES NO

If the answer is YES, what intervention plan has been developed?

If the answer is NO, to what do you attribute the need for improvement (reading; writing; mathematics; attendance; study/organizational skills; motivation; other _____)?

INTERVENTION PLAN:

School _____ Grade _____ Teacher _____ Date: _____

Revised: July 2010

Teach for Success Protocol Instrument

South Bay Union School District

Mark indicates attribute was present/observed and evidenced by recorded data.

Selected Instructional Strategies

Standards/Objectives Communicated to All Students

The teacher demonstrates all of the following attributes:

- Aligns the teaching/learning objectives to state standards and district guaranteed viable curriculum (GVC), district pacing guide, and/or is based on what students need to know and be able to do at the correct level of difficulty
- Displays standards/objectives in student-friendly language to inform students of what they need to know and be able to do
- Explicitly states or refers to the standards/objectives during the lesson
- Uses the District approved text and materials as the primary instructional resource
- Stays focused on the lesson objective to avoid slowdowns and digressions

Instructional Scaffolding and Formative Assessment to Assist and Support Student Understanding

The teacher demonstrates any or all of the following attributes:

- At least one of the following techniques was observed:
 - Explicitly explains and models the learning
 - Provides teacher-led practice on the learning
 - Uses formative assessment to determine instructional needs of all students
 - Provides small group instruction based on formative assessment results

Academic Vocabulary Instruction

The teacher demonstrates all of the following attributes:

- Displays the academic vocabulary word(s) from the lesson
- Explicitly introduces or reviews the academic vocabulary by defining, demonstrating, or showing how each term is used within the context of the learning
- Engages students to do three of the following with the academic vocabulary being emphasized: listen to, look, say, read, demonstrate or write during the learning
- Directs or tells students to verbally use the academic vocabulary related to the objective in their conversation

Reinforces Effort of Students or Provides Specific Feedback to Students

The teacher demonstrates any or all of the following attributes:

- Acknowledges students for their efforts or provides reinforcement for an accomplishment
- Explains specifically what students are doing that is correct
- Explains specifically what students are doing that is incorrect and how to correct it

Student Engagement Throughout the Learning

Student Engagement

The teacher demonstrates all of the following attributes:

- Elicits (directs) student(s) to be engaged in the academic learning related to the displayed standard/objective
- Elicits (directs) 85 percent or more of the students to be engaged in the academic learning at the same time
- Makes student engagement mandatory by ensuring that 85 percent or more of the students are engaged throughout the learning
(**Determining 85%:** 44-38 \leq 6 37-31 \leq 5 30-24 \leq 4 23-17 \leq 3 16-10 \leq 2 9-3 \leq 1)

Selected Student Engagement Strategies

The teacher demonstrates any or all of the following to have students elaborate, reflect, predict, describe or discuss the learning:

- Engages students to identify similarities or differences
- Engages students to summarize
- Engages students to take notes
- Engages students to create a nonlinguistic representation of the learning
- Engages students to complete an advance organizer
- Engages students to respond in writing

