Chapter 2
Elementary and Secondary Instructional Programs

CVUSD offers four instructional options to English language learners (ELs): Structured English Immersion (SEI), English Language Mainstream (ELM), Seal of Biliteracy Education (SBE), and Bilingual Alternative Program (BAP). Each option is designed to ensure that students acquire English language proficiency while learning California Common Core State Standards. All options contain the following required components:

- Well-articulated, standards-based, differentiated and designated English Language Development (ELD) instruction specifically designed for ELs
- Well-articulated, standards-based, differentiated and integrated English language instruction in the core curriculum, with primary language support and research-based learning strategies
- Structured activities designed to develop multicultural proficiency and positive self-esteem

Each EL is expected to make annual progress in English and mastery of grade level Common Core State Standards. Each year students are expected to advance one CELDT level in overall proficiency with the goal for Reclassification as a Fluent English Proficient (RFEP) within four years. Proficiency is determined through CELDT scores, annual ELA standards-based assessment results, and a review of progress toward reclassification criteria by site Language Appraisal Teams (LATs). Designated ELD instruction may begin as early as Transitional Kindergarten (TK) and is available at all K-12 sites.

The long-term goal of CVUSD is literacy in both English and Spanish through the mastery of the academic core content and multicultural proficiency. Toward this end, George Washington University’s “Principles for Second Language” serve as a crucial underpinning for all of CVUSD’s work in serving ELs. The principles are as follows:

**Principle 1:** English language learners are held to the same high expectations of learning established for all students. CVUSD holds the same standards for all students, so we draw upon work in the fields of bilingual education, second language acquisition, and recognize that the education of an EL student is multi-faceted. CVUSD strives to support second language acquisition across all educational subjects and cognitive needs.

**Principle 2:** English language learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. CVUSD recognizes that language acquisition is multi-faceted and that while the basic interpersonal skills may develop more quickly, the academic facility of language can take from 4-7 years depending on the individual learning variation of a student.

**Principle 3:** English language learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. CVUSD ensures that EL students receive equal access to all content, courses, materials, and services that are available to grade level peers who do not need ELD support.

**Principle 4:** English language learners receive instruction that builds on their previous
education abilities and reflects their language proficiency levels. CVUSD recognizes that ongoing assessment using multiple measures is crucial in determining progress and to drive instruction in language acquisition and academic progress. CVUSD further recognizes the need to provide professional development for administrators, teachers and all school staff to help support the learning of ELs in our schools.

**Principle 5:** English language learners are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of the students. CVUSD realizes that EL students pass tests when they understand the format, interpret the questions accurately, and respond appropriately. For this reason, the teachers of ELs will be trained in effective teaching strategies with follow up support and review of evidence.

**Principle 6:** The academic success of English language learners is a responsibility shared by all educators, the family, and the community. CVUSD, in partnership with the families and community, must take interest and responsibility for the education of EL students. The EL Master Plan strives to promote the family’s role in the education of the student and to promote open communication and avenues for involvement.

**English Language Development (ELD)**

English Language Development (ELD) is a component of all program options for ELs. The ELD component is based on the 2012 California English Language Development (CA ELD) Standards and provides a pathway to the Common Core State Standards for English Language Arts (ELA). CVUSD has a legal obligation by federal and state law to ensure all ELs receive a minimum of 30 minutes of ELD instruction per day for 180 school days.

The CA ELD Standards are organized by grade level K-8th, then clustered 9th/10th and 11th/12th. **Part I: Interacting in Meaningful Ways** outlines how ELs should collaborate with peers and materials, interpret the meaning of peers and materials, and produce oral and written texts appropriate to audience, context, purpose and task.

**Part II: Learning About How English Works** outlines how ELs should use language to structure cohesive texts, to expand and enrich their ideas through language, and how to connect and condense ideas to ensure message cohesion. Understanding how English works is “integral to and inseparable from” an EL’s development of meaning-making and purposeful interaction as delineated in Part I: Interacting in Meaningful Ways.

**Part III: Using Foundational Literacy Skills** are based upon fundamental reading expectations for K-5 students, so these standards must be adapted for students in upper grades. Students can acquire English in an accelerated time frame through appropriate instructional strategies and materials that meet the particular pedagogical and literacy needs of ELs who begin learning literacy after Kindergarten. The skills addressed include phonological awareness, print concepts, phonics, word recognition, and language fluency.

The CA ELD Standards are designed to be used in close conjunction with the Common
Core State Standards for language arts, math, social studies, science, and visual and performing arts (VAPA) standards in order to provide a robust and comprehensive instructional program for ELs. Therefore, designated ELD should never be provided in a manner that is disconnected or isolated from core content instruction. The CA ELD Standards are to be used in tandem with other academic content standards to support ELs in all academic content classrooms.

CVUSD realizes that academic development and linguistic proficiency for ELs are most successful in professional communities of practice, where teams of Structured English Immersion (SEI) teachers work together to recognize and identify language challenges in core content instruction. Teachers have to be supported to develop strategies to address these challenges by regularly meeting to discuss student work and reflect on the effectiveness of the strategies implemented.

This collaborative approach among teachers requires CVUSD to adopt an appropriate paradigm of support that will ensure teachers have adequate time to collaborate on short and long term learning goals; that will provide relevant, sustained professional development toward these goals; and will hold teachers accountable for implementing the practices they have been adequately supported to implement.

Time Allocated for Designated ELD

Designated ELD must be a part of the daily instructional program for every EL. The teaching of English is based on the CA ELD standards appropriate to grade level and language proficiency. The purpose of Designated ELD is to understand the forms and functions of English, which provides a foundation for literacy development through speaking, listening, reading and writing.

Designated ELD is planned, specific, explicit, and connected to content mastery. Regardless of the student’s program placement, all ELs must have time set aside for designated ELD until they are reclassified. Additional time should be built into the instructional day to enrich and expand all students’ communicative experiences with academic English.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Designated ELD</th>
<th>English Language Enrichment</th>
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<tbody>
<tr>
<td>TK-K</td>
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<tr>
<td>1st</td>
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<td>12th</td>
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Secondary ELs in grades 7-12 must receive one class period daily designated ELD plus one grade level English Language Arts class (See Secondary Program Descriptions).
Long Term English Learners

In accordance with what AB 2193 adds to Article 3.5 § 313.1 of CA Education Code and CVUSD distinguishes that an “English learner at risk of becoming a long-term English learner (AR-LTEL)” is any EL student who:

• enrolled in grades 5-11, inclusive,
• enrolled in schools in the US for four years,
• scored Intermediate or below on CELDT, and
• scored in the fourth year at Far Below Basic or Below Basic on English language arts standards-based achievement test.

CVUSD further distinguishes that a “Long-term English learner (LTEL)” refers to any EL student who:

• enrolled in any grades 6-12, inclusive,
• enrolled in schools in the US for more than 5 years,
• remained at the same English language proficiency level for two or more consecutive years, and
• scored Far Below Basic or Below Basic on the English language arts standards-based achievement test.

In Grades 5 through 10, a site English Learner (EL) Mentor will monitor ELs who have not made adequate yearly growth or have not scored Early Advanced on CELDT after four years of ELD services. All AR-TEL and LTEL students will participate in an Individual Language Plan (ILP) to address academic communication and language proficiency goals (Appendix B-6). In brief, the ILP process is as follows:

1. At the start of the school year, the site Language Appraisal Team (LAT) completes the Language Reclassification Analysis & Results form and determines the student is not ready to reclassify (Appendix B-1).
2. Site principal provides all copies of not ready to reclassify student forms to the site EL Mentor to begin the ILP process.
3. EL Mentor and LAT team meet to review Language Reclassification Analysis & Results form and complete Attachment A: ILP English Proficiency Performance Indicators (Appendix B-2)
   a. Identify 4-5 key listening, speaking, reading, and writing goals from the CA ELD Standards that the student should develop that school year to attain proficiency
4. EL Mentor meets with AR-TEL/LTEL student and her/his parents/guardians to review the Language Reclassification Analysis & Results form, Reclassification procedures, Parental Portal grade monitoring, and the goals identified in Attachment A.
5. EL Mentor reviews the data on the Attachment C: Student Personal Academic Plan data sheet and helps the student write her/his own goals for the school year (Appendix B-3). Student, parent/guardian, EL Mentor, and ELD teacher sign
Attachment C. Student and ELD teacher receive copies to monitor progress.

6. Student, parent/guardian, EL Mentor, and site administrator all sign and date the Individual Language Plan Agreement page to put ILP into effect (Appendix B-4).

7. EL Mentor forwards copies of Attachment A to the AR-TEL/LTEL student’s teachers, whose lesson plans will contain the Performance Indicator(s) to inform how instruction is differentiated.

8. Twice a year, the EL Mentor will consult with the AR-LTEL/LTEL student’s teachers to collect evidence in Attachment B and monitor progress toward meeting language goals (Appendix B-5).

**Elementary Program Descriptions**

**Designated ELD at the Elementary Level**

CVUSD requires that students who score Beginning through Intermediate CELDT overall proficiency levels receive daily, designated ELD instruction in CA ELD proficiency standards. Because ELs must meet the same Common Core State Standards for English language arts, and the same annual standards-based achievement tests as English Only (EO) students, the ELD teacher must prepare students for full engagement in speaking, listening, reading and writing their mastery of content standards. Therefore, a Language Appraisal Team (LAT) must be established on each site to identify language skills needed to demonstrate mastery of English language arts, math, science, and social studies standards with increasing fluency and confidence.

**Staffing Requirements:**
- Multiple or Single Subject Teaching Credential with AB 1059 English Learner Authorization
- Multiple or Single Subject SB 2042 Credential
- Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD)
- SB 1969 Certificate of Completion
- Bilingual Specialist Credential
- Bilingual Certificate of Competence (BCC)
- Bilingual Authorization or Educator Authorization (Bilingual)
- Language Development Specialist (LDS) Certificate
- Education Specialist Credential with AB 1059 English Learner Authorization
- Supplementary Authorization in English as a Second Language

**ELD Level I: “Emerging”**

**Students Served:**
- ELs who have scored at Beginning to Early Intermediate on the CELDT

**Program Components:**
- Daily designated ELD TK/K-6: minimum 45 minutes
• ELD teacher should be fluent in English to ensure phonemic and syntactical fluency
• Follow CA ELD Standards in the Emerging domain for the applicable grade level
• Teacher teaming for ELD teacher and LAT colleagues to create and support projects and activities to use language appropriate to the grade level, content, topic, purpose, audience, and text types across the disciplines
• Primary language support to motivate, clarify, direct, and explain

ELD Level II: “Expanding”

Students Served:
• ELs who have scored at Early Intermediate to Intermediate on the CELDT

Program Components:
• Daily designated ELD K-6: minimum 45 minutes
• ELD teacher should be fluent in English to ensure phonemic and syntactical integrity
• Follow CA ELD Standards in the Expanding domain for the applicable grade level
• Teacher teaming for ELD teacher and LAT colleagues to create and support projects and activities to use language appropriate to the grade level, content, topic, purpose, audience, and text types across the disciplines
• Less primary language, more English support to motivate, clarify, direct, and explain

ELD Level III: “Early Bridging”

Students Served:
• ELs who have scored at Intermediate to Early Advanced on the CELDT subcategories

Program Components:
• Daily designated ELD K-6: minimum 45 minutes
• ELD teacher should be fluent in English to ensure phonemic and syntactical integrity
• Follow CA ELD Standards at the “Early Stages” of the Bridging domain descriptors for the applicable grade level,
• Teacher teaming for ELD teacher and LAT colleagues to create and support projects and activities to use language appropriate to the grade level, content, topic, purpose, audience, and text types across the disciplines
• Limited primary language, more English support to motivate, clarify, direct, and explain

Addressing the Needs of AR-LTEL and LTEL Students
For all EL who complete ELD III and enter the fourth year in school, CVUSD recognizes this student is “at risk of becoming a long-term English learner” (AR-LTEL). After five years, the student becomes a “long term English learners” (LTEL). To better serve AR-TEL and LTEL students, each site, where needed must provide the following:

**ELD Level IV: “Exit Bridging”**

*Students Served:*  
- ELs in grades 5-6 who have been enrolled in schools in the US for four years and scored Intermediate or below on CELDT.

*Program Components:*  
- The site EL Mentor will create and implement an Individual Language Plan (ILP) with the LAT staff to identify 4-5 key language skills that the teachers must target during the school year to achieve those goals.
- Daily designated ELD K-6: minimum 45 minutes
- ELD teacher should be fluent in English to ensure phonemic and syntactical integrity
- Follow CA ELD Standards of the “Exit Stages” of the Bridging domain descriptors for the applicable grade level
- Teacher teaming for ELD teacher and SEI content teachers to support classroom teachers with language goals the student needs to develop as they use language appropriate to the grade level, content, topic, purpose, audience, and text types across the disciplines
- 40 minutes of English enrichment before or after school

**ELD Level V: “Beyond Bridging”**

*Students Served:*  
- ELs in grade 6 who have been enrolled in schools in the US for more than five years and have remained at the same English language proficiency level for two or more consecutive years.
- ELs meeting the above criteria and scored Far Below Basic or Below Basic on the English language arts standards-based achievement test.

*Program Components:*  
- The student’s Individual Language Plan (ILP) 4-5 key language skills for the teachers to target during the school year to achieve those goals
- Daily designated ELD grade 5-6: minimum 45 minutes
- ELD teacher should be fluent English to ensure phonemic and syntactical integrity
- Follow CA ELD Standards toward the “Exit Stages” of the Bridging domain descriptors for the applicable grade level
- Teacher teaming for ELD teacher and SEI content teachers to support classroom teachers with language goals the student needs to develop as they use language appropriate to the grade level, content, topic, purpose, audience, and text types across the disciplines
• 40 minutes of English language enrichment before or after school

Elementary Newcomer Students

CVUSD defines a newcomer student as a child who is new to the school system and culture of the United States within the last 12 months. Some ELs who arrived after Kindergarten may have received limited education in their primary language, making full engagement in the instructional program difficult for the student.

To the extent that it is possible, newcomer ELs should be placed in the grade appropriate Structured English Immersion program and follow the same procedures for identifying and placing a student in a proficiency-based ELD level. If the student demonstrates a need for more strategic development of foundational literacy skills, the LAT will develop an Instructional Language Plan (ILP) to address the student’s particular needs, which may include the following:

• CA ELD Standards Part III: Foundational Skills for foundational literacy to design instructional goals for transferable literacy skills during designated language development times:
  o Daily designated ELD foundational literacy skills development: minimum 45 minutes
  o Daily designated primary language foundational literacy skills development: minimum 45 minutes

• Daily, integrated development of English communication skills through SEI language arts, math, science, and social studies content

• Primary language reading/literacy or writing support

• Site LAT at each trimester evaluates to continue or modify the student’s language objectives or goals

Instructional Programs at the Elementary Level

There are targeted program options for ELs: Structured English Immersion (SEI), English Language Mainstream (ELM), and the Seal of Biliteracy Education (SBE). The SEI and ELM are English language programs, where primary language support may be provided but instruction is predominantly in English.

The SBE program includes instruction in Spanish to ensure that students build on primary language transferability skills as they learn English. Targeted school sites provide the SBE program option for students with an approved Parental Exception Waiver Form (Appendix A-2). Parents/guardians must commit to keeping their child in the program through 6th Grade in order to receive the CVUSD Seal of Biliteracy Certificate of Achievement Award. Biliteracy classroom composition reflects average parity with ELM and SEI classrooms. Site administration, parents/guardians, and teachers should review participation data to ensure program efficacy and classroom teacher-to-student ratio at each site.
Structured English Immersion (SEI)

Because the goal is for students to develop academic proficiency in English through the mastery of the academic core content, the site Language Appraisal Team (LAT) will identify language skills needed to demonstrate mastery of ELA, math, science, and social studies standards, so that the ELD teachers can best prepare ELs to meet those expectations. Instruction is nearly all in English, but primary language support may be used for clarification and explanation when practical.

Students Served:
- ELs who score overall Beginner, Early Intermediate, or Intermediate on the annual CELDT
- All ELs who have not achieved RFEP status

Program Components:
- Daily designated ELD at appropriate level K-6: minimum 45 minutes
- ELD teacher should be fluent in English to ensure phonemic and syntactical integrity
- Teacher teaming for ELD teacher and SEI colleagues to create and support projects and activities to use language appropriate to the grade level, content, topic, purpose, audience, and text types across the disciplines
- Integrated ELD practice in language arts, reading, writing, math, science and social studies, differentiated through appropriate instructional strategies utilizing standards-based materials
- Primary language support as needed, including after school language and literacy interventions

Staffing Requirements:
- Multiple or Single Subject Credential with AB 1059 English Learner Authorization
- Multiple or Single Subject SB 2042 Credential
- Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD)
- SB 1969 Certificate of Completion
- Bilingual Specialist Credential
- Bilingual Authorization or Educator Authorization (Bilingual)
- Bilingual Certificate of Competence (BCC)
- Language Development Specialist (LDS) Certificate
- Education Specialist Credential with AB 1059 English Learner Authorization
- Clear Designated Subjects Career Technical Education Credential with SDAIE Authorization

English Language Mainstream

The English Language Mainstream program develops academic proficiency in English through the mastery of the academic core content and multicultural proficiency.
Instruction is overwhelmingly in English; however, special support options are provided as needed.

**Students Served:**
- Fluent English Proficient (FEP) students
- Reclassified English Language Learners (RFEP)
- ELs whose parents/guardians have declined participation in the SEI Programs

**Program Components:**
- Daily integrated academic English language development of listening, speaking, reading and writing skills through language arts, math, science, social studies, and the arts
- Differentiated instruction through a variety of strategies utilizing standards-based, grade appropriate materials
- Limited primary language support to motivate, clarify, direct, and explain

**Staffing Requirements:**
- Multiple or Single Subject Credential with AB 1059 English Learner Authorization
- Multiple or Single Subject SB 2042 Credential
- Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD)
- SB 1969 Certificate of Completion
- Bilingual Specialist Credential
- Bilingual Authorization or Educator Authorization (Bilingual)
- Bilingual Certificate of Competence (BCC)
- Language Development Specialist (LDS) Certificate
- Education Specialist Credential with AB 1059 English Learner Authorization
- Clear Designated Subjects Career Technical Education Credential with SDAIE Authorization

**Seal of Biliteracy Education**
The long-term goal is literacy in both English and Spanish through the mastery of the academic core content and multicultural proficiency. Spanish language instruction supports the EL student’s ability to meet grade level standards while developing English fluency. As ELs develop proficiency in Spanish, English immersion increases. Elementary students must remain in the Seal of Biliteracy Education program through 6th Grade to receive the CVUSD Seal of Biliteracy recognition earned through Seal of Biliteracy Advisory Committee determined criteria

**Students Served**
- ELs whose parents/guardians have completed a waiver requesting participation
- EOs, IFEPs, RFEPs based on parent/guardian request for participation
- Newcomers with grade appropriate language skills in Spanish and English
• Enrollment begins in Kindergarten or 1st grade. Requests for participation in 2nd - 6th grades require approval by site administration and program teachers.

Developmental Biliteracy Model
Kindergarten instruction is predominantly in Spanish, with increasing English each year until in 5th Grade, 50% of the instructional day is conducted in English.

Students Served:
• ELs whose parents/guardians have completed a waiver requesting student participation
• EOs, IFEPs and RFEPs, based on parent/guardian request for participation
• Enrollment begins in Kindergarten; requests for participation in 1st - 6th Grades require approval by site administration and parent/guardian commitment
• Student program enrollment commitment from parents needed through 6th Grade

Program Components:
• Daily ELD at appropriate language proficiency level K-6: minimum 45 minutes
• ELD teacher should be fluent English Only to ensure phonemic and syntactical integrity
• Teacher teaming for ELD teacher and grade-level colleagues to coordinate language development through content instruction
• Spanish language arts equivalent to ELA Common Core State Standards
• Integrated Spanish language development of speaking, listening, reading and writing in math, science and social studies through a variety of instructional techniques and strategies, utilizing standards-based materials
• Increasing integrated English language development of speaking, listening, reading and writing in math, science and social studies through a variety of instructional techniques and strategies, utilizing standards-based materials
• Primary language support to motivate, clarify, direct, and explain

Staffing Requirements:
• Bilingual Specialist Credential
• BCLAD Certificate or BCLAD Emphasis
• Sojourn Teaching Credential
• Bilingual Certificate of Competence (BCC)
• Bilingual Authorization or Educator Authorization (Bilingual)

Two-Way Immersion Model
The long-term goal is literacy in English and Spanish through the mastery of the academic core content and multicultural proficiency, with 50% of the students being EO speakers and 50% Spanish speakers. Through content-based learning, students use their strengths in their primary language to help their classmates overcome their academic needs in the second language.

Students Served:
• ELs with parent/guardian requests
• EOs, IFEPs and RFEPs with parent/guardian requests
• Enrollment begins in Kindergarten; requests for participation in 1st - 6th Grades require approval by site administration and parent/guardian commitment
• Student program enrollment commitment expected through 6th Grade

Program Components:
• Daily ELD at appropriate language proficiency level K-6: minimum 45 minutes
• ELD teacher should be fluent English Only to ensure phonemic and syntactical integrity
• Teacher teaming for ELD teacher and grade-level colleagues to coordinate language development through content instruction
• Spanish and English language arts, math, science and social studies content learned through immersion in the target language
• Differentiated instruction through a variety of strategies utilizing standards-based, grade appropriate materials

Staffing Requirements:
• Bilingual Specialist Credential
• BCLAD Certificate or BCLAD Emphasis
• Sojourn Teaching Credential
• Bilingual Certificate of Competence (BCC)
• Bilingual Authorization or Educator Authorization (Bilingual) Multiple or Single Subject Teaching Credential with AB 1059 English Learner Authorization

Percentage of Spanish to English Instruction at the Elementary Level

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<tr>
<th>Grade</th>
<th>Developmental Biliteracy</th>
<th>Two-Way Immersion</th>
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<tr>
<td>TK/K</td>
<td>90% Spanish; 10% English</td>
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</tr>
<tr>
<td>1st</td>
<td>90% Spanish; 10% English</td>
<td>50% Spanish; 50% English</td>
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<td>80% Spanish; 20% English</td>
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<tr>
<td>6th</td>
<td>40% Spanish; 60% English</td>
<td>50% Spanish; 50% English</td>
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Special Education Services: Primary and Secondary Programs

Each EL has access to Special Education services just as all other students in CVUSD. Careful review by the Student Support Team (SST) of all referrals takes place first, which includes second language surveys, SST referral forms, modifications and interventions, review of student records, verification of current hearing and vision screenings, parent/guardian and student interview, if age appropriate, in order to:

1. Review the response of the student to evidence based interventions in the general education program
2. Determine if interventions should continue or be revised
3. Determine if student performance is reflective of expected patterns of the student’s second language acquisition based on schooling and time in this country
4. Determine that growth is being made or if all interventions in the general education setting have been exhausted
5. Refer student for an assessment to determine eligibility for Special Education

When an EL student is recommended to be assessed in order to determine eligibility for Special Education, testing may only be initiated upon parent’s written approval. When appropriate, assessments will be conducted in Spanish, in English, or both, making certain that cultural differences are taken into consideration when determining eligibility.

If a student is found eligible for Special Education, an Individualized Education Plan (IEP) shall be developed for the student annually. Instructional decisions related to student’s language acquisition status must be described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP will include goals that address ELD as well as access to the content areas through primary language support. To the extent that the student’s ELD program relates to the student’s need for Special Education services, the IEP must document the provision of these services.

ELs in grades K-12 with an IEP, with Intermediate of less CELDT scores in listening and speaking, reading, and writing continue to receive ELD and differentiated instruction in collaboration with the general education teacher. Special Education staff, including Special Day Class staff, will receive the same training as general education staff in working with ELs. In Special Day Classes, the Special Education staff provides ELD instruction to the ELs. Bilingual paraeducators may be assigned to the program to provide direct support to ELs with an IEP.

Gifted and Talented Education (GATE)

CVUSD is committed to ensure equity in its Gifted and Talented Education (GATE) program. CVUSD ensures equal access to all ELs through its identification, referral process, testing, and teaching methodologies within its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talents are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success.

Students are tested in 2nd Grade and by referral of parent/guardian or teacher thereafter. GATE testing is conducted using a nonlinguistic assessment NNAT2. Site administrators and/or site designee GATE coordinators will work with school staff and parents/guardians to inform all stakeholders about the GATE referral process, testing process, and GATE services. The district GATE administrator and the site administrators
monitor GATE services. All GATE requirements must adhere to the Categorical Program Monitoring (CPM) regulations and CVUSD board policy 6172.