

## 2017–18 Title III ESSA Transition Plan

**All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**CDS Code:** 1563412000000 **LEA Name:** Delano Joint Union High School District **Fiscal Year:** 2017-18

### Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

<b>How the LEA will:</b>	<b>Persons Involved/Timeline (Optional)</b>
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; padding-right: 5px;">Required Content</div> <div style="flex-grow: 1;"> <p><b>Provide effective professional development.</b> Provide professional development that is:</p> <ul style="list-style-type: none"> <li>I.) Targeted, coherent, relevant and sequential</li> <li>II.) Aligned to the academic content standards</li> <li>III.) Incorporated with Twenty-First Century Standards (Critical Thinking, Communication, Collaboration, Creativity).</li> <li>IV.) Evidence-based to provide strategies that improve student outcomes. These include ELD, SDAIE, Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa’s Levels of Questioning, Depths of Knowledge Levels of complexity, sentence frames, think-pair-share, collaborative/cooperative grouping, and graphic organizers, CPM, SDAIE, and Co-teaching.</li> </ul> </div> </div>	<p>District and site administration, Local and State Assessment Coordinator at each school site, ELD Department Chair and teachers</p>
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; padding-right: 5px;">Required Content</div> <div style="flex-grow: 1;"> <p><b>Implement effective programs and activities.</b> <b>English Learner Assessment:</b> Upon first enrollment in a California public school, the LEA uses the Home Language Survey (HLS) to determine a student’s primary language. Once the primary language is determined for a student, it does not need to be re-determined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it. However, once a student is identified as either IFEP or English learner based on CELDT results, changing the HLS will not change the student’s identification. At this point, the student’s English learner status will change only when an LEA reclassifies the student.</p> <p>If a language other than English is indicated on Any of the first three questions, the student should be tested with the CELDT. The fourth question, the student may be tested at the LEA’s discretion.</p> </div> </div>	

All pupils whose primary language is other than English who have not been previously assessed or are new enrollees to the school district shall have their English language skills assessed with the CELDT within 30 calendar days from the date of initial enrollment. All English learner students are assessed annually with the CELDT or ELPAC until reclassification criteria is met.

**Parent Notifications:**

Parents will be notified of the child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient student will be notified of their child's English language proficiency assessment results.

Parents/guardians of English Learners will be notified annually of their child's English language proficiency assessments results within 30 calendar days following receipt of results of testing from the test contractor.

Within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in a program), parents/guardians of English Learners (including initially identified English Learners) will be notified of:

- a) Their child's English proficiency level or initial English language proficiency level.
- b) How such level was assessed.
- c) Their child's language designation.
- d) The status of their child's academic achievement if this is not an initial assessment notification.
- e) Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available.
- f) Program placement.
- g) Exit criteria.
- h) For ELs on an active IEP, how such program will meet the objectives of the IEP.
- i) The expected rate of graduation from secondary school.

**English Learner Program Placement:**

The district offers sheltered English Immersion for the beginning, early intermediate, and "low intermediate" for English learners with less than reasonable fluency normally not to exceed one to two years. Once English learners have acquired a good working knowledge of English, they are transferred to English language mainstream classrooms.

Consistent with state law governing the operation of English immersion programs, a parent may

request and be granted a “waiver” of the requirement that their child be taught in a *Structured English Immersion* program. Parents who are granted this exception waiver can then request that their child be placed in the *Mainstream Program* or request an alternative program. Consistent with board policy, the chart on the following page shows the timeline for processing parent exception waiver requests.

A brochure is given to parents at their local school site at the time of student registration. The brochure includes program options and descriptors. The brochure also explains the procedures for applying for a Parental Exception Waiver.

Other students who may be exempted from *Structured English Immersion* participation include the following:

- English Learners who are on Individualized Educational Plans (IEP’s) do not have to be placed in the *Structured English Immersion* program unless Special Education personnel deem that an appropriate placement.
- English learners attending a District alternative school or who are enrolled in a district individualized course of study (i.e., independent study or Individualized Education Plan).
- Students whose parents have completed and been granted a waiver following the district’s waiver process.

District Instructional Programs for English Learners

Program Name	Structured English Immersion	English Language Mainstream Program	Bilingual Instruction Program
	Emerging/Expanding	"High" Expanding/Bridging	Parent Waivers
<b>Description</b>	This is an accelerated program to teach foundational English grammar and literacy skills as well as assist students in the mastery of the speaking domain.	Students learn grade-level core curriculum and study advanced academic English grammar.	Students learn core subjects in Spanish and learn English as a subject.
<b>Goals</b>	1. Rapid development of foundational English language skills in listening, speaking, reading, grammar and writing. 2. Subject matter/core instruction at language ability level. Note: This is a literacy program that is driven by the English Language Development (ELA/ELD CCSS) Standards using the District-adopted ELD text(s) and methods.	1. Development of academic English language grammar. Rapid development and proficiency of foundational English language skills in listening, speaking, reading, grammar and writing. 2. Grade appropriate subject matter learning with modified instruction (SDAIE materials, etc.)	1. Grade-appropriate subject matter learning in Spanish. 2. English Language Development.

<b>Students Served</b>	English Learners with less than "reasonable" overall English fluency: <ul style="list-style-type: none"> <li>• Emerging (Beginning)</li> <li>• Expanding (Early Intermediate)</li> <li>• Expanding Low Intermediate</li> </ul>	English Learners with "reasonable" English fluency: <ul style="list-style-type: none"> <li>• Bridging (High Intermediate)</li> <li>• Bridging (Early Advanced)</li> <li>• Bridging (Advanced)</li> </ul>	Students with grade-level Spanish language proficiency who would have been placed in SEI program.
<b>Program Duration</b>	One or more years, depending on need.	<ul style="list-style-type: none"> <li>• Students should exit this program after a maximum of three years.</li> <li>• Teacher recommendation</li> </ul>	Maximum of three years. Exit to Transitional or Mainstream programs.
<b>Language Instruction</b>	BLD Three class periods daily Grade level English	English Language Arts One or two class periods daily	Dependent on student's CELDT level
<b>Core Content</b>	<ol style="list-style-type: none"> <li>1. Subject matter at language ability level</li> <li>2. Sheltered strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Transition to grade level subject matter</li> <li>2. Sheltered/SDAIE strategies</li> </ol>	Delivered in Spanish or SDAIE (for some subjects)
<b>Special Features</b>	This program is legally considered to be an "English Immersion Classroom" and is required by state law (Prop. 227).	This program is legally considered to be an "English Language Mainstream Classroom."	District approved parent waiver request.

**Reclassification English Learners who attain English Language Proficiency:**

The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:

- (a) assessment of English language proficiency using CELDT;
- (b) assessment of English language proficiency, for grades 10 & 11 utilize the final examination benchmark ELA (70% or higher); for grade 9 CAASPP ELA grade 8 scale score of 2527 or higher; grade 12 CAASPP grade 11 scale score of 2538 or higher;
- (c) special Education moderate/severe English language proficiency using VCCALPS (overall score of 50 or higher) administered by the special education teacher;
- (d) special Education mild/moderate assessment of English language proficiency may use Woodcock-Johnson (overall score of 195 or higher) as an alternate assessment as the LEA transitions to the Brigance assessment in the upcoming year;
- (e) teacher evaluation, including but not limited to, a review of the student's curriculum mastery;
- (f) parent opinion and consultation during the reclassification process;
- (g) those students whose overall performance level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English (Appendix C); and,
- (h) for students scoring below the cut point, other factors will be used to determine reclassification such

as, but not limited to: *other reliable assessment*, English grade(s), years in the U.S. educational system.

**Provide high quality language instruction**

- I. DJUHSD teachers will make use of the following strategies to continue developing students' English Literacy and mathematics skills:
  - Content-based ELD/SDAIE methods and other methodology
  - Grammar-based approaches
- II. For content area instruction, teachers will make instruction comprehensible by using strategies associated with Primary Language instruction and, for students receiving core instruction through English, methods associated with Specially Designed academic Instruction In English (SDAIE).

**Ensure English proficiency and academic achievement.**

DJUHSD will implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.

We will provide the necessary professional development, instruction, supplementary materials, and interventions to increase student academic performance and progress and achieve Title III targets and proficiency on the SBAC and CELDT test that includes

- Practice and incorporate SDAIE, Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, Depths of Knowledge Levels of complexity, sentence frames, think-pair-share, collaborative/cooperative grouping, and graphic organizers;
- Analyze state and local data in a timely manner for targeted, coherent and sequential professional development, academic interventions, and refinement of instruction, curriculum and assessments. A data person has been designated to correct and disseminate local assessment data to the cohort teams;
- Provide supplementary mathematics and reading/writing instruction, targeted intervention, and afterschool tutorials;
- Reduce class size for English Learners not yet proficient or meeting target.
- Provide support staff to assist English Learners in attaining proficiency.
- Increase academic interventions before and after school, Saturdays and summer; and
- Monitoring of effectiveness of teaching strategies and refinement when necessary.

The English Learner program as well as EL student progress is monitored and evaluated on an ongoing basis. Formative assessment is conducted daily during instruction and through performance on unit exams and local assessments known as FACCs (Formative Assessments of Common Core Standards). Data from summative assessments that include local benchmarks, CELDT, and SBAC are analyzed and a plan of action is developed when targets are not achieved. Curriculum and instruction are refined, modified, and aligned to meet student needs and State Standards. Targeted professional development is conducted to enhance and reinforce evidence-based strategies such as SDAIE, ELD, DOK, and EDI. Site administration monitors the implementation and practice of evidence-based strategies and the modification of curriculum.

	<p><b>Promote parent, family, and community engagement in the education of English Learners.</b></p> <p>Parental and community participation is promoted via Blackboard Connect all call, personal calls to our parents, and publication of meetings in the local newspaper.</p> <p>The district and school sites conduct regular meetings throughout the year to review EL programs and outcomes with our English Learner parents.</p> <p>Parents and community members have the opportunity to contribute to the decision making process in the development and approval of the Title III plan, Single School Plan, LCAP and the Consolidated Application (ConApp).</p>	
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LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)
<b>Other Authorized Activities</b>	<p><b>Describe all authorized activities chosen by the LEA relating to:</b> Supplementary services as part of the language instruction program for English Learner students.</p> <p>Fund a portion of two ELD coordinators to coach teachers on ELD/SDAIE instructional strategies.</p> <p>Provide instructional assistants to help ELD students in ELA and core content classes to support teacher instruction.</p> <p>Purchase supplementary reading materials in the classroom.</p> <p>Provide students with enrichment activities such as field trips to educational institutions that include colleges, universities and museums.</p>	District and site administration, Local and State Assessment Coordinator at each school site, ELD Department Chair and teachers Local and State Assessment Coordinator at each school site, ELD Department Chair and teachers

**Plan to Provide Services for Immigrant Students**

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.	Persons Involved/Timeline (Optional)
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<b>Authorized Activities</b>	<p><b>Describe all authorized activities chosen by the LEA relating to:</b> Enhanced instructional opportunities for immigrant children and youth.</p> <p>Purchase supplementary materials and equipment for student learning including picture dictionaries, CD players for listening for enunciation and speaking, Essential Words, Scholastic readers, and supplementary reading.</p>	District and site administration, Local and State Assessment Coordinator at each school site, ELD Department Chair and teachers
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