Marysville Joint
Unified School District

Master Plan for English Learners

A plan for excellence in our quest to leave no child behind.

Updated 8/2014

Dr. Gay S. Todd
Superintendent

Lenora Tate
Executive Director
Educational Services

Peggy Rister
Program Coordinator

Message from the Superintendent

The Marysville Joint Unified School District's vision is to provide a world-class education for every child, every day. Our mission is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society. In tandem with our vision and mission, the district believes it is critical for all students to acquire academic English.

We also recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he/she cannot understand.

The Marysville Joint Unified School District extends this vision and mission to our students through continued review and implementation of the district's goals through adoption of the new Master Plan for English learners.

The Master Plan is a guide to assist all schools in providing every identified student an instructional program which includes daily English language development, access to the core curriculum, and promotion of multicultural proficiency. The Master Plan demonstrates a collaborative effort among all departments to effectively serve English learners. It also demonstrates our commitment to collaborate with all members of our extended learning community: employees, parents, students, and community partners because together we can devise compelling and powerful programs for our English learners.

Many thanks to the teachers, administrators, support staff, and parents for their dedication and collaboration on the Master Plan. We also greatly appreciate the support and guidance of the California Department of Education, the Sacramento County Office of Education, and the San Joaquin County Office of Education.

Sincerely,

Gay S. Todd, Ed.D.
Superintendent

Our Vision
for the Education of Children

- **All students can meet and even exceed the outcomes established in Board Policy for graduation requirements and grade level promotion/retention standards.**
- **All students will have multiple ways of learning and demonstrating that they have learned those things required by district graduation requirements and grade level promotion/retention standards.**
- **Student success is a self-fulfilling process; the more we believe that all students can be successful and the more students experience success, the more success will happen.**
- **We have the ability within our district and community to develop the resources necessary to ensure that all students experience success.**
- **The achievement of this belief will take place in a life-long learning environment for Board, staff, students, and parents.**

Table of Contents

Chapter 1: Identification, Assessment, and Placement……...1

Step 1: Registration and Home Language Survey……..…3

Step 2: English Language Proficiency Assessment……...3

Step 3: Primary Language Proficiency Assessment……...4

Step 4: Parent Notification of Results and Placement…….……..4

Step 5: Program Placement……...6

Kindergarten Registration, Assessment, and Placement……...7

Transfer Students……...……..……..8

Training for staff on Identification, Assessment, and Placement……...8

Chapter 2: Instructional Programs…….……....11

Bilingual Alternative Program…….…….13

Structured English Immersion…….…….14

English Language Mainstream……15

Elementary Program Charts……...16

Secondary Program Charts……...19

Different Groups of ELs Need Different Services……....22

Newcomers with Adequate Formal Schooling……...…….23

Newcomers with Inadequate Formal Schooling……...…….23

Long Term English Learners…….……...24

English Learners in Special Education……25

Intervention Catch-Up Plan…….……...26

Chapter 3: Monitoring of Student Progress and Reclassification……..……...29

Use of Assessment……....31

Annual Review of Progress……...31

Reclassification Process……....31

Reclassification Standards……....34

Reclassification Follow-Up……35

Chapter 4: Staffing and Professional Development……37
Adequate and Qualified Staff……39
Bilingual Para-professionals……39
Qualifications to Teach English Learners……40
Professional Development……41

Chapter 5: Parent and Community Involvement……45
Parent Engagement and Communication……47
Staying Involved……48
ELAC……50
DELAC……52
Additional Responsibilities of EL Coordinator……53

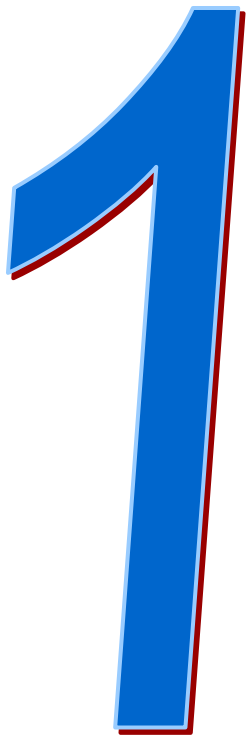
Chapter 6: Evaluation and Accountability……55
Overview……57
Monitoring Program Implementation and Effectiveness……58
Evaluation Design……58
Specific Goals and Measures……60
Goal #1: Program Implementation……60
Goal #2: Increase English Language Proficiency……61
Goal #3: Achievement of Academic Success……62
Goal #4: Indicators for Risk of School Failure……62
Goal #5: Parent Engagement……63
Goal #6: Multicultural Proficiency……63
Use of Effectiveness Information……63
Evaluation and Accountability: Roles and Responsibilities……64
Evaluation Goals Summary Sheet……67

Chapter 7: Funding and Resources.....69
Overview.....71
General Fund Resources.....72
LCFF Funds.....72
Catergorical Funds…….....73
Title I, Part A
Title II
Title III
Additional EL Support Programs.....73
Monitoring Instrument covered in multiple chapters ……..…..78
Monitoring Instruments that are found from different sources ……79

Appendices
Appendix “A”
Glossary of Terms.....81
Appendix “B”
Board Policies Relating to English Learners.....87
Appendix “C”
CELDT: Frequently Asked Questions.....97
Blueprint.....103
Appendix “D”
Pertinent Laws.....131
English Learner Frequently Asked Questions.....136
Appendix “E”
ELAC and DELAC Bylaws.....149
Appendix “F”
Forms list.....157

Chapter ONE

Identification, Assessment, And Placement



State and Federal Requirements

II – EL 4: Identification, Assessment, and Notification

- **The LEA properly identifies, assesses, and reports all students who have a primary language other than English.**

VI – EL 17: Appropriate Student Placement

- **All Pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative placement.**

VI – EL 18: Parental Exception Waiver

- **Parents and guardians of ELs are informed of the placement of their children in an English Language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.**

INITIAL IDENTIFICATION, ASSESSMENT, AND PLACEMENT

1

Step 1: Registration, including completion of the Home Language Survey

Parents go to the school site in order to register for school. At the school, parents complete a Home Language Survey, as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter.

If the answers to items 1, 2, and 3 are "English," the child is classified as English Only (EO) and placed into a mainstream English class. See step #2 for students with a language other than English for #4.

Parents cannot "opt out" of the CELDT because English language proficiency assessment is both a federal (NCLB Title I, section 1111[b][7] and Title III, 2002) and state requirement (Education Code 313). For information regarding "opting out" of English language instructional services, contact the CDE Language Policy and Leadership Office at 916-319-0845.

If a language other than English was inaccurately included in on HLS, a parent/guardian may update the HLS to accurately reflect the language(s) spoken in the home. However, if a pupil has already completed a CELDT and has been designated an English Learner, the pupil must take the assessment annually until they are reclassified fluent English proficient.

Step 2: English Language Proficiency Assessment

If any of Items 1, 2, or 3 on the Home Language Survey are answered with a language other than English, California state regulations require the district test the student for English proficiency within 30 calendar days of initial enrollment.

However, if the answer to item 4 is a language other than English, the student should be closely monitored for English proficiency, and other measures should be reviewed. If school personnel have doubts, the child should be assessed using the CELDT as quickly as possible. The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT is a standardized language proficiency test designed to measure the English fluency of non-native speakers.
The CELDT is given by trained personnel at the site or district level. MJUSD strives to accomplish administration of the CELDT as soon as possible, preferably within a day or two (see page 7 for Kindergarten registration, which is an exception to this timeline). The goal is to make the enrollment and initial assessment process as convenient for parent and child as possible.

The child receives a score on each part of the CELDT taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types used include: raw score, scaled score, and proficiency level. A preliminary score on an initial CELDT is calculated for the purposes of placement and program options. These preliminary results and program options, as well as results from the primary language assessment, if indicated, are communicated to the parent via the Initial Assessment Results and Program Placement form (EL form # 2).

At this time, the CELDT results are also forwarded to the test publisher, Educational Data Systems (EDS), for official scoring. In cases where the preliminary and official scores differ, the official EDS results override preliminary scoring done at the district level.

What to do:

Step 1: Registration, Including completion of the Home Language Survey

Step 2: English Language Proficiency Assessment

Step 3: Primary Language Assessment

Step 4: Parent Notification of Results and Placement

Step 5: Program Placement

Communication

Results of the CELDT and the primary language assessments are communicated to the parents via the Parent Notification of Initial Assessment and Program Placement Form. Parents will be notified via the Primary Language Testing Exemption form if testing is not available in the student's primary language.

Results from the CELDT and a copy of the Initial Assessment and Program Placement Form are stored in the green EL folder in the student's cumulative folder, and in the district's database for future use in monitoring student progress and program evaluation.

On the basis of the English language assessment, students are classified as either Initially Fluent English Proficient (IFEP) or English Learner (EL). The parents of IFEP students are informed of the results. English Learners proceed to primary language assessment (Step 3).

Step 3: Primary Language Assessment

An initial assessment of the English Learner's primary language is conducted as soon as possible after the completion of English language assessment, but no later that 90 calendar days after the date of registration.

Results of the primary language assessments are communicated to the parents via the Parent Notification of Initial Assessment and Program Placement Form. Parents will be notified via the Primary Language Testing Exemption form if testing is not available in the student's primary language. The results of the primary language assessments are placed in the student's EL green folder and entered in the district database. The results of this testing are used to calculate students' literacy development in the primary language and to make program recommendations.

Step 4: Parent Notification of Results and Placement

Upon completion of the testing, parents are notified of the results and given a description of the available program options, as well as the benefits of each option.

The results of the Home Language Survey and the language assessments (and, in the case of transfer students, the results of a review of transcripts and previous program placement noted in the registration form) are used to define the options open to students for program placement.

The process will include determination of the most appropriate EL program for the student. This is determined in the following manner:

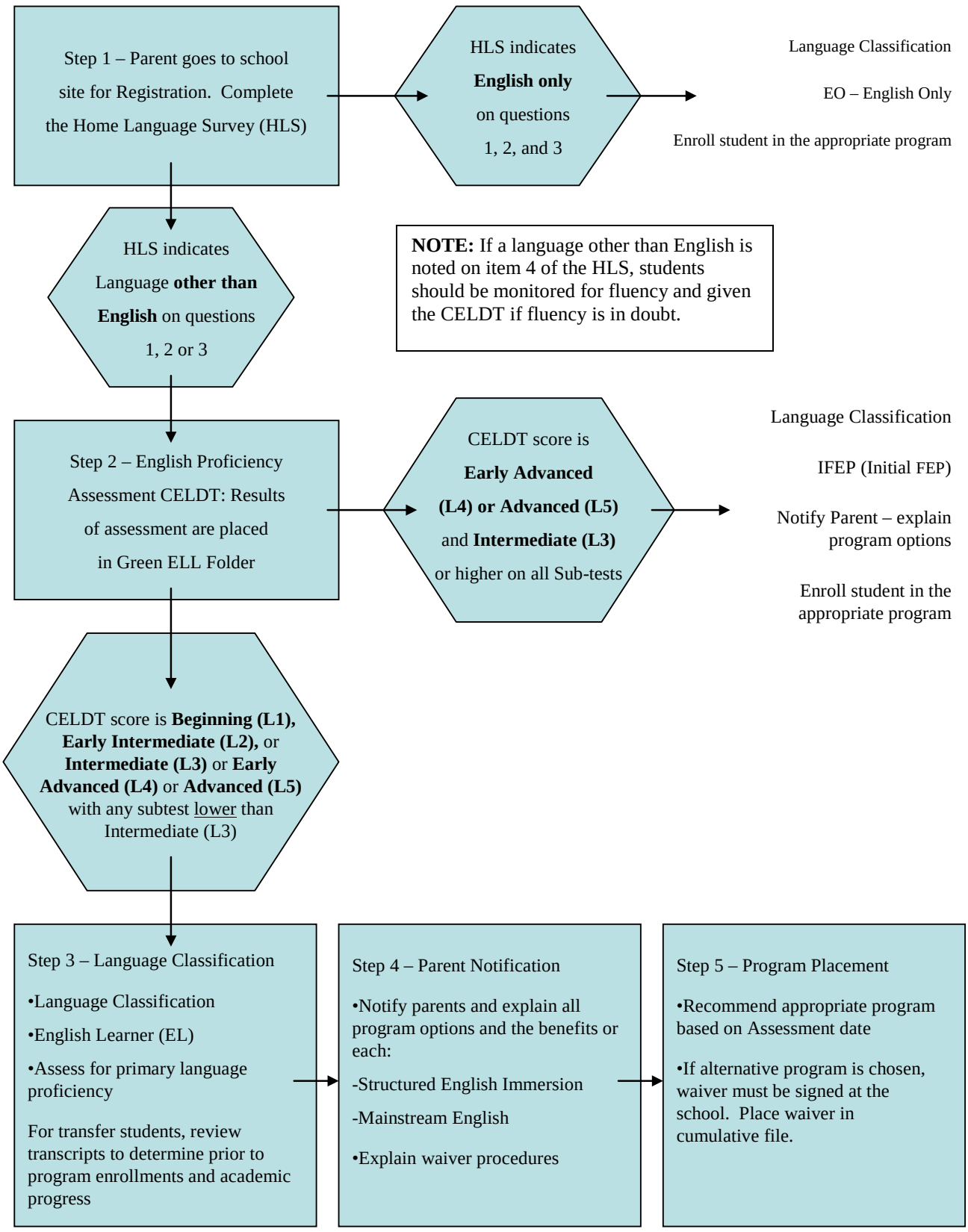
Determine whether the student is reasonably fluent in English.

The criteria for reasonable fluency in English include:

1. Student's overall proficiency level is Early Advanced or higher, and

2. Each skill area proficiency level is Intermediate or higher

Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement Process



If the child is reasonably fluent in English by these criteria, a placement in a mainstream English program is recommended, including additional support services as appropriate. Support services in the mainstream program must include one or more of the following, as needed:

- Content instruction using SDAIE techniques
- Specialized instruction by a Reading or Literacy Specialist
- English Language Development
- Participation in Benchmark, Strategic or Intensive interventions
- Primary language instruction/support
- Before and/or after school intervention programs
- Tutoring
- Other appropriate services

The green EL folder is typically located inside the student's permanent cumulative record. All information regarding assessment, placement, and waivers is kept inside this folder.

If a child is not reasonably fluent in English, then a placement in a Structured English Immersion (SEI) program is recommended. In SEI, the instruction is nearly all in English, with the primary language used to support the child's learning as necessary. The types of support services listed in the previous paragraph are also provided as needed.

Step 5: Program Placement

Once the assessment scores have been analyzed and sent to the parents with the program options and recommended placement, an appropriate program is assigned to the student. If parents select an alternative program, they must complete and file a Parental Exception Waiver Request form (EL form #13) at the child's school site. The waiver will be approved unless it is deemed by school personnel that it is not in the best interest of the student. Further, a waiver request may be denied if there is not currently a class in place and there are not a sufficient number of students to create the class. Parents have the right to appeal a denial. The waiver request must be filed annually. If parents choose to opt out of a Structured English Immersion program to have their student placed in an English Language Mainstream class, a "Request to Withdraw" form (EL form #12) must be completed annually. Parents may choose to opt out of a program for the student but cannot opt out of EL services such as ELD instruction and CELDT.

English Learners are given the CELDT every year until they are reclassified. Once the CELDT results are received from the test publisher, parents will receive the Annual Assessment and Program Placement Form which will detail current CELDT results as well as the recommended placement for the following year.

Copies of communication regarding assessments, placement, and waiver, when applicable are placed into the student's green EL folder:

- The EL folder lists all documentation on the outside cover required for the student.
- All EL documentation is to be kept in this folder.
- The folder is usually kept in the child's cumulative folder, however in some cases, the EL folder is kept in one primary location at the school site for ease of record keeping and access.
- In case of student transfer, the green EL folder must be placed in the cumulative folder to ensure all documentation is received at the student's new school.

In this section

Legislative Restrictions in Enrollment in Alternative Programs

According to the California's Ed Code (305, 306, 310, 311, 48985), the following types of EL students under 10 years old must be placed in a mainstream or SEI program for at least 30 days before a request for an alternative program can be honored:

a. Students in a California school for the first time:
   - New Kindergartners/Transitional Kindergartners
   - Transfers from out of state
   - Students entering a US school the first time

b. Students transferring from another California school who have not completed the 30-day requirement in another school

All other English Learners, including those who have completed the 30-day requirement in another school, may enter an alternative program immediately.

Annual Kindergarten & Transitional Kindergarten (TK) Registration, Assessment, and Placement

Because of the large number of new Kindergarteners that must be assessed and placed at the beginning of each school year, a special process is used for handling this group.

1. Kindergarten and TK pre-registration begins in May of the school year preceding the child's entrance into kindergarten and TK. However, CELDT testing, by state mandate, may not begin until July. When the parent pre-registers the child, the Home Language Survey is completed. If the HLS indicates a language other then English is spoken, the student is scheduled for testing as soon as possible.

2. Children who pre-register have the opportunity to participate in Kinder Camp. Kinder Camp is four weeks of instruction starting mid-July and completing before the start of the new school year. Any student whose Home Language Survey indicates a language other than English is spoken is given the CELDT test, which is then hand scored for appropriate placement. Children who do not attend Kinder Camp or those who register at the start of school will be given the CELDT (as indicated by the HLS) as soon as possible within the testing window. A trained team of district staff is used for all CELDT and primary language testing.

3. Assessment results are processed as quickly as possible, and parents notified of the results and of the student's recommended placement. The procedures described above are used regarding determination of the placement, notification of the parents, review of and assistance in completion of the waiver process, and placement into the selected program.

4. Once the assessments are completed, children are provided instructional programs that are overwhelmingly in English for the mandatory 30 calendar days. Every English Learner under 10 years of age must initially be placed in a class room taught overwhelmingly in English for not less than 30 calendar days beginning the first day of instruction. This is a one-time requirement.

Transfer Students

1. **Transfer between district schools.** Parents make intra-district transfer requests through the Student Attendance and Discipline Office. Intra-district transfer forms are first sent to the student's school of residence to be signed and then to the receiving school for approval. All data regarding the student's EL assessment history – current scores, current placement, records of academic progress, and interventions – are sent to the receiving school. The EL Specialist and site principal at the receiving school are responsible for reviewing the student's transcripts and records (including information in the district's database system) and ensuring that the student is properly placed in the appropriate type of program, as specified in the student's current record.

2. **Transfer from other California schools, out of state, other countries, or private schools.** Students transferring into the district from another district within the state typically have records of a home language status (EO, IFEP, EL), and scores on mandated assessments.

Students entering MJUSD who are new to the state or from another country follow the language assessment, classification and placement process described above. The date they enrolled in the district is entered into their records as the date they first enrolled in a California school and the date they first enrolled in a US school.

These students do not need to go through the MJUSD initial identification process. Records are obtained from the previous school/district, and entered into the district's record keeping system. If these records are not available within ten days, English and primary language assessments proceed and the identification, notification, and placement process is implemented per the above description. The student's transcripts are reviewed to determine prior placement and academic history. This procedure also applies to students transferring from private schools.

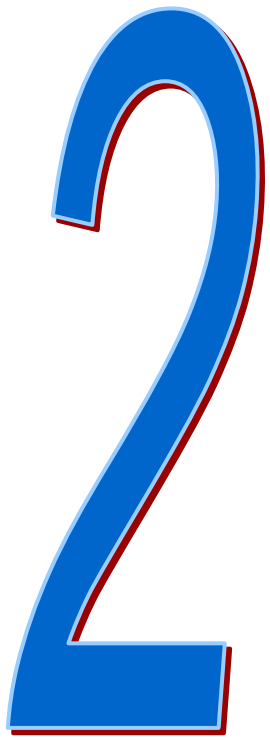
Training for Staff and Administrators on Initial Identification, Placement, Parental Rights, and Informed Consent

The district provides ongoing training for administrators and staff on procedures relating to initial identification, placement, parental rights and informed consent, including the waiver process. The persons to be trained include district office staff as needed, the school principals and office staff members, EL Specialists/facilitators or coordinators, teachers, para-educators, and other staff as necessary.

Trained staff members at the district and site levels work to make sure all EL students are assessed and placed appropriately.

Chapter TWO

Instructional Programs



State and Federal Requirements

VII – EL 20: ELD

- **Each English Learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.**

VII – EL 21: Access to the Core

- **Academic instruction for ELs is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.**

INSTRUCTIONAL PROGRAMS (K – 12)

2

The Marysville Joint Unified School District provides services to English Learners to ensure that these students are acquiring English language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum.

In accordance with state and federal legal requirements, the Marysville Joint Unified School District offers a number of program models to serve English Learners. Parental involvement in decisions regarding the education of their children is required and critical to students' academic success. Marysville offers the following program options for English Learners:

English Language Programs:

- Structured English Immersion (TK/K – 12)
- English Language Mainstream (TK/K – 12)

Bilingual Alternative Program

- Primary language skills instruction program (TK/K – 12)
- The Bilingual Alternative program is subject to a minimum enrollment of 20 students per grade level. This program is not currently being offered as requests are too few. Should the interest increase to the minimum level, the Bilingual Alternative program will be offered at designated school sites. Existing bus routes may accommodate transportation needs, but in some instances, parents may be responsible for the transportation of the student to the alternative program site.

All instructional programs designed for English Learners contain the following components:

- Well-articulated, standards-based, differentiated English Language Development instruction, specifically designed for English learners.
- Well articulated, standards-based core curriculum instruction provided either through the primary language or through Specially Designed Academic Instruction in English (SDAIE).
- Structured activities designed to develop multi-cultural competency and positive self-esteem.
- Primary language support as needed
- Parental involvement and participation as available.

Structured English Immersion Program (SEI)

Structured English Immersion is an English language acquisition process in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students are taught subjects "overwhelmingly," but not exclusively, in English. Teachers and aides may provide primary language support to assist students in accessing core curriculum. Teachers may also use the student's primary language in content instruction to motivate, clarify, direct, support, and explain. The goal of the Structured English Immersion Program is for English Learners to develop a reasonable level of proficiency in English. Access to core content is accomplished through instructional strategies using specially Designed Academic Instruction in English (SDAIE) techniques to enable English learners to gain access to grade level subject matter in mathematics, social studies, science, and other academic subjects required for grade promotion and/or graduation.

Program Requirements:

- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver.
- All EL students receive daily ELD instruction based on the district-adopted program and state standards from an appropriately certificated teacher. Instruction must include listening, speaking, reading, and writing.

Materials:

State and/or district adopted and/or approved standards based materials are utilized. Materials may include print, audio, visual, graphic, and electronic resources. Core, as well as supplemental materials is utilized. Primary language materials are used as needed for reinforcement.

SEI Program for English Learners with less than reasonable fluency:

Kindergarten students receive:

- 30 minutes of teacher-directed instruction with an emphasis on English vocabulary development; *Reading Readiness.*
- SDAIE *Math Readiness*
- SDAIE Science, health, social studies, fine arts
- Primary language may be used as necessary for support with all of the above instruction.
- Instruction is integrated across the curriculum, and promotes self-image and cross-cultural understanding.

First through Third Graders receive:

- 30 minutes of teacher-directed instruction with an emphasis on English vocabulary development.
- Language arts.
- SDAIE Math, science, health, social studies, and fine arts, with primary language support as necessary.
- Instruction is integrated across the curriculum, and promotes self-image and cross-cultural understanding.

Fourth and Fifth graders receive:

- 30 minutes of teacher-directed instruction with an emphasis on English vocabulary development; i.e. *High Point* and other standards-based supplemental materials.
- Language arts
- SDAIE Math, science, health, social studies, and fine arts, with primary language support as necessary.
- Instruction is integrated across the curriculum, and promotes self-image and cross-cultural understanding.

Structured English Immersion Grades 6 – 12 Program Elements:

- English Language Development Instruction
- Academic content courses in Math, Science, and Social Studies
- Appropriate primary language support for CELDT Levels 1 and 2 to ensure access to core.
- Enrollment of students in more contextualized electives to avoid isolation and foster acquisition of English.
- Availability of appropriate standards-based, baseline and supplemental materials which provide access to core curriculum.
- Properly certified teachers, (CLAD, BCLAD) or equivalent.

Student grouping:

The successful grouping of students is a critical feature of a successful SEI program and includes the following:

- Students are placed into their ELD classes based on English proficiency level. It is preferred that only one ELD level be included in each class, and no more than two levels should be combined.
- SEI may be an appropriate placement for Special Education students, providing they are English Learners at ELD levels 1, 2, or 3 and they have support from the Special Education Program. The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency.

PRIMARY LANGUAGE SUPPORT is not the same as primary language instruction. It is provided by a teacher who is bilingual or a trained bilingual para-educator, and is a further means of increasing access to core curriculum taught in English.

English Language Mainstream Program (TK/K-12)

The mainstream program is designed for English learners (TK/K-12) who have met the district criteria for reasonable fluency in English are placed in the ELD Mainstream classrooms. This setting is also available for English Learners whose parents have withdrawn them from the SEI program. Students receive advanced ELD instruction, with emphasis on reading and writing. Additional, appropriate services are put in place to ensure student achievement. Grade level content instruction is provided using SDAIE, with primary language support as necessary. Mainstreamed EL students require careful monitoring and attention to their progress towards reclassification.

Program Requirements:

- Core instruction in language arts, math, science, and social science is taught in English using district-adopted materials and complying with state standards.
- Students participate in activities that promote multi-cultural understanding and positive self-esteem.
- All English Learners participate in English Language Development classes or English classes taught by CLAD (or equivalent) teachers until they are reclassified.
- Progress toward meeting criteria for reclassification is carefully monitored.
- Extended learning and enrichment provided to “close the achievement gap” and address deficits.

Materials:

State adopted and/or standards based materials are utilized, both core and supplemental. Materials may include print, audio visual, graphic and electronic resources. Primary language materials are used as needed to reinforce core academic skills.

ELEMENTARY ACADEMIC PROGRAMS
FOR ENGLISH LEARNERS
IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

STRUCTURED ENGLISH IMMERSION

Structured English Immersion is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.

Students Served	Program Components for ELs	Certification Needed
EL's who have not yet acquired "reasonable fluency" in English. **Overall CELDT levels 1, 2, and 3** *The criteria for reasonable fluency in English on the CELDT include: Student's overall proficiency level is Early Advanced or higher, and Each skill area proficiency level is Intermediate or higher.	**TK/K-30 minutes** **1st through 6th-30 minutes** • Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Differentiated instruction in reading, writing, math, science and social science, delivered through Specially-Designed Academic Instruction in English (SDAIE) methodology, utilizing state approved, district-adopted, standards-based materials • Primary language support to clarify, direct and explain	• Multiple or Single Subject Teaching Credential with Cross-cultural, Language & Academic Development **(CLAD)** or Bilingual Cross-cultural, Language & Academic Development **(BCLAD)** emphasis • Bilingual Certificate of Competence **(BCC)** or Language Development Specialist **(LDS)** certificate • General teaching credential or supplementary ESL authorization (ELD only) • University or District Internship Credential with **BCLAD** emphasis • Equivalent to **CLAD**: SB 395 or SB 1969 • California Teachers of English Learners **(CTEL)** Certification * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant if feasible.

This matrix is also available as EL form #06.

ELEMENTARY ACADEMIC PROGRAMS
FOR ENGLISH LEARNERS
IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

BILINGUAL ALTERNATIVE PROGRAM

The goal of the Bilingual Alternative program is acquisition of academic proficiency in two languages: English and the student's primary language, together with the mastery of academic core content and multicultural proficiency. Instruction is in the student's primary language and English. Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English. As the child increases in English fluency, instruction in English increases. The program utilizes an 80-20 model, in which instruction in TK/Kindergarten is 80% in the student's primary language and 20% in English, with decreasing primary language and increasing English each year, until by 6th grade, 20% is in the student's primary language and 80% is in English. Per parent choice EL's can continue in the program after attaining reasonable English fluency.

STUDENTS SERVED	PROGRAM COMPONENTS for ELs	CERTIFICATION NEEDED
• ELs whose parents have completed an exemption waiver requesting that their child participate in the program • Transitioning to English mainstream instruction does not mean transitioning from the Bilingual Alternative Program. Students can continue in the program after attaining reasonable English fluency per parent choice. **CELDT levels: ALL**	**TK/K-30 minutes** **1st through 6th-30 minutes** • Daily English Language Development/ Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Full Spanish language arts component comparable to English language arts, for students whose primary language is Spanish • Separation of languages by time and space • English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency whose primary language is Spanish • Differentiated instruction in reading, writing, math, science and social science, delivered in Spanish or through Specially Designed Academic Instruction in English (SDAIE) utilizing state approved, district-adopted, standards based materials. • Primary language support to clarify, direct and explain.	• Multiple or Single Subject Teaching Credential with Bilingual Cross-cultural, Language & Academic Development (BCLAD) authorization • Bilingual Cross-cultural, Language & Academic Development (BCLAD) credential • Bilingual Certificate of Competence (BCC) • University or District Internship Credential with BCLAD emphasis

This matrix is also available as EL form # 07

ELEMENTARY ACADEMIC PROGRAMS
FOR ENGLISH LEARNERS
IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

ENGLISH LANGUAGE MAINSTREAM PROGRAM

The goal for English Learners in the Mainstream English Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. However, special support options are provided for EL's as needed.

STUDENTS SERVED	PROGRAM COMPONENTS for ELs	CERTIFICATION NEEDED
• EL students whose parents/guardians have declined participation in Structured English Immersion Programs • EL students who are "reasonably fluent" in English: ***The criteria for reasonable fluency in English on the CELDT include: Student's overall proficiency level is Early Advanced or higher, and Each skill area proficiency level is Intermediate or higher. **Ideally, the make-up of this class would be from the above populations; however, other students may be included as determined on an individual basis.*	**TK/K-30 minutes** **1st through 6th-30 minutes** •Daily English Language Development /Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Differentiated instruction in reading, writing, math, science, and social science, delivered in English, using decreasing Specially Designed Academic Instruction in English (SDAIE) strategies. Use of state approved, district adopted, standards-based materials • Decreasing primary language support	• Multiple or Single Subject Teaching Credential • CLAD/BCLAD or equivalent if an English Learner (EL) is placed in the class • SB 395 or SB1969 • BCC or LDS Certificate • General teaching credential or supplementary ESL authorization(ELD only) • University or District Internship Credential with BCLAD emphasis • California Teachers of English Learners **(CTEL)** Certification * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant

This matrix is also available as EL form #08.

SECONDARY ACADEMIC PROGRAMS
FOR ENGLISH LEARNERS IN
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

STRUCTURED ENGLISH IMMERSION

Structured English Immersion is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.

Students Served	Program Components for EL's	Certification Needed
EL's who have not yet acquired "reasonable fluency"* in English. **Overall CELDT levels 1, 2, and 3** *The criteria for reasonable fluency in English include: Student's overall proficiency level on the CELDT is Early Advanced or higher, and Each skill area proficiency level is Intermediate or higher.	**6th – 12th** **Minimum 1 period or block daily** • Daily English Language Development / Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Grade level content area classes (math, science, social science, etc.) delivered through Specially-Designed Academic Instruction in English (SDAIE) methodology, utilizing state approved, district-adopted, standards-based materials. • High School Honors and AP classes as appropriate. • Math placement according to skill level, not ELD level • Primary language support to motivate, clarify, direct, and explain	• Appropriate subject matter authorization with Cross-cultural, Language & Academic Development **(CLAD)** or Bilingual Cross-cultural, Language & Academic Development **(BCLAD)** emphasis • Bilingual Certificate of Competence **(BCC)** or Language Development Specialist **(LDS)** certificate • General teaching credential or supplementary ESL authorization (ELD only) • University or District Internship Credential with **BCLAD** emphasis • Equivalent to **CLAD**: SB 395 or SB 1969 • California Teachers of English Learners **(CTEL)** Certification * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant if feasible.

This matrix is also available as EL form #09.

SECONDARY ACADEMIC PROGRAMS
FOR ENGLISH LEARNERS IN
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

BILINGUAL ALTERNATIVE PROGRAM

The goal of the Bilingual Alternative program is acquisition of academic proficiency in two languages: English and the student's primary language, together with the mastery of academic core content and multicultural proficiency. Instruction is in the student's primary language and English. Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English. As the child increases in English fluency, instruction in English increases. The program utilizes an 80-20 model, in which instruction in TK/Kindergarten is 80% in the student's primary language and 20% in English, with decreasing primary language and increasing English each year, until by 6th grade, 20% is in the student's primary language and 80% is in English. Per parent choice, EL's can continue in the program after attaining reasonable English fluency.

STUDENTS SERVED	PROGRAM COMPONENTS for EL's	CERTIFICATION NEEDED
Only available to EL's with an approved waiver. • Transitioning to English mainstream instruction does not mean transitioning from the Bilingual Alternative Program. Students can continue in the program after attaining reasonable English fluency per parent choice. **CELDT levels: ALL**	**6th – 12th** **Minimum 1 period or block daily** • Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Full Spanish language arts component comparable to English language arts, for students whose primary language is Spanish • Separation of languages by time and space • English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency or students whose primary language is Spanish • Grade level content area classes (math, science, social science, etc.) delivered through primary language and/or Specially-Designed Academic Instruction in English (SDAIE) methodology, utilizing state approved, district-adopted, standards-based materials. • High School Honors and AP classes as appropriate. • Primary language support to clarify, direct, and explain.	• Multiple or Single Subject Teaching Credential as appropriate with Bilingual Cross-cultural, Language & Academic Development (BCLAD) authorization • Bilingual Cross-cultural, Language & Academic Development (BCLAD) credential • Bilingual Certificate of Competence (BCC) • University or District Internship Credential with BCLAD emphasis

This matrix is also available as EL form #10.

SECONDARY ACADEMIC PROGRAMS
FOR ENGLISH LEARNERS IN
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

ENGLISH LANGUAGE MAINSTREAM PROGRAM

The goal for English Learners in the English Language Mainstream Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. However, special support options are provided for EL's as needed.

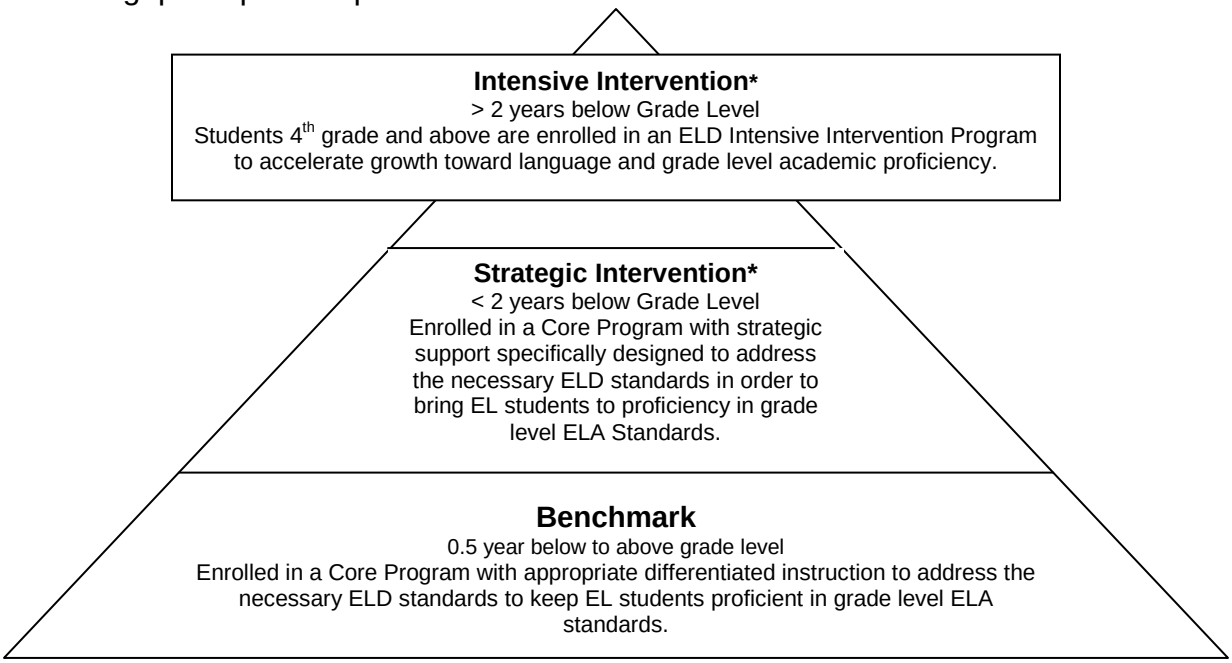
STUDENTS SERVED	PROGRAM COMPONENTS for ELs	CERTIFICATION NEEDED
• EL students whose parents/guardians have declined participation in Structured English Immersion Programs • EL students who are "reasonably fluent" in English: *The criteria for reasonable fluency in English on the CELDT include: Student's overall proficiency level is Early Advanced or higher, and Each skill area proficiency level is Intermediate or higher. ***Ideally, the make-up of this class would be from the above populations; however, other students may be included as determined on an individual basis.**	**6th – 12th** **Minimum 1 period or block daily** • Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Grade level content area classes (math, science, social science, etc.) delivered in English using special differentiated instruction for EL's as needed. I.e. Specially-Designed Academic Instruction in English (SDAIE) methodology. State approved, district-adopted, standards-based core and supplemental materials are used. • High School Honors and AP classes as appropriate. • Math placement according to skill level, not ELD level • Decreasing primary language support to motivate, clarify, direct, and explain	• Multiple or Single Subject Teaching Credential as appropriate • CLAD/BCLAD or equivalent if an English Learner (EL) is placed in the class • SB 395 or SB1969 • BCC or LDS Certificate • General teaching credential or supplementary ESL Authorization (ELD only) • University or District Internship Credential with BCLAD emphasis • California Teachers of English Learners **(CTEL)** Certification * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant

This matrix is also available as EL form #11.

Different Groups of English Learners Need Different Services

All students in MJUSD are held to the highest possible standards. This is true of English Learners, as well. Students' abilities are assessed, and interventions necessary to help close any achievement gap are put into place

.



* The intervention needs of students in grades TK/K-3 who fall below grade level are addressed using appropriate ancillaries from Core program and/or supplemental ELD materials during workshop and/or ELD time.

Secondary Level Concerns

EL Placement at the Secondary level is complex.

- **English Learners at this level often have varied educational needs.**
- **Students present unique complexities in terms of their grade levels, schooling histories, and varying literacy development in their primary language and English.**

English Learners at the secondary level do not come with similar backgrounds or similar educational needs. Students present unique complexities in terms of their grade levels, schooling histories, and varying literacy development in their primary language and English. Appropriate student placement will need to consider language assessment results in English and the primary language, teacher evaluations and recommendations, and students' length of time in school. The administrator or counselor in charge of scheduling, in concert with the EL Specialist, should weigh all of the factors present when planning program participation.

At the secondary level, there are four distinct groups of EL students. These include:

1. Newly arrived English learners with adequate formal schooling;
2. Newly arrived English learners with limited formal schooling (under schooled)
3. Long term English learners (>6 years as EL).
4. English Learners who are meeting benchmarks and are making expected progress toward language and academic goals.

NEWLY ARRIVED ENGLISH LEARNERS WITH ADEQUATE FORMAL SCHOOLING

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country. Students are usually on grade level with respect to the expectations of the schools in their native country, and most have the content knowledge background that supports them in their content instructions in English. Depending on their English proficiency upon initial enrollment, students may need an additional year of high school in order to master English, and meet High School Exit Exam requirements and graduation courses of study. It is extremely important that these students be given credit for course work already completed in their native country so that they can meet high school course requirements and graduation standards within a reasonable amount of time. Beginning (CELDT 1 and CELDT 2) students typically will benefit from the alternative bilingual program that may be provided with a parental exception waiver. This program begins with:

- Year long leveled English language development – 2 periods or 2 blocks
  - Students at ELD levels 1 and 2 should not be mixed for instruction, due to great differences in language development needs.
- Academic content classes taught in the primary language
- Electives that are non-language dependent

CELDT 3 and above students will need:

- Year long leveled English language development (ELD of Sheltered English)
- Academic content classes taught through SDAIE with primary language support
- Electives

NEWLY ARRIVED ENGLISH LEARNERS WITH <u>INADEQUATE</u> FORMAL SCHOOLING

Immigrant students with little or no prior schooling typically score at the beginning level of their reading and writing in their primary language, and have grade three or below skills in Math. Many students come with interrupted schooling in their native country and face tremendous difficulty in completing an academic secondary program. These students need an instructional program that will address their primary language literacy needs, and a flexible high school program that will allow them to fulfill graduation requirements with an additional one or two years.

Students might need:

- Year long leveled English language development – 2 periods or 2 blocks
- L1 literacy
- Math taught or supported in the primary language
- Electives that are less language dependent in the beginning years.

LONG TERM ENGLISH LEARNERS

Students classified as long-term English Learners in Marysville Joint Unified School District have more than six years with uninterrupted schooling in the United States. Students often have high oral fluency in English, and in some cases have "reasonably fluent" proficiency (CELDT 4 & 5), but for a variety of reasons they have not yet achieved the academic requirements to qualify for reclassification. In determining the program placement of long term English Learners, it is important to first identify the students' academic and linguistic needs and consider the following:

- Number of years enrolled in U.S. schools
- Quality and consistency of English Language Development instruction
- Consistency of instructional program
- Student's overall educational history

Consideration of these factors will help determine if the student's performance is related to his/her English Language Development, or other factors.

Student will need:

- English Language Development, either through an SEI or ELM class that addresses both language and literacy skills
- Sheltered or English mainstream instruction in the core subjects provided by an appropriately CLAD/BCLAD certified teacher
- Counseling and monitoring to ensure that students are enrolled in classes that meet high school graduation and post secondary requirements
- Intervention support (before or during the school day)

The district is currently developing placement and evaluation procedures specifically for long term secondary EL students.

CONSIDERATIONS FOR ALL EL PROGRAMS

English Learners are provided with access to well-articulated, standards-based curriculum. In Structured English Immersion and Mainstream English settings, the core instruction occurs in English, with the use of Specially Designed Academic Instruction in English (SDAIE) strategies and some primary language instruction or support as needed and feasible.

COMMITMENT TO SPECIAL EDUCATION SERVICES: PRIMARY AND SECONDARY PROGRAMS

English Learners have access to Special Education services just as all other students in MJUSD. Careful review by the Student Study Team of all referrals takes place first, which includes second language surveys, SST referral forms, modifications and intervention, review of student records, verification of current hearing and vision testing, parent interview as well as interview with student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, and time in this country, and whether growth is being made.

When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. Assessments will be conducted in the primary language of the student and/or English, as appropriate, making certain that cultural differences are taken into consideration when determining eligibility.

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 English Language development as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's English Language Development program is related to the student's need for Special Education services, the IEP must document the provision of these services.

English Learners in grades TK/K-12 with an IEP, as reflected on CELDT sub scores in listening and speaking, reading, and/or writing continue to receive ELD and SDAIE instruction in conjunction and 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 English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual para-educators may be assigned to the program to provide direct support to English Learners with an IEP.

OVERCOMING ACADEMIC DEFICITS:
THE MJUSD EL INTERVENTION CATCH-UP PLAN

IN THE FALL and in THE SPRING, the LRT meets to determine which English Learners are not making acceptable progress.

The Pre-Referral Checklist is used as a guide to document what has been tried.

A Catch-up Plan is created to address the EL student's specific needs.

October plans are implemented for the remainder of the school year. Spring plans through the first term of the next year.

Efficacy of plan is reviewed using Part 2 of the Intervention Catch-up Plan.

The academic performance of EL's is monitored to determine appropriate growth targets have been met and to identify developing academic deficits. The Annual EL Monitoring form is used to monitor AMAO's by October 31. The Mid Year Monitoring form is used to monitor progress after district assessments and at the ends of grading periods.

No later than October, the LRT reviews the results of the spring State Academic Testing (end-of-year results on district-identified assessments for Kindergarten and first graders) and revises or develops an Intervention Catch-Up Plan for each student not meeting growth expectations. The Intervention Catch-Up Plan is reviewed with the parent, modified if necessary to include the parental input, and documented on the appropriate forms including: EL Intervention Learning Plan Part 1, EL Intervention Learning Plan Part 2 and Site Based Catch-Up Intervention for ELs. This plan includes interventions to be provided and timelines.

The student is provided with the intervention programs/services as specified in the EL Catch-up plan. His/her progress is carefully monitored throughout the school year. Modifications to the plan are made when necessary. All records of the student's progress are kept in the student's EL Folder.

Students are assessed throughout the year and, if they are not performing on grade level, they are identified as in need of Benchmark (less that 1 year below grade level), Strategic (1 to 1.9 years below grade level) or Intensive (2 or more years below grade level) academic interventions. English language proficiency is also assessed to ensure that the intervention meets the student's need, whether it is academic, linguistic or both.

Starting in the spring of each year, the Language Review Team (LRT), which includes the teacher, EL Specialist, principal, and others with relevant information, reviews the CELDT scores and the Mid Year Progress Monitoring forms of all English Learners, as well as the Reclassification Follow-up forms for R-FEP students reclassified within the past two years and identifies students whose growth is not satisfactory.

At this meeting, the teacher shares any interventions that have been implemented, using the Pre-Referral Checklist as a guide. The LRT develops an EL Intervention Catch-Up Plan to be implemented through the first quarter of the following year. The EL Intervention Catch Up plan is described via the Intervention Catch-Up Plan for EL's Form. A letter is mailed home notifying the parents that their child has been identified for intervention.

The following spring, the Language Review Team assesses the growth of students with EL Intervention Catch-up Plans and the effectiveness of their plan.

- If the student continues to make inadequate progress, a meeting is held with the Language Review Team, which includes the parent.

- A new EL Intervention Catch-up Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English Learners.

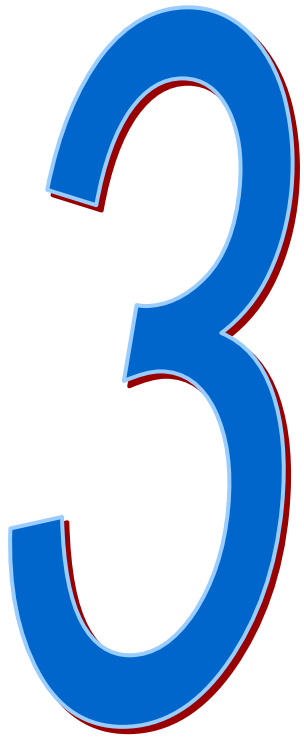
During the second year of intervention, the student's progress is monitored regularly, and adjustments and modifications to the EL Intervention Catch-up Plan made when necessary. Records of this monitoring and adjustment process are kept in the student's EL Folder. At the end of the second year of intervention, the student's most recent data is reviewed by the Language Review Team to assess growth and program effectiveness. If the student continues to make inadequate progress in the second year, he/she is referred to the Student Study Team (SST) for a more comprehensive examination of his/her needs, and planning of an appropriate program. The student's progress and the program effectiveness are then monitored through the SST process. A student may also be referred to the Student Study Team prior to the completion of two years of intervention services through the Language Review Team.

Elements of A Catch-up Plan
English Language Development

ELD Program Standards-Based Curriculum	**Accommodations** Standards-Based Instruction	**Ongoing Monitoring** Standards-Based Assessment	**Accountability** District/State
<u>Standards-based ELD Materials</u> ♦ Into English! ♦ Avenues <u>Instructional Block</u> ♦ Daily 30 minutes <u>Supplemental Resources</u> ♦ Leveled Readers ♦ Standards-based ELD materials ♦ Measuring Up! ♦ Step Up to Writing	<u>ELD Instruction</u> ♦ Differentiated by ELD level ♦ Integrated Language Domains (L/S/R/W) ♦ Transferrable and Non-transferrable skills ♦ BICS and CALP ♦ CA ELD Standards <u>ELD Intervention</u> ♦ Extended Learning Program ♦ Summer School ♦ High Point ♦ Aide ♦ Tutoring	<u>Formal</u> ♦ Publisher's Assessments ♦ CELDT ♦ CAASPP ♦ CAHSEE <u>Informal</u> ♦ Work Samples ♦ Observations ♦ Checklists/Surveys ♦ Publisher's Assessments	<u>District</u> ♦ District Progress Benchmarks for ELs in process of development ♦ Student Monitoring <u>State</u> ♦ California English Language Development Test (CELDT) ♦ CAASPP ♦ CAHSEE

Chapter THREE

Monitoring of Student Progress and Reclassification



State and Federal Requirements

IV – EL: Reclassification

- **The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria.**
- **The LEA maintains in the Pupil's permanent record and to ensure transfer of documentation.**
- **The LEA monitors for a minimum of two years the progress reclassified to ensure correct classification, placement, and additional academic support, if needed.**

Monitoring of Student Progress and Reclassification

3

MONITORING OF STUDENT PROGRESS

Student progress is monitored throughout the year for purposes of instruction and reclassification. Data from a combination of state and federal measures, as well as district interim and program embedded assessments are used. These measures are help to determine English language growth and proficiency and to evaluate academic performance.

USE OF ASSESSMENT DATA FOR INSTRUCTIONAL PLANNING

Teachers use program-embedded assessments, as well as the district interim assessments, to review student progress every 6 to 9 weeks. Program modifications and interventions for classroom instruction are planned utilizing the data. Multiple measures from throughout the year, as well as annual State assessments and CELDT results are used to determine students' academic needs as far as benchmark, strategic, or intensive intervention. Students are assigned to appropriate instructional schedules upon examination of this data.

ANNUAL REVIEW OF PROGRESS

Each fall, the EL facilitator, counselors, and administration at each site collect and review State Assessment results, current CELDT results, other assessment data, and grades for all English Learners to determine growth. Results are recorded on appropriate Progress form and parents are notified. (See Ch. 2) At 3rd grade and above, data is reviewed also to discern students who meet reclassification criteria.

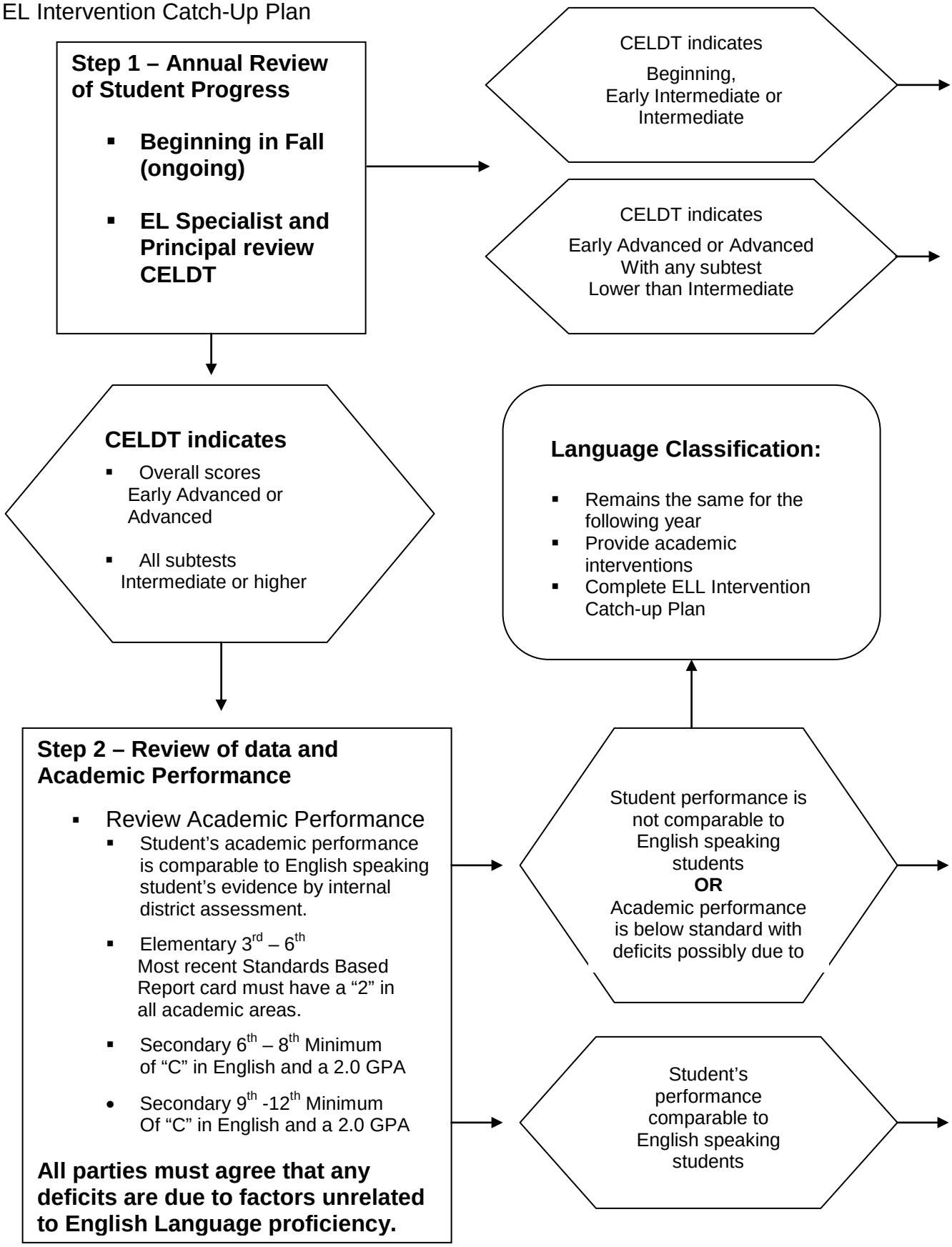
When a student scores Early Advanced or Advanced overall on the annual CELDT (with no subtest scores below intermediate) he or she is considered for reclassification. Those students with all subtest scores at Advanced or Early Advanced are automatically considered for reclassification. Reclassification for those students with a score of Intermediate on any of the subtests will be decided in an RLT. If the student's academic performance is equal to that of an English proficient student of the same age, class grades in content areas show proficiency, district benchmarks show proficiency, and teachers are in agreement that reclassification is a suitable option, the process begins.

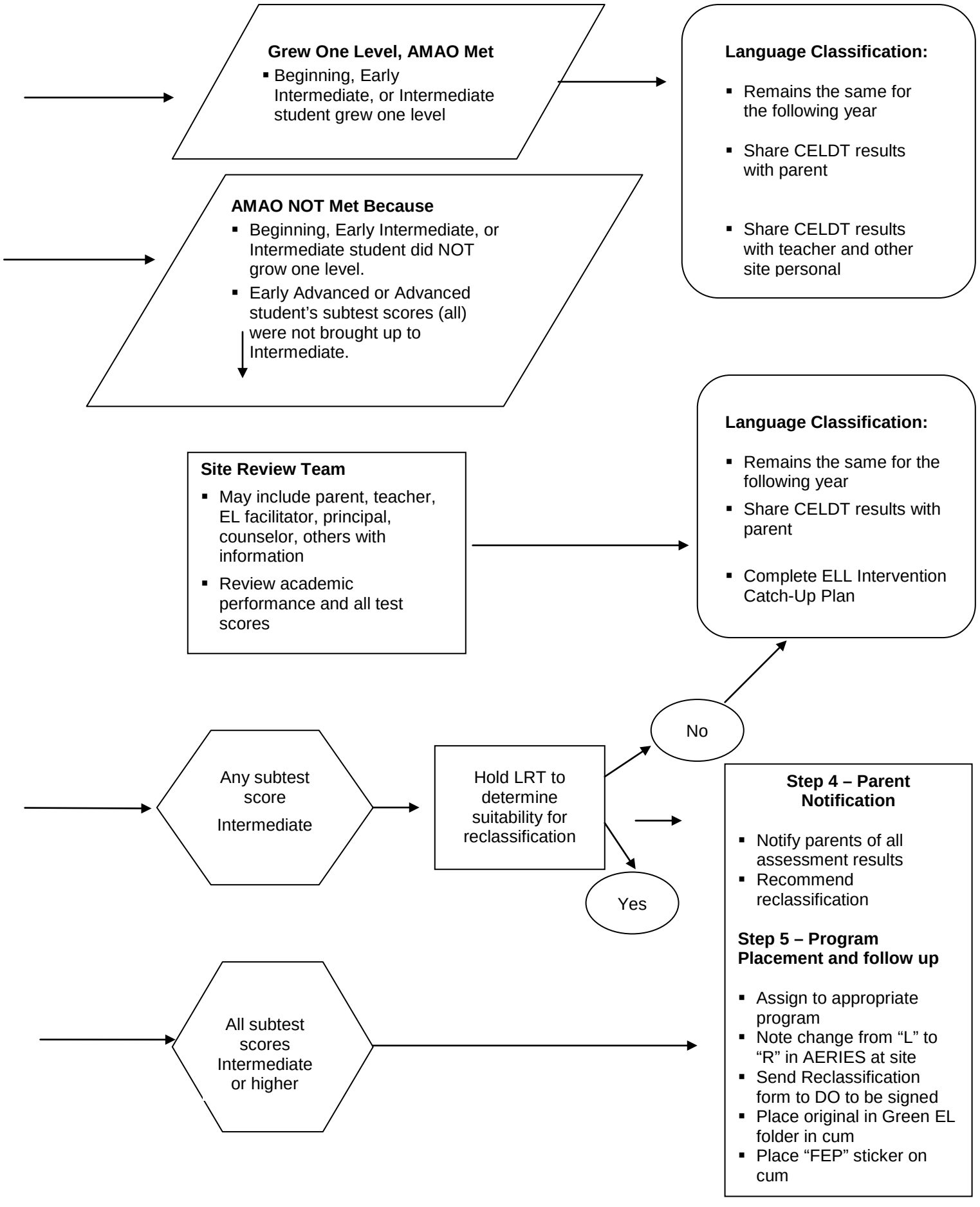
RECLASSIFICATION PROCESS

The reclassification form is completed by the site EL Facilitator. The form is then signed by the student, parent, site Principal, and EL teacher or facilitator. This may be done in a conference which includes all concerned parties. Once the form is signed, the student's Language Proficiency is changed to "R" on AERIES at the site and a copy of the reclassification form is sent to the District Office to be signed by the district EL Coordinator and for entry into AERIES at that level. Once returned, the original copy of the form is filed in the student's green EL folder in his or her cum folder. The cumulative folder is also visibly marked R-FEP.

Process for Monitoring of Student Progress and Reclassification

EL Intervention Catch-Up Plan




Grew One Level, AMAO Met
Beginning, Early Intermediate, or Intermediate student grew one level
Language Classification:
Remains the same for the following year
Share CELDT results with parent
Share CELDT results with teacher and other site personal
AMAO NOT Met Because
Beginning, Early Intermediate, or Intermediate student did NOT grow one level.
Early Advanced or Advanced student's subtest scores (all) were not brought up to Intermediate.
Site Review Team
May include parent, teacher, EL facilitator, principal, counselor, others with information
Review academic performance and all test scores
Language Classification:
Remains the same for the following year
Share CELDT results with parent
Complete ELL Intervention Catch-Up Plan
Any subtest score
Intermediate
Hold LRT to determine suitability for reclassification
No
Yes
Step 4 – Parent Notification
Notify parents of all assessment results
Recommend reclassification
Step 5 – Program Placement and follow up
Assign to appropriate program
Note change from "L" to "R" in AERIES at site
Send Reclassification form to DO to be signed
Place original in Green EL folder in cum
Place "FEP" sticker on cum
All subtest scores Intermediate or higher

RECLASSIFICATION STANDARDS

Each English Learner who meets the established multiple reclassification criteria is reclassified as Fluent English Proficient (R-FEP). Each former English learner who has been redesignated as R-FEP has demonstrated English language proficiency comparable to that of the average native English speaker and can participate equally with them in the school's instructional program.

In accordance with state and federal requirements, Marysville Joint Unified School District has stipulated reclassification standards which are consistent with the skill level required to be considered proficient at the level of an average native English speaker. The reclassification process involves the parent, student, teachers, the site EL Coordinator and the site administrator. This process is designed to ascertain whether a student has the language proficiency to achieve academic success in the school's regular instructional program.

Reclassification standards are as listed below:

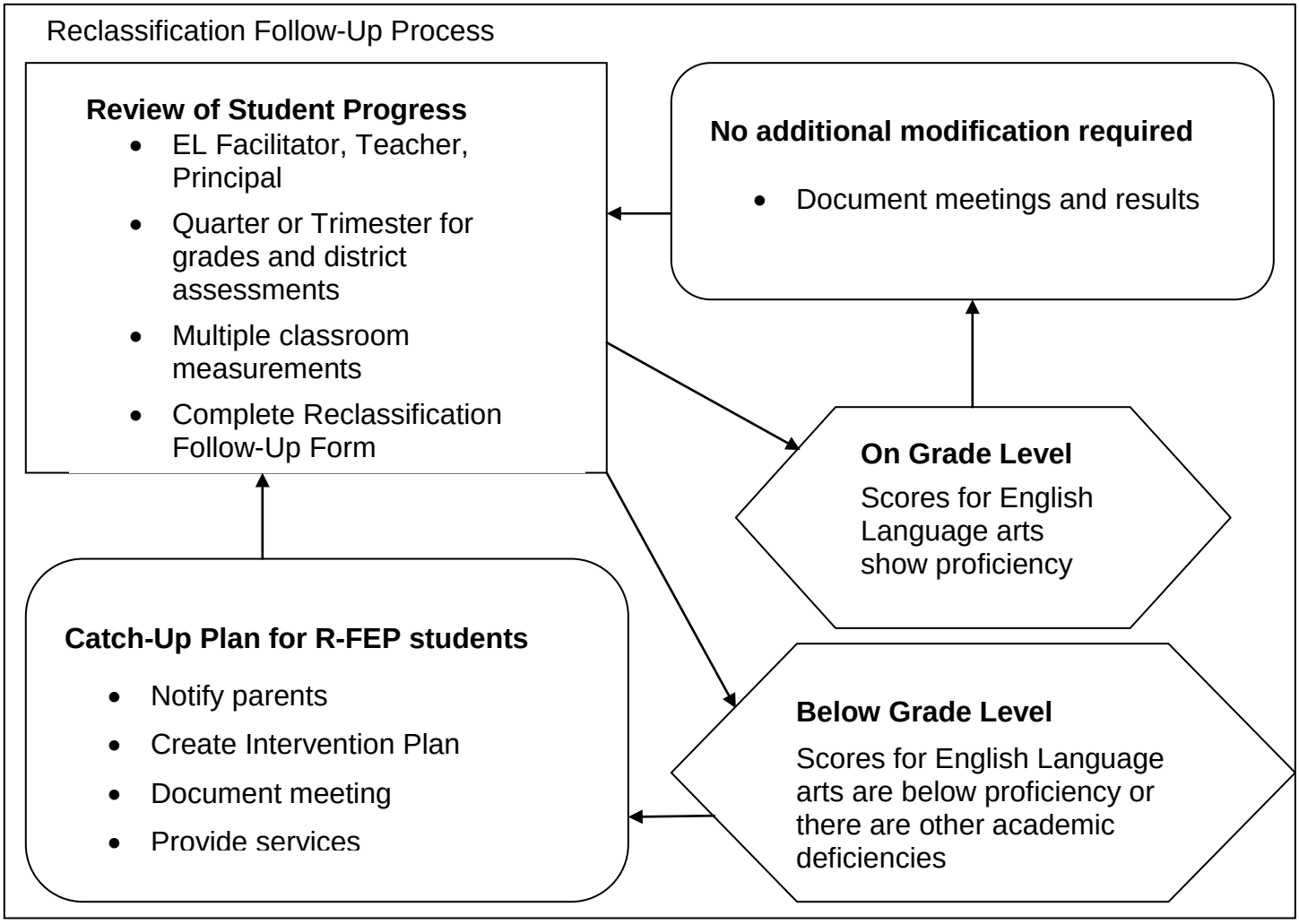
Criteria Topic	Standard Criteria
1. Academic grade level	1. Students will not be redesignated before the beginning of third grade.
2. English language proficiency as measured by the California English Language Proficiency Test (CELDT).	2. CELDT overall proficiency of Advanced or Early Advanced. Must be Intermediate or above in all subtests: Listening, Speaking, Reading, And Writing.
3. Academic performance in English Language Arts	3. Student performance comparable to that of an English speaking student.
4. School Performance	4. Passing grades on most recent report card • Elementary: A "2" on standards based report card in core academic subjects. • Secondary: Earning a "C" or higher in English and a 2.0 GPA • • Any deficits are unrelated to English proficiency.
5. Teacher's Recommendation	5.Teacher's evaluation of progress and ability to participate fully in non-ELD program.
6. Parents Opinion and Consultation	6. Parents have the opportunity to review the student's performance and provide input on the reclassification decision prior to or during the school's review. Parent signature on the reclassification form is required.

RECLASSIFICATION FOLLOW-UP

Reclassified students will be monitored for two years following reclassification. The site EL Specialist/Facilitator will annually monitor all State assessment scores, if applicable. Grades in the core subjects (English and Math for elementary; English, Math, Science, and Social Science for secondary) and performance on district benchmark assessments will be monitored at the end of each grading period (trimester or quarter) to ensure continued success. The reclassification follow-up form will be used to summarize each student's performance. The Reclassification Accountability Roster (Elementary or Secondary version, as appropriate) will be used to chart all students in need of follow-up. An intervention plan will be indicated if the student's scores drop below reclassification levels.

Intervention services may include, but are not limited to:

- Tutoring (before, during, or after the regular school day)
- Specialized reading instruction
- English Language Development instruction
- Re-entry into a Sheltered English Immersion class
- Participation in strategic or intensive interventions offered by the school
- Summer School



Chapter FOUR

Staffing And Professional Development

State and Federal Requirements

V – EL 15: Teacher EL Authorization

- **Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization.**

V – EL 16: Professional Development

- **The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personal.**

STAFFING AND PROFESSIONAL DEVELOPMENT

4

ADEQUATE AND QUALIFIED STAFF

Marysville Joint Unified School District is committed to hiring qualified teachers for English learners. In compliance with State and Federal regulations, the District ensures that all teaching personnel whose assignment includes English learners holds appropriate certification to provide necessary instructional services to English learners.

In the spring of each school year, following the R-30 annual Language Census, each school is informed as to numbers of qualified teachers needed to fully implement all elements of the English Language Development program at the school, including ELD, Content Instruction with SDAIE Strategies, and primary language instruction.

A proposed staffing plan for each school will be reviewed by District personnel each spring, and vacancies will be posted as necessary, listing required California Teaching Credentialing Commission (CTCC) authorizations to implement instruction for English learners.

When teaching positions occur which require BCLAD/CLAD certification, MJUSD will actively recruit and hire teachers who are fully certified to fill such positions and meet English learner needs at the site. If fully credentialed teachers with BLCAD or CLAD certifications are not available, teachers in training for these special certifications may fill the positions as long as they complete all requirements within two years. Newly hired teachers are required to sign a commitment letter stating their intention to fulfill this requirement within the allotted time period.

Veteran teachers without proper certification have been offered the necessary training by the district to become fully qualified (AB2913, SB395, or CTEL Preparation).

The English Learner Staffing Plan Annual Report is completed as part of the Consolidated Application each October to monitor district progress toward full certification of all teachers working with English learners. The Annual Report documents numbers of fully certified teachers and the numbers in training, as well as results of hiring and staff training efforts each year.

Recruitment of Bilingual Paraprofessionals

MJUSD employs many qualified bilingual paraprofessionals. These staff members are encouraged to participate in a variety of trainings designed to help them improve their skills in working with English learners. They are strongly encouraged to pursue a teaching credential.

Qualification to teach English learners, by type of credential:

Credentials, Certificates, Permits, and Supplementary Authorizations issued by the California Commission on Teacher Credentialing (CCTC) *that Authorize Instruction to English Learners*[1]

Document	*Types of Instruction Authorized*		
	ELD[2]	**SDAIE**[2]	**Primary Language Instruction**[2]
Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis	■	■	
Multiple or Single Subject Teaching Credential with a BCLAD Emphasis	■	■	■
Bilingual Cross-cultural Specialist Credential	■	■	■
CLAD Certificate	■	■	
BCLAD Certificate	■	■	■
Language Development Specialist (LDS) Certificate[5]	■	■	
Bilingual Certificate Credential (BCC) [5]	■	■	■
General Teaching Credential[3]	■		
Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL[5]	■		
University Internship Credential with English Learner Authorization or CLAD Emphasis	■	■	
University Internship Credential with a BCLAD Emphasis	■	■	■
District Intern Credential with English Learner Authorization	■	■	
District Intern Credential with a BCLAD Emphasis	■	■	■
Special Temporary Certificate with English Learner Authorization or CLAD[5]	■	■	
Special Temporary Certificate with BCLAD[5]	■	■	■
Emergency CLAD Permit	■	■	
Emergency BCLAD Permit	■	■	■
Emergency Multiple or Single Subject Teaching Permit with English Learner Authorization or CLAD Emphasis[3]	■	■	
Emergency Multiple or Single Subject Teaching Permit with BCLAD Emphasis[5]	■	■	■
Provisional Internship Permit	■	■	
Short-Term Staff Permit	■	■	
Certificate of Completion of Staff Debelopment[4]	■	■	
Certificate of Completion of Staff Development (SB1969) [4, 6]	■	■	

[1] Some of the authorizations have restrictions related to grade level and subject. See the appropriate leaflet or call the California Commission on Teacher Credentialing (CCTC) for complete information about a document's authorization.

[2] ELD …… Instruction for English language development
SDAIE …… Specially designed academic instruction delivered in English
Primary Language Instruction …. Instruction for primary language development and content instruction delivered in the primary language

[3] No longer initially issued but may be renewed. Although the holder may legally be assigned to teach ELD, the Commission does not recommend
this assignment unless the holder possesses skills or training in ELD teaching.

[4] Some of the authorizations have restrictions based on the methods used to qualify for the certificate. See the appropriate leaflet or call CCTC for complete information about the document authorization.

[5] No longer issued but holders of valid documents may continue to serve on these documents.

[6] Never resulted in the issuance of a certificate. CCTC served as repository of program completion information only.

PROFESSIONAL DEVELOPMENT

It is critical that we continue to develop as educators if we are to meet the academic and cultural needs of our English learner students as future citizens and leaders of our nation. Extensive opportunities for professional growth in the area of educating English learners are available in MJUSD each year for administrators, teachers, instructional aides, and other school site and district office staff. These trainings are directly related to services for English learners and focus on the diversity and instructional needs of our English learners.

Staff development to ensure understanding of all elements of the district's program for English learners is provided to all administrators at regularly scheduled meetings. In addition, training and coaching on using ELD standards to evaluate teacher performance are also offered.

Ongoing workshops and coaching for teachers on best practices in ELD classrooms are offered, and teachers and instructional aides have attended conferences such as CABE, TESOL, and CATESOL, all of which specifically target the academic and social needs of English Learners.

Important topics for professional development include, but are not limited to:

- **EL curriculum training**
- **Classroom management for EL curriculum**
- **Cooperative learning strategies**
- **Classroom planning**
- **Cross-cultural understanding**
- **ELD Standards, strategies, and pedagogy**
- **Structured English Immersion requirements and strategies**
- **Serving EL students in the English Language Mainstream classroom**
- **Primary language instruction and support**
- **SDAIE**
- **Master Plan policies**
- **Preparation for and/or fulfilling the requirements for proper certification to teach English Learners**
- **Parent outreach to ensure their informed consent and understanding of the educational options for their children, including graduation requirements**

Systematic and Sustained

MJUSD realizes that for professional development to be most effective, it needs to be both thoughtfully embarked upon and conscientiously followed up. District teachers are surveyed as to felt needs and assessment data are analyzed to discover gaps; opportunities for professional growth are planned from there.

Recent professional development opportunities include:

- **Northern California Writing Project**
- **Curriculum trainings offered by publishers of adopted texts, such as Hampton Brown's *High Point* or *Into English*.**
- **District Best Practice workshops**
- **Beginning Teacher Support and Assessment (BTSA)**
- **SB 472 for math, English, and English learners**
- **School site training with teachers, Parent Liaisons, and ELAC members**
- **GLAD (Guided Language Acquisition Development)**
- **Data management system**
- **Data analysis**

Follow-up to sustain what happens in training happens in various ways, all of which rely heavily on collaboration.

The following are examples these collaborative extensions:

- **Grade level data analysis, planning, and articulation**
- **Articulation across grade levels and school levels (elementary to middle school, middle school to high school)**
- **Articulation and collaboration across curricular areas at the secondary level.**
- **Peer observations**
- **Student leadership and reflection on progress and academic needs.**
- **Peer "Best Practices" workshops**

It is the intention of MJUSD to support in any way possible the efficient and effective academic, social and cross-cultural development of all of our students. We recognize the special needs of English learners and strive to provide the best possible situation for their growth and development.

Chapter FIVE

Parent and Community Involvement

State and Federal Requirements

I – EL 01: Parent Outreach and Involvement

- **The LEA shall implement outreach to parents of English learner.**

I – EL 02: ELAC

- **A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets.**

I – EL 03: DELAC

- **A LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.**

II – EL 07: Translations Notices, Reports, Statements, Records

- **The LEA provides parents with information on school and parent activities in a format and, to the extent, practicable, in a language the parents can understand.**

Parent and Community Involvement 5

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parent Engagement

The District office makes every effort in encouraging parents to be involved, informed, and advised about the educational services provided to the students.

Communication

General Information

At the beginning of each school year, the district mails home to parents/ guardians, an Annual Notification to Parents in which the district's annual measurable achievement objectives are provided. In addition, all school sites provide the same information to parents/guardians regarding each school site specifically. Any site that is in Program Improvement sends additional information to parents/ guardians regarding information on School Choice and Supplemental Educational Services (SES). These notices are translated into required languages.

Notices of meetings and reports on school and district progress are sent home throughout the year. When 15% or more of a site's student population speak the same language, the school will provide written translation of all school information in that language.

As much as possible, all parents who are limited English speakers will be provided with oral translation in their primary language. In MJUSD, communications are translated into both Spanish and Hmong. These include, but are not limited to:

- Student Accountability Report Card (February)
- Williams Notifications
- Parent/Student Handbooks
- Parent Advisory Committee (Held Monthly)
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- School Board meetings (Dates, locations, agendas and minutes located on the District Web site)

Translation is available for all meetings, conferences, SSTs, suspension and expulsion hearings, and all due process actions at the district level.

Staying Involved

The district also informs the parents how they can be involved in the education of their children and be active participants in assisting their children. The district office has provided resources for the sites in assisting the school administration, teachers, and support staff to assist parents in being actively involved in their student's academic career. Listed here are some examples of the resources that may be available. This list is not exhaustive.

1. **Attain English proficiency.**
2. **Achieve at high levels in core academic subjects.**
3. **Meet challenging state academic standards expected of all students. (*20 USC* 7012[e][1])**
4. **Meet the graduation requirements**
5. **Outreach consultants at sites**
6. **High School counselors**

It is the goal of MJUSD to have the parents of all EL students participate meaningfully in the education of their child. The following types of activities may be carried out at the site or district level to help us reach that goal.

- Parent meetings will be held with respect to times and locations that are convenient for the parents. Childcare and refreshments should be provided.
- School sites may assign a staff member to provide parent support at the site or may employ a parent liaison.
- Training should be provided on parental rights, and parents should be encouraged to exercise those rights.
- Training may be provided on how parents can meaningfully participate at their child's school, and the site should provide opportunities for that volunteerism.
- School advocacy training may be offered, including informational sessions on school operations and who to go to for assistance related to problems or concerns.
- The district will provide ongoing staff development to school staffs on how best to work with parents, including communication skills and cultural sensitivity.

Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A parent participation form will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole.

Further and sustained involvement is a goal area that will continue to require specific effort to develop benchmarks and indicators. Educational Services will work with the DELAC and ELAC members to develop specific benchmarks, instruments, and a calendar of procedures during each school year. This will be reviewed and refined and submitted to the Educational Services office for approval and implementation the following school year.

English Learners Advisory Committee

Legal Requirements

Whenever there are 21 or more EL students at a school site, there shall be a functioning English Learner Advisory Committee (ELAC) that has met all of the following:

1. Has advised the principal/staff of:
    a. The development of the school plan for English Learners submitted to the District Board. This includes the information in the School Site Plan and the school's EL Staffing Plan.
    b. Conducting the school's needs assessments.
    c. The administration of the school's language census (R30-LC form).
    d. The effort to make parents aware of the importance of regular school attendance.
2. Has a membership of EL parents in at least the same percentage as there are EL students at the school.
3. Has had an election of members in which all parents of EL students have had an opportunity to vote.
4. Has had the opportunity to elect at least one, preferably two members to the District English Learners Advisory Committee (DELAC).
5. Has received training materials and training appropriate to assist parent members in carrying out their responsibilities.

The principal and/or site EL coordinator will coordinate and conduct ELAC meetings for the site.

The following procedures will be used for the formation of the ELAC:

1. Members of the ELAC will serve for two years and will be elected in the fall. The ELAC membership will consist of 51% or more parents of LEP students (not employed by the District), and 49% or fewer school site staff members.
2. Selection of ELAC members
    a. Year one
        1) Election of Parents – Send a letter to all parents (not just parents of EL students) informing them of the school's intent to form the ELAC. State what the purpose of the ELAC is and encourage parents who are interested in being a member and/or learning more about the duties of the ELAC to attend a meeting at the school site. Nominations would be taken at this meeting for ELAC parent members and elections held at that time.
        2) Selection of Other Members - Inform all staff (certificated and classified) of the school's intent to select members for the ELAC. Other members may be the principal, teacher(s), bilingual instructional assistants, clerical, etc.

b. Year Two

If the school ELAC membership is complete (parents and staff) from year one, there will be no need to amend the ELAC membership. If the membership is not complete, follow the procedure listed below.

1) Election of Parents – if the school site does not have a complete ELAC parent membership at the beginning of year two, the school site shall send a letter in the appropriate languages to all parents (not just parents of EL students) informing them of the school's intent to fill the vacant parent position(s). Conduct the parent election to fill vacant position(s) at the first ELAC meeting in year two.

2) Selection of Other Members – If other members of ELAC need to be replaced at the beginning of year two, send a letter to all staff members informing them of the school's intent to fill the vacant position(s). The ELAC staff members should be selected prior to the first ELAC meeting.

c. Replacement During the Year

If a committee member must be replaced during the school year, the alternate will fill the vacancy or the president shall appoint someone to the position for the remainder of the year. Vacant positions shall be re-elected or selected each fall

3. Selection of DELAC representatives

At the first ELAC meeting in year one, the members must elect one or two parents of EL Students to represent them at the District English Learner Advisory Committee (DELAC). The term shall be for two years. An election for a new DELAC representative(s) is held at the first meeting of year two only if the school's representative(s) from year one is no longer available to serve.

4. Additional responsibilities of site EL Coordinator/Principal:

It is the responsibility of the site EL Coordinator and/or Principal to collect the following information for each meeting or training provided to ELAC parents. He/she needs to keep original records for the school and send a copy to the District Language Learner Coordinator's office in a prompt manner:

a. A list of elected members, which identifies all members, including parents of EL learners.

b. A list of ELAC elected officers, including the identification of DELAC representatives.

c. Copies of parental notification letters of scheduled ELAC meetings, elections and membership opportunities, and other planned events.

d. Copies of ELAC meeting minutes, agendas, and sign-in sheets. The minutes should verify that members were trained and were advised in legally required areas.

e. Copy of materials used to train members to carry out legal ELAC responsibilities and other hand-outs given during the meetings.

f. If the documents are translated into other languages, a copy of each should be sent to the district office.

District English Learners Advisory Committee

Legal Requirements

Whenever there are 51 or more EL students in a district, there shall be a functioning District English Learner Advisory Committee (DELAC) or subcommittee of an existing district committee that has met all of the following:

1. Has had the opportunity to advise the District and the board regarding:
    a. A timetable for and development of a Master Plan for English Learners.
    b. A district-wide needs assessment on a school-by-school basis.
    c. District education goals and objectives for English Learners.
    d. Administration of the language census (R30-LC).
    e. The review and comment of the written notification of initial enrollment/placement.
2. Has a majority membership of parents of EL students not employed by the District. (In the event an existing committee is used for these purposes, the membership of parents of EL students shall be made up of at least the same percentage as that of the EL students in the District.)
3. Has received training materials and training developed in consultation with the committee and appropriate training to assist parent members in carrying out their responsibilities.

Selection of Representatives

At the first English Learner Advisory Committee (ELAC) meeting in year one, the members must elect two parents of EL students to represent them at the district level, on the District English Learner Advisory Committee (DELAC). The representatives serve for two years. An election for a new DELAC representative is held at the first meeting in year two only if the school's representative from year one is no longer available to serve on the DELAC.

The representatives will be responsible to attend all DELAC meetings and present the information received at the DELAC meetings at the school level ELAC. The DELAC will meet at least four times during the school year.

Schools must complete the DELAC representative form after the first ELAC meeting in year one and submit it to the English Learner Coordinator.

Who Coordinates and Conducts DELAC Meetings?

The District Coordinator of English Learner Programs, or a designee, serves as district liaison to the DELAC, assisting with preparation of meeting minutes, distribution of meeting notices, and the communications pertaining to the DELAC.

The President shall preside at all the DELAC meetings, as well as sign all letters, reports, and other communications of the committee (with previous approval from DELAC members). In the event of the President's absence, resignation, or inability to perform his/her duties, the Vice-President shall assume those duties.

Training on Legal Areas of Responsibility

The District will provide all the DELAC members:

1. Appropriate training, materials, and information to assist each member to carry out his/her responsibilities and any required duties.
2. DELAC members shall assist the District to plan the training-such as childcare, translating services, refreshments, and any other reasonable expenses.

Additional responsibilities EL Coordinator or Consultant:

It is the responsibly of the EL Coordinator to collect the following information from each school site and DELAC meeting and/or training provided to ELAC/DELAC parents.

a. A list of elected members, which identifies all members, including those which are parents of English learners.

b. A list of DELAC elected officers, including the identification of the schools they represent.

c. Copies of parental notification letters of scheduled DELAC meetings, elections and membership opportunities, and other planned events.

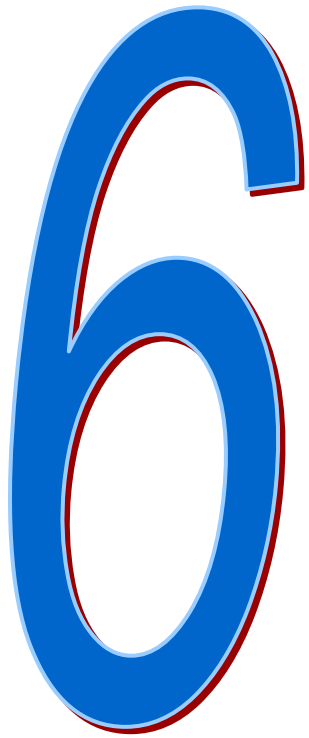
d. Copies of DELAC meeting minutes, agendas and sign-up sheets. The minutes should verify that members were trained in all the legally required areas.

e. Copy of materials used to train members to carry out the legal DELAC responsibilities and other hand outs given during the meetings.

f. The EL District Coordinator shall keep a binder with copies from every school's ELAC meetings and training, including: announcements, agendas, minutes, and handouts.

Chapter SIX

Evaluation and Accountability



State and Federal Requirements

IV – EL 13: EL Program Evaluation

- **The LEA develops and implements a process and criteria to determine the effectiveness of programs for English learners.**

EVALUATION and ACCOUNTABILITY

6

Our primary goal is to provide instructional programs that are effective in helping our English Learners acquire the literacy skills and the content knowledge that are taught in our standards-based curriculum, while making progress at closing any achievement gap which might prevent them from keeping up with their native English speaking peers. In order to catch up academically, English Learners must progress at a rate which exceeds that of the native English speakers, who are also progressing. Research shows that they must achieve 13 to 15 months of learning for every 10 months of an academic school year (Mora).

Monitoring the progress of our English Learners is a complex task, which includes analysis of State Academic testing data, language testing (CELDT) data, district benchmark assessments, writing rubrics, and other classroom measures of achievement. It is critical that we monitor progress of individual students as well as specified cohorts of students to ascertain that progress is being made. These cohorts could be as small as a classroom or a grade level at a specific school or as large as the English Learner population within the entire district.

It is thus clear that accountability for EL instructional programs and accountability to English Learners must be ensured by district-wide sharing of responsibility. Accountability must be shared by all parties, including the School Board, the District Superintendents, School Site Principals, EL Facilitators, Teachers, Parents, Paraprofessionals and Students. Accountability must be seen as a daily responsibility.

Factors which must be monitored and evaluated include but are not limited to the following:

- Implementation of district-wide goals and the Master Plan
- District and school data
- Plans, programs, modifications and timelines for implementation of changes.
- Credentials of personnel
- Progress of staff in obtaining appropriate authorizations (CLAD, BCLAD)
- Proper placement of EL staff.
- Professional Development of staff (Administrator, teachers, paraprofessionals).
- Selection of materials used for delivery of core curriculum to EL Students
- ELD Procedures at school sites
- Assessments
- ELAC and DELAC parent meetings
- All standardized test data
- Classroom data
- Student placement
- Student records
- School site EL Plan
- Legal requirements
- Implementation and modification of program strategies for maximum effectiveness
- CELDT Testing
- Informing parents of student progress, and/or lack thereof.

Monitoring Program Implementation and Effectiveness

Our monitoring process:

1. Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;
2. Promotes full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation, and evaluation activities;
3. Provides for high levels of coordination between district-level and site-level improvement efforts;
4. Ensures that program evaluation is an integral part of school improvement initiatives and activities.

Evaluation Design

The district will conduct an annual evaluation of programs and services for English Language Learners. The programs described in earlier sections are structured around six goals. The evaluation activities will focus on the questions listed in the following table that matches goals with evaluation questions. Each year these evaluation criteria will be reviewed, and may be revised in response to program changes and changes in the needs of ELs**.**

Figure 6.1: Evaluation Goals and Questions

Goal	Evaluation Questions
1. Implementation EL programs are fully implemented as described in the EL Master Plan	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of ELs and staff? 1.3 Are ELs at high schools gaining access to academically rigorous core classes?
2. English Proficiency* ELs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.	2.1 Do ELs meet the state's Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English? 2.2 Do ELs meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency? 2.3 Are there overall proficiency gains on all sub tests on the CELDT for students 1-3 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students 4-5 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students more than 5 years in U.S. schools? What are the overall gains in the cohort groups?

* As measured by Annual CELDT, the state criteria for AMAO1 (progress in learning English) are: For students at Levels 1-3 overall, gain one level per year; for students at Level 4 or 5 overall, bring all subskill scores to Level 3 or higher (i.e., English proficient level per State Board of Education guidelines); for students at the English proficient level, maintain that level until reclassified. The state criteria for AMAO 2 (attaining English-language proficiency) on the CELDT are: attain the English proficient level (overall level 4 or 5 with all subskills 3 or higher) after four years or if at the intermediate level or above. Targets for each AMAO steadily increase from 2003 to 2013 (AMAO1: 51% to 64%; AMAO 2: 30% to 46%

Goal	Evaluation Questions
3. Academic Progress a. ELs will make steady progress in core academic subjects b. ELs in our district 5 years or longer will meet grade-level standards in core academic subjects	3.1 Are increasing percentages of ELs making steady academic progress on the required state testing - ELA? 3.2 Are increasing percentages of ELs making steady academic progress on required state testing - math? 3.3 Are ELs who are not making steady academic progress being identified and appropriately served? 3.4 Are increasing percentages of ELs in our district 5 years or longer meeting all criteria required for reclassification? 3.5 Do ELs (and RFEPs) meet the state's Title I Adequate Yearly Progress target in English Language Arts? 3.6 Do ELs (and RFEPs) meet the state's Title I Adequate Yearly Progress target in mathematics? 3.7 Are ELs (and RFEPs) in high school making expected progress toward graduation? 3.8 Are ELs (and RFEPs) proportionally represented in the following categories: • Passing the CAHSEE by the end of Grade 10; • Meeting UC/CSU (A-G) course requirements at high school graduation; • Taking and passing college entrance examinations; • Admission to two and 4-year colleges/universities? 3.9 Is there an annual increase in the percentage of ELs (and RFEPS) for each of the success factors in 3.3 and 3.4?
4. Decrease Risk of Failure Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	4.1 Are ELs (and RFEPs) not overrepresented in the following categories: • Suspensions, expulsions, other discipline • Retentions in grades TK/K-5 • Dropouts 4.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?
5. Parent Engagement **Parents of ELs and RFEPs participate meaningfully in their children's education.**	5.1 Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? 5.2 Is the rate of parent engagement increasing?
6. Multicultural Proficiency **ELs will develop Multicultural proficiency.**	6.1 Are school staff taking part in culturally relevant pedagogy? 6.2 Student benchmarks and procedures will be developed and implemented the following year.

Specific Goals and Measures

Measures for Monitoring Goal 1:

1. Principal's Assurances Checklist (EL Form #27)

2. Site monitoring checklists (ELD, SDAIE, etc.) (EL Forms #28-#29)

Goal 1:

Program Implementation as Described in the Master Plan for English Learners

School Principals are responsible for the daily, site-level implementation of the Master Plan for English Language Learners. Throughout the academic school year, principals complete sections of the Principal's Assurances Checklist (EL Form #28) for EL Program Services and submit it to Educational Services Department according to the timeline indicated on the checklist. This facilitates ongoing communication between the district office and the school sites and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The Superintendent reviews all Principal's Assurances checklists at the end of the academic year.

The district has begun the very ambitious project of refining the process whereby implementation of appropriate programs for English Learners can be much more adequately monitored and assessed.

Proposed Monitoring of EL Master Plan Implementation

District and site staff will periodically monitor implementation of all EL programs. The primary goal of the monitoring is to ensure that every school in the district has optimally effective and compliant programs for English Learners. This monitoring will consist of three major aspects:

1. Document Reviews. All schools will conduct annual monitoring by means of review of key files and documents. District-level EL Specialists will assist site EL Coordinators with these reviews. The district hopes to develop a Document Review Calendar and Checklist for the annual cycle of document reviews. Document reviews will be scheduled in all schools each year on a calendar to be announced prior to the start of each school year.

2. In depth reviews (district-facilitated self-reviews) will be conducted on a four-year rotating cycle. A chart identifying Cohorts A, B and C will be developed. A third of all district schools serving English Learners will be reviewed each year. In the fourth year, selected schools from cohorts A, B, or C will be reviewed, based on needs identified in prior reviews. The reviews will include a documentation check, teacher and parent interviews, and visits to selected classrooms. They will be conducted by teams to include district staff, the principal and EL Coordinator from the site being reviewed, and a selected administrator and EL Coordinator from another school. These in-depth reviews will result in status reports that will provide the basis for individual site improvement work

3. Ongoing coaching and staff development support. District staff from Educational Services will help organize site staff development and assist with classroom coaching. They will assist with the document reviews and have lead responsibility for organizing in-depth reviews and any needed follow-up. They typically will visit assigned schools at least twice monthly and will have weekly contact with schools found to have significant difficulties in implementing EL programs.

Goal 2: Increase English Language Proficiency

Measure for Monitoring Goal 2:

1. Annual EL Monitoring (EL forms 30, 31)

AMAO1 defines progress as follows:

- Students at Beginning, Early Intermediate, and Intermediate overall levels are expected to gain one level each year.
- Students at Early Advanced or Advanced level are expected to bring all sub-skills up to Intermediate level.
- Students at English Proficient level are expected to maintain that level (overall and all sub-skills).

ELs expected to reach the English proficient level (AMAO 2) includes the following (based on prior year CELDT):

- All Intermediate students
- Early Advanced & Advanced students who were not English proficient in prior year
- Beginning & Early Intermediate students who are in US schools for more than 4 years
- Credit is given for Beginning & Early Intermediate students in US schools less than 4 years who reach English proficiency

Results of the annual CELDT will be analyzed between February and April.

An analysis of academic ELD progress (AMAO1) and English language proficiency attainment (AMAO 2) will be conducted by district, school, language group and program. District level analyses will help identify professional development priorities.

During the 2008-2009 school year, MJUSD will review and measure growth on CELDT. The analysis will focus on the following cohorts:

- Students in U.S. schools 1-3 years
- Students in U.S. schools 4-5 years
- Students in U.S. schools more than five years

Additionally, reports will be compiled indicating which ELs have missed AMAO 1 (progress) and which ELs from the AMAO 2 cohort did not attain English language proficiency. These will be used for site-level planning and instructional changes.

In order to realize the goal of English Language proficiency, we must design and implement programs which are based on sound theoretical and researched models. We then assess the progress of students to determine the effectiveness of the programs and the sustained academic gains of the students in the three key areas of language, literacy and content. Some of the factors which have proven to be necessary for English Learners' intellectual and social development are as follows:

- Supportive school-wide environment
- Fostering a positive identity with both the students' home culture and their acquired American culture.
- Special attention to linguistic factors in student academic achievement
- Theme based instruction
- Fully informing parents about the goals and objectives of the programs and regular communication with them about their children's progress.
- A balanced curriculum that incorporates both basic and higher-order thinking skills, keeping in mind the developmental progression of language and literacy.
- Helping students discern English grammar and syntax through direct instruction as well as self-directed activities.

Goal 3: Achievement of Academic Success

Measure for Monitoring Goal 3:

1. Annual EL Monitoring (EL forms 30, 31)

Academic achievement of English learners can be measured by the following benchmarks:

- Achievement of passing grades in core academic courses.
- Earning a cumulative grade point average that is equivalent to the GPAs of native English Speakers.
- Achievement of a graduation rate that is equivalent to native English speakers.
- Passage of the California High School Exit Exam at a rate that is equivalent to that of native English speakers.
- Students seeking post-secondary educational options at a rate that is equivalent to that of native English speakers.

Academic progress will be supported and indicated during the year by:

- District standards-based benchmark assessments in English language arts and mathematics
- State testing data in English Language Arts and Mathematics will be analyzed each fall. District summary reports will be prepared. In addition, school-level reports identifying students who have not made progress, along with such relevant additional data as time-in-district, and CELDT overall as well as sub skill levels, will be prepared for each school site. The analyses will include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group.
- Standard strand analyses of State testing data will be performed at the district level in order to identify district wide priority areas for professional development (e.g., strengthening students' reading comprehension through instructional read-alouds & questioning strategies).
- Reclassification data are collected throughout the spring semester. District staff will review & analyze performance on criteria need for reclassification for all ELs. In addition, staff will review and analyze academic achievement data for former ELs. In both instances, data will be disaggregated by number of years in the district, program placement, initial CELDT level, and other relevant variables. • CAHSEE scores will be analyzed each spring or fall by district personnel and an analysis made available to the schools.
- Data on the other indicators related to high school success will be collected by high school staff and reported to the district, using table formats that are standardized across schools. Analyses will be completed in the fall of each year.

Goal 4: Indicators of Risk for School Failure

School site personnel will compile the data on suspensions, expulsions, other disciplinary actions and retentions, and report it to the district by the end of the school year, using table formats that are standardized across schools.

A methodology for analyzing dropouts will be developed that will mirror the state's dropout reporting paradigm used for the No Child Left Behind reports. Dropout data are disaggregated by language classification, grade level, and other relevant factors.

Goal 5: Parent Engagement

This goal area will require a specific effort to develop benchmarks and indicators. The Educational Services and EL Departments will work with the DELAC and ELACs to develop specific benchmarks, instruments, and a calendar of procedures. This will be reviewed and refined for implementation the following school year.

Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A parent participation form will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole.

Goal 6: Multicultural Proficiency

This goal area will require a specific effort to develop benchmarks and indicators. The Educational Services and EL Departments will work with sites and ELACs to ascertain professional development needs and to develop specific benchmarks, instruments, and a calendar of procedures. This will be reviewed and refined and submitted for implementation the following school year

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at both: the district and the site levels.

Site Level Use of Information

The self-review materials will assist sites to determine strengths and areas of need in their programs and make adjustments accordingly. Site level reports identifying missing progress and proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the secondary level) will use the EL Program and SDAIE checklists (EL Forms 28, 29) to do self-assessments on program implementation.

"Learning walks" conducted by administrators will provide an additional perspective on classroom implementation of recommended instructional practices. After gathering and discussing the checklist information, each site will develop an action plan for professional development that establishes needs, long-term goals and types of training experiences that are needed to improve instruction. The site plan for professional development should be clearly articulated with the district plan for professional development with prioritization and support. Annual improvement objectives and timelines will also be established. This information will be included in the school's Single Plan for Student Achievement.

The site will also be able to compare student outcomes at the site level to the district goals for EL students, and use this information to plan for improved implementation of the EL programs.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level of effectiveness of EL programs. Putting outcome data together with the site self reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for professional development planning and program improvement planning each year.

Evaluation and Accountability: Roles and Responsibilities

Student

- Attends school daily and works for high achievement.
- Participates in school activities.
- Communicates regularly with parents, teachers, and support staff.

Parent

- Monitors/promotes EL's progress in academics, homework, attendance, behavior.
- Supports EL in activities to promote student achievement.
- Communicates regularly re: student progress with student, teachers and school.
- Attends parent conferences and school functions (e.g. Open House, conferences)
- Participates in school committees—ELAC, Site Council, etc.

Classroom Teacher

- Implements specific EL programs as described in Master Plan for English Learners and provides instruction that meets state frameworks and district and state standards.
- Ensures delivery of appropriate English Language Development (ELD) instruction.
- Monitors ELs' progress. Reviews school/classroom data. Uses data to modify instruction. Reviews content and ELD standards and assessment procedures.
- Determines/implements differentiated strategies for English Learners and R-FEP students.
- Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals.
- Informs parents of progress and strategies to support students in meeting standards.

Counselor (Middle and High School)

- Assists with initial placements, using the EL Master Plan as a guide.
- Monitors progress of ELs toward meeting language, academic, and multicultural benchmarks.
- Assists with interpretation of student assessments, and collaborates with teachers, the site EL Coordinator and others in devising individual program modifications and interventions, as needed.
- Supports the implementation of the EL Master Plan.

Para-educator

- Provides support in the core subjects (English and/or primary language).
- Assists with student testing
- Supports the implementation of the EL Master Plan.

Site EL Specialist/Facilitator

- Supports site administrator by implementing and monitoring process and procedures for identifying, testing, placing, and documenting ELs, including primary language assessment and reclassification.
- Monitors the accuracy of ELs' data in the district computer system, including numbers of waivers' applied for and approved.
- Informs staff of progress of identified students toward reclassification.
- Serves as a resource for the Student Study Team and Academic Support Team.
- Provides input on staff development opportunities and needs for teachers of EL students.
- Assists with data collection and surveys.

Site Administrator

- Monitors all aspects of staffing and instruction for EL programs, according to the Master Plan.
- Is responsible for all procedures and legal requirements pertaining to ELs at the school.
- Monitors placement of English Language Learners and oversees reclassification process.
- Reports periodically to district administrators on implementation of EL programs (Principal's Assurances Checklist)

EL Program Coordinator

- Under the supervision of the Executive Director of Educational Services, develops a work plan to monitor, coach, and support the work of the EL site specialists and classroom teachers at all district sites.
- Assists the site administrator by providing support and guidance in all aspects of meeting the instructional and programmatic needs and compliance regulations for ELs.
- Helps the site administrator in monitoring all aspects of staffing and instruction for EL programs, according to the Master Plan.
- Helps ensure compliance with all procedures and legal requirements pertaining to ELs at the school.
- Assists the site administrator in monitoring the placement of ELs and the reclassification process.
- Monitors, with Executive Director of Educational Services, the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners.

Testing Department

- Monitors assessments used for evaluation of EL progress (State testing data).
- Oversees data collection, provides analysis, writes reports, and prepares charts.

EL Consultant

- Prepares Annual EL Evaluation Report together with the Coordinator of EL Programs and Services and the Executive Director of Educational Services
- Coordinates DELAC and monitors ELAC compliance with the support of the EL Program Coordinator
- Shares results of evaluation with all stakeholders, including DELAC.

The District English Learner Advisory Committee (DELAC)

- Examines program evaluation findings on an annual basis and frame recommendations for program improvement for the following year as part of its advisory role.
- Reviews the Annual Language Census report

Executive Director, Educational Services

- Evaluates district staff on accountability for implementation of the EL Master Plan.
- Oversees compliance procedures relative to English Learners' programs.
- Evaluates district and school site data for assessment and accountability.
- Provides overall support for EL Programs issues
- Reviews a summary of Principal's Assurances Checklists with the District Coordinators
- Meets with principals and District Coordinators to review plans, program modifications, timeline for implementation, and to support services for school sites.
- Arranges/publicizes professional development including SB 472, CLAD/BCLAD training to ensure implementation of EL Master Plan.
- Monitors grants, budgets, and evaluations for ELs.
- Monitors ongoing review of Title III Action Plan.
- Monitors curriculum and fiscal compliance to ensure alignment with our Master Plan for English Learners.

Director, Federal & State Categorical Programs

- Monitors school plans.
- Monitors additional categorical programs.

Assistant Superintendent of Human Resources

- Recruits and monitors placement of EL staff in collaboration with site principals.
- Monitors credentials of all personnel working with English Language Learners.

Superintendent

- Evaluates district goals relative to our LEA Plan, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability.

Evaluation Goals

While MJUSD's EL Master Plan uses our Board Goals and Objectives as underpinnings for our work with ELs, the EL Master Plan's evaluation goals will guide us to optimal results for our students:

Evaluation Goal 1: Implementation

EL programs are fully implemented
as described in the Master Plan for English Learners

Evaluation Goal 2: English Proficiency

ELs will make steady progress in developing academic English,
and attain academic English language proficiency
as efficiently and effectively as possible.

Evaluation Goal 3: Academic Progress

ELs will make steady progress in core academic subjects.
ELs in our district five years or longer will meet
grade-level standards in core academic subjects.

Evaluation Goal 4: Decrease Risk of Failure

Rates for ELs and RFEPs in categories indicating risk for school failure
are no greater than those for English Only students.

Evaluation Goal 5: Parent Engagement

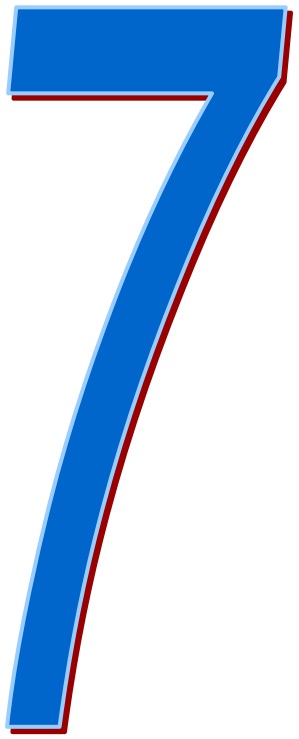
Parents of ELs and RFEPs participate meaningfully
in their children's education.

Evaluation Goal 6: Multicultural Proficiency

ELs and RFEPs will develop multicultural proficiency.
Our hope is that this plan will surpass expectations of support for
teachers, administrators, parents, and especially our students.
This plan will serve as the basis for our work,
a work that is inclusive of all learners and needs.

Chapter SEVEN

Funding and Resources



State and Federal Requirements

III – EL 09: Adequate General Funding for English Learners

- **Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.**

III – EL 10: Supplement, Not Supplant

- **Beginning with the fiscal year 2009-2010, in alignment with the federal supplement, not supplant requirement, Title III funds must not be used to meet state requirements for translations.**

Funding and Resources

7

Funds are allocated following the funding mandates prescribed by the Education Code, state regulations and district policies. Categorical funds are used to supplement the core educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

Figure A provides descriptions of major funding sources, identifies students to be served by that source, and examples of expenditures that are not appropriate. It gives examples of allowable expenditures that can supplement work in English Language Arts, Math, ELD, and other content areas, capacity building and professional development, school climate, parent engagement, and family support.

1. The School Board approves the district Superintendent's Goals and Objectives. This is a plan to meet the needs of all students.

2. The Superintendent's Cabinet identifies and prioritizes needs, based on the Superintendent's Goals and Objectives and data analysis, and allocates funds and other resources to support those needs.

3. The Executive Director of Educational Services and the Director of Categorical Programs allocates funds based on the Consolidated Application, meets with district Area Administrators and school Principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.

4. The Principal coordinates development of the school level plan and prioritization of needs based on data, meets with the School Site Council and ELAC groups before they approve the school plan and budget. The Principal assures that parents and staff are informed about funding and the site plan.

5. Site and District Advisory Committees take the following roles:

   a. The School Site Council provides input regarding the development and/or revision of the site plan and approves the school level plan;

   b. ELAC members advise and give input on the school level plan and school budget.

   c. DELAC gives input on the district level plan.

Funding and Resources:

General Fund Resources

Other Supplemental Funds

Additional EL Support Programs

Community Programs

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, library, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes District adopted ELD program materials. The district provides primary language instructional materials for students enrolled in a bilingual alternative program.

Categorical Funds

Categorical funds are used to supplement the base program. They are integrated with other supplemental funding sources through the School Based Coordinated Program (SBCP). These funds are used for supplemental services such as:

- Employment of supplemental teachers;
- Para-educators;
- Purchase of supplemental teaching materials;
- In-service training for teachers and Para-educators to develop instructional skills
- Support for parent involvement activities
- Parent training
- Translation services
- Other reasonable expenses related to the program for English Learners.

Services provided through categorical funds are designed to ensure that English Learners develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have developed in other area of the core curriculum as a result of language barriers. Each site receives an annual entitlement of categorical funds, based on their number of identified English Learners, to purchase supplemental instructional materials and other, site-determined purposes.

Other Supplemental Funds

Title I, Part A.

School-wide programs under Title I, Part A permit a school to use funds from Title I to raise achievement for all students and improve the entire educational program of the school. School-wide programs are not required to identify particular children as eligible for services. Such schools can use their Title I funds in a flexible manner, as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all children according to a comprehensive plan to help students meet the state's challenging standards.

Title II

The purpose of the program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

Title III

The federal Title III program provides funds for supplementary programs and services for English Learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows English Learners to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to the English Learners. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL program activities.

Additional EL Support Programs Before and/or After School Intervention/Enrichment Programs

These programs focus on students whose test scores are far below or below basic, at risk of retention, or are at risk or have not passed the CAHSEE (7-12 only). The emphasis is on ELA and/or Math. Certificated personnel teach the courses before or after school as supplements to the instructional day.

Beginning Teacher Support and Assessment

(BTSA) (Ed code 44259(c) Following the passage of SB2024 (Alper/ Mazzoni, Ch. 548, Statutes for 1998). Probationary I and II teachers take part in the BTSA program for induction, in order to obtain their professional clear credential. It also provides professional development for new teachers in all curricular areas.

Figure A: Categorical Programs and Strategies, Funding Sources and Allowable Expenditures

Funding Sources:	Title I, A	LCFF
Funding Description	Helping Disadvantaged Children Meet State Standards. A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet academic standards Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.	A state program supporting compensatory educational services for LEP students
Students to be served	Students who are Far Below Basic, Below Basic & Basic on State Assessments, including English Learners & Special Education students	English Learners
Examples of expenditures not appropriate for funding source		
Inappropriate Expenditure Examples	Supplanting General Funds Strategies that are not based on scientifically based research or have no data to support increased student achievement Regular teacher Food for staff meetings	Supplanting General Funds Regular teacher Food for staff meetings Capital outlay
Examples of expenditures appropriate for funding source		
Support for English Language Arts (Reading, Writing) **ELD** **Math**	• Extended day/year for targeted students • Supplemental instructional materials that support standards & core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Academic Interventions	• Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Targeted intervention to accelerate EL students' reclassification • Support for reclassification process • Support for language assessments • Support for monitoring academic progress of all students
Support Personnel	• Reading/Math/ELD Coaches • Intervention teacher • Instructional Aide/Para-educator	• Reading/Math/ELD Coaches • Intervention teacher • Instructional Aide/Para-educator • Multilingual Parent Advisor • Multilingual Community liaison • EL Specialists

English Learner Acquisition Program (ELAP)	School Improvement/Library Block Grant	Title III, LEP
A program providing funding for English acquisition, instructional support and coordination of services for students enrolled in grades 4-8	A program for elementary and middle schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils	A program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards
English Learners in 4th through 8th grades	All students (Grades K-8)	English Learners K-12
Supplanting General Funds Regular teacher Food for staff meetings Capital outlay	Supplanting General Funds Regular teacher (includes funding additional sections) Food for staff meetings Capital outlay	Supplanting General Funds
• Extended day/week/year (4th-8th graders only) • Supplemental instruction that includes ELD activities • Supplemental materials to support ELD • Supplemental materials to help English Learners meet state standards in ELD and English Language Arts • Academic Interventions	• Extended day/year for targeted students • CAHSEE interventions • Supplemental instructional materials that support standards & core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Academic Interventions	• Provide "high quality language instruction educational programs" • Provide high-quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instruction strategies • Improving the instruction program for ELs by identifying, acquiring and upgrading curricula, instruction materials, educational software and assessment procedures
• Tutors • Mentors • Newcomer Center • Co-fund a literacy or ELD coach • Instructional Aide/Paraeducator	• Reading/Math/ELD Coaches • Intervention teacher • Instructional Aide/Paraeducator	• Reading/Math/ELD Coaches • Intervention teacher • Instructional Aide/Paraeducator • Multilingual Parent Advisor • Multilingual Community liaison • EL Specialists

Funding Sources:	Title I, A	LCFF
Support for other Core Curricular Areas: **Science** **Visual & Performing Arts (VAPA)** **Physical Education**		. • Supplemental materials in English and the primary language • Field trips • Primary language support
Capacity Building/Professional Development	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher stipends • Teacher substitutes • Training Materials/resources • Duplication • Conferences/workshops that support school plan goals	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher stipends • Teacher substitutes • Training Materials /resources • Duplication • Conferences/workshops that support school plan goals • Food: reasonable costs associated with teacher professional development that extends over a meal period
School Climate **Parent Engagement** **Family Support and Learning Environment**	Set-aside 1% of Title I allocation for Parent involvement activities • Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent Workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation Support Personnel • Attendance Incentives • Parent Advisor/Community Liaison • Home Visits • Parent Orientations • Kinder Academy & Pre-K articulation • Attendance clerk • Student Outreach Worker • School Nurse/Aide • Counselor/Therapist • Healthy Start	With a focus on ELAC activities • Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent Workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation Support Personnel • Multilingual Parent Advisors • Multilingual Community Liaison • Attendance Incentives & Home Visits • Parent Orientations • Kinder Academy • Pre-K articulation • Multilingual attendance clerk • Multilingual Parent Advisor • Multilingual Community Liaison • Additional personnel

English Learner Acquisition Program (ELAP)	School Improvement/Library Block Grant	Title III, LEP
	Science, VAPA, Art & PE • Instructional materials & equipment • Professional Development	• Supplemental materials in English and the primary language • Field trips • Primary language support
• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher stipends • Teacher substitutes • Training Materials/resources • Duplication • Conferences/workshops that support school plan goals	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher stipends • Teacher substitutes • Training Materials/resources • Duplication • Conferences/workshops that support school plan goals • Food: reasonable costs associated with teacher professional development that extends over a meal period	• Academic Conferencing • Training • Consultants • Principal Coaching • Teacher stipends • Teacher substitutes • Training Materials/resources • Duplication • Conferences/workshops that support school plan goals • Food: reasonable costs associated with teacher professional development that extends over a meal period
	• Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent Workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation	• Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent Workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation Support Personnel • Bilingual Parent Advisor/Community Liaison • Attendance Incentives • Home Visits • Parent Orientations Bilingual Support Personnel • Attendance Clerk • Student Outreach Worker

Monitoring Instrument that is covered in multiple chapters of the EL Master Plan:

II – EL 05: Implementation and Monitoring of LEA Plan

- A LEA operating categorical programs, including Title III, implements and monitors the approved LEA plan

5.1 To help English Learners meet challenging achievement academic standards, each LEA plan shall include:

- A description of high-quality student academic assessments that the LEA and school use:
  - To determine the success of children in meeting state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made towards meeting the state student academic achievement standards.
  - To assist in diagnosis and instruction in the classroom and to determine what revisions are needed so that English learners meet the state academic achievement standards.

- Minimum required components of the plan:
  - Description of programs and activities to be implemented.
  - Description of how funds will be used to meet all annual measurable achievement objectives.
  - Description of how school sites will be held accountable for:
    - Meeting the annual measurable achievement objective
    - Making adequate yearly progress for English learners
    - Annually measuring the English Proficiency of English learners
  - Description of how school sites will promote parental and community participation in programs.
  - Description of how all English learners' programs will be carried out to ensure that English learners are served.
  - Assurance that the EL program is based on scientifically-based research enabling English learners to meet challenging state academic content and student academic achievement standards.

Monitoring Instruments that are found from different sources:

II – EL 06: SSC Develops and Approves SPSA

- For all programs funded through the Consolidated Application including programs for English learners and Title III and operated at the school, the SSC annually develops, reviews, updates, and approves the SPSA, including proposed expenditures. The SPSA consolidates all plans required by these programs.

Source: Categorical Programs

II – EL 08: Equipment Inventory

- For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of $500 or more per unit, that is purchased with state and/or federal funds including EIA-LEP and Title III. The record describes the acquisition.

Source: Purchasing

III – EL 11: EIA Funds Distribused to School Sites

- The LEA disburses categorical funds, including Title III, in accordance with the approved Consolidated Application.

Source: Categorical Programs

III – EL 12: Properly Assesses Costs for Salaries

- The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity and duties of the employee.

Source: Personal

VI – EL 19: Equitable Services to Private Schools

- For participating private schools, the LEA provides equitable educational services and benefits to address the needs of eligible school students, their teachers, and their families.

Source: Categorical Programs

Appendix "A"

Glossary Of Terms

Glossary of Terms

AMAOs: Annual Measurable Achievement Objective

API: Academic Progress Index. California's measure of progress.

APRENDA 3: Norm referenced test: Part of STAR testing program. Administered to Spanish speaking students who have: (1) been in school 12 months or less; (2) received academic instruction in Spanish during the same school year

AYP: Adequate Yearly Progress. Measures set by the Federal No Child Left Behind law.

BCC: Bilingual Certificate of Competency

BCLAD: (Bilingual, Cross-cultural, Language and Academic Development): Authorization. Authorizes the holder to provide: English Language Development (ELD); Specially Designed Academic Instruction Delivered in English (SDAIE); Instruction in the primary language and instruction for primary language development.

Bilingual Alternative Program: A program option for EL students who choose biliteracy as an academic program option. The program develops academic language and literacy in both English and Spanish.

BTSA: Beginning Teacher Support and Assessment. The purpose of BTSA is to..." provide an effective transition into the teaching career for first- year and second- year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers".

CABE: California Association for Bilingual Education.

CAHSEE: California High School Exit Examination

CAPA: California Alternate Performance Assessment

Catch Up Plan: A plan to assist ELs or RFEPs with any language or academic deficiencies.

CATESOL: California Association of Teachers of English to Speakers of Other Languages.

CDE: California Department of Education.

CELDT: California English Language Development Test

Cross Cultural, Language and Academic Development (CLAD): Authorizes the holder to provide the EL student with English Language Development and Specially Designed Academic Instruction Delivered in English (SDAIE).

CAASPP : California Assessment of Student Performance and Progress

CTEL: California Teacher of English Learners Examination.

DELAC: District English Learner Advisory Committee. An advisory committee that advises the districts governing board on programs and services for English Learners.

EL: English Learner. Also known as LEP (Limited English Proficient). Used in many state documents. Equivalent to ELL.

ELL: English Language Learner. Also known as LEP (Limited English Proficient).

ELA: English Language Arts

ELAC: English Learner Advisory Committee. A committee that advises the principal and school staff on programs and services for English Learners.

ELAP: English Learner Acquisition Program

ELD: English Language Development. A broad term encompassing all aspects of English language development for English Learners. It includes speaking and listening as well as reading and writing at developmentally appropriate language levels.

ELD Content: Secondary courses such as math and science taught using SDAIE (Specially Designed Academic Instruction in English) techniques.

English Language Mainstream (ELM): Also known as Mainstream English Program The goal for English Learners in the mainstream program is to develop academic proficiency in English. Instruction is overwhelmingly in English. Special support options are provided for ELs as needed

EO: English Only student

ESL: English as a Second Language

Green EL Folder: A folder which contains all relevant information regarding the language and academic progress of English Learners. This folder is most often stored inside the student's permanent cumulative folder.

GATE: Gifted and Talented Education

HLS: Home Language Survey

IEP: Individualized Educational Plan

IPT: Idea Proficiency Test. The IPT is the test used to determine primary Spanish language proficiency.

IFEP: Initially Fluent English Proficient

LRT: Language Review Team.

LEA: Local Education Agency

LEP: Limited English Proficient

L1: The language that has been identified as the student's primary or home language.

L2: The second language student acquires (usually refers to English)

LDS: Language Development Specialist Certificate.

Mainstream English Program: (Also known as English Language Mainstream) The goal for English Learners in the mainstream program is to develop academic proficiency in English. Instruction is overwhelmingly in English. Special support options are provided for ELs as needed.

Newcomer: A student who is a recent immigrant to the United States.

Overwhelmingly in English: "Overwhelmingly in English" is not defined in Prop 227, but its use strongly implies that some instruction be provided in the student's primary language. Teachers/instructional support personnel use the student's primary language to motivate, clarify, direct, support, and explain.

Parental Exception Waiver: Parents or legal guardians must apply in writing and in person, annually. Request that the child be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

Primary Language (L1): The first language the student learns to speak at home or the most often spoken language.

Primary Language Support: The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

Principal's Assurances Checklist: Calendar of dates for procedures and documents that are periodically turned into the district.

R-30: Annual language census report

Reclassification: When a student has met all district criteria, he/she is reclassified from English Learner (EL) to Fluent English Proficient (FEP) student.

Request to Withdraw from Structured English Immersion Classes: Parents' request in writing to have their child enrolled in an English Language Mainstream class. Request must be filed annually.

RFEP: Reclassified Fluent English Proficient.

SSC: School Site Council

Second Language: (L2) The second language a student learns to speak.

SDAIE: Specially Designed Academic Instruction in English. A methodology used by teachers who possess the competency to make academic content comprehensible to EL students. (See further explanation below)

SIP: School Improvement Program

SST: Student Success Team

Structured English Immersion Program: A specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English. Instruction is nearly all in English. Primary language support is used for clarification and explanation when available.

Title I: A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.

Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

Title III: A program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.

Transferability of Skills: Instruction within a program where transferable skills are directly taught so students make the connection between their primary language and English.

SDAIE – SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH

SDAIE is a methodology for maximizing students' comprehension of English language instruction by use of special strategies and techniques. The basic features of SDAIE include:

- Contextualized instruction – liberal use on non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;

- Use of language modifications such as pause time, questioning, pacing, and highlighting;

- Task-based instruction, allowing students to work with concepts, and the language of those concepts in a variety of ways (such as acting, drawing or mapping out the concepts, or using poetry, song, chant, letters and diaries, etc. to express and exemplify concepts).

- Language sensitive and culture-sensitive content teaching;

- Use of language structures and vocabulary that are comprehensible to students;

- Use of accommodations in the learning environment in order to maximize the number of students able to access the content;

- Encouraging students to actively use language;

- Frequent checking for understanding;

- Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals, and product development.

Appendix "B"

Board policies
And
Administrative Regulations
Relating to
English Learners

Marysville Joint Unified School District
Board Policies and Administrative Regulations Relating to English Learners

Board Policy: 6174: Instruction

Education For English Language Learners

The Board of Education intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.

To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the English language learners' academic achievement, their progress towards proficiency in English and the progress of students who have been redesignated as fluent English proficient.

(cf. 6190 - Evaluation of the Instructional Program)

Type of Instruction

Students who are English language learners shall be educated through "sheltered English immersion" or "structured English immersion" during a temporary transition period not normally intended to exceed one year. "Nearly all" of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

The district has defined the term "nearly all" as follows:

All classroom instruction is to be conducted in English except for clarification, explanation, and support as needed.

When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education or any locally developed assessments and using other criteria developed by the district, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is "overwhelmingly" in English. (Education Code 305; 5 CCR 11301)

An English language learner has acquired a “reasonable level of English proficiency” when he/she has achieved the following:

CELDT level 4, 5 and parent(s)/guardian(s) request.

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6171 - Title I Programs)

Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)

Parental Exception Waivers

At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program.

Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation.

Legal Reference:
EDUCATION CODE
300-340 English language education for immigrant children
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English
51101 Rights of parents to information
51101.1 Rights for parents of English learners
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54028 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sunsetting of programs
CODE OF REGULATIONS, TITLE 5
4320 Determination of funding to support program to overcome the linguistic difficulties of English learners
11300-11316 English Language Learner Education
11510-11517 California English Language Development Test
UNITED STATES CODE, TITLE 20
1701-1705 Equal Educational Opportunities Act
6312 Local education agency plans
6801-6871 Title III, Language instruction for limited English proficient and immigrant students

Administrative Regulation: 6174: Instruction

Definitions

English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a limited English proficient or LEP child. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5 CCR 11511)

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

The district shall notify parents/guardians of their child's results on the CELDT within 30 calendar days. (5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (former Education Code 52164.1, 62002)

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the student's classification as English language learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
    a. The manner in which the program will meet the educational strengths and needs of the student
    b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
    c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
    d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program
5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))
2. Older students: The student is age 10 or older, and it is the informed belief of the principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))
3. Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)

1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices
2. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Board of Education guidelines

Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (5 CCR 11309)

When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311(c) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers
2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English language learner shall be reclassified as fluent English proficient: (5 CCR 11303)

1. Assessment of English language proficiency utilizing the CELDT as the primary criterion, and objective assessment of the student's English reading and writing skills
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions
3. Parent/guardian opinion and consultation during a redesignation interview

Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

4. Student performance on a statewide assessment of basic skills in English.
5. Objective data on the student's academic performance in English

The Superintendent or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Superintendent or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

Advisory Committees

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308)

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures
7. Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Regulation MARYSVILLE JT. UNIFIED SCHOOL DISTRICT approved: March 11, 2008

APPENDIX "C"

CELDT

FAQ's
Blueprint

CELDT Frequently Asked Questions

What is the fundamental purpose of the CELDT?
Three purposes for the California English Language Development Test (CELDT) are specified in state law (see *Education Code* Section 60810 (d)(1-3)), including: 1) identify pupils as limited English proficient, 2) determine the level of English language proficiency (ELP) who are limited English proficient, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. In 2001, the enactment of the No Child Left Behind (NCLB) Act of 2001 mandated states to respond to additional Title III accountability requirements for English learners (ELs). The additional Title III Accountability requirements include the separation of Listening and Speaking scores and the reporting of a Comprehension score (average of Listening and Reading). In 2007, *Education Code* Section 60810 was amended to authorize early literacy assessment of ELs in kindergarten and grade one commencing with the 2009-10 school year. Question development and field testing will begin in 2008 and early literacy test questions for kindergarten and grade one will be included in the operational test in 2009-10.

What is the construct measured by the CELDT?
The CELDT is a standardized test that assesses the construct of ELP of ELs in grades K-12 in accordance with California *Education Code* and Title 5 *California Code of Regulations*. The test contractor, CTB/McGraw-Hill (CTB), in collaboration with the California Department of Education (CDE), ensures through the various stages of test development and administration that the CELDT is a valid and reliable measure of the construct of ELP. The CELDT also provides a comprehension score as required by Title III of the NCLB. For more information, please refer to the technical reports and special studies posted under Resources on the CELDT Technical Documentation Web page at http://www.cde.ca.gov/ta/tg/el/techreport.asp.

Does the CELDT measure academic language?
All CELDT questions are developed based on the English Language Development (ELD) Standards approved by the State Board of Education (SBE) in July 1999. In accordance with the principles of universal access to the language arts curriculum for ELs (*Framework for California Public Schools Kindergarten through Grade Twelve*, 2007, pp. 273-274) approved by the SBE, the CELDT assesses "basic social conventions, rudimentary classroom vocabulary, and ways to express personal and safety needs" to assess ELP. In addition, a portion of CELDT test questions are developed to assess student performance at the early advanced and advanced proficiency levels and as such appropriately incorporate classroom language. To this end, CELDT test questions engage *academic language functions*, such explaining, questioning, analyzing, and summarizing.

All CELDT questions and reading passages are reviewed and approved by content experts before they are field tested. These content experts are recruited and selected from among experienced K-12 teachers who work closely with ELs as well as second-language acquisition experts. These reviewers pay careful attention to the alignment of the proposed CELDT questions to the ELD standards. All questions are field tested before they become operational and are used for official CELDT scores.

Item writer training, item development, content review, bias and sensitivity review, test form development, field testing, and operational test administrations are all conducted with the ELD standards as the central organizing structure and are built in accordance with the *Standards of Educational and Psychological Testing*.

What is done to ensure that the CELDT consistently measures the same construct over time? One of the hallmarks of the CELDT and California's other state tests is the comparability of scores across administrations. Scale scores are reported for the CELDT because they are directly comparable. The CELDT maintains 70 percent of test questions from year to year with 30 percent new test questions introduced each year to refresh the test and maintain test security. The test contractor's research department is required to conduct very intensive scaling procedures on every CELDT edition.

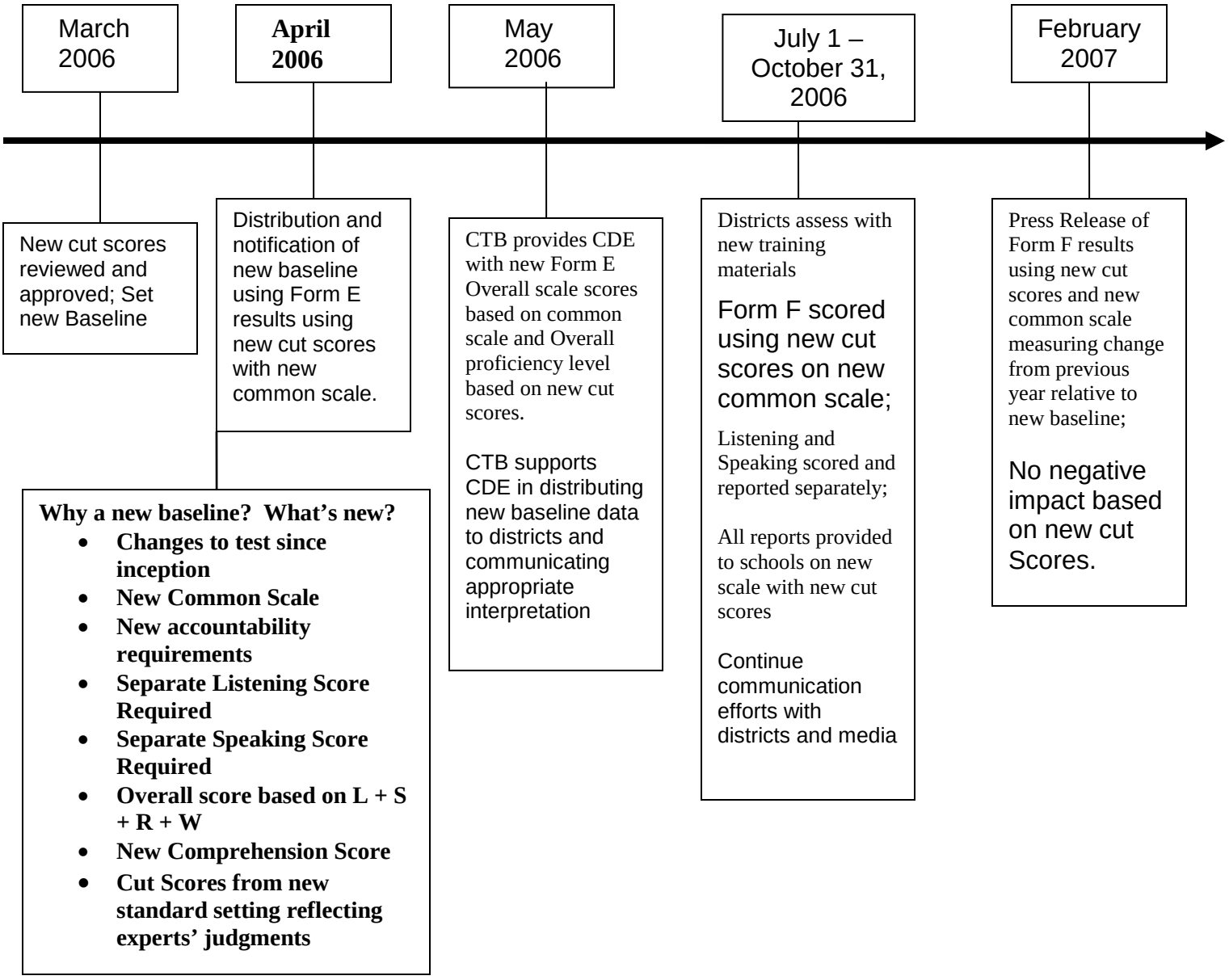
How did the common scale impact the interpretation of scores?
The change to the new common scale in 2006-07 did present the need to convert the scores in 2005-06 from the old to the new scale in order to provide for direct comparison of scores across those two years. Concordance tables were developed by the test contractor and these were made available to districts in order to locally compare 2005-06 to 2006-07. Future forms of the CELDT will be directly comparable to the 2006-07 base, but the CELDT editions prior to 2006 are not comparable to future forms.

How were districts informed about the technical changes to the CELDT in 2006-07? All districts have been informed of the CELDT changes in various ways including numerous presentations to CELDT district coordinators who are designated annually by the district superintendents, focus groups, regular communication through program notes and updates found on the Program Updates and Notes Web page at http://www.cde.ca.gov/ta/tg/el/updates.asp. The Standards and Assessment Division and the CELDT office have given regular presentations to the SBE. Discussions regarding changes to the CELDT have been underway for more than two years now with local educational agencies that administer the CELDT.

The changes to the CELDT began with the Bookmark Standard Setting conducted by CTB in February 2006. Committees composed of ninety-seven experienced educators with expertise in English Language Development and knowledge of the CELDT from across the state convened to recommend cut scores for use with the Form F and subsequent forms of the CELDT. Of the 97 educational experts, 53 percent were teachers, 23 percent administrators, and 24 percent were other education professionals with 25 percent of that group having more than 20 years of experience, 73 percent having a graduate degree, and 89 percent having CLAD or BCLAD authorization. This Web document can be found at http://www.cde.ca.gov/ta/tg/el/documents/standardsetting.pdf.

The CELDT performance level cut score implementation plan to support the new common scale and setting the new baseline for CELDT was presented to the SBE in March 2006 (see Figure 1 from March 2006, SBE Item 11). At that same meeting, the SBE approved the new performance level cut scores and the new common scale for CELDT.

Figure 1. CELDT Cut Score Implementation Plan to Support New Common Scale

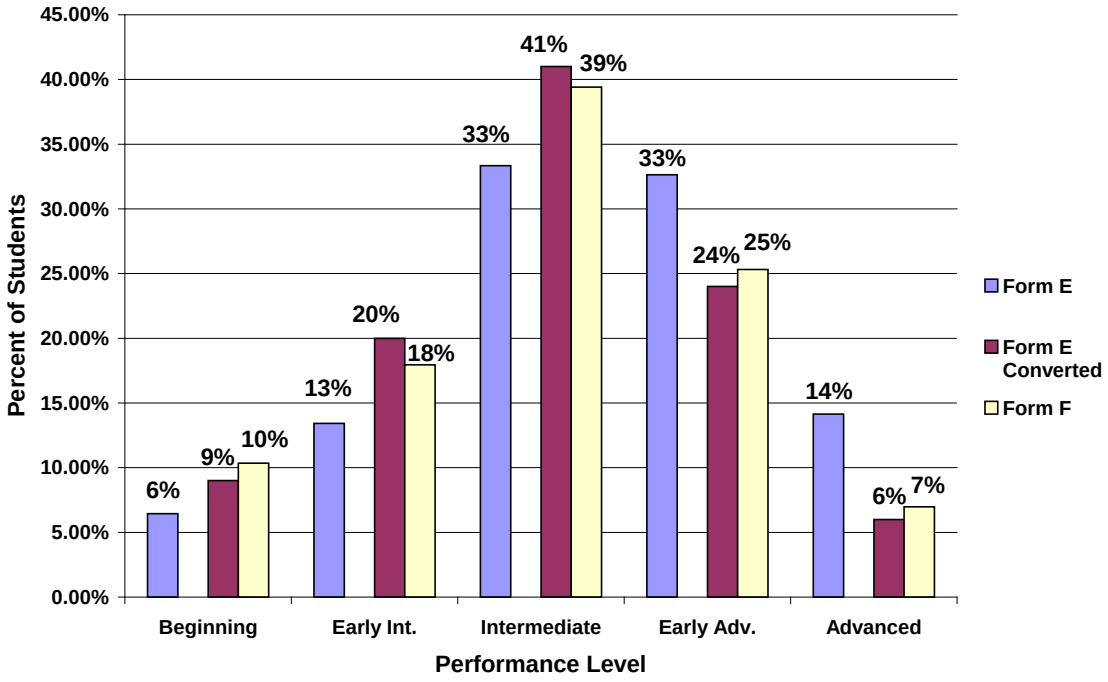


Advantages:

- May 2006 notification gives districts advance information to support smooth transition to new baseline
- Increased consistency in students' proficiency levels from one grade span to the next
- New cut scores better reflect practitioner beliefs of students acquisition of English Language fluency informed by 5 years of CELDT use
- Increases credibility of assessment program
- No significant added costs to program
- Students' proficiency level status is better aligned with their EL classification (fewer students spending years in Early Advanced or Advanced but not reclassified)

How did the technical changes to the CELDT affect the results?
As presented to the SBE in July 2007, Figure 2 provides a bar chart that displays the percent of students who fall into each of the five performance levels based on the 2005-06 (Form E) unconverted results, the 2005-06 converted (Form E) results, and the 2006-07 (Form F) results. The Form E unconverted results are provided only as a reference point to results on the old scale. It is not appropriate to directly compare Form E unconverted results to Form F. The appropriate comparison is Form E converted to Form F results because this comparison is based on the same scale.

Figure 2. CELDT Annual Assessment Results, All Students



How is technical information, such as test equating, disseminated to districts? The test contractor is required to provide a technical report to CDE annually. All past technical reports and special studies are posted under Resources on the CELDT Technical Documentation Web page at http://www.cde.ca.gov/ta/tg/el/techreport.asp. The Standards and Assessment Division distributes CELDT Notes every other month and conducts presentations to district coordinators twice a year (North and South) in which updates are provided about CELDT along with the other state testing programs to all district testing coordinators in California.

What resources are available to assist districts in using CELDT data locally? Under CDE's direction, the test contractor, CTB, conducted 10 workshops across the state in November/December 2007 to assist districts in using CELDT results appropriately. All CELDT district coordinators and the local data analysts were invited to participate in these workshops. Also, the Language Policy and Leadership Office at CDE posts an Information Guide annually on the use of CELDT data for the calculation of Annual Measureable Achievement Objectives (AMAOs) 1 and 2 for Title III accountability. This year's Guide included an explanation of the new targets that were approved by the SBE in September 2007 to "hold districts harmless" for the changes made to the CELDT in 2006-07. This guide can be found as a Web document at http://www.cde.ca.gov/sp/el/t3/documents/t3infoguide07.doc.

Does the State have expectations regarding the relationship between performance on the new CELDT and redesignation rates?
The state expects that ELs who meet the CELDT criterion and can "participate effectively in a curriculum designed for pupils of the same age whose native language is English" *(Education Code* Section 313 (d) (4)) may be eligible for reclassification. However, reclassification is a local decision that is to be based on multiple measures four of which are required by state law (*Education Code* Section 313(d)). The SBE developed reclassification guidelines to assist districts in applying multiple measures locally. These guidelines are included in Section 5 of the District Assistance Packet located on the CELDT Assistance Packet March 2007 Web page at http://www.cde.ca.gov/ta/tg/el/celdtastpkt.asp.

Table 1 presents the percentage of students by grade span who met the CELDT criterion established by the SBE for possible reclassification in 2006-07. In addition to meeting the CELDT criterion, districts must also consider the other three reclassification criteria in statute (teacher evaluation, parent consultation, and basic performance on the California Standards Test for English-Language Arts). Overall, 29.1 percent of ELs met the CELDT criterion last year. However, the reclassification rate as reported by districts for this same time period was only 9.2 percent. The reclassification rates have been consistently under ten percent since 2001-02 when CELDT was first administered and even for the years prior to its implementation.

Table 1. Percentage of Students Who Met CELDT Criterion for Possible Reclassification by Grade Span

	Form F 2006-07
K-2	20.0%
3-5	27.3%
6-8	37.4%
9-12	34.3%
All Grades	29.1%

At the secondary level, what are the implications for students who are denied access to the core as a result of their failure to be reclassified based on their CELDT scores?
The CELDT is designed to measure students' language acquisition and ELP and not their performance in academic content areas. Reclassification is a local decision in all cases. Therefore, the CELDT alone should not be a barrier to access to the core if a student is English proficient.

California English Language Development Test

Blueprint Preface

The following blueprints are for the California English Language Development Test (CELDT). The CELDT has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English language proficiency of students who are limited English proficient; and (3) to assess the progress of limited English proficient students in acquiring skills of listening, speaking, reading, and writing in English. The CELDT is aligned to the English Language Development (ELD) Standards approved by the State Board of Education (SBE) in 1999. The ELD Standards identify five proficiency levels through which English learners progress toward English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are reported as falling into one of five performance levels: beginning, early intermediate, intermediate, early advanced, and advanced. Performance level descriptions are provided on the individual score reports to assist teachers and parents in interpreting each student's CELDT results.

The blueprints are organized by the four grade spans assessed on the CELDT; these are Kindergarten through grade two; grades three through five; grades six through eight; and grades nine through twelve. Each one of these four tests has 99 test questions that assess four language domains (listening, speaking, reading, and writing), except students in kindergarten and grade one currently are assessed only on the listening and speaking domains, which consist of 40 questions each. The ELD standard under each domain reflects a skill that English learners are expected to have mastered at that specified proficiency level.

CELDT Blueprint for **Kindergarten–Grade Two**

Listening — Total Number of Items: 20	
Strategies and Applications	
English Language Development (ELD) Standard	**ELD Proficiency Level**
Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	Beginning
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.	Advanced
Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Answer simple questions with one- to two-word responses.	Beginning
Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate
Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	Early Intermediate
Orally communicate basic needs (e.g., “May I get a drink?”).	Early Intermediate
Recite familiar rhymes, songs, and simple stories.	Early Intermediate
Ask and answer instructional questions by using simple sentences.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate

CELDT Blueprint for **Kindergarten–Grade Two**
(continued)

ELD Standard	ELD Proficiency Level
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	Intermediate
Retell stories in greater detail including characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	Early Advanced
Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Advanced
Narrate and paraphrase events in greater detail by using more extended vocabulary.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for **Kindergarten–Grade Two**
(continued)

Reading (Grade Two Only) — Total Number of Items: 35	
Word Analysis	
ELD Standard	**ELD Proficiency Level**
Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.	Beginning
Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., *a* in *cat* and final consonants).	Early Intermediate
Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.	Intermediate
Recognize and name all uppercase and lowercase letters of the alphabet.	Intermediate
Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	Early Advanced
Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.	Early Advanced
Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	Advanced

CELDT Blueprint for **Kindergarten–Grade Two**
(continued)

Fluency and Systematic Vocabulary Development	
ELD Standard	**ELD Proficiency Level**
Demonstrate comprehension of simple vocabulary with an appropriate action.	Beginning
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use decoding skills to read more complex words independently.	Intermediate
Apply knowledge of content-related vocabulary to discussions and reading.	Intermediate
Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., *remove*, *jumping*).	Intermediate
Recognize simple antonyms and synonyms (e.g., *good*, *bad*; *blend*, *mix*) in stories or games.	Early Advanced
Use simple prefixes and suffixes when they are attached to known vocabulary.	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	Early Advanced
Explain common antonyms and synonyms.	Advanced
Recognize words that have multiple meaning in texts.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Reading Comprehension	
ELD Standard	**ELD Proficiency Level**
Understand and follow simple one-step directions for classroom activities.	Beginning
Draw and label pictures related to a story topic or one's own experience.	Early Intermediate
Understand and follow simple two-step directions of classroom activities.	Early Intermediate
Understand and follow some multiple-step directions for classroom-related activities.	Intermediate
Read and use basic text features, such as title, table of contents, and chapter headings.	Early Advanced
Locate and use basic text features, such as title, table of contents, chapter headings, diagrams and index.	Advanced

CELDT Blueprint for **Kindergarten–Grade Two**
(continued)

Writing (Grade Two Only) — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Write a phrase or simple sentence about an experience generated from a group story.	Beginning
Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”).	Early Intermediate
Write one to two simple sentences (e.g., “I went to the park.”).	Early Intermediate
Write short narrative stories that include the elements of setting and character.	Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Intermediate
Write a friendly letter of a few lines.	Intermediate
Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	Intermediate
Write short narratives that include elements of setting, characters and events.	Early Advanced
Proceed through the writing process to write short paragraphs that maintain a consistent focus.	Early Advanced
Write a formal letter.	Early Advanced
Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)	Early Advanced
Write short narratives that describe the setting, characters, objects, and events.	Advanced
Produce independent writing by using correct grammatical forms.	Advanced
Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	Advanced

CELDT Blueprint for **Kindergarten–Grade Two**
(continued)

English Language Conventions	
ELD Standard	**ELD Proficiency Level**
Use capitalization to begin sentences and for proper nouns.	Early Intermediate
Use a period or a question mark at the end of a sentence.	Early Intermediate
Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	Early Intermediate
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Intermediate
Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	Intermediate
Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.	Early Advanced
Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	Early Advanced
Edit writing to check some of the mechanics of writing (e.g., capital letters and periods).	Early Advanced
Use complete sentences and correct word order.	Advanced
Use correct parts of speech, including correct subject/verb agreement.	Advanced
Edit writing for punctuation, capitalization, and spelling.	Advanced
Produce writing that demonstrates a command of the conventions of standard English.	Advanced

CELDT Blueprint for **Grades Three–Five**

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
[see note[1]]	Beginning
Restate and execute multiple-step oral directions.	Early Intermediate
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	Early Advanced
Listen attentively to stories and information on topics; identify the main points and supporting details.	Advanced
Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside.") by responding to such expressions and using them appropriately.	Advanced
Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Answer simple questions with one- to two-word responses.	Beginning
Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	Beginning
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Orally communicate basic needs (e.g., “May I get a drink of water?”).	Early Intermediate
Recite familiar rhymes, songs, and simple stories.	Early Intermediate
Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	Intermediate
Summarize major ideas and retell stories in greater detail including the characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	Early Advanced
Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs.”) to communicate ideas to a variety of audiences.	Early Advanced
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for **Grades Three–Five** **(continued)**

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	**ELD Proficiency Level**
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	Beginning
Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	Early Intermediate
Use common English morphemes in oral and silent reading.	Intermediate
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Early Advanced
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Advanced
Fluency and Systematic Vocabulary Development	
ELD Standard	**ELD Proficiency Level**
Demonstrate comprehension of simple vocabulary with an appropriate action.	Beginning
Retell simple stories by using drawings, words, or phrases.	Beginning
Apply knowledge of content-related vocabulary to discussions and reading.	Early Intermediate
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	Early Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.	Intermediate
Use content-related vocabulary in discussions and reading.	Intermediate
Recognize some common root words and affixes when they are attached to known vocabulary (e.g., *speak*, *speaker*).	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Early Advanced
Recognize that some words have multiple meanings (e.g., *present/gift*, *present/time*) in literature and texts in content areas.	Early Advanced
Use some common root words and affixes when they are attached to known vocabulary (e.g., *educate*, *education*).	Early Advanced

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Recognize simple analogies (e.g., “fly like a bird”) and metaphors in literature and texts in content areas.	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Early Advanced
Recognize some common idioms (e.g., “scared silly”) in discussions and reading.	Early Advanced
Apply knowledge of common root words and affixes when they are attached to known vocabulary.	Advanced
Recognize that some words have multiple meanings and apply this knowledge consistently.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Use common idioms, some analogies, and metaphors in discussion and reading.	Advanced
Use a standard dictionary to determine the meaning of unknown words.	Advanced
Reading Comprehension	
ELD Standard	**ELD Proficiency Level**
Understand and follow simple one-step directions for classroom activities.	Beginning
Point out text features such as the title, table of contents, and chapter headings.	Beginning
Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).	Early Intermediate
Understand and follow simple two-step directions for classroom activities.	Early Intermediate
Read and identify basic text features such as title, table of contents, and chapter headings.	Early Intermediate
Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	Intermediate
Understand and follow some multiple-step directions for classroom-related activities.	Intermediate
Describe the main ideas and supporting details of a text.	Early Advanced

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Generate and respond to comprehension questions related to the text.	Early Advanced
Locate text features such as format, diagrams, charts, glossaries, and indexes, and identify the functions.	Early Advanced
Use the text (such as ideas presented, illustrations, titles) to draw conclusions and make inferences.	Early Advanced
Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.	Early Advanced
Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.	Early Advanced
Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.	Advanced
Describe main ideas and supporting details, including supporting evidence.	Advanced
Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.	Advanced
Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect.	Advanced
Distinguish fact from opinion and inference and cause from effect in text.	Advanced

CELDT Blueprint for Grades Three–Five (continued)

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Write the English alphabet legibly.	Beginning
Label key parts of common objects.	Beginning
Use models to write short narratives.	Beginning
Write short narrative stories that include elements of setting and character.	Early Intermediate
Follow a model to write a friendly letter.	Early Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Early Intermediate
Narrate with some detail a sequence of events.	Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Intermediate
Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed).	Intermediate
Write a letter by independently using detailed sentences.	Intermediate
Write a detailed summary of a story.	Early Advanced
Arrange compositions according to simple organizational patterns.	Early Advanced
Independently write a persuasive letter with relevant evidence.	Early Advanced
Write a persuasive composition using standard grammatical forms.	Advanced
Write narratives that describe the setting, characters, objects, and events.	Advanced
Independently use all the steps of the writing process.	Advanced

CELDT Blueprint for Grades Three–Five (continued)

English Language Conventions	
ELD Standard	**ELD Proficiency Level**
Use a period at the end of a sentence and question mark at the end of a question.	Beginning
Use capitalization to begin sentences and for proper nouns.	Early Intermediate
Use a period at the end of a sentence and use some commas appropriately.	Early Intermediate
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	Early Intermediate
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Intermediate
Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb without inflections).	Intermediate
Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	Early Advanced
Use standard word order but may have some consistent grammatical forms, including inflections.	Early Advanced
Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization and spelling).	Early Advanced
Use complete sentences and correct word order.	Advanced
Use correct parts of speech, including correct subject/verb agreement.	Advanced
Edit writing for punctuation, capitalization, and spelling.	Advanced
Produce writing that demonstrates a command of the conventions of standard English.	Advanced

CELDT Blueprint for **Grades Six–Eight**

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).	Beginning
Restate and execute multi-step oral directions.	Early Intermediate
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Intermediate
Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	Early Advanced
Listen attentively to stories and information on topics; identify the main points and supporting details.	Advanced
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Ask and answer questions by using simple sentences or phrases.	Beginning
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate
Orally communicate basic needs (e.g., “I need to borrow a pencil.”).	Early Intermediate

CELDT Blueprint for Grades Six–Eight (continued)

ELD Standard	ELD Proficiency Level
Respond to messages by asking simple questions or by briefly restating the message.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories in greater detail by including the characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	Early Advanced
Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	Early Advanced
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for **Grades Six–Eight** (continued)

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	**ELD Proficiency Level**
Recognize the most common English morphemes in phrases and simple sentences.	Beginning
Use common English morphemes in oral and silent reading.	Early Intermediate
Recognize obvious cognates (e.g., *education*, *educación*; *actually*, *actualmente*) in phrases, simple sentences, literature, and content area texts.	Early Intermediate
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Intermediate
Identify cognates (e.g., agonia, agony) and false cognates (e.g., -éxito, exit) in literature and texts in content areas.	Intermediate
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Early Advanced
Distinguish between cognates and false cognates in literature and texts in content areas.	Early Advanced
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Advanced
Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Fluency and Systematic Vocabulary Development	
ELD Standard	**ELD Proficiency Level**
Read simple paragraphs and passages independently.	Early Intermediate
Use a standard dictionary to determine meanings of unknown words.	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode text.	Intermediate
Recognize simple idioms, analogies, figures of speech (e.g., to take a fall), and metaphors in literature and texts in content areas.	Intermediate
Use decoding skills and knowledge of both academic and social vocabulary to read independently.	Intermediate
Recognize that some words have multiple meanings.	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Early Advanced
Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	Early Advanced
Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Early Advanced
Recognize idioms, analogies and metaphors used in literature and texts in content areas.	Early Advanced
Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	Advanced
Use a standard dictionary to determine meaning of unknown words.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Reading Comprehension	
ELD Standard	**ELD Proficiency Level**
Recognize categories of common informational materials (e.g., newspapers, brochures).	Beginning
Point out text features, such as title, table of contents, and chapter headings.	Beginning
Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	Early Intermediate
Identify and explain main ideas and critical details of informational materials, literary texts, and texts in content areas.	Early Advanced
Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.	Advanced

CELDT Blueprint for **Grades Six–Eight** **(continued)**

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Write a brief narrative using a few simple sentences that include the setting and some details.	Beginning
Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Beginning
Write simple compositions, such as descriptions and comparison and contrast, have a main idea and some detail.	Beginning
Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	Early Intermediate
Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.	Early Intermediate
Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.	Early Intermediate
Narrate a sequence of events and communicate their significance to the audience.	Intermediate
Write brief expository compositions (e.g., description, compare and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	Intermediate
Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.	Early Advanced
Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

English Language Conventions	
ELD Standard	**ELD Proficiency Level**
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Early Intermediate
Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	Early Intermediate
Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	Intermediate
Edit and correct basic grammatical structures and usage of the conventions of writing.	Intermediate
Create coherent paragraphs through effective transitions.	Early Advanced
Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Early Advanced
Edit writing for grammatical structures and mechanics of writing.	Early Advanced
Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.	Advanced
Create coherent paragraphs through effective transitions and parallel constructions.	Advanced
Edit writing for the mechanics to approximate standard grammatical forms.	Advanced

CELDT Blueprint for **Grades Nine –Twelve**

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Demonstrate comprehension of oral presentations and instructions through non-verbal responses.	Beginning
Restate and execute multiple-step oral directions.	Early Intermediate
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Intermediate
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Ask and answer questions by using simple sentences or phrases.	Beginning
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*).	Early Intermediate
Ask and answer questions using phrases or simple sentences.	Early Intermediate
Orally communicate basic needs (e.g., “Do we have to _____?”).	Early Intermediate

CELDT Blueprint for Grades Nine –Twelve (continued)

ELD Standard	ELD Proficiency Level
Respond to messages by asking simple questions or by briefly restating the message.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	Intermediate
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	Early Advanced
Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	Early Advanced
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	Advanced
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for **Grades Nine –Twelve** **(continued)**

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	**ELD Proficiency Level**
Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	Beginning
Use common English morphemes in oral and silent reading.	Early Intermediate
Recognize obvious cognates (e.g., *education*, *educación*; *actually*, *actualmente*) in phrases, simple sentences, literature, and content area texts.	Early Intermediate
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Intermediate
Identify cognates (e.g., agonia, agony) and false cognates (e.g., éxito, exit) in literature and texts in content areas.	Intermediate
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., *remove*, *extend*).	Early Advanced
Distinguish between cognates and false cognates in literature and texts in content areas.	Early Advanced
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Advanced
Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	Advanced

CELDT Blueprint for **Grades Nine –Twelve** **(continued)**

Fluency and Systematic Vocabulary Development	
ELD Standard	**ELD Proficiency Level**
Recognize simple affixes (e.g., *educate*, *education*), prefixes (e.g., *dislike*), synonyms (e.g., *big*, *large*), and antonyms (e.g., *hot*, *cold*).	Beginning
Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	Early Intermediate
Recognize simple idioms, analogies, and figures of speech (e.g., "the last word") in literature and subject-matter texts.	Early Intermediate
Read simple paragraphs and passages independently.	Early Intermediate
Use a standard dictionary to find the meaning of unknown vocabulary.	Early Intermediate
Use appropriate connectors (e.g., *first*, *then*, *after that*, *finally*) to sequence written text.	Early Intermediate
Recognize that some words have multiple meanings and apply this knowledge to written texts.	Early Intermediate
Use a standard dictionary to derive meaning of unknown vocabulary.	Intermediate
Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words.	Intermediate
Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	Intermediate
Use decoding skills and knowledge of both academic and social vocabulary to read independently.	Intermediate
Apply knowledge of text connectors to make inferences.	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Early Advanced
Recognize that some words have multiple meanings, and apply this knowledge to understand texts.	Early Advanced
Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.	Early Advanced
Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Early Advanced
Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	Early Advanced

CELDT Blueprint for Grades Nine –Twelve (continued)

ELD Standard	ELD Proficiency Level
Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	Advanced
Use a standard dictionary to determine meaning of unknown words.	Advanced
Reading Comprehension	
ELD Standard	**ELD Proficiency Level**
Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts.	Beginning
Point out text features, such as title, table of contents, and chapter headings.	Beginning
Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	Early Intermediate
Apply knowledge of language to achieve comprehension of informational materials, literary text, and texts in content areas.	Early Advanced
Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.	Advanced

CELDT Blueprint for **Grades Nine –Twelve** **(continued)**

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	**ELD Proficiency Level**
Write a brief narrative by using a few simple sentences that include setting and some details.	Beginning
Use the writing process to write brief narratives with a few standard grammatical forms.	Beginning
Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.	Beginning
Use common verbs, nouns, and high-frequency modifiers in simple sentences.	Early Intermediate
Write expository compositions, such as descriptions, comparisons and contrast, and problem and solution, that include a main idea and some details using simple sentences.	Early Intermediate
Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.	Early Intermediate
Narrate a sequence of events and communicate their significance to the audience.	Intermediate
Write brief expository compositions and reports that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) include charts and graphs.	Intermediate
Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	Early Advanced
Write reflective compositions that explore the significance of events.	Early Advanced
Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.	Advanced
Structure ideas and arguments in a given context by giving supporting and relevant examples.	Advanced

CELDT Blueprint for Grades Nine –Twelve (continued)

English Language Conventions	
ELD Standard	**ELD Proficiency Level**
Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.	Beginning
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Early Intermediate
Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	Early Intermediate
Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	Intermediate
Edit and correct basic grammatical structures and usage of the conventions of writing.	Intermediate
Create coherent paragraphs through effective transitions.	Early Advanced
Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Early Advanced
Edit writing for grammatical structures and the mechanics of writing.	Early Advanced
Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.	Advanced
Create coherent paragraphs through effective transitions and parallel constructions.	Advanced
Edit writing for the mechanics to approximate standard grammatical forms.	Advanced

Appendix "D"

Pertinent Laws *and* Frequently Asked Questions Regarding English Learners in California

LEGAL BASIS FOR FEDERAL AND STATE PROGRAMS

FOR ENGLISH LEARNERS

Federal Law

United States Constitution (USC): Fourteenth Amendment -- Due Process and Equal Protection Clauses

No State shall "deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

Title VI of the Civil Rights Act 42 USC. Section 2000d provided that "no person in the United States shall, on the ground of race, color, or national origin... be subjected to discrimination under any program or activity receiving federal financial assistance."

Lau v. Nichols

In Lau v. Nichols (1974) the United States Supreme Court held that San Francisco's failure to provide supplemental English language instruction to 1,800 students of Chinese ancestry violated Title VI of the Civil Rights Act, 42 USC, Section 2000d. The Court stated that those students were thus denied a meaningful opportunity to participate in the public educational program.

Equal Education Opportunities Act: 20 USC, §1703(f)

This statute recognizes the state's role in assuring equal opportunity for national origin minority students. It declares:

No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by...

(f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (Emphasis supplied.)

Major Federal Cases Interpreting Section 1703 (f)

The State Department of Education relies on three major federal cases which have interpreted Section 1703 (f): Castañeda v. Pickard (5th Cir. 1981) 648 F.. 2d 989, Gómez v. Illinois State Bd. of Education (7th Cir..) 1030, and Keyes v. School Dist. No. 1 (D. Col. 1983) 576 F. Supp. 1503. The most important portions of each of these three cases are quoted here:

1. Castañeda v. Pickard

In a case... in which the appropriateness of a particular school system's language remediation is challenged under **§** 1703 (f)... the responsibility of the federal court is threefold. First, the court must examine carefully the evidence the record contains concerning the soundness of the educational theory of principles upon which the challenged program is based... The court's second inquiry would be whether the programs and practices actually used by the school system are reasonably calculated to implement effectively the educational theory adopted by the school... Finally, . . . if a school's program, although premised on a legitimate educational theory and implemented through the use of adequate techniques, fails, after being employed for a period of time sufficient to give the plan a legitimate trial, to produce results indicating that the language barriers confronting students are actually being overcome, that program may, at that time, no longer constitute appropriate action as far as that school is concerned. (Castañeda, at pp. 1009-1010.)

In order to be able ultimately to participate equally with the students who entered school with an English language background, the limited English speaking students will have to acquire both English language proficiency comparable to that of the average native speakers and to recoup any deficits which they may incur in other areas of the curriculum as a result of this extra expenditure of time on English language development. (Id. at p. 1011.)

As in any educational program, qualified teachers are a critical component of the success of a language remediation program. A bilingual education program, however sound in theory, is unlikely to have a significant impact on the language barriers confronting limited English speaking school children, if the teachers charged with day-to-day responsibility for educating these children are termed 'qualified' despite the fact that they operate in the classroom under their own unremedied language disability. The use of Spanish speaking aides may be an appropriate interim measure, but such aides cannot, [the district] acknowledges, take the place of qualified bilingual teachers. (Id. at p. 1043.)

2. Gómez v. Illinois State Board of Education

Section 1703(f) requires that state, as well as local, educational agencies ensure that the needs of EL are met. (Gómez, at p. 1043.)

Exactly what state educational agencies must do beyond establishing the minimums for the implementation of language remediation program and enforcing those minimums is not at issue in the instant appeal, because the plaintiffs have done no more than allege that the defendants failed even to establish the minimums needed for identifying and placing EL. (Id.. at p. 1043.)

3. Keyes v. School District No 1

The key to an effective elementary bilingual classroom is the ability of the teacher to communicate with the children. Thus, if it is expected that understandable instruction will take place, there must be assurance that the teacher has the necessary bilingual skills. (Keyes, at p. 1516.)

California Law

State Constitution: Due Process and Equal Protection Clauses

A person may not be deprived of life, liberty, or property without due process of law or denied equal protection of the laws. (Article I, Section 7a)

Former State Bilingual Education Act; A.B. 507

This Act established specific bilingual program requirements for identification, instruction, staffing assignments, classroom composition, reclassification, and parent involvement.

California's *Sunset* Statutes

Sunset is defined in Education Code Section 62000 as follows:

Sunset and *sunset date,* as used in this part, mean the date on which specific categorical programs cease to be operative and Sections 62002, 62003, 62004, 62005, and 62005.5 govern program funding.

The educational programs referred to in Sections 62000.1 to 62000.5, inclusive, shall cease to be operative on the date specified, unless the Legislature enacts legislation to continue the program after the review prescribed in Section 62006. (Emphasis supplied.)

Accordingly, there are five *sunset* statutes which govern the bilingual education program, which *sunsetted* on June 30, 1987: Sections 62002, 62003, 62004, 62005, and 62005.5. Of these, the most important is Section 62002. It states:

If the Legislature does not enact legislation to continue a program listed in Sections 62000.1 to 62000.5, inclusive, the funding of that program shall continue for the general purpose of that program as specified in the provisions relating to the establishment and operation of the program. The funds shall be disbursed according to the identification criteria and allocation formulas for the program in effect on the date the program shall cease to be operative pursuant to Section 62000.1 to 62000.5, inclusive, both with regard to state-to-district and district-to-school disbursements. The funds shall be used for the intended purposes of the program but all relevant statutes and regulations adopted thereto regarding the use of the funds shall not be operative, except as specified in Section 62002.5. (Emphasis supplied.)

When Section 62002 is applied to the intent section of A.B. 507, former Section 52161, eight "general" or "intended" purposes are located. They are:

1. The primary goal of all bilingual programs is, as effectively and efficiently as possible, to develop in each child fluency in English.

2. The program must "provide equal opportunity for academic achievement, including, when necessary, academic instruction through the primary language."

3. The program must provide "positive reinforcement of the self-image of participating pupils."

4. The program must "promote cross-cultural understanding."

5. California school districts are required "to offer bilingual learning opportunities to each pupil of limited English proficiency enrolled in the public schools."

6. California school districts are required "to provide adequate supplemental financial support" in order to offer such bilingual learning opportunities.

7. Insofar as the individual pupil is concerned, participation in bilingual programs is voluntary on the part of the parent or guardian.

8. School districts must "provide for in-service programs to qualify existing and future personnel in the bilingual and cross-cultural skills necessary to serve the pupils of limited English proficiency of this state."

The other major *sunset* statute is Section 62002.5. It provides for parent advisory committees and school site councils in the following manner:

Parent advisory committees and school site councils which are in existence pursuant to statutes or regulations as of January 1**,** 1979 shall continue subsequent to the termination of funding for the programs sun-setted by this chapter. Any school receiving funds from Economic Impact Aid or Bilingual Education Aid subsequent to the sun-setting of these programs as provided in this chapter, shall establish a school site council in conformance with the requirements in Section 52012. The functions and responsibilities of such advisory committees and school site councils shall continue as prescribed by the appropriate law or regulation in effect as of January 1, 1979. (Emphasis supplied.)

California Education Code

State Advisory regarding Sunset Provision (August 26,1987) (EC 6200.2)

Coordinated Compliance Review Document

California Ed. Code 300-340

English Learners in California
Frequently Asked Questions

The following are responses to generally asked questions regarding English Learners (ELs).

The frequently asked questions and answers are intended to assist school districts in implementing services to ELs. By no means does this collection represent all of the questions or scenarios.

Introduction and Demographics
Identification and Placement
Curriculum and Instruction
Parental Exception Waivers
Staffing
Testing, Assessment and Accountability
Students with Disabilities
Other Questions
Acronyms
References

Introduction and Demographics

> *California has the most diverse student population in the world, with more than 100 languages spoken in the homes of those students. Today, our student population is "majority-minority." Forty-one percent of our students speak a language other than English at home, and a quarter of all California public school students are struggling to learn the English language in school.*
>
> *Sadly, too many people view such diversity as a big problem. I don't. Instead, I say: Imagine the potential of that diversity in today's and tomorrow's –global economy. If we educate these students well, our state would not only be able to compete more effectively, but it would be able to lead our nation and the world economically.*
>
> *Jack O'Connell, Superintendent of Public Instruction*
> *State of Education remarks, 2006*

Nearly 1.6 million pupils in the kindergarten through grade twelve (K-12) public educational system in California, or one in four, are ELs. This represents almost one-third of the ELs in the nation. ELs are enrolled in almost every district and in the vast majority of schools in the state. Approximately 85 percent are Spanish speaking, 2.2 percent are Vietnamese speaking, and 1.5 percent are Hmong speaking.

ELs face the daunting task of learning the academic curriculum and a new language concurrently. They need to learn English quickly enough and fluently enough to participate in academic work, and like all children, learn grade level mathematics, reading/language arts, social studies, and science.

The law governing the educational services for ELs is varied and consists of both state and federal requirements. Federal law clearly takes precedence over state law if there is a conflict. Therefore, districts must ensure that they comply with all federal requirements while also implementing state requirements. Applicable legal citations referenced are included in the responses, as appropriate.

Identification and Placement

1. Who is identified as an EL?

An EL is a K-12 student who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. These students are sometimes referred to as Limited English Proficient (LEP). The process for identification is described in the California English Language Development Test (CELDT) Assistance Packet for School Districts at http://www.cde.ca.gov/ta/tg/el/assistancepkt.asp.

2. What is the program placement for ELs in California?

An English language classroom is the placement for ELs in California, unless a parental exception waiver is granted for an alternative program. There are two types of English language classrooms: Structured English Immersion (SEI) and English Language Mainstream. SEI classrooms are designed for students with less than "reasonable fluency". An English language mainstream classroom is designed for students with "reasonable fluency" or a "good working knowledge of English". Typically, ELs scoring at the beginning to intermediate levels on the CELDT are considered to have less than "reasonable fluency" (California *Education Code* [*EC*] Section 305).

An EL shall be transferred from a SEI classroom to an English language mainstream classroom when the pupil has acquired a reasonable level of English proficiency (*EC* 305). However, at any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom (*California Code of Regulations [CCR]*, Title 5, section 11301).

3. What is SEI?

SEI, also known as "Sheltered English Immersion", is an English language acquisition process for young children in which nearly all classroom instruction is in English, but with curriculum and presentation designed for children who are learning the language (*EC* 306).

Typically, SEI includes: (1) English language development (ELD) appropriate to each student's level of English proficiency, (2) content instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core, and (3) may include primary language support. Usually, SEI is for ELs scoring at the beginning through intermediate levels on CELDT.

The California Department of Education (CDE) has consistently advised LEAs of their legal obligation to provide the minimum program elements of ELD, formerly known as ESL, and access to the core curriculum (*Castaneda v. Pickard*, 1981). See question 19 for additional information regarding ELD.

4. Must all ELs be enrolled in an SEI program for one year?

ELs who lack reasonable fluency in English, as defined by the district, must be placed in a SEI program unless their parent/guardian requests placement in an English language mainstream classroom or is granted a parental exception waiver for an alternative program. Of course, all ELs must receive additional and appropriate educational services until they are reclassified (*EC* 305, *CCR*, Title 5, sections 11301 and 11302).

5. May EL students be re-enrolled in a SEI program?

Yes. *An English learner may be re-enrolled in a structured English program not normally intended to exceed one year if the pupil has not achieved a reasonable level of English proficiency unless the parents or guardians of the pupil object to the extended placement (CCR*, Title 5, section 11301).

6. What is a Dual Language Program or Two-Way Immersion Program?

Two-way immersion programs integrate language minority students (ELs) and language majority students (English speakers) in order to develop their bilingualism and biliteracy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non-English) language. Dual Language Program or Two-Way Immersion Program is one of the instructional delivery approaches under the alternative program. For more information, please visit http://www.cde.ca.gov/sp/el/ip.

7. What does a parent need to do to have his/her child placed in an English language mainstream classroom?

The parent/guardian of an EL need only request this placement. This does not entail going through the waiver process. (*CCR*, Title 5, sections 11301[b]).

8. What does a parent need to do to have his/her child placed in an alternative program?

The parent/guardian may request a waiver to allow his/her child to participate in an alternative program following local district waiver procedures. The final decision to grant or deny the request lies with the principal and educational staff who must apply the standard found at *CCR*, Title 5, section 11309(b)(4).

9. Must students under waiver option *EC* 311(c) be placed in an English language classroom for 30 days each year?

No. EL students with approved waivers need only be placed in an English language classroom for 30 days in their initial school year in California. Although the waiver request must be submitted annually, in subsequent years the student need not repeat the 30 day trial period.

10. Where may SEI take place?

SEI may take place in any educational setting where the teacher is qualified to provide it.

11. Where can we get information about developing programs for linguistically and culturally diverse students?

CDE has a list of resources with information about developing programs for linguistically and culturally diverse students at http://www.cde.ca.gov/sp/el/er.

Curriculum and Instruction

12. What responsibilities do districts have to provide full access to grade-level core curriculum for ELs?

Districts must ensure that all students meet grade-level core curriculum standards within a reasonable amount of time. If a district chooses to emphasize ELD before full access to the core curriculum or if the student does not comprehend enough English to allow full access to the core curriculum, the district must develop and successfully implement a plan for ELs to recoup any and all academic deficits before the deficits become irreparable (*CCR*, Title 5, sections 11302[a] and [b]).

13. What are the ELD standards?

The *English-language Development Standards* are designed to supplement the English-language arts content standards to ensure that LEP students (now called ELs in California) develop proficiency in both the English language and the concepts and skills contained in the English-language arts content standards. The standards are designed to assist teachers in moving ELs to fluency in English and proficiency in the English-language arts content standards. The ELD standards were also used to develop the CELDT. The ELD standards can be downloaded at http://www.cde.ca.gov/ta/tg/el/admin.asp.

(English-Language Development Standards for California Public Schools, 1999*)*

14. Must the language of instruction used by the teaching personnel in an English language classroom be "overwhelmingly" the English language?

Yes. In all English language classrooms, the language of instruction used by the teaching personnel must be "overwhelmingly" the English language. In SEI programs however, "nearly all" classroom instruction is in English. It is the responsibility of each district to define "overwhelmingly" and "nearly all" in order to determine how much primary language instruction or support is permitted (*EC* 306 and 310).

15. May primary language literacy development take place in California schools?

Although instruction in English language classrooms must be overwhelmingly in English, instruction need not be exclusively in English. In alternative programs, instruction may be provided in English as well as in a language other than English.

16. How long must districts provide services to ELs?

School districts are required to *continue to provide additional and appropriate educational services to English learners until they have demonstrated English-language skills comparable to that of the district's average native English-language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum* (*CCR*, Title 5, section 11302). Services must continue until ELs meet objective reclassification criteria (*EC* 313). This means that EL students must be provided with ELD and SDAIE, as needed, and/or primary language instruction until they are redesignated as fluent English proficient (FEP).

17. Does a district have any responsibility for monitoring redesignated/reclassified students?

Yes. Districts receiving Title III funds are required under No Child Left Behind (NCLB) to monitor students for two years after redesignation (NCLB, Section 3121[a][4]).

18. May SDAIE in content classes be considered part of SEI?

Yes. However, ELD must also be part of the defined SEI. SDAIE is defined, for purpose of teacher credentialing, as *instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils*. SDAIE is an instructional methodology, not a program
(*EC* 44253.2[b]).

19. Are all ELs required to receive ELD appropriate to their English proficiency level?

Yes. During the regular day, differentiated ELD instruction appropriate to the English proficiency level of each EL must be provided by an authorized teacher until the student is reclassified. Districts are to provide ELs with instruction using whatever materials are deemed appropriate that are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively. The law does not require a specific number of minutes of ELD for all ELs. Each district has the discretion to determine the amount of time appropriate for students at different English language proficiency levels. The district should have a rationale for the scheduling and amount of ELD students are receiving that bears relation to progress in English (*Castañeda v. Pickard*, 1981). For the suggested amount of instructional minutes for ELD, consult the State Board of Education (SBE) adopted criteria for reading/language arts/ELD instructional materials contained in the 2008 Framework posted at http://www.cde.ca.gov/ci/rl/cf.

20. Is it mandatory to provide EL services to pupils whose parents do not want their children to receive those services?

Parents may request that their children be exempted from a specific instructional setting (*CCR*, Title 5, section 11301 (b)). However, districts still have an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction (*Castañeda v. Pickard*, 1981).

21. What are the options for introducing English Literacy?

In English Language classrooms (SEI and mainstream) English literacy is introduced immediately. In alternative classrooms, literacy is also introduced immediately; the formal introduction of English literacy depends on the program design.

22. What instructional materials can LEAs use to provide ELD instruction?

Districts and schools have a variety of resources and instructional materials available to support ELD instruction.

For grades kindergarten through grade eight, state-adopted materials contain ELD support components. In addition, the current list includes intervention materials for ELs. The list of state-adopted reading/language arts materials is available on the CDE Web site at http://www.cde.ca.gov/ci/rl/im.

For grades nine through twelve, there are no state-adopted instructional materials. Local district governing boards adopt instructional materials for use in their high schools.

Districts may also use the correlation matrices of English-language arts and ELD standards that are found at http://www.cde.ca.gov/ci/cr/cf/corrmatrices.asp. These correlation matrices were developed for the review of supplemental instructional materials for ELs under Senate Bill (SB) 1113. The list of instructional materials approved for purchase by districts under this program is at http://www.cde.ca.gov/be/ag/ag/yr05/documents/bluesep05item27a1.pdf.

23. What materials should be provided to our ELs?

ELs must be provided standards-aligned instructional materials. For kindergarten through grade eight, these are state-adopted instructional materials in mathematics, science, reading/language arts, and history-social science that are consistent with the content and cycles of the curriculum frameworks and include universal access features that address the needs of ELs. For grades nine through twelve local governing boards should adopt standards-aligned materials for all students that include universal access features. More information is available at http://www.cde.ca.gov/ci/cr/cf/williamsimfaq.asp.

PARENTAL EXCEPTION WAIVERS

24. When are parental exception waivers required?

When the parent/guardian of an EL wishes to have his/her student placed in a program that is an alternative to SEI, or an English language mainstream classroom, a waiver is required. An alternative program is likely to be some form of bilingual education such as the Two-Way program (*EC* 310,311).

25. Are districts obligated to establish a parental exception waiver process?

Yes. School districts must establish procedures for granting parental exception waivers. These procedures must be approved by the local governing board. (*CCR*, Title 5, section 11309; *EC* 310 and 311)

26. What is the standard that schools and districts must use in making decisions to grant or deny a parent's waiver request?

Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program . . . would not be better suited for the overall educational development of the pupil (*CCR*, Title 5, section 11309 [b][4]).

27. If I am denied a parental exception waiver, what are my options?

In cases where a parental exception waiver is denied, parents/guardians must be informed in writing of the reason(s) for denial and advised of any procedures that exist to appeal the decision to the local board of education or their right to appeal to a court. A parent may also request a SBE review of the district's waiver procedure.

Parents always have the right to address the district's board of education regarding any issues of concern. Parents may also file a formal complaint under the district's Uniform Complaint Procedures (*CCR*, Title 5, sections 11309 [d]).

28. If an alternative program is not offered at a specific school site, is the district obligated to provide transportation to a district school where an alternative program is available?

If the district provides transportation to other optional or voluntary programs, such as magnet programs, academies, or other alternative programs, it must provide transportation to the alternative program that is available.

29. Are there resources to assist LEA staff in locating parental notification documents translated into non-English languages?

Yes. The Clearinghouse for Multilingual Documents (CMD) is a Web-based resource that provides information about public and secondary educational documents translated into non-English languages by California educational agencies. Developed by the CDE, the CMD helps districts and county offices to locate useful translations of parental notification documents and reduce redundant translation efforts. In so doing, the CMD helps schools to meet state and federal requirements for document translation and parental notification, including the requirements in *EC* 48985, the NCLB Act of 2001, and other legislation. More information is available at http://www.cde.ca.gov/ls/pf/cm/.

STAFFING

30. Are the Bilingual Cross-cultural Language and Academic Development (BCLAD), Cross-cultural Language and Academic Development (CLAD), or their equivalent authorizations required to teach ELs?

Yes. The type of authorization required depends on the type of instruction provided to ELs. More information is available at http://www.ctc.ca.gov.

31. Does California state law require that teachers of ELs attain authorization to provide instruction to ELs?

Yes. Specific requirements are provided in the CDE's FAQs for Teacher Authorization for ELs in California at http://www.cde.ca.gov/sp/el/t3.

32. Do the Highly Qualified Teachers Credentialing Requirements for ELs also apply to Teachers from Abroad?

Yes. Out-of-state and foreign nationals must fully meet the Highly Qualified Credentialing Requirements. Foreign nationals have one year to pass the California Basic Educational Skills Test. During the first year in California they are considered highly qualified if they are eligible and apply for any of the approved California Commission on Teacher Credentialing credentials. Federal law requires that J-1 visa exchange visitors return to their home country after three years. During the first year in California, foreign nationals may obtain the emergency BCLAD authorization to work with ELs in regular classroom settings and some special education assignments. Since most of the teachers are "not new" to the profession, they benefit from the High Objective Uniform State Standards of Evaluation (HOUSSE) options.

HOUSSE options, as currently established, are effective until June 30, 2007. For more information regarding Highly Qualified Teachers Credentialing Requirements and HOUSSE, visit http://www.cde.ca.gov/nclb/sr/tq/nclb04faqs.asp.

Testing, Assessment and Accountability

33. What is the California ELD Test?

Federal and state laws require a state test of English language proficiency that school districts must give to students who are ELs. The California test is called the CELDT. All students whose primary language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to ELs until they are reclassified as fluent English proficient. More information on the CELDT is available at http://www.cde.ca.gov/ta/tg/el/assistancepkt.asp.

34. What is the purpose of the CELDT?

The purpose of the CELDT is: (1) to identify new students who are ELs, in kindergarten through grade twelve; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met one of the criteria to be reclassified to FEP status. The Assistance Packet for School Districts/Schools includes facts about the CELDT, release dates of test results, CELDT accommodations, reclassification, and communicating results with parents/guardians. It is available at http://www.cde.ca.gov/ta/tg/el/assistancepkt.asp.

35. Can parents opt to have their students exempted from taking the CELDT?

No. Parents cannot "opt out" of the CELDT because English language proficiency assessment is both a federal (NCLB Title I. section 1111[b][7] and Title III, 2002) and state requirement (*EC* 313).

36. Are ELs required to take the tests in the Standardized Testing and Reporting (STAR) program?

Yes. All students in grades two through eleven participate in the STAR program, including students with disabilities and students who are ELs. In addition to the tests administered in English, all Spanish-speaking ELs who have been enrolled in a school in the United States for less than 12 months or who receive instruction in Spanish regardless of how long they have been in school in the United States, must take the designated primary language test (DPLT), formerly the Aprenda 3 (*EC* 60640). Students whose parents or guardians have submitted written requests to exempt them from STAR program testing do not take any tests (*EC* 60615). More information is available at http://www.cde.ca.gov/ta/tg/sr.

Standards-Based Tests in Spanish (STS) for reading/language arts and mathematics have been developed and will completely replace the DPLT (Aprenda 3) for Spring 2009 testing. The STS blueprints can be viewed at http://www.cde.ca.gov/ta/tg/sr/resources.asp.

For more information on the California Assessment System, a chart is available at http://www.cde.ca.gov/ta/tg/sa/caassessment.asp.

37. What assistance can be provided to ELs when taking the tests in the STAR program?

ELs may use translation glossaries or word lists (English-to-primary language) that do not include definitions or formulas for all subjects, except English-language arts. They also may have the test directions translated for them and ask clarifying questions in their own language for all subjects, including English-language arts. These variations are described on the last page of the Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments available at http://www.cde.ca.gov/ta/tg/sr.

38. Are there established guidelines for school districts to use in reclassifying ELs to fluent English proficient?

The SBE has established guidelines, based on *EC* 313(d), for school districts to use in reclassifying students from EL to fluent English proficient. The guidelines are listed in the CELDT Assistance Packet for School Districts/Schools at http://www.cde.ca.gov/ta/tg/el/documents/section2astpkt.pdf.

39. How can districts evaluate ELs to get a comprehensive view of the student's academic standing?

To get a comprehensive view of a student's academic standing, districts should utilize all available standardized assessments (i.e. STAR results, CELDT results, Aprenda 3 results, STS results, etc.) as well as district assessments, academic coursework, and relevant program information. The goal should be to monitor student's progress to ensure students are gaining English proficiency and improving their academic knowledge.

40. What are Annual Measurable Achievement Objectives (AMAOs)?

Title III requires that states hold LEAs accountable for meeting three AMAOs for ELs. The AMAOs were approved by the SBE. The first AMAO relates to making annual progress on the CELDT, the second relates to attaining English proficiency, and the third AMAO relates to meeting Adequate Yearly Progress by the EL subgroup. A description of the AMAOs is available at http://www.cde.ca.gov/sp/el/t3/acct.asp. For more information regarding
Title III, visit http://www.cde.ca.gov/sp/el/t3.

STUDENTS WITH DISABILITIES

(Special education and Section 504 Accommodation Plan students)

41. Will a student's Individualized Education Program (IEP) or 504 Accommodation Plan take precedence over provisions of Proposition 227?

Yes. The requirements in a student's IEP or Section 504 Accommodation Plan are federal legal requirements and take precedence over the provisions of Proposition 227. If either plan calls for primary language instruction, the student does not need a parental exception waiver to receive such instruction. State and federal law require that ELs with an IEP or a federal 504 Accommodation Plan continue to receive the programs and services that address the student's special needs, including linguistically appropriate goals and objectives. At a minimum, instructional and linguistic services must include the provision of ELD and full access to the core curriculum as specified in the student's written program or plan.

42. What if an IEP or 504 Accommodation Plan clearly states that no standardized tests are to be given?

An IEP is required to state **how** a student is to be tested for English proficiency, not **if** a student is to be tested for English proficiency. A student's IEP team can determine that the student is severely disabled and that an alternate assessment is to be used for all or any portion of the CELDT or that a student is to be assessed with the CELDT using appropriate accommodations or modifications. IEPs must list accommodations, modifications, or alternative assessment for any or all sections L, S, R, and W. IEP teams should consult the Special Education Accommodations/Modifications Matrix for California Statewide Assessments to determine specific testing variations. The matrix is located on the CDE Web site at http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf.

43. What services and types of instruction must ELs receive when following an IEP or a Section 504 Accommodation Plan?

An IEP or Section Accommodation 504 teams must determine which services are appropriate for ELs, based on their particular disabilities and level of English proficiency. Regardless of services prescribed, ELs must also receive ELD instruction.

44. For ELs with an IEP or Section 504 Accommodation Plan, are parent notifications, administration of assessments, and evaluation results only to be provided in English?

No. State and federal law continue to require that parent notifications for ELs be provided in the parent's primary language unless it is not practicable. Student assessments must be conducted in the student's primary language. If it is clearly not feasible or appropriate, the student must still receive valid alternative assessments. The results of the assessments must be presented to the parents in a language that they can understand (*CCR*, Title 5, sections 3040 [b] and *EC* 56320[a]).

45. Who should refer an EL for Special Education and under what circumstances?

All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected. Parents may also request an assessment in writing. IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services in order to benefit from this educational program. A determination that the learning difficulty is not the result of cultural or linguistic diversity is also made. Students should not be referred for special education solely on the basis that they do not understand or are limited in their ability to understand English. To do so would violate both state and federal laws which protect the educational rights of these children.

46. What credentials or qualifications are required for teachers of ELs with disabilities?

All linguistic and academic services for ELs with disabilities described in their IEPs or Section 504 Accommodation Plans must be provided by qualified teachers who have credentials that authorize instruction to students with disabilities and ELs. Special education instruction must be provided by:
(1) a teacher with both a special education and the appropriate EL credential or certificate (BCLAD, CLAD, SB 1969, or SB 2913); or (2) by a team of teachers with the appropriate credentials.

OTHER QUESTIONS

47. What is the Language Census (R-30)?

It is an annual data collection on students with non-English language backgrounds. It includes data pertaining to EL and FEP students, instructional settings, staff who provide services to ELs and other related information. (*CCR*, Title 5, section 1307). Frequently asked questions are available at http://www.cde.ca.gov/ds/sd/lc/faq.asp.

48. Are school and district English Learner Advisory Committees required?

Yes. These committees are still required and their legal responsibilities remain unchanged (*CCR*, Title 5, section 11308).

49. Does the CDE review districts' compliance with EL regulations?

All schools are subject to review through the Categorical Program Monitoring. More information is available at http://www.cde.ca.gov/ta/cr/cc.

50. Are schools still required to provide information to parents in their primary language?

Yes. When 15 percent or more of the pupils enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian of any such pupil must, in addition to being written in English, be written in such primary language, and may be responded to by the parent or guardian in English or in the primary language. In addition, federal law requires that schools and districts provide information in an understandable format and to the extent practicable in a language that is understandable to the parent, regardless of percentage of students that speak a language other than English (*EC* 48985; NCLB 1111[h][6][C] and 3302 [c]).

51. When is the use of primary language permitted for instruction for pre-school for ELs?

There are no statutory provisions that address the use of the primary language in programs designed for pre-school pupils. LEAs, unless required by the legal provisions of a specific funding source, have flexibility in deciding the use of instructional approaches that use the primary language as a medium of instruction or the objective of instruction.

52. Is it mandatory for ELs to attend zero period to receive intervention?

No. Zero period is typically a before or after school program and is not state mandated. The decision to provide intervention in the form of a zero period is a local decision. Intervention requirements for state-monitored schools are available at http://www.cde.ca.gov/ta/lp/vl/documents/egaps.pdf.

53. May ELs participate in Reading First?

Regardless of program placement, any EL student may participate in Reading First. The program is available in English and has two parallel versions in Spanish (*Foro Abierto* and *Lectura*). It should be noted that the goal of Reading First is to have students reading at grade level **in English** by the end of grade three.

Appendix "E"

ELAC and DELAC BYLAWS

English Learners Advisory Committee (ELAC) Bylaws

Each school can make their own modifications, but the main requirements listed on this should be followed.

Article I: Name

The name of this committee shall be English Learner Advisory Committee (ELAC)

Article II: Purpose

The purpose of this committee shall be to:

1. Advice the principal on matters pertaining to district and school programs for English learners.
2. Be involved in budgeting, planning, implementing and evaluating the program.
3. Review and sign off on school budget pages.
4. Review and offer suggestions for the school plan.

Article III: Membership

Section 1. At least 51 percent of the voting members shall be parents of children participating in the English language development program.
Section 2. Each member shall have one vote.
Section 3. An officer can be selected to serve more than once in the same position.

Article IV: Officers

Officers of this council shall be chairperson, vice chairperson, secretary and two DELAC representatives.

Article V: Meeting and Quorum

There should be at least four meetings through out the year with a simple majority constituting a quorum.

Article VI: Duties of Officers

Section 1. It shall be the duty of the chairperson to preside at all meeting.
Section 2. In the absence of the chairperson, the vice shall assume the duties of the chairperson.
Section 3. Should both senior officers be unavailable, the secretary shall keep the minutes of all meetings, as well as send notices of meetings and/or agenda, attend to correspondence and send out publicity as directed.

Role of ELAC Officers

1. **Chairperson:**
    a. Develop agendas with the principal
    b. Conduct the meetings.
    c. Other duties as determined in the local ELAC by-laws.

2. **Vice-chairperson:**
    a. Assist the chairperson in conducting the meetings.
    b. Conduct meetings in the absence of the chairperson.
    c. Other duties as determined by the local ELAC Bylaws.

3. **Secretary:**
    a. Shall take notes of the minutes and of any other meetings, such as planning the agenda, and regular or special meetings.
    b. Shall keep an updated record of the members from each school's advisory committees.
    c. Shall read the minutes at the meetings.
    d. Any other duty as assigned.

4. **DELAC Representative:**
    a. Attend DELAC meetings.
    b. Report on interests/needs.

District English Learners Advisory Committee (DELAC) Bylaws

Article I: Name

The name of this organization shall be the Marysville Joint Unified School District English Learner Advisory Committee. Herein this organization will be referred to as DELAC. The Committee's address will be at 1919 B Street, Marysville, CA 95901.

Article II: Objective/Purpose

The objectives of the District English Learners Advisory Committee shall be to advise the governing Board on the following tasks:

1. A timetable for and development of a district master plan of education programs and services for English Learners, taking in consideration the school site plan for English Learners.
2. Conducting district wide needs assessments on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English Learners.
4. Development of a plan to ensure compliance with applicable teacher or aide requirements.
5. Administration of the language census.
6. Review of and comments or the written notification of initial enrollment/placement as required in 5 CCR 11303(a).
7. Review of and comments on the district reclassification procedures.

Main Function

1. The DELAC *or* subcommittee shall inform the participant members in the English Learner (EL) Program (in person and/or writing) about the program and services available to the students of EL.
2. To review the documents pertinent to the District EL Program.

Duties

The DELAC shall obtain information and make revisions and comments to the District English Learners Program administrators, on the following:

1. Establish dates to:
    a. Set goals and objective for the EL Program.
    b. Administer a census of the needs of each School and the District.
    c. Collaborate with the District in the development of the EL master plan, considering the main plan of each participating School.
2. The procedures and questionnaire of the annual language census report.
3. The District procedures and criteria to change EL students to a higher English level, and to make this information available to the parents of such students.

4. To make sure that the district/site plan meets the legal responsibilities to serve the English Learners.
5. To make sure the DELAC is informed about any changes affecting the services to English Learners.
6. To inform parents regarding the new enrollment period.
7. To inform parents regarding the results on the initial language exams.
8. The reclassification procedure for students of EL to Fluent English Proficient (FEP) in the District.
9. To accept any other responsibilities assigned by the District Board of Trustees and/or administrators.

Training:

The District will provide all the DELAC members:

1. Appropriate training, materials and information to assist each member to carry out his/her responsibilities and any required duties.
2. DELAC members shall assist the District to in planning the training.
3. DELAC members shall assist the District in planning child-care, translating services, and refreshments.

Article III

Section 1 – Membership

The membership of this committee will be Parents of English Learners, Teachers and administrators. At least 51% of the DELAC members will be parents of students participating in the English Learners Program (EL).

Section 2 – Absence

In the event that a member Is absent for two (2) consecutive meetings without any justification, the absence may be deemed as a resignation from that member. The vacancy will be announced immediately.

Section 3 – Members Representation

.
An alternate will represent a member when absent.

Section 4 – Vacancies

In the event that a vacancy occurs, it shall be announced as soon as possible and filled by the election process.

Article IV

Section 1 – Number of Officers

DELAC officers shall consist of President, Vice President, and Secretary.

Section 2 – Election Process

1. Each school participating in the EL Program shall have its EL Advisory Committee (ELAC) established no later than the second month after school starts.
2. During the month of September, all the schools advisory committees will be informed of the District regulations, as well as the responsibilities of each DELAC member.
3. All the members in the school's committees will be notified in writing about the elections for District officers.
4. Nominations and election of DELAC officers will be held during the month of October. Any voting member may nominate a DELAC representative to serve as an officer.
5. Only one school staff representative or alternative will have the right to vote. All elected parents (two per site) will have the right to vote.
6. Voting will be confidential.
7. The number of voters present shall be announced.
8. Voting will take place separately for each position.
9. A guest/non-voting person will be asked to count the votes.
10. The new officers will be introduced.

Section 3 – Duties of the Officers

The President:

a) Shall preside at all the DELAC meetings.
b) Sign all letters, reports and other communications of the committee (with previous approval from DELAC members).
c) She/he verifies that each school has its ELAC committee functioning and integrated appropriately.
d) Will keep an attendance record of the ELAC officers for the DELAC meeting.
e) Perform any other duty as required.

The Vice-president

a) Should perform the duties of the president in his/her absence, resignation or inability to perform his duties.
b) The president *or* the committee will assign duties.
c) Make sure that each one of the members from each school advisory committee is notified by mail, a week in advance, about the monthly meetings.

The Secretary:

a) Shall take notes of the minutes and of any other meetings, such as planning the agenda, and regular or special meetings.
b) Shall keep an updated record of the members from each school's advisory committees.
c) Shall read the minutes at the meetings.
d) Any other duty as assigned.

The Alternates:

Alternates shall represent those members who are absent.

Section 4 – Vacancies

A vacancy in the committee shall be announced as soon as possible, and be filled following the election process. In case of the president, the vice president will assume the role of the president and elections will be held for vice president.

Section 5 – Resignation

Any officer has the right to resign if that is his/her wish. The resignation shall be submitted in writing.

Article V: Meetings

Section 1 – Meeting Calendar

The DELAC shall meet for a minimum of four (4) meetings per year. The schedule for the meetings shall be established on the first meeting of the year. Special meetings may be called by the president or by a majority vote of the members present.

Section 2 – Majority (Quorum)

A meeting will be called to order when a quorum is present. A quorum shall exist when 51% or more of the members in attendance are parents. An alternate shall be counted, if substituting for an officer who is absent (one who would normally be considered part of the majority quorum).

Section 3 – Place of Meetings

The DELAC shall hold its regular meetings in a facility provided by the District.

Section 4 – Public Meeting

All regular and special meetings shall be open at all times to the public and school personnel.

Section 5 – School Roberts Rules

All regular and special meetings shall be conducted in accordance with Roberts' Rules of Order or with an appropriate adaptation.

Section 6 – School Alternates

The School and/or its DELAC representatives shall be responsible for sending an elected alternate in his/her absence.

Appendix "F"

List of EL Forms

Marysville Joint Unified School District
Master Plan for English Language Learners Forms

Form	Form Title	Ch.	Who touches	Mandate	Resource	Due date	Language(s)
01	Home Language Survey	1	O, F	X		As needed	Eng, Sp, Hm.
02	Parent Notification Letter Initial Notification of EL status, scores, placement	1	Facilitator	X		As needed	Eng, Sp, Hm.
03	Parent Notification Letter Annual Notification of EL status, scores, placement	3	Facilitator	X		May	Eng, Sp, Hm.
04	California English Language Development Test Information for Parents/Guardians	1	Facilitator		X	As needed	Eng, Sp, Hm.
05	Primary Language Testing Exemption Form	1	Facilitator	X		As needed	Eng, Sp, Hm.
06	Elementary Academic Programs for English Learners Structured English Immersion	2	Facilitator, Admin		X	10/31	Eng, Sp, Hm.
07	Elementary Academic Programs for English Learners Bilingual Alternative	2	Facilitator, Admin		X	10/31	Eng, Sp, Hm.
08	Elementary Academic Programs for English Learners Mainstream English	2	Facilitator, Admin		X	10/31	Eng, Sp, Hm.
09	Secondary Academic Programs for English Learners Structured English Immersion	2	Facilitator, Admin		X	10/31	Eng, Sp, Hm.
10	Secondary Academic Programs for English Learners Bilingual Alternative	2	Facilitator, Admin		X	10/31	Eng, Sp, Hm.
11	Secondary Academic Programs for English Learners Mainstream English	2	Facilitator, Admin		X	10/31	Eng, Sp, Hm.
12	Request to Withdraw from Structured English Immersion Program	1	Facilitator, Admin	X		10/31	Eng, Sp, Hm.
13	Parental Exception Waiver Request Form	1	F, A	X		10/31	Eng, Sp, Hm.
14	Appeal form for Parent Exception Waiver	1	F, A	X		10/31	Eng, Sp, Hm.
15	Mid Year Elementary EL Progress Monitoring	3	F, A, T		X	Ongoing	English
16	Mid Year Secondary EL Progress Monitoring	3	F, A, T		X	Ongoing	English
17	Intervention Catch-Up English Learners Individual Learning Plan (ILP)	3	Facilitator		X	As needed	English
18	Elementary Pre-Referral Checklist Catch-Up Intervention Plan – (ILP)	3	Facilitator, teachers		X	As needed	English
19	Secondary Pre-Referral Checklist Catch-Up Intervention Plan (ILP)	3	Facilitator, teachers		X	As needed	English
20	Catch-UP Intervention Plan, Part 2 (ILP) – Grades 1-12	3	F, A, T		X	As needed	English
21	Reclassification Form	3	F, A, T	X		As needed	Eng, Sp, Hm.
22	Reclassification Parent Letter	3	Facilitator	X		As needed	Eng, Sp, Hm.
23	Elementary Reclassification Monitoring – Grades 3-6	3	F, A, T		X	As needed	English
24	Secondary Reclassification Monitoring – Grades 6-12	3	F, A, T		X	As needed	English
25	Elementary Reclassification Accountability Roster	3	Facilitator	X		Ongoing	English
26	Secondary Reclassification Accountability Roster	3	Facilitator	X		Ongoing	English
27	Principal's Assurances Checklist	6	Admin	X		Ongoing	English
28	English Learner Program Implementation Checklist	6	Admin		X	10/31	English
29	Specially Designed Academic Instruction in English Checklist	6	Admin		X	10/31	English
30	Annual EL Student Monitoring, Elementary	6	Facilitator		X	10/31	English
31	Annual EL Student Monitoring, Secondary	6	Facilitator		X	10/31	English
32	Parent CELDT Score Results	3	Facilitator	X		Jan/Feb	Eng, Sp, Hm.
33	MJUSD EL Program Brochure				X		In progress
34	Combined Elementary R-FEP/EL Monitoring (15, 23, 30)	3	F, A, T	X		Ongoing	English
35	Combined Secondary R-FEP/ EL Monitoring (16, 24, 31)	3	F, A, T	X		Ongoing	English
36	EL Language Review Team Reclassification Form	3	F, A, T		X	As needed	English

Who touches? When shortened, abbreviations mean the following: O=Office Staff; F=EL Facilitator; A=Administration; T=Teachers

Marysville Joint Unified School District

Home Language Survey

ONE TIME ONLY: Home Language Survey to be completed by parent on date of initial enrollment only. DO NOT have parent fill this form out annually. Original HLS to remain in student's cumulative folder. If in doubt of location of original HLS, parent(s) may complete a new one. HOWEVER, original HLS should be acted upon once received.

NAME OF STUDENT _____ ID Number _____
Last First Middle

DATE OF BIRTH _____ PLACE OF BIRTH _____ SEX _____

DATE OF ENROLLMENT _____ SCHOOL _____

TEACHER _____ GRADE _____

U.S. School Entry Date: _____ Previous Grade Attended: _____ Dates: _____
mm / dd / yyyy

CA School Entry Date: _____ Previous School Attended:_____
mm / dd / yyyy

City: _____ State: _____

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and return this form to the school secretary, administrator, EL coordinator, or other school personnel trained in the implementation of this form. Thank you for your help.

1. Which language did your child learn when he or she first began to talk? _____
2. What language does your child most frequently use at home? _____
3. What language do you use most frequently to speak to your child? _____
4. Name the language most often spoken by the adults at home? _____

State of California
Department of Education

_____
Signature of Parent or Guardian

Marysville Joint Unified School District
PARENT NOTIFICATION LETTER

State and Federal Title III Requirements

Initial Assessment Results and Program Placement for English Learners

To the parent(s)/guardian(s) of: _____

Student ID #: _____ DOB: _____ Grade: _____

School: _____ Date: _____

Primary language: _____

If available, label may be placed here.

Dear Parent(s) or Guardian(s): Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to California Education Code (EC) 52164.1[b] and [c], and the California Code of Regulations (CCR) 11307[a], our school district is required to assess the English and primary language proficiency of your child. These assessments are used to determine appropriate program placement. As required by EC 52164.1[c] and federal law (5 CCR 11511.5), this form notifies you of these assessment results, your child's program placement recommendation, the program options that are available to your child and the district's exit criteria.

Language Assessment Results

Your child has been evaluated for English and primary language proficiency. The results are as follows:

Skill Area	English Proficiency Level (CELDT*)	Primary Language Proficiency Level *Test:* *Date Administered:*
Listening		
Speaking		
Reading		
Writing		
Overall Performance		

*These scores are based on district scoring using the testing contractor's scoring guide. The contractor will send individual student reports to districts, and districts must provide this information to parents within 30 days.

Language Designation

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

- ❑ **English learner (EL)** with ***less than reasonable fluency in English*** who will be assigned to the Structured English Immersion Program.
- ❑ **English learner (EL)** with ***reasonable fluency in English*** who will be assigned to the English Mainstream Program.
- ❑ **Fluent English proficient (FEP) student** who will be placed in the district's regular core curriculum.

Check if applicable:

- ❑ **Individualized Education Program (IEP) on file:** Describe how current program will meet objectives of IEP.

_____
_____
_____

Program Placement Options for English Learners

A more detailed description of all English learner program placement options and goals can be found on page 2 of this document. To request that your child be assigned to an Alternative Program in which a significant amount of instruction is provided in your child's primary or home language, you must apply for a Parental Exemption Waiver.

CELDT Performances Level		Program Placement
Advanced	Reasonable fluency	English Language Mainstream *** (or an alternative Education Program with an approved parental waiver)
Early Advanced		
Intermediate		
Early Intermediate	Less than reasonable fluency	Structured English Immersion*** (or an alternative Education Program with an approved parental waiver)
Beginning		
		Other Instructional Setting as per IEP

Description of Program Placement Options and Goals for English Learners

- **In order to meet the educational needs of English learners, all programs must include English Language Development (ELD) and differentiated instructional strategies.**

- **Structured English Immersion (SEI):** Students who score at *less than reasonable fluency* are placed in an SEI program and are taught overwhelmingly in English, but may be supported in the students' primary language, if applicable. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards.

- **English Language Mainstream (ELM):** Students who score at *reasonable fluency* in English are placed in an ELM program in a classroom with native speakers of English and/or other English learners scoring at a similar level. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained, authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students receive additional appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

- **Alternative Program (Alt):** Students with an approved parental exemption waiver*** receive core instruction through their primary language and instruction in ELD from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

*** **California state law gives parents the right to request that their child be placed in an alternative program**.

To place your child in an alternative program, you must personally visit the school to apply for a parental exemption waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special needs exist.

- ***Note: At any time during the school year, you may have your child moved into the English Language Mainstream Program***.

Parents/Guardians have the right to request a parental exemption waiver for an alternative program or to request withdrawal from an SEI placement.

A school visitation is required to request a waiver or withdrawal!

Please call the school if you would like to schedule a conference to discuss program options for your child or check below to have the school call you.

____ Please call me to schedule a conference regarding program options for my child.

Reclassification (Exit) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement so they can meet the district's exit/reclassification criteria.

The district's reclassification criteria are indicated below:

Required Criteria (Education Code 313)	Marysville Joint Unified School District Criteria
English Language Proficiency Assessment (CELDT)	Overall Proficiency Level (OPL) of Advanced or Early Advanced with all subtest scores of Intermediate or higher.
Comparison of Performance in Basic Skills	The student performance is proficient on the first district benchmark in English Language Arts.
Teacher Evaluation of Academic Performance	The student's teacher(s) must recommend the student based on academic performance, including grades.
Parental Consultation	After site and district approval, Parent/Guardian is notified and given an opportunity to consult with staff regarding programs to further increase prospects for academic achievement.

Graduation Rate

It is expected that all continuously enrolled students graduate from high school. The current graduation rate is 73%.

If no response is received from the parent within 15 days, placement will proceed as described above.

Marysville Joint Unified School District
PARENT NOTIFICATION LETTER

State and Federal Title III Requirements

Annual Assessment Results and Program Placement for English Learners

To the parent(s)/guardian(s) of: _____

Student ID #: _____ DOB: _____ Grade: _____

School: _____ Date: _____

Primary language: _____

If available, label may be placed here.

Dear Parent(s) or Guardian(s): Your child is currently identified as an English Learner and is receiving instruction to develop in English for listening, speaking, reading, and writing. Recent test scores on the California English Language Development Test (CELDT) indicate that your child will continue to receive English language development (ELD) in the coming school year. As required by EC 52164.1[c] and federal law (5 CCR 11511.5), this form notifies you of these assessment results, your child's program placement recommendation, the program options that are available to your child, and the district's exit criteria.

Language Assessment Results from California English Language Development Test (CELDT)

Skill Area	English Proficiency Scaled Score	English Proficiency Level
Listening		
Speaking		
Reading		
Writing		
Overall Performance		

Language Designation

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

- ❑ **English learner (EL)** with ***less than reasonable fluency in English*** who will be assigned to the Structured English Immersion Program.
- ❑ **English learner (EL)** with ***reasonable fluency in English*** who will be assigned to the English Mainstream Program.
- ❑ **Fluent English proficient (FEP) student** who will be placed in the district's regular core curriculum.

Check if applicable:

- ❑ **Individualized Education Program (IEP) on file:** Describe how current program will meet objectives of IEP.

  _____

  _____

  _____

Program Placement Options for English Learners

A more detailed description of all English learner program placement options and goals can be found on page 2 of this document. To request that your child be assigned to an Alternative Program in which a significant amount of instruction is provided in your child's primary or home language, you must apply for a Parental Exemption Waiver.

CELDT Performances Level		Program Placement
Advanced	Reasonable fluency	English Language Mainstream *** (or an alternative Education Program with an approved parental waiver)
Early Advanced		
Intermediate		
Early Intermediate	Less than reasonable fluency	Structured English Immersion*** (or an alternative Education Program with an approved parental waiver)
Beginning		
		Other Instructional Setting as per IEP

Description of Program Placement Options and Goals for English Learners

- **In order to meet the educational needs of English learners, all programs must include English Language Development (ELD) and differentiated instructional strategies.**

- **Structured English Immersion (SEI):** Students who score at *less than reasonable fluency* are placed in an SEI program and are taught overwhelmingly in English, but may be supported in the students' primary language, if applicable. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards.

- **English Language Mainstream (ELM):** Students who score at *reasonable fluency* in English are placed in an ELM program in a classroom with native speakers of English and/or other English learners scoring at a similar level. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained, authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students receive additional appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

- **Alternative Program (Alt):** Students with an approved parental exemption waiver*** receive core instruction through their primary language and instruction in ELD from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level standards. Students continue to receive additional and appropriate instruction in order to make academic progress and meet the requirements to be reclassified as fluent English proficient (FEP).

*** **California state law gives parents the right to request that their child be placed in an alternative program**.

To place your child in an alternative program, you must personally visit the school to apply for a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special needs exist.

- ***Note: At any time during the school year, you may have your child moved into the English Language Mainstream Program***.

Parents/Guardians have the right to request a parental exemption waiver for an alternative program or to request withdrawal from an SEI placement.

A school visitation is required to request a waiver or withdrawal!

Please call the school if you would like to schedule a conference to discuss program options for your child or check below to have the school call you.

____ Please call me to schedule a conference regarding program options for my child.

Reclassification (Exit) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state standards for academic achievement so they can meet the district's exit/reclassification criteria.

The district's reclassification criteria are indicated below:

Required Criteria (Education Code 313)	Marysville Joint Unified School District Criteria
English Language Proficiency Assessment (CELDT)	Overall Proficiency Level (OPL) of Advanced or Early Advanced with all subtest scores of Intermediate or higher.
Comparison of Performance in Basic Skills	The student performance is proficient on the first district benchmark in English Language Arts.
Teacher Evaluation of Academic Performance	The student's teacher(s) must recommend the student based on academic performance, including grades.
Parental Consultation	After site and district approval, Parent/Guardian is notified and given an opportunity to consult with staff regarding programs to further increase prospects for academic achievement.

Graduation Rate

It is expected that all continuously enrolled students graduate from high school. The current graduation rate is 73%.

If no response is received from the parent within 15 days, placement will proceed as described above.

What is the California English Language Development Test?

Federal and state laws require a state test that school districts must give to students whose home language is not English. In California, this test is called the California English Language Development Test (CELDT).

What is the purpose of the CELDT?

The purpose of this test is:

- To identify new students who are English learners, in kindergarten through grade twelve.
- To determine their level of English proficiency.
- To annually assess their progress in learning English.

Who is an English learner?

An English learner is a student, with a home language other than English, who is not yet proficient in English.

Who must take the CELDT?

All students whose primary language on the Home Language Survey is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English. **Parents and guardians cannot remove (opt out) their children from this requirement.**

Do English learners with disabilities take the CELDT?

Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who take the CELDT may use test variations, accommodations, modifications, and/or alternate assessments as specified in their individualized education programs (IEPs) or Section 540 plans.

What does the CELDT cover?

The CELDT for students in grades two through twelve covers listening, speaking, reading, and writing. Beginning in 2009–10, students in kindergarten and grade one will be assessed in early literacy (reading and writing). The 2007–08 CELDT administration for students in kindergarten and grade one only covers listening and speaking. The CELDT in all grades tested is based on California English language development standards, adopted by the State Board of Education.

Who gives the CELDT?

Only trained examiners give the test. The speaking part of the CELDT is given individually to each student. The listening, reading, and writing domains are given to groups of students.

How long does it take for students to complete the CELDT?

The speaking domain of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing domains combined take about 2 hours to complete. The writing domain may be divided into two sessions.

How are the CELDT results reported for individual students?

There are five levels of performance a student can achieve. They are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report for each student provides:

- The overall performance level and score
- A performance level and score for each domain of the test (listening, speaking, reading and writing)
- A comprehension score (average of the scores for listening and reading)

How are results of the CELDT used?

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from annual CELDT testing are used to see how well students are learning English. School districts use the annual results as one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

What other criteria are used to decide when students may be reclassified?

Additional reclassification criteria used by school districts include performance in basic skills (the California English-Language Arts Standards Test), teacher evaluation, and parent opinion and consultation.

How can parents or guardians find out more about the CELDT or their student's results?

Parents or guardians who wish more information about the CELDT or their student's results on the CELDT, should contact their student's teacher and/or school office. Parents or guardians also are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

For more information…
Information about the CELDT is on the CELDT Web page at http://www.cde.ca.gov/ta/tg/el/.

California English Language Development Test

Information for Parents and Guardians

Prepared by
California Department of Education

June 2008

Marysville Joint Unified School District

1919 B Street
Marysville, Ca 95901

PRIMARY LANGUAGE TESTING EXEMPTION FORM

Student Name _____ Grade _____

School _____ ID# _____

Dear Parents:

When students initially enroll in a California school, state law requires that all students who are identified as English Learners must be tested in their primary language within 90 days of registration.

At present, Marysville Joint Unified offers testing in the following languages:

Spanish
Hmong

Your child was not tested because we do not offer testing in

_____.

(Home Language)

_____ _____

Site ELD Coordinator Date

ELEMENTARY ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

STRUCTURED ENGLISH IMMERSION

Structured English Immersion is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.

Students Served	Program Components for ELs	Certification Needed
ELs who have not yet acquired "reasonable fluency" in English. **CELDT levels 1, 2, and 3** *The criteria for reasonable fluency in English include: Student's overall proficiency level on the CELDT is Early Advanced (4) or higher, and Each skill area proficiency level is Intermediate (3) or higher.	**K-30 minutes** **1st through 6th-30 minutes** • Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Differentiated instruction in reading, writing, math, science and social science, delivered through Specially-Designed Academic Instruction in English (SDAIE) methodology, utilizing state approved, district-adopted, standards-based materials • Primary language support to clarify, direct and explain	• Multiple or Single Subject Teaching Credential with Cross-cultural, Language & Academic Development **(CLAD)** or Bilingual Cross-cultural, Language & Academic Development **(BCLAD)** emphasis • Bilingual Certificate of Competence **(BCC)** or Language Development Specialist **(LDS)** certificate • General teaching credential or supplementary ESL authorization (ELD only) • University or District Internship Credential with **BCLAD** emphasis • Equivalent to **CLAD**: SB 395 or SB 1969 • California Teachers of English Learners **(CTEL)** Certification * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant if feasible.

ELEMENTARY ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

BILINGUAL ALTERNATIVE PROGRAM

The goal of the Bilingual Alternative program is acquisition of academic proficiency in two languages: English and the student's primary language, together with the mastery of academic core content and multicultural proficiency. Instruction is in the student's primary language and English. Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English. As the child increases in English fluency, instruction in English increases. The program utilizes an 80-20 model, in which instruction in Kindergarten is 80% in the student's primary language and 20% in English, with decreasing primary language and increasing English each year, until by 6th grade, 20% is in the student's primary language and 80% is in English. Per parent choice EL's can continue in the program after attaining reasonable English fluency.

STUDENTS SERVED	PROGRAM COMPONENTS	CERTIFICATION NEEDED
• ELs whose parents have completed an exemption waiver requesting that their child participate in the program • Transitioning to English mainstream instruction does not mean transitioning from the Bilingual Alternative Program. Students can continue in the program after attaining reasonable English fluency per parent choice. **CELDT levels: ALL**	**K-30 minutes** **1st through 6th-30 minutes** • Daily English Language Development/ Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Full Spanish language arts component comparable to English language arts, for students whose primary language is Spanish • Separation of languages by time and space • English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency whose primary language is Spanish • Differentiated instruction in reading, writing, math, science and social science, delivered in Spanish or through Specially Designed Academic Instruction in English (SDAIE) utilizing state approved, district-adopted, standards based materials. • Primary language support to clarify, direct and explain.	• Multiple or Single Subject Teaching Credential with Bilingual Cross-cultural, Language & Academic Development (BCLAD) authorization • Bilingual Cross-cultural, Language & Academic Development (BCLAD) credential • Bilingual Certificate of Competence (BCC) • University or District Internship Credential with BCLAD emphasis

ELEMENTARY ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

ENGLISH LANGUAGE MAINSTREAM PROGRAM

The goal for English Learners in the Mainstream English Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. . Instruction is overwhelmingly in English. However, special support options are provided for ELs as needed.

STUDENTS SERVED	PROGRAM COMPONENTS for ELs	CERTIFICATION NEEDED
• EL students whose parents/guardians have declined participation in Structured English Immersion Programs • EL students who are "reasonably fluent" in English: *****The criteria for reasonable fluency in English on the CELDT include: Student's overall proficiency level is Early Advanced or higher, and Each skill area proficiency level is Intermediate or higher. **Ideally, the make-up of this class would be from the above populations; however, other students may be included as determined on an individual basis.*	**K-30 minutes** **1st through 6th-30 minutes** •Daily English Language Development /Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Differentiated instruction in reading, writing, math, science, and social science, delivered in English, using decreasing Specially Designed Academic Instruction in English (SDAIE) strategies. Use of state approved, district adopted, standards-based materials • Decreasing primary language support	• Multiple or Single Subject Teaching Credential • CLAD/BCLAD or equivalent if an English Learner (EL) is placed in the class • SB 395 or SB1969 • BCC or LDS Certificate • General teaching credential or supplementary ESL Authorization (ELD only) • University or District Internship Credential with BCLAD emphasis • California Teachers of English Learners **(CTEL)** Certification * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant

SECONDARY ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

STRUCTURED ENGLISH IMMERSION

Structured English Immersion is a specialized process of teaching the English language to students whose first language is not English. The goal is for students to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is nearly all in English. Primary language support is used for clarification and explanation when feasible.

Students Served	Program Components for ELs	Certification Needed
EL's who have not yet acquired "reasonable fluency" in English. **CELDT levels 1, 2, and 3** *The criteria for reasonable fluency in English include: Student's overall proficiency level on the CELDT is Early Advanced (4) or higher, and Each skill area proficiency level is Intermediate (3) or higher.	**6th – 12th** **Minimum 1 period or block daily** • Daily English Language Development / Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Grade level content area classes (math, science, social science, etc.) delivered through Specially-Designed Academic Instruction in English (SDAIE) methodology, utilizing state approved, district-adopted, standards-based materials. • High School Honors and AP classes as appropriate. • Math placement according to skill level, not ELD level • Primary language support to motivate, clarify, direct, and explain	• Appropriate subject matter authorization with Cross-cultural, Language & Academic Development **(CLAD)** or Bilingual Cross-cultural, Language & Academic Development **(BCLAD)** emphasis • Bilingual Certificate of Competence **(BCC)** or Language Development Specialist **(LDS)** certificate • General teaching credential or supplementary ESL authorization (ELD only) • University or District Internship Credential with **BCLAD** emphasis • Equivalent to **CLAD**: SB 395 or SB 1969 • California Teachers of English Learners **(CTEL)** Certification * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant if feasible.

SECONDARY ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

BILINGUAL ALTERNATIVE PROGRAM

The goal of the Bilingual Alternative program is acquisition of academic proficiency in two languages: English and the student's primary language, together with the mastery of academic core content and multicultural proficiency. Instruction is in the student's primary language and English. Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English. As the child increases in English fluency, instruction in English increases. The program utilizes an 80-20 model, in which instruction in Kindergarten is 80% in the student's primary language and 20% in English, with decreasing primary language and increasing English each year, until by 6th grade, 20% is in the student's primary language and 80% is in English. Per parent choice, EL's can continue in the program after attaining reasonable English fluency.

STUDENTS SERVED	PROGRAM COMPONENTS	CERTIFICATION NEEDED
Only available to EL's with an approved waiver. • Transitioning to English mainstream instruction does not mean transitioning from the Bilingual Alternative Program. Students can continue in the program after attaining reasonable English fluency per parent choice. **CELDT levels: ALL**	**6th – 12th** **Minimum 1 period or block daily** • Daily English Language Development /Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Full Spanish language arts component comparable to English language arts, for students whose primary language is Spanish • Separation of languages by time and space • English literacy component for all students, phased in over time. However, Spanish component continues after student has achieved reasonable English fluency • Grade level content area classes (math, science, social science, etc.) delivered through Specially-Designed Academic Instruction in English (SDAIE) methodology, utilizing state approved, district-adopted, standards-based materials. • High School Honors and AP classes as appropriate. • Math placement according to skill level, not ELD level • Primary language support to clarify, direct, and explain.	• Appropriate subject matter credential with Bilingual Cross-cultural, Language & Academic Development (BCLAD) authorization • Bilingual Cross-cultural, Language & Academic Development (BCLAD) credential • Bilingual Certificate of Competence (BCC) • University or District Internship Credential with BCLAD emphasis

SECONDARY ACADEMIC PROGRAMS FOR ENGLISH LEARNERS IN MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

ENGLISH LANGUAGE MAINSTREAM PROGRAM

The goal for English Learners in the Mainstream English Program is to develop academic proficiency in English together with mastery of academic core content and multicultural proficiency. Instruction is overwhelmingly in English. However, special support options are provided for EL's as needed.

STUDENTS SERVED	PROGRAM COMPONENTS for EL's	CERTIFICATION NEEDED
• EL students whose parents/guardians have declined participation in Structured English Immersion Programs • EL students who are "reasonably fluent" in English: *The criteria for reasonable fluency in English on the CELDT include: Student's overall proficiency level is Early Advanced or higher, and Each skill area proficiency level is Intermediate or higher. *****Ideally, the make-up of this class would be from the above populations; however, other students may be included as determined on an individual basis.	**6th – 12th** **Minimum 1 period or block daily** • Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English acquisition • Grade level content area classes (math, science, social science, etc.) delivered in English using special differentiated instruction for EL's as needed. I.e. Specially-Designed Academic Instruction in English (SDAIE) methodology. State approved, district-adopted, standards-based core and supplemental materials are used. • High School Honors and AP classes as appropriate. • Math placement according to skill level, not ELD level • Decreasing primary language support to motivate, clarify, direct, and explain	• Multiple or Single Subject Teaching Credential as appropriate • CLAD/BCLAD or equivalent if an English Learner (EL) is placed in the class • SB 395 or SB1969 • BCC or LDS Certificate • General teaching credential or supplementary ESL Authorization (ELD only) • University or District Internship Credential with BCLAD emphasis • California Teachers of English Learners **(CTEL)** Certification * Primary language support provided by BCLAD or equivalent teacher or bilingual instructional assistant

Marysville Joint Unified School District

REQUEST TO WITHDRAW FROM STRUCTURED ENGLISH IMMERSION PROGRAM

CCR Title V, Section 11301

I have been informed that the Structured English Immersion Program is the most appropriate EL program placement for my child. This program placement recommendation is based on my child's current CELDT and evidence from classroom assessments:

_____ _____ _____

Student's Name Student ID School Year

CELDT Score: _____ _____ _____ _____ _____

Listening Speaking Reading Writing Overall

Classroom Assessments: _____

Sample of classroom evidence (i.e. report card, ELA benchmark data etc.)

However, I do not wish to have my child enrolled in a Structured English Immersion Program at _____ School.

Reclassification (Exit) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and master state -standards for academic achievement so they can meet the district's exit/reclassification criteria.

The district's reclassification criteria are indicated below:

Required Criteria (Education Code 313)	Marysville Joint Unified School District Criteria
CELDT	Overall Proficiency Level (OPL) of Advanced or Early Advanced with all subtest scores of Intermediate or higher.
Teacher Evaluation of Academic Performance	The student's teacher(s) must recommend the student based on academic performance, including grades. The teacher will use classroom evidence and results from the first district benchmark in English Language Arts to ensure that the student is performing like their English only speaking peers. It is strongly recommended that student also holds a GPA of 2.0 in all academic classes.

Check <u>all</u> boxes to indicate that you have read and understand the following:

☐ I have been advised of the benefits of a Structured English Immersion Program for my child. I understand that it is a specialized process of teaching the English language to students whose first language is not English. The goal of this program is for students to develop academic proficiency in English together with mastery of academic core content.

☐ Even though my child will not be in the Structured English Immersion program, I understand that my child will continue to receive specialized support services in the Mainstream English Program, which will include daily English Language Development at my child's assessed stage of English acquisition until reclassified as required by California State law. Other special support options may also include: tutoring, content instruction using SDAIE techniques, primary language instruction or Strategic, and/or Intensive interventions, before and/or after school intervention programs, and/or ELD summer academy.

☐ I will meet with the principal and/or teacher by the end of the next reporting period to review my child's progress, and discuss the possibility of any needed program changes.

☐ I understand the Request to Withdraw from Structured English Immersion Program must be submitted annually.

Parent/Guardian Signature Date | Principal/designee Signature Date | District EL Director/Designee Signature Date

Original in Student's Green EL Folder in Cum

Marysville Joint Unified School District

Parental Exemption Waiver Request Form

For the school year _____

Child's Name: _____ Birth date _____ Grade _____

Name of Parent/Guardian: _____

Address: _____ Zip Code _____

Telephone: (Home) _____ (Work): _____

I have been informed by the principal and educational staff at _____ School that my son/daughter, has been/will be placed in a Structured English Immersion or English Language Mainstream program. I have personally visited my child's school and have received and reviewed written descriptions of the Structured English Immersion program and all educational opportunities offered by the school district that are available to my child, including the Bilingual Alternative program options.

I request a waiver of the requirement that my child be placed in a classroom in which instruction is overwhelming or nearly all in English because my child has a special physical, emotional, psychological, or educational need, as indicated below.

☐ My child has an educational need best met through an alternative program. An educational need may be indicated by grades, classroom work, product, and/or student assessment utilizing any of the following assessment tools: ELD Standards, IPT, grades, California Standards Test, APRENDA/STS, proficiency tests, portfolios.

☐ Student is scoring above average on academic achievement tests or has otherwise exhibited giftedness or a particular facility with language acquisitions, such that he or she would benefit from a bilingual educational approach.

☐ The student has a current IEP which recommends instruction in the primary language.

☐ The school psychologist has recommended that the child's particular emotional and/or developmental needs are best met in a primary language setting.

☐ Home-school connection is lacking. Student is not able to participate fully in the educational program because student cannot receive assistance from parents with homework.

☐ Student is exhibiting poor self-esteem and/or poor social adjustment; student is withdrawn and not participating in classroom activities.

I understand that this waiver applies to the school year listed above and I must request a waiver on an annual basis for the waiver to continue. I understand that my request shall be acted upon within 20 instructional days of receipt by the principal, or 10 days following the 30 calendar day placement period required by students requesting waivers under section 311 (c), whichever is later. I also understand that if my request is denied, I will receive a written explanation of the reason(s) for denying my waiver request, if applicable. I have also been advised of the appeal process, should my waiver be denied.

I understand that admission is subject to capacity and I may not get my first choice of alternative program.

_____	_____	_____	_____
Signature of Parent/Guardian	Date	Signature of District Employee	Date

Marysville Joint Unified School District

Appeal form for Parent Exemption Waiver
To appeal denial of the Parental Exemption Waiver

Student Name _____

School _____ **ID Number** _____ **D.O.B** _____ **Grade** _____

Dear Parent of English Learner:

Your request for a Parental Exemption Waiver had been denied. The school principal and educational staff have met and determined that evidence exists that the alternative program would not be better suited for the overall educational development of the student. Specific reasons for the denial of the waiver request (based on the attached record(s) of student performance) follow:

_____

_____

_____

_____

_____

_____

_____ _____

Principal Signature Date

- ☐ I agree with this decision.
- ☐ I do not agree with this decision. (See below)

_____ _____

Parent/Guardian Signature Date

If you do not agree and you wish to appeal this denial, please write your concerns below and mail this form to: MJUSD, Educational Services, 1919 B Street, Marysville, Ca 95901. If no response from the parent is received within 15 days of the date of this letter, agreement will be assumed.

I wish to appeal the denial of my request to have my student placed into an alternative program for the following reasons:

_____

_____

_____

_____

_____

Continue on back if additional space is needed.

Elementary

Grades 1 - 6

MID YEAR EL PROGRESS MONITORING

Educational Services Division - EL Department

Student's Name: _____ Grade: ____ Date: _____

Student ID number: _____ DOB:_____ School Entry date: _____

Teacher: _____ School:_____ SY:_____

		Trimester 1		Trimester 2		Trimester 3	
		6 weeks	12 weeks	18 weeks	24 weeks	30 weeks	36 weeks
ELA	**Benchmark Scores**						
	Grades						
Math	**Benchmark Scores**						
	Grades						

Areas of Concerns: Standards which are "Below Proficient" for ELA		
Trimester 1 (6 and 12 week tests)	Trimester 2 (18 and 24 week tests)	Trimester 3 (30 and 26 week tests)
Use back for additional comments	Use back for additional comments	Use back for additional comments

Interventions		
Trimester 1 (6 and 12 week tests)	Trimester 2 (18 and 24 week tests)	Trimester 3 (30 and 36 week tests)
☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other:	☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other:	☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other:

Trimester 1	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal
Trimester 3	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal
Trimester 3	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal

Secondary

Grades 6, 7, 8, 9, 10, 11, 12

MID YEAR EL PROGRESS MONITORING

Educational Services Division - EL Department

Student's Name: _____ Grade: _____

Student ID number: _____ Birth Date: _____

Teacher: _____ School: _____

US School entry date: _____ School Year: _____

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
ELA	Benchmark Scores				
	Grades				
Math	Benchmark Scores				
	Grades				

Areas of Concerns: Standards which are "Below Proficient" for ELA			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Use back for additional comments.	Use back for additional comments.	Use back for additional comments	Use back for additional comments

Interventions			
Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____

CAHSEE (10th-12th grades only)	Date taken	ELA Score	Math Score

Quarter 1 _____ **Date**	Progress is ☐ satisfactory ☐ unsatisfactory _____ Signature of EL Facilitator/Principal
Quarter 2 _____ **Date**	Progress is ☐ satisfactory ☐ unsatisfactory _____ Signature of EL Facilitator/Principal
Quarter 3 _____ **Date**	Progress is ☐ satisfactory ☐ unsatisfactory _____ Signature of EL Facilitator/Principal
Quarter 4 _____ **Date**	Progress is ☐ satisfactory ☐ unsatisfactory _____ Signature of EL Facilitator/Principal

Marysville Joint Unified School District
Intervention Catch-Up Plan
for EL and Reclassified Students

Individual Learning Plan (ILP)

English learners and reclassified students who are identified as making inadequate progress will be provided with appropriate intervention (Catch-up) programs using the following procedures:

1. Notification

By October, the teacher or principal appointed designee will identify EL and R-FEP students not meeting the English Language Benchmarks for CST. For newcomers to the district, the deadline will be January. A letter will be mailed home notifying parents.

At the end of each grading term, EL and R-FEP students who are not making satisfactory progress will be identified. A letter will be mailed home to the parents.

*Once parents have been notified, the teacher will make use of Pre-Referral Checklist in order to utilize intervention strategies prior to holding a parent teacher meeting.

2. Parent-Teacher Meeting

A Parent-Teacher meeting will be held to discuss the educational needs of the identified EL or R-FEP student.

3. Catch-Up Plan

The student's English and/or academic needs will be discussed with the parent/s. An Intervention Catch-Up Plan (Parts 1 and 2) will be developed specifying the intervention programs/services to assist the student in meeting the goals. All records will be held in the green folder.

4. Intervention Program and Progress Monitoring

The identified student will be provided with the intervention programs/services as specified in the Intervention Catch-Up Plan (Part 2). His/her progress is to be carefully monitored throughout the school year. Adjustments and modifications are made when necessary. All records of the student's progress are kept in the student's green folder.

5. First Year Progress Monitoring and Program Evaluation

At the end of the first year's intervention program, the student's classroom teacher, ELD coordinator, or counselor will assess the student's growth and the effectiveness of the *Intervention Catch-Up Plan*.

a) If the student continues to make inadequate progress, a Parent-Teacher Meeting will be conducted with the participation of the Principal or designee. A new Intervention Catch-Up Plan will be developed based on the analysis of the student's needs and the results of the evaluation from the previous intervention program(s).
b) Group data will be further disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English Learners.

6. Second Year Progress Monitoring and Program Evaluation

At the end of the second year's intervention program, the student's most recent data is reviewed by the classroom teacher, ELD coordinator, or counselor to assess the student's growth and the program's effectiveness. If the student continues to make inadequate progress in the second year, he/she will be referred to the Student Study Team (SST) for a more comprehensive examination of his/her needs and program planning. The student's progress and the program effectiveness will then be monitored thorough the SST process.

Marysville Joint Unified School District
ELEMENTARY PRE-REFERRAL CHECKLIST
FOR CATCH-UP INTERVENTION PLAN
Individual Learning Plan (ILP)

Student's Name _____ **Date _____**

Check all strategies that have been implemented prior to proceeding with the Catch-Up Intervention Plan, Part 2:

Listening and Speaking Instruction

- ❑ Teach new language in context, familiarizing students with its uses and sounds (phonemic awareness), before asking them to produce it themselves.
- ❑ Build new concepts upon previous learning.
- ❑ Use visuals and realia to introduce new vocabulary, i.e., flannel board, puppets, and objects.
- ❑ Use selected vocabulary consistently in context.
- ❑ Check for comprehension and provide immediate feedback.
- ❑ Provide opportunities for total physical response (TPR).
- ❑ Plan extended interactions with controlled vocabulary in various contexts during the day.
- ❑ Provide opportunities for meaningful interaction with school staff in the classroom, office, library, and yard.
- ❑ Other _____

Student Grouping

- ❑ Provide multiple language models: teacher, other staff, para-educator, volunteers, and EO students.
- ❑ Group students by English proficiency level for specific skill development.
- ❑ Mix student proficiency level for differentiated instruction
- ❑ Change seating arrangements to increase access to language models (teacher, para-educator and peers).
- ❑ Other _____

Differentiated Instruction

- ❑ Shorten the length of lessons and reduce the number of new words
- ❑ Identify student's learning modality (strength) and provide additional activities that build upon strengths.
- ❑ Use para-educator daily for one-to-one reinforcement activities, e.g., read-aloud, language games, and receptive vocabulary review.
- ❑ Use listening centers to reinforce language patterns with picture books, songs and chants on tape.
- ❑ Other _____

Reading Instruction

- ❑ Use visuals to illustrate vocabulary.
- ❑ Use TPR to check the comprehension.
- ❑ Sequence pictures and provide visual reference for progression and directionality conventions.
- ❑ Model picture walks and read alouds using student-generated big books and simple big books.
- ❑ Support visual cues with print.
- ❑ Teach upper and lower case letter recognition and matching.
- ❑ Provide opportunities to recognize own name and match individual letter cards to letter in name.
- ❑ Model reading the room daily: labels and environmental print.
- ❑ Provide time daily for students to read their choice of material during sustained silent reading.
- ❑ Other _____

Student Grouping

- ❑ Pair and group students for pre-reading activities.
- ❑ Other _____

Differentiated Instruction

- ❑ Use visual cues to distinguish work and letter directionality.
- ❑ Sort pictures by categories, e.g., foods, reptiles, and action words.
- ❑ Instruct para-educator to model and reinforce work and letter concepts.
- ❑ Use cross-age tutors, peers or volunteers to reinforce familiar language activities and conduct picture walks.
- ❑ Other _____

Writing Instruction

- ❑ Model the pre-writing process appropriate for students' level of English proficiency.
- ❑ Model letter formation and teach initial print concepts.
- ❑ Provide work shape activities outlining, tracing, letter tile building.
- ❑ Support concept development through picture writing.
- ❑ Provide time for students to record their learning in picture journals.
- ❑ Other _____

Student Grouping

- ❑ Pair and group students for pre-writing activities.
- ❑ Other _____

Differentiated Instruction

- ❑ Provide large to small muscle kinesthetic activities such as tracing and highlighting letters and words.
- ❑ Create learning centers that provide patterns for practice/exploration/reinforcement.
- ❑ Provide a variety of tools for writing: crayons, pencils, computer, etc.
- ❑ Provide a variety of textures for kinesthetic learners: plastic letters and shapes, magnetic and sandpaper letters, finger paint, sand.
- ❑ Provide additional time for student to complete tasks.
- ❑ Other _____

Marysville Joint Unified School District
SECONDARY PRE-REFERRAL CHECKLIST
FOR CATCH-UP INTERVENTION PLAN
Individual Learning Plan (ILP)

Student Name: _____ Date: _____

To: _____

From: _____

Please take a few minutes to complete and return this form. Your input will help us to determine future goals for students.

PLEASE MARK THE APPROPRIATE RESPONSES.

Student comes to class prepared
- ❑ Always
- ❑ Usually
- ❑ Seldom
- ❑ Never

Student completes homework assignments
- ❑ Always
- ❑ Usually
- ❑ Seldom
- ❑ Never

Student always completes classwork
- ❑ Always
- ❑ Usually
- ❑ Seldom
- ❑ Never

Student participates appropriately in class discussions/activities
- ❑ Always
- ❑ Usually
- ❑ Seldom
- ❑ Never

Current grade in your class:
_____ Pass with "C" or better
_____ Fail (If student has a D or F, please list comments on back as to your observations regarding the student's academic performance, behavior, motivation.)

Teaching Strategies Implemented prior to the EL Catch-up Intervention Plan: (Please check all that apply.)

- ❑ Check for understanding with immediate feedback
- ❑ Group students by English proficiency level for specific skill development
- ❑ Adjust seating arrangements to increase language models
- ❑ Differentiate Instruction
  - ❑ Modify lessons and emphasize key vocabulary
  - ❑ Identify student's strengths and provide additional activities to build upon those
- ❑ Use visuals/realia to introduce new vocabulary, concepts, and to enhance reading comprehension
- ❑ Check for comprehension and provide immediate feedback
- ❑ Instruction takes student's proficiency level into account
- ❑ Build new concepts upon previous learning
- ❑ Explicitly explain daily language and content objectives
- ❑ Scaffold writing/speaking assignments
- ❑ Conference with student regarding lack of progress in class
- ❑ Explicitly model expected student performance objectives for student
- ❑ Other _____

Please use the back of this form to list any comments/observations regarding this student's classroom performance.

Marysville Joint Unified School District
CATCH-UP INTERVENTION PLAN, PART 2
Individual Learning Plan (ILP)

Student: _____ Grade: _____ Birth date: _____ Student ID: _____ Today's Date: _____

School: _____ Teacher: _____ Following-Up Meeting Date: _____

Current Program Eligibility (check if applicable): _____ Title I _____ Title III _____ Migrant Education _____ Special Education

_____ GATE _____ Other (Identify)_____

Interventions already in place _____

Date	Area of Concern/ Present Level of Performance	Performance Target	Interventions (Materials, Instructional Strategies, Assessments, etc.)	Action By

Parent/Guardian _____

Teacher _____

EL Specialist _____

Principal _____

Counselor _____

Other _____

- ❑ R-FEP Follow-up
- ❑ ELL Monitoring
- ❑ LRT
- ❑ Other

Marysville Joint Unified School District
Reclassification Form SY 20__- 20__
GRADES 3rd – 12th

Name: _____ Grade: _____ ID# _____

School: _____ Primary Language: _____ DOB:_____

Prior to classification to Fluent English Proficient, each English Learner must meet district developed, state-approved criteria. This form is to be completed for each student considered for reclassification and then submitted to the District Office, Educational Services Department, for approval.

	Standard	Documentation
# 1 **Basic Skills**	**EL Review Team** Assessment results of basic skills in English Language Arts EL School Site Review Team Teacher Recommendation	Date: _____ Reviewer _____ Signature _____ Signature _____
#2 **English Language Proficiency**	**CELDT** (California English Language Development Test) **Overall level of Advanced or Early Advanced** • Listening/Speaking is Intermediate or higher • Reading is Intermediate or higher • Writing is Intermediate or higher **A Student Study Team (SST) will be held prior to reclassification if any score is Intermediate.**	OVRLL LSTG SPKG RDG WRTG SS: _____ _____ _____ _____ _____ Prof Lev: _____ _____ _____ _____ _____ Date of current CELDT test _____
#3 **Teacher Evaluation**	**REPORT CARD** • Grades 3-6: Must have 2 or 3 in ELA and Math on the Standards Based Report card. • Grades 6-12: At or above grade level and minimum of "C" in English and a 2.0 GPA *If there are any deficits, the following must also be met:* Teacher agrees that student is performing successfully in these academic areas or that any incurred deficits are due to factors unrelated to English language proficiency.	Current report card meets criteria. _____ Reviewer Date of report card OR, IF ANY DEFICITS: I verify that this student has met this criteria: _____ Teacher/Subject Date
#4 **Consultation with Parent/Guardian**	Brief description of consultation:	Language _____ _____ Parent/guardian signature Date
#5 **Recommendation**	____ Student has met all of the criteria necessary for reclassification. Reclassification is effective immediately. ____ Student has **not** met all of the criteria necessary, and is not recommended for reclassification at this time. _____ _____ _____ Principal/Designee Signature Print name and position Date _____ _____ _____ District Signature Print name and position Date _____ Student Signature (optional) Date	

If no response is received from the parent within 15 days of the date of this letter, the reclassification process will proceed at the discretion of site principal/designee.

Original to be placed in student's green EL Folder, Copy to Parent, Copy to be forwarded to Educational Services Department.

Marysville Joint Unified School District

List of Assessments to be used for the purpose of Reclassification

Grade Span	Assessment	Expectations
3-6	District Benchmark ELA	Student achieves a proficient score.
7-10	District Benchmark ELA	Student achieves a proficient score.
10-12	CAHSEE Results ELA	Student passes the ELA portion of the CAHSEE.

Marysville Joint Unified School District

Reclassification Parent Letter
Grades 3 – 12

Date_____

To the Parents of _____:

Congratulations! Your child is being recommended for Reclassification from Limited English Proficient to Fluent English Proficient. This recommendation is based on the following criteria and standards:

1.**Teacher Recommendation:** The teacher provided evidence based on classroom assessments and assignments that your child is performing at similar academic and grade level expectations compared to his/her English only speaking grade level peers.

2.**Academic Performance:** The student achieved a proficient score on the first district benchmark in English Language Arts for grades 3-10 or a passing score on the CAHSEE for grades 10-12.

3.**English Language Proficiency:** An Overall Level of "Early Advanced" or "Advanced" on the CELDT (California English Language Development Test) and with a level of Intermediate or higher in each of these skills: Listening, Speaking, Reading and Writing.

4.**Classroom Performance:**
Performance is 2 or 3 in ELA and Math on standards based report card for grades 3 – 6
or
Minimum of "C" in English and a 2.0 GPA for grades 6 – 12.

* See attached Reclassification Form for your child's performance details.

You are invited to attend a meeting at your child's school to participate in the decision to reclassify your child and to answer any questions you may have. You will be contacted with the date and time of the meeting.

Please let the school know if you will be needing translation services.

Following your child's reclassification, his/her progress will be monitored at the end of each grading period for two years to ensure continuous academic growth. If your child begins to fall behind in meeting grade level performance standards, a Language Review Team conference will be held and an Intervention Catch-up plan will be developed based on your child's needs.

We encourage you to contact _____(Principal/ EL Specialist) at _____ for more information. If no response is received from the parent within 15 days of the date of this letter, the reclassification process will proceed at the discretion of site principal/designee.

Sincerely,

_____

Elementary

Grades 3, 4, 5, 6

RECLASSIFICATION MONITORING

Educational Services Division - EL Department

Student's Name: _____ Grade: ____ Date: _____

Student ID number: _____ DOB:_____ R-FEP date: _____

Teacher: _____ School:_____ SY:_____

			Benchmark Scores					
		CST	Trimester 1		Trimester 2		Trimester 3	
			6 weeks	12 weeks	18 weeks	24 weeks	30 weeks	36 weeks
ELA	**Year 1**							
Math	**Year 1**							
ELA	**Year 2**							
Math	**Year 2**							

	Areas of Concerns: Standards which are "Below Proficient" for ELA		
	Trimester 1 (6 and 12 week tests)	Trimester 2 (18 and 24 week tests)	Trimester 3 (30 and 26 week tests)
Year 1	Use back for additional comments	Use back for additional comments	Use back for additional comments
Year 2	Use back for additional comments	Use back for additional comments	Use back for additional comments

	Interventions		
	Trimester 1 (6 and 12 week tests)	Trimester 2 (18 and 24 week tests)	Trimester 3 (30 and 26 week tests)
Year 1	☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other:	☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other:	☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other:
Year 2	☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other: _____	☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other: _____	☐ Hourly Programs ☐ Strategic / Intervention _____ ☐ SST ☐ Other: _____

	Grades					
	Trimester 1		Trimester 2		Trimester 3	
	ELA	Math	ELA	Math	ELA	Math
Year 1						
Year 2						

Year 1	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal
Year 2	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal

Secondary

Grades 6, 7, 8, 9, 10, 11, 12

RECLASSIFICATION MONITORING

Educational Services Division - EL Department

Student's Name: _____ Grade: _____

Student ID number: _____ Birth Date: _____

Teacher: _____ School: _____

Reclassification: _____ School Year: _____

		Benchmark Score			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
ELA	Year 1				
Math	Year 1				
ELA	Year 2				
Math	Year 2				

CAHSEE (10th - 12th grades only)	Date taken	ELA Score	Math Score	Date taken	ELA Score	Math Scores

	Areas of Concerns (Standards) List Below Proficient Standards for Math/ELA			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 1	additional comments on back	additional comments on back	additional comments on back	additional comments on back
Year 2	additional comments on back	additional comments on back	additional comments on back	additional comments on back

Interventions

Year 1	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other: _____	☐ Hourly programs ☐ Strategic / Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other: ☐ _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other: ☐ _____	☐ Hourly programs ☐ Strategic / Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other: ☐ _____
Year 2	☐ Hourly programs ☐ Strategic Intervention: _____ Exit Exam Prep ☐ SST ☐ Other: ☐ _____	☐ Hourly programs ☐ Strategic / Intervention: ☐ _____ Exit Exam Prep ☐ SST ☐ Other: ☐ _____	☐ Hourly programs ☐ Strategic/Intervention: ☐ _____ Exit Exam Prep ☐ SST ☐ Other: ☐ _____	☐ Hourly programs ☐ Strategic / Intervention: ☐ _____ Exit Exam Prep ☐ SST ☐ Other: ☐ _____

Grades		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 1	ELA				
	Math				
Year 2	ELA				
	Math				

Year 1	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal
Year 2	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal

Marysville Joint Unified School District

Reclassification Accountability Roster ~ Elementary

School: _____ **Date: _____**

Grade	Room	Students' Names	ST #	Reclassification Date	Teacher recommendation Year 1		Teacher recommendation Year 2		Latest Report card level Year 1		Latest Report card level Year 2		Student is receiving interventions? Y/N	Other Findings
					ELA	Math	ELA	Math	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory		

* To be used for two testing periods (years) of data to monitor newly Fluent Proficient Students

Performance is Satisfactory if …

- ✓ Teacher recommendation is given
- ✓ Standards based report card level is 2 or 3 for grades 3-6

Performance is Unsatisfactory if …

- ✓ Teacher recommendation is not given
- ✓ Report card level is 1 for grades 3-6

Signature Required

Name _____

Position _____

Marysville Joint Unified School District

Reclassification Accountability Roster ~Secondary

School: _____ **Date:** _____

Grade	Room	Students' Names	Student #	**Reclassification Date**	**CAHSEE Pass date**		**Teacher Recommendation** Year 1		**Teacher Recommendation** Year 2		Latest Report card level Year 1		Latest Report card level Year 2		Student is receiving interventions? Y/N	Other Findings
					ELA	Math	ELA	Math	ELA	Math	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory		

* To be used for two testing periods (years) of data to monitor newly Fluent Proficient Students

Performance is Satisfactory if …

- ✓ Teacher recommendation is given
- ✓ Report card level is A, B or C for grades 6-12

Performance is Unsatisfactory if …

- ✓ Teacher recommendation is not given
- ✓ Report card level D or F for grades 6-12

Signature Required

Name _____

Position _____

Marysville Joint Unified School District

Principal's Assurances Checklist

By the end of October:

ELAC: I have met with the chairperson to plan agendas and meeting dates. We had our first meeting on _____ (or the first meeting has been scheduled for _____). We have discussed the training topics and determined dates for ELAC meetings at which the training topics will be covered. A list of dates has been sent to District EL Dept.

DELAC: I have met with the chairperson to assure that proper guidelines were followed to elect a DELAC representative.

EL SPECIALIST: I have communicated with the EL Specialist (_____) and set up a schedule of regular meetings to ensure ongoing communication regarding the progress of our English Learners.

LANGUAGE REVIEW TEAM: I have formed the Language Review Team for the year. In addition to the EL Specialist and me, the following staff members will serve: (names and titles)

_____

ELD INSTRUCTION: I have reviewed class lists and/or Master Schedules to assure all students are appropriately leveled and placed for daily ELD. Each EL student will receive a minimum of: 30 minutes in Kindergarten, 30 minutes in grades 1-6, 1 period in grades 7-8, or 1 year long block in grades 9-12 of ELD instruction.

CUM FOLDERS/GREEN FOLDERS: The EL Specialist and I met with the office staff on (Date: _____) to review the procedures relating to Home Language Survey, tracking those students with a yes in #4 only on the HLS, EL green folders, the parental exemption waiver and request to withdraw processes, and program placement notification.

PARENTAL EXCEPTION WAIVERS and REQUEST TO WITHDRAW FROM SEI: I explained the parental exception waiver process and the district's program options for English Learners to parents. I informed parents of the legal requirements in granting parental exception waivers, including: (1) the parent's right to appeal if the waiver is denied, and (2) the one time requirement that every EL student under he age of 10 years of age who is enrolling in a California school for the first time must be initially placed in a program taught overwhelmingly in English for no less than 30 calendar days. Parents obtained and signed waivers (EL form #13) at the school site if they chose. (Copies were distributed to parents, student's green EL folder, and the District EL Dept.) I have also explained the parental right to request their student be withdrawn from Structured English Immersion classes as well as the school's continued obligation to deliver ELD to the student even if withdrawn. Parents obtained and signed the Request to Withdraw from SEI (EL form#12) at the school site if they chose. (Copies were distributed to parents, student's green EL folder, and the District EL Dept.)

NUMBER OF PARENTAL EXCEPTION WAIVERS: ACCEPTED: _____ DENIED _____. (If denied, copies of the appeal form were distributed to parents, student's green EL folder, and the District EL Dept.)

NUMBER OF REQUEST TO WITHDRAW FROM SEI: _____

RECLASSIFICATION: The EL Specialist and I have reviewed and updated the list of students who may qualify for Reclassification thus far this year. We have notified the classroom teachers. Upon compilation of data, **reclassification may or may not proceed at this time**. If reclassification process is to be completed at this time, all necessary conferences and/or SST's have been held and all paperwork has been forwarded to the District EL Department. Language status has been changed in AERIES from "L" to "R" at the site.
**Students who qualify for reclassification at this point may be reclassified now or by February 19th with any others who might qualify after new CELDT scores are released in January.

CELDT TESTING: Annual CELDT testing has been completed as well as initial for new students enrolled as of 10/1.

PRIMARY LANGUAGE TESTING: Any primary language testing has been completed within 90 days of new enrollment.

EVALUATION AND ACCOUNTABILITY: I have conducted a self review of EL programs at my site by completing the EL Program Implementation and SDAIE checklists (forms #28 and 29).

MONITORING OF EL STUDENTS: Annual Progress Monitoring forms (EL forms 30, 31 or revised forms 34, 35) for all EL students have been updated. A list has been compiled of those students who need to be referred for Intervention Plans. The EL Specialist and I have reviewed the list and have distributed the pre-referral checklists to the appropriate teachers.

By third Friday of November:

MONITORING OF RECLASSIFIED STUDENTS: The EL Specialist and I have reviewed the list of R-FEP students who will be monitored this year. The forms for Reclassification Follow-Up (EL forms #23 or 24 OR revised forms #34 or 35) have been filled out by the classroom teachers and/or EL Specialist as needed to update with first trimester/quarter data. The EL Specialist will collect the forms and schedule any at-risk students for the Language Review Team so that appropriate interventions can be discussed and prescribed. Follow up notes have been entered into AERIES as needed.

MONITORING OF EL STUDENTS: 1) Monitoring forms for Elementary EL students have been updated with first trimester data. 2) Monitoring forms for Secondary EL students have been updated with first quarter data.

Principal's Signature _____ Date _____
Retain original and send copy to Educational Services Dept.

District Administrator's Signature _____ Date _____

Mid January to Mid February:

CELDT SCORES: CELDT scores to be mailed home within 30 calendar days of receipt at district office (EL form #32).

By the second Friday in February:

ELAC: I have reviewed a list of the training topics that have been covered so far. Copies of the agendas, minutes, sign-in sheets, and flyers have been sent to Educational Services.

RECLASSIFICATION: The EL Specialist and I have reviewed the newest CELDT data and updated the list of students who may qualify for Reclassification this year. We have notified the classroom teachers. Any parent conferences and/or SST's needed have been scheduled to be held prior to February 19th.

MONITORING OF RECLASSIFIED STUDENTS: The forms for Reclassification Follow-Up (EL forms 23, 24 or revised forms 34, 35) have been filled out by the classroom teachers and/or EL Specialist as needed to update secondary forms with second quarter data and elementary forms with classroom data. Follow up notes have been entered into AERIES as needed.

MONITORING OF EL STUDENTS: Monitoring forms for Secondary EL students have been updated with second quarter/first semester data. Elementary forms have been updated with classroom data.

Principal's Signature _____ Date _____
Retain original and send copy to Educational Services Dept.

District Administrator's Signature _____ Date _____

By the third Friday in February:

RECLASSIFICATION: The site level reclassification process is complete for students who qualify. All paperwork has been forwarded to the District EL Department. Language status has been changed in AERIES from "L" to "R" at the district testing department.

LRT: Language Review Team to meet in March to discuss progress of students who have an Intervention Catch-Up Plan.

By the end of March:

RECLASSIFICATION: Copies of paperwork have been filed in students' green EL folders, and R-FEP stickers have been affixed over the EL stickers.

MONITORING OF RECLASSIFIED STUDENTS: Monitoring forms for Reclassification Follow-Up have been filled out by the classroom teachers and/or EL Specialist to update with third quarter data/ second trimester data. Follow up notes have been entered into AERIES as needed.

MONITORING OF EL STUDENTS: Monitoring forms have been updated with third quarter data/ second trimester data.

By third Friday in April:

MONITORING OF RECLASSIFIED STUDENTS: Monitoring forms for Reclassification Follow-Up have been reviewed by the EL Specialist. At-risk students have been scheduled for Intervention Plan meetings. Pre-referral checklists have been distributed to teachers. Possible summer interventions have been discussed and parents will be notified by May 15.

MONITORING OF EL STUDENTS: Monitoring forms have been reviewed by the EL Specialist. At-risk students have been scheduled for Intervention Plan meetings. Pre-referral checklists have been distributed to teachers. Possible Summer interventions have been discussed and parents will be notified by May 15.

By the second Friday in May:

SUMMER INTERVENTIONS: Parents have been notified of recommendation for summer intervention. Summer school forms have been filled out and returned.

PROGRAM PLACEMENT NOTIFICATION: The Annual Results Notification and Program Placement forms (form #3) have been sent to parents. Copies have been filed in the green EL folders.

By one week after school is out:

ELAC: All training topics that have been covered. DELAC representatives have reported on all training topics. Copies of the agendas, minutes, sign-in sheets, and flyers have been sent to the District EL Department. Dates for next year have been calendared for _____.

MONITORING OF EL *AND* RECLASSIFIED STUDENTS: All monitoring forms have been updated for the school year. They have been reviewed by me and/or the EL Specialist. Copies have been filed in the students' green EL folders. Follow up notes have been entered into AERIES as needed.

Principal's Signature _____ Date _____
Retain original and send copy to Educational Services Dept.

District Administrator's Signature _____ Date _____

Marysville Joint Unified School District

English Learner Program Implemenation Checklist

Key EL Program Components	Key Implementation Questions Do we have a system in place to ensure that:		
	Yes	**No**	
Initial Identification and Assessment	□	□	A Home Language Survey is completed for all students
	□	□	Students who indicate a language, other than English, are administered initial CELDT w/in 30 calendar days. Results are on file.
	□	□	Students needing primary language assessments are assessed w/in 90 calendar days. Results are on file.
	□	□	Parent notification of initial assessment results are on file.
	□	□	Program Placement Notification forms are on file.
	□	□	All documentation is filed in EL Folder. Note: Placement for Special Education ELs will be given administrative consideration.
English Language Development	□	□	All ELs receive ELD instruction appropriate for their level of English proficiency using state-approved ELD materials for a minimum of 30 minutes daily/30 minutes in Kinder.
	□	□	Teachers record ongoing ELD progress using ELD Standards and is reflected on report card (Elementary).
	□	□	ELD instruction follows guidelines in District EL Master Plan
	□	□	ELD progress growth data is consistent with school site plan and indicates that ELs are advancing 1 ELD level per year as per NCLB.
	□	□	There is an ELD Catch-up Plan in place to help ELs accelerate their ELD progress. Note: ELD goals for EL students receiving Special Education services must be delineated on the IEP.
Access to Core (Grade Level) Curriculum	□	□	All ELs receive appropriate Master Plan Program services (i.e. ELD, L1 instruction, SDAIE, L1 support) to ensure access to standards-based grade level instruction.
	□	□	Achievement data indicates that ELs are learning grade-level academic content and ELs at ELD 4-5's are performing at a level comparable to grade level ELA standards.
	□	□	Appropriate core curriculum instructional materials are available.
	□	□	There is a Catch-Up Plan in place to help ELs recoup any academic deficits incurred while learning English in an instructional program.
Staffing	□	□	All teachers delivering ELD/SDAIE instruction to ELs have BCLAD/BCC, CLAS/LDS. SB 1969/SB395 or are enrolled in courses leading to appropriate authorizations.
	□	□	All teachers delivering core curriculum in a Bilingual Alternative or Dual Language Immersion Program have a BCLAD/BCC or are enrolled in courses leading to the appropriate authorizations.

School _____ Principal _____ Date _____

Director Educational Services _____ District EL Coordinator _____ Date _____

Marysville Joint Unified School District

Specially Designed Academic Instruction in English Checklist

Teacher _____ Grade _____ Class _____ ELD Levels in class(s) 1 2 3 4 5

Master Plan Program(s) : ☐ Structured English Immersion (SEI) ☐ English Language Mainstream (ELM)

Specially Designed Academic Instruction in English (SDAIE)					
	Yes	No			
CONTENT	☐	☐	Standards-based grade level content objective is clear and visible.		
	☐	☐	Students at ELD 1-3 have met related ELD standards first		
	☐	☐	Grade level content is aligned to state standards		
	☐	☐	Grade level content is aligned to district benchmarks		
CONNECTIONS	☐	☐	Students' prior knowledge is activated.		
	☐	☐	Learning modality is activated and related to grade level concepts and skills		
	☐	☐	Models of process are used.		
	☐	☐	Products are posted and used in daily instruction.		
	☐	☐	Meaningful, hands on learning activities appropriate to ELD levels are designed to develop language.		
	☐	☐	Meaningful, hands on learning activities appropriate to ELD levels are designed to attain content mastery		
INTERACTIONS	☐	☐	Opportunities for student to student interaction.		
	☐	☐	Opportunities for student to teacher interaction.		
	☐	☐	Opportunities for teacher to student interaction.		
	☐	☐	Instructional grouping at ELD level.		
	☐	☐	Small or cooperative groups.		
	☐	☐	Needs based groupings.		
COMPREHENSION	☐	☐	Scaffolds w/ visuals	Yes / No	Speech/Textbook Analysis and Modification
	☐	☐	Scaffolds w/realia/manipulatives	☐ ☐	Questioning the author
	☐	☐	Scaffolds w/ graphic organizers	☐ ☐	Choral reading
	☐	☐	Scaffolds w/ comprehension checks	☐ ☐	Paraphrase/summarize
	☐	☐	Scaffolds w/ clarification	☐ ☐	Idiom instruction
	☐	☐	Scaffolds w/reflection	☐ ☐	Other
	☐	☐	Scaffolds w/ increased wait time for student response		Authentic Assessment
	☐	☐	Scaffolds w/ variety of questioning techniques	☐ ☐	Ongoing
				☐ ☐	Aligned to instruction/standards
				☐ ☐	Based on posted scoring rubrics
				☐ ☐	Anchor papers/exemplars

If available, label may be placed here.

Maryville Joint Unified School District
Annual Monitoring of EL Student Progress
Grades 1-6

DIRECTIONS: The student progress of all ELs is monitored annually to evaluate students' language growth and academic performance. Please review information on this form to determine if the student is making adequate progress. Complete sections, sign, and place original in green folder. Send copies to MJUSD Educational Services Department and parent(s).

I. Demographic Information

Student Name	School	Grade	ID Number	Primary Language	Date of Entry to US

II. English Language Proficiency – CELDT

Year:_____ Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____
Year:_____ Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____

III. Academic Information – Teacher recommendation (Grades 3-6)

Year: _____ Classroom evidence shows that the students is performing like their English only speaking peers Yes ____ No ___
Year: _____ Classroom evidence shows that the students is performing like their English only speaking peers Yes ____ No ___

Report Card Most recent reporting period: _____ Grades: Language Arts _____ Math _____

IV. Recommendation by School Site Staff

A review of this report indicates that this student's academic progress…

Check one

- ☐ **…. is satisfactory**.
- ☐ **…. is NOT satisfactory. (Student must be referred for Intervention Catch-Up Plan)**
  Student is not meeting growth expectations in the following areas:
  - ☐ English Language Development
  - ☐ District content and performance standards
  - ☐ Teacher recommendation ELA Math (Circle area/s of need)

<u>is satisfactory</u>

Student grew one level on Overall CELDT from last year Levels 1-3 (Levels 4 & 5 Maintain until R-FEP)
Student performing like their English only speaking peers in ELA and Math from last year

<u>is NOT satisfactory</u>

Student did not grow one level on Overall CELDT from last year
Student is not performing like their English only speaking pears in ELA and Math from last year

V. Area (s) of Need and Planned Interventions:

☐ Review student's attached report card Area (s) of need: _____

<u>Planned Interventions</u>

- ☐ Before school intervention
- ☐ After school intervention
- ☐ Saturday school intervention
- ☐ Extra academic support during the school day _____
- ☐ Help with homework
- ☐ Modify instruction
- ☐ Change grouping patterns
- ☐ Use of SDAIE techniques
- ☐ Provide individualized assistance
- ☐ Tutoring
- ☐ Primary language support
- ☐ Specialized academic assessment
- ☐ Summer school
- ☐ Other _____

Principal/Designee Signature **Position** **Date**

VI. Parent Notification: Please mark the items that apply and return this entire form to your child's school.

- ☐ I have reviewed my child's academic progress indicated above.
- ☐ I would like my child to receive additional support services.
- ☐ I would like a conference to discuss this information.

Parent/Guardian Signature (Required if Student Progress is Unsatisfactory) **Date**

Maryville Joint Unified School District
Annual Monitoring of EL Student Progress
Grades 7-12

If available, label may be placed here.

DIRECTIONS: The student progress of all ELs is monitored annually to evaluate students' language growth and academic performance. Please review information on this form to determine if the student is making adequate progress. Complete sections, sign, and place original in green folder. Send copies to MJUSD Educational Services Department and parent(s).

I. Demographic Information

Student Name	School	Grade	ID Number	Primary Language	Date of Entry to US

II. English Language Proficiency – CELDT

Year:_____ Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____
Year:_____ Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____

III. Academic Information – Teacher recommendation

Year _____ Classroom evidence shows that the students is performing like their English only speaking peers Yes ____ No ___
Year _____ Classroom evidence shows that the students is performing like their English only speaking peers Yes ____ No ___

CA High School Exit Exam ELA _____ Math _____

Report Card Most recent reporting period: _____ Grades: Language Arts _____ Math _____

IV. Recommendation by School Site Staff

A review of this report indicates that this student's academic progress…

Check one

- ☐ **…. is satisfactory**.
- ☐ **…. is NOT satisfactory. (See attached Catch-Up Plan, Part 2)**
  Student is not meeting growth expectations in the following areas:
  - ☐ English Language Development
  - ☐ Teacher recommendation ELA Math (Circle area/s of need)
  - ☐ CAHSEE: ELA Math (350+)

is satisfactory
Student grew one level on Overall CELDT from last year
(Levels 4 & 5 Maintain until R-FEP)
High School student passed CAHSEE
Student is performing like English only speaking peers
Basic up to two years

is NOT satisfactory
Student did not grow one level on Overall CELDT from last
Student is not performing like English only speaking peers
High School student did not pass CAHSEE

V. Area (s) of Need and Planned Interventions:

☐ Review student's attached report card **Area (s) of need:** _____

Planned Intervention(s)

- ☐ Before school intervention
- ☐ After school intervention
- ☐ Saturday school intervention
- ☐ Extra academic support during the school day _____
- ☐ Help with homework
- ☐ Modify instruction
- ☐ Change grouping patterns
- ☐ Use of SDAIE techniques
- ☐ Provide individualized assistance
- ☐ Tutoring
- ☐ Primary language support
- ☐ Specialized academic assessment
- ☐ Summer school
- ☐ Other _____

_____

Principal/Designee Signature **Position** **Date**

VI. Parent Notification: Please mark the items that apply and return this entire form to your child's school.

- ☐ I have reviewed my child's academic progress indicated above.
- ☐ I would like my child to receive additional support services.
- ☐ I would like a conference to discuss this information.

_____

Parent/Guardian Signature (Required if Student Progress is Unsatisfactory) **Date**

Marysville Joint Unified School District
1919 B Street
Marysville, Ca 95901

Parent CELDT Score Results

If available, label may be placed here.

School:_____ Date:_____

Phone Number:_____

Dear Parent(s) and/or Guardian(s) of Student:_____

State and Federal laws require all school districts in California to give a state test each year to every student whose home language is not English. The name of the test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English. Your student has been given the CELDT test and the recent score results are attached. This information is a guide to your child's current instructional program.

An annual assessment and placement, using these results, and other academic criteria, will be provided for your student before the end of the school year. You are encouraged to actively participate in your child's education and h is/her development of English language skills.

Sincerely,

Principal _____ Date_____

Elementary

Grades 3, 4, 5, 6

MONITORING

Educational Services Division - EL Department

Check one:

☐ **R-FEP Follow-Up**

☐ **EL Progress**

Student's Name: _____ Grade: ____ Date: _____

Student ID number: _____ DOB:_____ R-FEP date: _____

Teacher: _____ School:_____ SY:_____

		Benchmark Scores					
		Trimester 1		Trimester 2		Trimester 3	
		6 weeks	12 weeks	18 weeks	24 weeks	30 weeks	36 weeks
ELA	**Year 1**						
	Year 2						
Math	**Year 1**						
	Year 2						

CELDT (if applicable)	**Year 1**					
	Year 2					
		Listening	**Speaking**	**Reading**	**Writing**	

	Areas of Concerns: Standards which are "Below Proficient" for ELA		
	Trimester 1 (6 and 12 week tests)	Trimester 2 (18 and 24 week tests)	Trimester 3 (30 and 26 week tests)
Year 1	Use back for additional comments	Use back for additional comments	Use back for additional comments
Year 2	Use back for additional comments	Use back for additional comments	Use back for additional comments

	Interventions		
	Trimester 1 (6 and 12 week tests)	Trimester 2 (18 and 24 week tests)	Trimester 3 (30 and 26 week tests)
Year 1	☐ Hourly Programs ☐ ☐ Strategic / Intervention ☐ _____ ☐ SST ☐ ☐ Other: ☐	Hourly Programs ☐ Strategic / Intervention ☐ _____ SST ☐ Other: ☐	Hourly Programs Strategic / Intervention _____ SST Other:
Year 2	☐ Hourly Programs ☐ ☐ Strategic / Intervention ☐ _____ ☐ SST ☐ ☐ Other: ☐	Hourly Programs ☐ Strategic / Intervention ☐ _____ SST ☐ Other: ☐	Hourly Programs Strategic / Intervention _____ SST Other:

	Grades					
	Trimester 1		Trimester 2		Trimester 3	
	ELA	Math	ELA	Math	ELA	Math
Year 1						
Year 2						

Year 1	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal
Year 2	Progress is ☐ satisfactory ☐ *unsatisfactory _____ Signature of EL Facilitator/Principal

Secondary

Grades 6, 7, 8, 9, 10, 11, 12

MONITORING

Educational Services Division - EL Dept.

Check one:

☐ **R-FEP Follow-Up**

☐ **EL Progress**

Student's Name: _____ Grade:_____ DOB: _____

Student ID number: _____ Birth Date: _____

School: _____ School Year: _____ R-FEP Date: _____

		Benchmark Scores			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
ELA	Year 1				
	Year 2				
Math	Year 1				
	Year 2				

CELDT (if applicable)	Year 1					
	Year 2					
		Overall	Listening	Speaking	Reading	Writing

CAHSEE (10th-12th grades only)	Date taken	ELA Score	Math Score	Date taken	ELA Score	Math Score

Areas of Concerns: Standards which are "Below Proficient" for ELA

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 1	Use back for additional comments.	Use back for additional comments.	Use back for additional comments	Use back for additional comments
Year 2	Use back for additional comments	Use back for additional comments	Use back for additional comments	Use back for additional comments

Interventions

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 1	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____
Year 2	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____	☐ Hourly programs ☐ Strategic/Intervention: _____ ☐ Exit Exam Prep ☐ SST ☐ Other _____

Grades		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 1	ELA				
	Math				
Year 2	ELA				
	Math				

Year 1	Progress is ☐ satisfactory ☐ unsatisfactory _____ Signature of EL Facilitator/Principal
Year 2	Progress is ☐ satisfactory ☐ unsatisfactory _____ Signature of EL Facilitator/Principal

Marysville Joint Unified School District
1919 B Street
Marysville, Ca 95901

EL Language Review Team
Reclassification Form

_____ is being recommended for Reclassification from Limited English Proficient to Fluent English Proficient by the _____ Language Review Team. The student has qualified in the area of his/her teacher recommendation based on classroom evidence.

☐	CELDT score included one level 3
☐	Report card contains level 1 in some areas

Comments:

_____

_____

The Team has met and is in agreement that the student has improved in those areas since the _____ grades were submitted and feels that the student should be reclassified. The student will be closely monitored for a period of two years to ensure continuous academic growth. If the student begins to fall below grade level performance standards, an intervention catch-up plan will be implemented.

_____ Principal

_____ Teacher

_____ EL Facilitator