



Browns Valley Elementary and Cordua Elementary  
Presentation to the Board of Trustees  
February 2019

*Every student matters. Every moment counts.  
School · Community · Family · Every Student. Every day.*

Being a small community school is a special thing; being a small community school in a rural setting that keeps pace with the speed of technology and the ever changing tide in education...is nothing short of remarkable. Browns Valley and Cordua Elementary schools both hit this mark, while still nurturing the small community feel that is treasured.

### **Professional Learning Community (PLC) and High Standards**

In both schools, high expectations drive the work of all staff members. Every student matters every day are not just words to be printed on the front cover of a student handbook, but the vision that drives every decision and every collaboration at each school site. Teachers, staff, families and community are all a part of the achievement level that students are reaching.

Utilizing the PLC process, teachers at Browns Valley and Cordua schools have now identified **essential standards** in both ELA and Math at all grade levels, and are delivering highly effective instruction based on these learning targets. Creating common formative assessments built around essential standards, teachers worked in school site teams and also multi-site teams. Additionally, collaborative time is used to determine what will be done when students do not meet these essential learning targets, as well as next steps when they do meet them. This year both

sites have developed and implemented tier 2 and tier 3 intervention programs within the school day. While the specific programs are different at each site, they are both designed to reach students falling behind their grade level peers in the core areas of ELA and math. At Browns Valley, 1/3 of the students identified for this intervention in ELA have tested out of the group based on data.

Technology is a critical aspect of having high standards in the current educational climate. Both schools have current technology in the form of Chromebooks on a 1:1 ratio from second to fifth grade, as well as additional access for grades kindergarten and first. This technology has an impact on the ability of students to frequently take interim CAASPP tests. These are small tests modeled after the summative, high stakes, end of year test that all students in grades third through eighth and eleventh are mandated by the state to take. This is the same test that plays into every school's statewide accountability. Taking these tests throughout the year ensures that students are having multiple opportunities to hone their skills. Moreover, it allows teachers to check their student's achievement levels at certain checkpoints during the year. This is happening at both Cordua and Browns Valley in grades third through fifth.

### **PBIS and School Culture**

Both Browns Valley and Cordua Schools have committed to the PBIS (Positive Behavior Interventions and Supports) process. PBIS is the driving force behind many happenings that have become traditions in short order. Both schools utilize a school currency (Beaver Bravos and Caught Being Good cards) that directly correlate to their PBIS behavior expectations and create a tangible reward.

Students are recognized daily, weekly, and monthly utilizing PBIS expectations and reward systems. Staffs are dedicated to updating and utilizing consistent common language to communicate with students, so that expectations remain clear and communication stays positive.

Positive culture is building at both sites and is felt by students, staff, and community members. New programs at both sites are creating new opportunities for students and staff. At Cordua Elementary a yearbook club was started for fifth grade students. At the Yearbook club, interested students are working with the principal at lunch to create a yearbook for the entire school to store valuable memories. Girls on the Run has the third through fifth grade interested female students at Browns Valley practicing for a 5k race, and working through character development lessons with the principal and a teacher coach.

### **School Safety**

Cordua and Browns Valley schools have a focused emphasis on school safety. School sites participate in safety drills monthly, and vary the times and scenarios of those drills in order to remain as prepared as possible should an emergency situation arise. In addition, both school sites have participated in an Active Shooter Training in March put together in conjunction with local law enforcement. Steps have been made to ensure the safety of students as it relates to buildings and maintenance as well. Both schools received new playground bark this year, adding to the safety and visual aesthetic of the campus. At Browns Valley, many of the windows in the office/cafeteria/library, kindergarten building have been tinted using reflective window tint. This makes the building securable in the event of a lockdown, which hadn't been possible prior to the tinting. All staff at both sites actively practice using Catapult, the system in place to disseminate information needed in any safety event.

### **Community/Stakeholder Involvement**

Communication to stakeholders is paramount to a schools success, and thus directly affects student achievement. Both schools have many avenues of school to home communication including, but not limited to, monthly newsletters, a social media page, *SchoolMessenger* recorded messages, in-person and phone communication, emails, SST and IEP meetings, Parent/Teacher Conferences, PTO Meetings, Site Council, and new this year...a School Handbook went home to the families at both sites.

Having a community that is active, involved, and that rallies in support of their local school adds to the high academic achievement of all students. The Parent Teacher Organizations at both Browns Valley and Cordua Elementary schools work tirelessly to provide educational materials, enrichment experiences, and community events for all to enjoy. Some of the community events held this year include the Browns Valley Harvest Festival, Cordua's Spaghetti Dinner, a Family Dance at each school, as well as Winter Programs for students to showcase their amazing musical talent! Each of these events was successful in being inclusive of school staff, families, and community partners; each of these events help to unite stakeholders in the common goal of student achievement and ensure that all students can achieve to their highest levels.

Approved by the Board of Trustees at the \_\_\_\_\_ board meeting.



## Request Form for New Course and/or Textbook(s)/Material(s)

- ☒ ~~Change of Text~~      ☒ Add as a Supplement      ☐ Existing Textbook/Reordering  
[Currently not listed on textbook list]  
☐ Text for New Course      ☐ English Learners/Comite' Compliance  
☐ NEW COURSE: \_\_\_\_\_

For use beginning with the semester of:

☒ Fall

☐ Spring

Year: 2019

This form will provide the Board of Trustees, administration, and teachers an overview of the strengths this proposed textbook(s)/material(s) will support a particular course.

Textbook(s)/Material(s) Title: • Workbook and Portfolio and Get Focused Stay Focused! Follow-up

• Career Choices and Changes (and Spanish versions)

Author: Mindy Bingham et al

Publisher: Academic Innovations

• 978-1-878787-35-4

Copyright: 2015

Price \$: \_\_\_\_\_

ISBN #: 784878-787735 ; 784878-878507

• 978-1-878787-50-7

• 978-1-878787-17-0

School: Lindhurst High School

Teacher/Department Requesting: Careers

Funding Source: LCAP 5294

Grade Level(s): 9

Title of Course/Subject: Careers

Course Description(s) Covered: Explore careers and education pathways and developing 10 year plan

Projected number of books to be ordered: 400 annually

Does this textbook(s)/material(s) cover the content standards?

☒ Yes, thorough coverage/alignment

☐ Yes, moderate coverage/alignment

Will this textbook(s)/material(s) be used at all MJUSD high school?

☐ Yes

☒ No

If not, why not? This is a program LHS has decided to pursue. MHS uses a different model for this purpose.

Has the decision to request this textbook(s)/material(s) been discussed by all MJUSD high schools?

☒ Yes

☐ No

If not, why not? \_\_\_\_\_

Are there sections and/or passages in the textbooks(s)/materials(s) a parent/guardian or student may find objectionable?

☐ Yes

☒ No

If yes, explain in detail: Violence: How much? What kind? (Guns, fighting, knives, swords, etc.) / Profanity: (sexual expressions, inappropriate verbiage and/or innuendoes, etc.)

Please contact Mong Yang (749-6161) if you have any questions or need assistance.

List Major Content Standard(s) Covered:

*Example:*

Reading/Language Arts -

Gr. 9: Literary Response and Analysis: 3.3, 3.6, 3.10

Writing Strategies: 1.1, 1.5, 1.7, 1.8

History-Social Science -

Grade 12: Principles of American Democracy: 12.1 - #1, #2, #6

Principles of Economics: 12.2 - #2, #3, #8, #10

**Prerequisites/Guidance Information:**

Graduation Requirement:

☒ Yes

☐ No

UC/CSU Credit:

☐ Yes

☒ No

Is this an elective class?

☐ Yes

☒ No

Course Length: 1 semester

Credits: 5.00

Additional comment(s) teacher/department would like to express in support of their decision to choose the proposed textbook(s) or basic learning material(s):

**LHS has been piloting this program for 3 years as part of a study. We have found it to be very successful and beneficial, therefore intent is to continue to use this curriculum for the course.**

I hereby verify the textbook(s)/material(s):

- Meets the legal compliance requirements of Education Code Sections 60040-60047
- Supports MJUSD standards for this course
- Meets the intent of Board Policy 6205

Department Chairperson:

*Granday Smith*

Date: 2/20/19

Site: LHS

Department Chairperson:

Date:

Site:

Principal Approval:

*3L Ecker LHC*

Date: 2/20/19

Site: LHS

Principal Approval:

Date:

Site:

Approval:

*Lennie Tate*  
Lennie Tate, Executive Director of Educational Services

2/28/19  
Date



Approved



Denied

Revised  
04/08/16

Please contact Mong Yang (749-6161) if you have any questions or need assistance.



## SERVICES ACCEPTANCE MEMORANDUM OF UNDERSTANDING

**To:** Mike Hodson

**From:** Mrs. Gabriela Rios, Executive Director

**Date:** March 20, 2019

NOW, THEREFORE, in consideration of the recitals and mutual obligations of the parties herein expressed, The Parent Institute for Quality Education (PIQE) and Marysville Joint Unified School District agree as follow:

### RECITALS

- A. Scope of Services: PIQE will provide PARENT LEADERSHIP training course for the parents of the children enrolled in the Marysville Joint Unified School District. PIQE provides training to establish leadership development and promotes parental involvement in decision-making process. After three training sessions, parents will learn skills to actively participate in the school system, have knowledge of public issues in education, and clearly understand the difference between traditional parent involvement vs. parent leadership.
- B. Location: Ella Elementary: 4850 Olivehurst Avenue, Olivehurst CA
- C. Period of Performance: March 28 2019, April 4 2019, and April 11 2019
- D. Compensation: \$3,500.00
- School Funding from: \_\_\_\_\_
- E. In addition, schools where the PIQE program is provided will make available babysitting services as well as any refreshments to be provided to the parents.

I accept these services at Ella Elementary School under the terms and conditions noted.

\_\_\_\_\_  
MJUSD Representative

Michael Hodson  
ASST. Supt. of Business Services

\_\_\_\_\_  
Date

[Signature]

Parent Institute Representative: \_\_\_\_\_

Mrs. Gabriela Rios, Executive Director PIQE

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# Marysville Joint Unified School District

## ENGLISH LEARNER MASTER PLAN

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## Message from the Superintendent

Marysville Joint Unified School District's (MJUSD) vision is to provide a world-class education for every child, every day. The district strives to ensure graduates have acquired the knowledge and skills to achieve career and educational goals. To do so, it is critical for all students to acquire academic English. MJUSD's goal is to improve the English language skills of English learner students, immigrant students, and migrant students while celebrating the diverse cultures and languages of our students. MJUSD prides itself in providing information to parents about services available in the district and community which will help them guide and support their students in accomplishing these goals.

MJUSD 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, preparation for college and the world of work, and an opportunity for multicultural proficiency. It also demonstrates a collaborative effort among all departments to effectively serve English learners and a commitment to stakeholders through the Local Control Accountability Plan (LCAP). The LCAP has served as a vehicle for this extended learning community (employees, parents, students, and community partners) for MJUSD to continue to provide a dynamic educational program for English learners.

A special Thank You for support and guidance from the California Department of Education and the Sacramento County Office of Education.

Sincerely,

Gay S. Starkey, Ed.D.  
Superintendent

Dr. Gay S Starkey  
Superintendent

Lenora Tate  
Executive Director  
Educational  
Services

Amy Stratton  
Program  
Coordinator

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## Introduction

*Marysville Joint Unified School District serves a student population of approximately 10,000 students with approximately 2200 students whose first language is something other than English.*

The purpose of this plan is to provide a framework of instruction for English Learners as well as to provide guidance for teachers, administrators, and parents with federal, state, and district policies as well as programs, resources, and staff/parent development opportunities. The Plan is to be reviewed and revised periodically as needed to reflect current state and federal regulations. The 2018-2019 school year revision aligns with district policies as well as Federal Program Monitoring (FPM) requirements issued by the California Department of Education (CDE), U.S. Department of Education, Office of Civil Rights and the U.S. Department of Justice, Office of Civil Rights. This Plan also incorporates changes or modification in local policies and regulations as described in the Local Educational Agency (LEA) Plan and Local Accountability Plan (LCAP)

MJUSD personnel at the district and school level: teachers, counselors, classified personnel, and administrators, are expected to follow the procedures established in the English Learner Master Plan. This plan describes how ELs are identified, the different program options, and the pathways to becoming proficient in English with full access to academic curriculum. It describes the process for monitoring student progress from the point of identification through their classification as Reclassified Fluent English Proficient (RFEP) status and the continued four-year monitoring process of RFEP students ensuring that they continue to achieve academically.

The English Learner Master Plan was developed with the following goals in mind:

- Develop English proficiency as quickly and efficiently as possible
- Provide English Learners with a smooth transition into the core (a-g graduation requirements at the secondary level), standards-based curriculum, and ensure academic success by continuing to develop academic English
- Provide equal access to the core (a-g graduation requirements at secondary level) standards-based curriculum
- Establish standards-based instruction and evaluation procedures by aligning district programs with the California English Language Development Standards and benchmarks
- Achieve standardization of instructional programs for English Learners district-wide
- Provide staff and parents with standards-based professional development opportunities

## Guiding Principles

The following guiding principles describe MJUSD's beliefs and philosophies for educating English Language Learners:

- We believe that English Learner Students shall be provided equal access to all Core courses (a-g courses at the secondary level) and all programs.
- We believe English Learner Students shall be held to the same rigorous expectations of learning established for all students.
- We believe the academic success of ELs is a responsibility shared by all educators, the family, and the community

## **Part 1: Parent Involvement**

### **Section Overview**

MJUSD believes that parents, as the child's first teachers, are essential partners in the education of a child. MJUSD is committed to promoting family and community engagement to achieve academic success for all English learners.

This chapter describes the various ways through which families and the school community can be more involved in the MJUSD EL program. The Executive Director of Educational Services will provide guidelines and support to ensure that school sites follow best practices and strategies. The principal or his/her designee administers, supervises and evaluates the effectiveness of the family and community engagement.

### **Parent Outreach and Involvement**

#### **Communication with Parents/Guardians**

(20 USC 7012[e][2]); (20 USC 7012[e][1])

MJUSD and school sites will inform the parents as to how they can be involved in the education of their children and be active participants in assisting their children in attaining English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

#### **Translation of Information for Parents**

(20 U.S.C. 6318[s][5],[f].); (EC 48985; 5; [CCR] 11316)

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement, and engagement. Staff provides translation and interpretation services in individual school sites and the district office as the situation warrants. Under state law, schools shall provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). Specifically, when 15% or more of the student population at a school site speak a single primary language other than English, all notices, statements and records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language of the parents. This includes all written communications sent to a parent or guardian, including, but not limited to progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. Staff will be informed of this policy via professional development, implementation of the EL Master Plan, and during annual presentations/meetings.

## **Private School Consultation and Participation**

(20 U.S.C. 6320)

Marysville Joint Unified School District contacts private school officials annually in the LEA enrollment area to provide an opportunity to receive equitable Title III educational services and benefits to address the needs of eligible ELs and ensure that immigrant students participate on an equitable basis.

## **English Learner Parent Involvement Committee ELAC**

(5 CCR § 11308[b].); (EC § 52176[b].); (5 CCR § 11308[c][2]; EC § 52176[c].); (EC §§ 52176[c], 64001[a].); (5 CCR § 11308[b]; 20 U.S.C. § 7012.)

Whenever twenty-one (21) or more ELs are enrolled at a school site, the site has a functioning English Learner Parent Involvement Committee (ELAC) that actively participates at the school on programs and services for English Learners. The committee is comprised of parents of English Learners making the majority of members. Parents of English Learners are represented in at least the same percentage as the English Learner enrollment at the site. Educational Services provides site administrators with yearly training on ELAC requirements and provides on-site training and support when requested by site administrators.

A functioning ELAC meets the following requirements:

- a) Parent members are elected by parents or guardians of ELs
- b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body
- c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance.
- d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA).
- e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b", above.

The ELAC has the opportunity to elect at least one member to the DELAC or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district.



## **District English Learner Parent Involvement Committee (DELAC)**

(EC § 52176[a].); (5 CCR § 11308[c][1].); (5 CCR § 11308[c][2].); (5 CCR § 11308[c][3].); (5 CCR § 11308[c][4].); (5 CCR § 11308[c][6].); guardians (5 CCR § 11308[c][7].); EC §§ 52063(b)(1) and 52062(a)(2); (5 CCR § 11308[d].); (EC § 64001[a].)

Whenever LEAs with fifty-one (51) or more ELs, the LEA has a functioning District English Learner Committee. The District's English Learner Parent Involvement Committee (DELAC) is comprised of elected representatives from each school's ELAC. Educational Services assists with the coordination of the meetings and provides training to its members. The Executive Director meets with the DELAC Officers to develop the yearly meeting schedule and discuss pertinent committee issues including parent trainings. DELAC representatives and parents at the school sites receive notice of meetings at least 72 hours in advance. Meeting notices are posted at school sites. Notices and handouts are provided in English, Spanish and Hmong.

A functioning DELAC meets the following requirements:

Each LEA with more than 51 ELs must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents of ELs and not employed by the district.

The DELAC shall advise the school district governing board on all of the following tasks:

- a) Development of a district master plan for educational programs and services for ELs that takes into consideration the SPSA
- b) Conducting of a district-wide needs assessment on a school-by-school basis
- c) Establishment of district program, goals, and objectives for programs and services for ELs
- d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
- e) Review and comment on the LEA's reclassification procedures
- f) Review and comment on the written notifications required to be sent to parents and guardians
- g) If the DELAC acts as the EL parent advisory committee under EC §§ 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). Under the local control funding formula (LCFF), districts with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

The LEA shall provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. The consolidated application shall also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees. To ensure shared decision-making and program satisfaction, a Parent Survey will be conducted and evaluated. The principal and all English Learner stakeholders will review data from the survey

and will address findings with staff, ELAC, and all EL parents. Each school site shall set aside funds to pay for activities and materials related to family and community engagement.

There is district-wide stakeholder participation in the development of the Consolidated Application, Local Education Agency (LEA) Plan, and addendum. Consolidate Application of State and Federal Programs, and the Local Control Accountability Plan (LCAP). DELAC meetings are held to give the site representatives the opportunity to provide input. At such meetings, there are Spanish interpreters present to assist parents who may need it.

### **Translation Services**

The district office provides all translation services for district facilitated activities and meetings; however, sites shall budget to cover translation services needed at the site level (e.g. meetings, assessments, home visits, conferences, IEP meetings, etc.). Sites with extraordinary needs can also request district level coordination, but in some cases, the site will have to bear responsibility for the incurred costs. Schools may use their own interpreters or request district office guidance to provide appropriately trained specialists. If a parent requests bilingual support it shall be provided regardless of language.

## Part 2: Governance and Administration

### Section Overview

The process for initial identification, parent notification, assessment and program placement of English Learners (EL) for Marysville Joint Unified School District (MJUSD) is standardized for consistency and equity throughout the District. This is responsive to the educational needs of EL students. The process is described in this chapter and illustrated on the Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement.

In the fall, all students will receive a copy of the Information Handbook that includes an explanation of the Uniform Complaint Procedures to ensure that all parents understand how to address any potential concerns with staff. Extra copies are located in the office throughout the school year as well as on the district's website at the following link:

<http://www.mjUSD.com/Staff/Uniform-Complaint-Procedures-UCP/index.html>

### English Learner Identification and Assessment

#### Initial Identification

(EC §§ 313, 60810.)

The enrollment process begins when a parent or guardian takes his/her student to the neighborhood school. Each school office has a staff member available to provide information about the instructional programs offered to EL students. Every effort is made to ensure the enrollment process is as convenient as possible for parents.

#### Home Language Survey

(5 CCR §§ 11510[k], 11511[a].)

During the enrollment, parents will fill out a Home Language Survey (HLS). The HLS will only be used for students either entering California school for the first time which includes kindergarten students as well as students from out of state or country. The HLS is available in English, Spanish, and Hmong. If the student has attended another school in California, the student's cumulative folder and California Longitudinal Pupil Achievement Data System (CALPADS) will confirm the language acquisition status. More information is noted in the *Transfer Student* section of this chapter.

Upon initial enrollment, parents complete the HLS in the school's Student Registration Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. HLS is not used to determine a student's language classification and/or immigration status.

The parent or guardian completes the survey at the time of the student's initial enrollment in California schools. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys that may have been completed. The information provided on the HLS is maintained thereafter in the District's Student Information System (SIS) and the student's cumulative record.

The parent has the right to amend the HLS at any time. However, once the student is assessed on the CELDT (prior to fall of 2018) or ELPAC (beginning of fall 2018) and is identified as an English Learner, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to ELPAC administration, the school shall honor the changes made.

The questions in the HLS are used to determine a student's home language status as follows:

#### **Transitional Kindergarten and Kindergarten Students**

- If "English" is written on all 3 questions, the student is identified as English Only (EO). The student's primary language is determined to be English.
- If there is a language other than English for any of the 3 questions, the student's identification is To Be Determined (TBD).
- \*If question 1-3 is English and question 4 is a language other than English then the student may be tested at the LEA's discretion.

\*The additional indicators should also be noted and documented on the HLS to justify the need to give an English Language Proficiency Assessment. Additional indicators may include, but not limited to:

- Parent/Guardian requires an interpreter to communicate in English
- Parent/Guardian speaks to their student in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. inglés)
- Student initiates interaction with their parents/guardians in a language other than English
- Student, after having been enrolled in the Mainstream English Program designed for students with Fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the student shall be administered the Initial English Language Proficiency Assessment of California (ELPAC) assessment. The parent shall be advised by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the student.

*When reasonable doubt is established, the school shall annotate the HLS to document the reasons for the ELPAC administration. The school administrator/designee shall sign and date the annotations provided.*

### **Enrolling Students during the School Year**

If a student has been at a prior school, the student will be entered at the school with a language classification of TBD on the student's English Proficiency screen in the SIS, until the student's identification (EO, EL, IFEP or RFEP) can be verified by the student's cumulative folder or through CALPADS.

### **English Language Proficiency Assessment** (5 CCR §§ 11307[a], 11511.)

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level shall be assessed. Students will be assessed within 30 calendar days at the beginning of the school year. In addition, parents shall be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

*In accordance with Education Code (EC), initially enrolled students identified by the HLS as potential EL students may not be exempt from taking the state-adopted English language proficiency assessment.*

### **Initial Language/Classification Status**

The purpose of the English language proficiency assessment is to determine a student's language proficiency level in English or classification status. A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment. Based on the performance level, a student may be classified as follows:

#### **English Learner (EL)**

Before fall of 2018, the overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (Grades K and 1), or in Listening, Speaking, Reading or Writing (Grades 2-12).

Starting in the fall of 2018, students will be classified as English Learner if the initial ELPAC has an overall performance level of Intermediate English Learner or Novice English Learner. The overall score based on a combination of Oral Language (Listening and Speaking) and Written Language (Reading and Writing).

### **Initial Fluent English Proficient (IFEP)**

Before the fall of 2018, the overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

Starting in the fall of 2018, students will be classified Initial Fluent English Proficient (IFEP) if the initial ELPAC score on the combination of Oral Language (Listening and Speaking) and Written Language (Reading and Writing) is determined to be well developed. This test performance corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 ELD Standard).

NOTE: Students classified as IFEP do not receive EL services and will receive grade-level instruction in an instructional program designed for native- English and fluent-English speakers, often identified as English Only (EO).

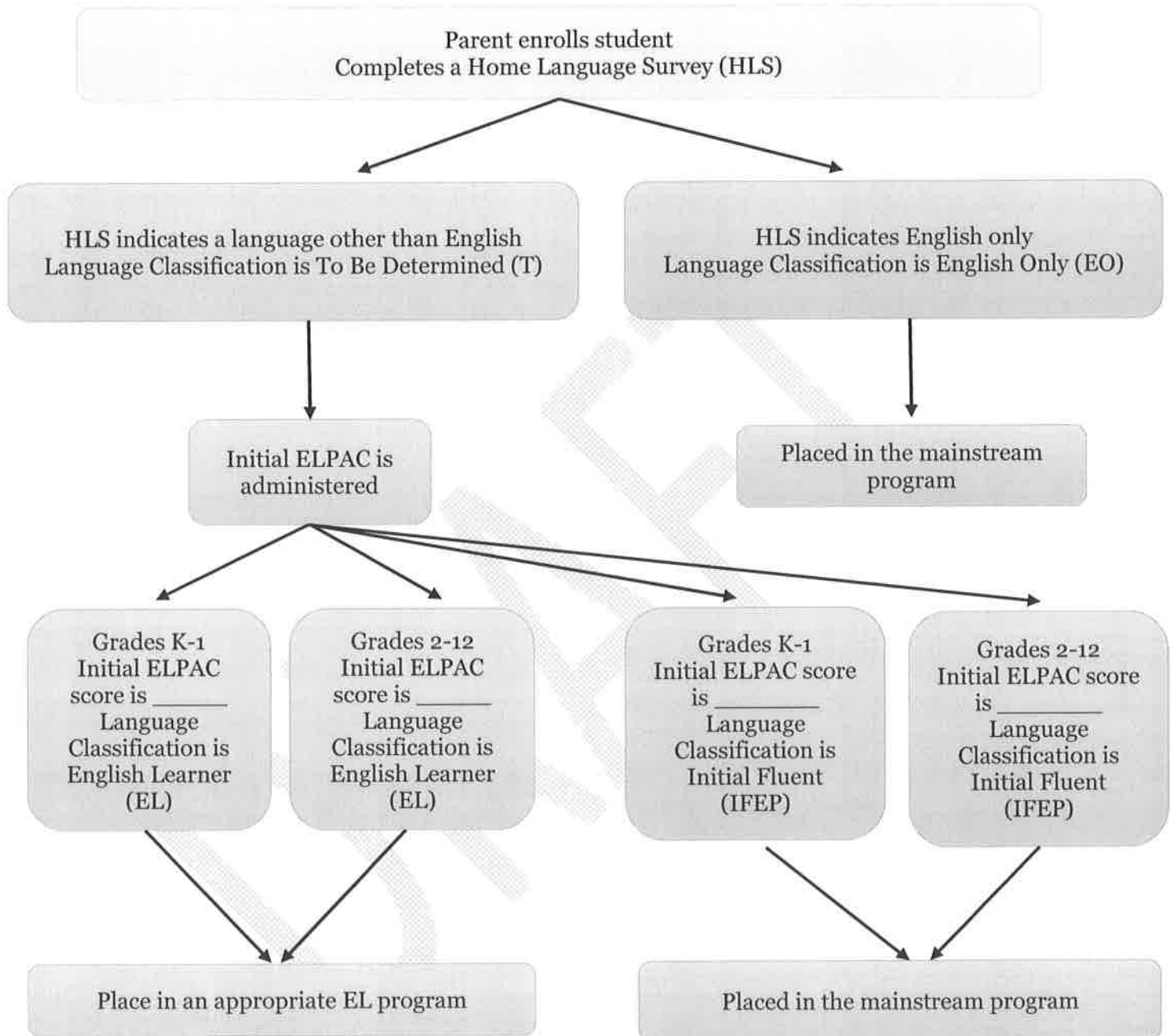
MJUSD staff shall score initial ELPAC assessments and the language classification will be identified for each student assessed. This score is used to determine appropriate program placement for students identified as EL students. The overall proficiency level shall be communicated to the parent using the Initial Parent Notification Letter which includes language assessment results and program placement options within 30 calendar days of initial enrollment.

The Initial ELPAC scored by MJUSD staff is considered official results. MJUSD will be responsible to report annually the scores to the California Department of Education.

*From this point forward in the EL Master Plan, all reference to ELPAC will assume all requirements for CLEDT in addition to all requirements for ELPAC.*

Once a student is identified as an EL, the student shall be annually assessed during the annual assessment window with the state’s English Language Proficiency Assessment until the student meets the exit eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement



## **English Learner Students with Individualized Education Programs (IEP)**

(5 CCR § 11516.5.)

All newly enrolled special education students must take the Initial ELPAC. Only when the Summative ELPAC is identified by the IEP team as not appropriate for the student due to the student's disabilities, an alternative assessment is used. EL students with disabilities may be tested using the California Department of Education (CDE)-approved Testing Variations, Accommodations, and Modifications, which is updated annually. The Individualized Education Program (IEP) team shall document in the student's IEP any accommodations or modifications used. All EL students with disabilities will be assessed with the ELPAC annually after they have been identified as EL students. EL students with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

The IEP team may designate an alternate assessment to the ELPAC for students receiving special education services. At this time, the CDE does not have an approved, recommended alternative assessment to ELPAC for students with moderate to severe disabilities that the IEP team determines may not be able to take ELPAC in order to identify their level of English proficiency.

If the IEP team determines that a student should take an alternate assessment to ELPAC, the team shall ensure that the student is assessed in all four domains of English proficiency: listening, speaking, reading, and writing.

## **Transfer Students**

### **Transfers from Other California Public School Districts**

Students transferring to the District from another public school district within California shall present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the ELPAC, and official language classification (EO, IFEP, EL, and RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the District does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS and meet with the parent to discuss instructional program placement options. If the information is not available, staff shall contact the previous district to request the student's information. Until the school can confirm the language classification, the student will be marked TBD in the SIS.

### **Transfers from Out-of-State or from another Country**

The initial identification and assessment process is to be used for students entering the District from another state or country.



Students enrolling in the District who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

- District Enrollment Date: The student's first day of attendance in MJUSD is the official enrollment date with the District.
- U.S. Enrollment Date: The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file.

### **Immigrant Students**

(20 U.S.C. § 6801 sec 3201[5][a][b][c].)

MJUSD will identify all immigrant students and youth (ages 3 through 21), who were not born in the United States and have not attended school in any state for more than 3 full academic years.

### **Transfers from Private Schools**

The initial identification and assessment process is to be used for students entering the District from a private school. The student's district enrollment date is entered into the SIS as the date the student first enrolled in a California public school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

### **Newly Enrolled EL Students with existing IEP**

If a new student classified as EL enrolls in school from another Special Education Local Plan Area (SELPA) with an IEP, the student shall be placed in an interim 30-day placement. The student is automatically eligible for special education services upon entry. An IEP meeting to determine if the placement and services are appropriate shall be held within the 30 days.

### **American Sign Language**

For purposes of ELPAC testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a "language other than English," according to the U.S. Department of Education. Students who use ASL for communication and have not been exposed to any language other than English should not be considered for ELPAC testing.

## **Parent Notification of Initial and Annual Assessment Results and Program Placement**

(5 CCR § 11511.5; EC §§ 313[a][b][c].); (5 CCR § 11511.5.); (5 CCR § 11511.5.)

Parents of EL students will be notified each year of their student's current language classification along with the annual assessment results. Copies of the Initial and Annual results as well as the notification letter are filed in the English Learner Folder found in the student's cumulative folder. A student will remain an EL until he or she has met the criteria for reclassification.

### **Initial Language Assessment**

(20 U.S.C. § 7012[a][2].); (20 U.S.C. § 7012[a][3].); (20 U.S.C. § 7012[a][6].); (20 U.S.C. § 7012[a][7].); (20 U.S.C. §§ 6312, 7012[6].)

Parents of students (EL and IFEP) who are administered the initial ELPAC shall receive official notification within 30 calendar days, informing them of their student's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional programs available

In addition to the above, parents also receive information regarding the following:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification or program exit criteria
- Instructional program for EL students with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students

*Parents of EL students and IFEP students are informed of the above information via the District's Initial Parent Notification Letter that includes language assessment results and program placement options. Parents are advised to contact the student's home school if they should need additional information.*

### **Annual Language Assessment**

(EC §§ 313, 60810; 5 CCR § 11306.); (EC §§ 313, 60810; 5 CCR § 11511[b].); (20 U.S.C. § 7012[a][2].) (20 U.S.C. § 7012 [a][2].); (20 U.S.C. § 7012[a][3].); (20 U.S.C. § 7012[a][6].); (20 U.S.C. § 7012[a][7].); (20 U.S.C. §§ 6312, 7012[6].)

State and Federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California Education Code. MJUSD ensures that each EL student is assessed annually, and the assessment results and program options are communicated to parents in

writing within 30 days of the start of school, using the Annual Parent Notification Letter that includes most recent ELPAC results and program placement options. All attempts are made to provide parents the official ELPAC assessment results in a language they understand when the results become available from the test publisher. Parents may request a meeting to discuss the assessment results.

Parents of EL students who are administered the annual ELPAC shall receive official notification within 30 calendar days, informing them of their student's:

- Annual English language proficiency and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents shall also receive information regarding:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option and academic achievement
- Reclassification, or program exit criteria
- Instructional program for EL students with a disability (with an Individualized Education Program (IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for EL students

Parents of EL students are informed of the above information via the District's Annual Parent Notification Letter that includes the most recent ELPAC results and program placement options. Parents are advised to contact the student's home school if they should need additional information.

### **Correction of Classification Errors**

Starting in the Fall of 2018, if a parent or school employee suspects that a student's language classification is in error, please contact Educational Service. Educational Services will work alongside the school and parents during the process of fact-finding and correction if needed.

The correction of classification applies to:

1. Students who are classified as EO but MJUSD has an indication that the pupil's primary or native language is not English and the student is unable to perform ordinary classroom work in English.
2. If MJUSD administers an initial or summative assessment to a student who is not eligible for the assessment.

3. Following the administration of the initial assessment to a student, but before the administration of the summative assessment MJUSD or parent has indicated that the pupil's classification may be in error.

### **Implementation, Monitoring and Revision of the LEA Plan**

(20 U.S.C. § 6825[c][1][A-B].); (20 U.S.C. § 6825[c][2][A-D].); (20 U.S.C. § 6825[c][3][A-B].); (20 U.S.C. § 6825[d][1].); (20 U.S.C. § 6825[d][2].); (20 U.S.C. § 6825[d][3].); (20 U.S.C. § 6825[d][4].); (20 U.S.C. § 6825[d][5].); (20 U.S.C. § 6825[d][6][A][B].); (20 U.S.C. § 6825[d][7][A].); (20 U.S.C. § 6825[d][7][B].); (20 U.S.C. § 6825[d][7][C].); (20 U.S.C. § 6825[d][8].)

MJUSD will annually update, implement, and monitor a Title III plan in the fall for the use of funds in a sub grant year. The Title III funds will be used to increase the English language proficiency of ELs by providing effective language instruction educational programs that demonstrate success in increasing English language proficiency and student academic performance.

In addition, MJUSD will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel. All professional development will focus on improving instruction, assessment, curriculum, instructional strategies, research based, and aligned to a long-term plan to increase student's English language proficiency, increase subject matter knowledge and teaching knowledge and skills for educators. All professional development will have sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom. The only exception is when an activity is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate.

MJUSD will provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which include parent, family, and community engagement activities and may include strategies that serve to coordinate and align related programs.

Title III funding is monitored through the Categorical Department to ensure that the funds are appropriately spent. The budget is reviewed annually to ensure that MJUSD continues to use the funds in the manner expected. This includes but not limited to:

- Upgrading effective EL instructional strategies
- Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures
- Providing to ELs tutorials and academic or career and technical education and intensified

instruction, which may include materials in a language that the student can understand, interpreters, and translators

- Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services
- Improving the English language proficiency and academic achievement of ELs
- Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to improve the English language skills of ELs and assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children
- Improving the instruction of ELs, which may include ELs with a disability, by providing the acquisition or development of educational technology or instructional materials, access to, and participation in, electronic networks for materials, training, and communication, and incorporation of resources into curricula and programs
- Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary

### **EL Program Inclusion in Development of the Single Plan for Student Achievement (SPSA)**

(EC § 64001[f].); (EC § 64001[g].); (20 U.S.C. § 6823[b][3][G], [4]; EC § 64001[h].); (EC § 64001[d].)

MJUSD annually reviews all Single Plan for Student Achievement (SPSA) to ensure that the EL program is included in the development of the plan. Each site SPSA will include the following:

- An analysis of academic performance and language development data to determine EL students and program needs.
- School goals to meet the identified academic and language proficiency needs of ELs.
- Activities to reach school goals to improve the academic performance of EL students.
- The means to annually evaluate the process of the programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ESs and those at risk of not meeting state academic content standards.
- Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS).

The local governing board reviews and approves the SPSA annually and if there are material changes to the plan. All SPSA are consistent with the district local plan. The LEA distributes Title III funds or services directly to schools to ensure that the Title III programs operate at the schools are included in SPSAs, administered in accordance with the LCAP addendum or other EL plan

submitted to the California Department of Education, and adhere to all applicable statutes and regulations.

### **Title III and EIA-LEP Inventory**

(EC § 35168; 5 CCR § 3946; 2 CFR § 200.313 [d].)

MJUSD maintains an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with EIA-LEP and Title III funds. The record describes the acquisition by type, model, serial number, funding source, acquisition date, cost, location, current condition, transfer, replacement, or disposition of obsolete or unusable equipment. Each year a physical check of the past two years inventory of equipment is completed and the results are reconciled with inventory records.

## Part 3: Funding

*Marysville Joint Unified School District is committed to allocating and monitoring funding that will support the full implementation of the Master Plan for English Learners.*

### Supplement, Not Supplant, with Title III & EIA-LEP

#### General and Categorical Funding

Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Categorical funds are used to supplement the base 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.

The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and site levels, including but not limited to:

- Marysville Joint Unified School District Board Policies
- LCAP Goals
- Title I, Title II, and Title III Plans
- EIA-LEP
- Single Plans for Student Achievement
- Federal Program Monitoring (FPM) corrective actions
- Other relevant federal, state and local directives

#### 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, 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 programs/materials.

### Categorical Funding

(20 U.S.C. § 6825[g]; EC § 54025[c]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.); (EC §§ 63000, 63001.); (20 U.S.C. § 6825[b].); (20 U.S.C. § 6825[g]; EC § 48985, 54025[c], 64001[g]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.).

Both the state and federal governments provide supplemental funds through categorical funding (e.g. Title III & EIA&LEP) that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table below provides information on the appropriate and inappropriate use of supplemental funds.

MJUSD will abide by all requirements and conditions for the supplemental funds. This includes:

- Use EIA-LEP carryover only to supplement and not supplant federal, state, and local public funds
- Any EIA-LEP carryover, the funds must utilize no less than 85 percent of the apportionments at the school sites for direct services to students.
- Use Title III funds only to supplement and not supplant federal, state, and local funds
  - No less than 98 percent of Title III LEP apportionments on direct services to ELs and may not use more than two percent for administration of this program
  - MJUSD assesses for reasonable Title III LEP and immigrant alignment with the federal supplement, not supplant requirement

<b>Funding Source</b>	<b>TITLE III &amp; EIA- LEP</b>
<b>Funding Description</b>	<ul style="list-style-type: none"><li>• A federal program providing funding to improve the education of English Learners by assisting them in learning English and meeting state academic standards</li></ul>
<b>Students to be Served</b>	<ul style="list-style-type: none"><li>• English Learners, K-12</li></ul>
<b>INAPPROPRIATE EXPENDITURE EXAMPLES</b>	
	<ul style="list-style-type: none"><li>• Supplanting general funds</li></ul>
<b>EXAMPLES OF EXPENDITURES APPROPRIATE FOR THIS FUNDING SOURCE</b>	
<b>Support for English Language Arts, ELD, and Math</b>	<ul style="list-style-type: none"><li>• Academic interventions &amp; P.D.</li><li>• Supplemental instructional materials that support standards and core program</li><li>• Specialized and targeted interventions &amp; P.D.</li><li>• Supplemental instructional materials and equipment</li><li>• Primary language instruction/support &amp; P.D.</li><li>• Primary language materials &amp; P.D.</li><li>• Provision of “high-quality language instruction educational programs”</li><li>• Provision of high-quality professional development for classroom teachers, principals, administrators and other school or community-based organizational personnel</li><li>• Upgrading program objectives and effective instructional strategies</li><li>• Improving the instructional program for English Learners by</li></ul>



	identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures
<b>Support Personnel</b>	<ul style="list-style-type: none"> <li>• Teachers on Special Assignment/EL Specialists</li> <li>• English/Language Arts/Math/ ELD coaches Intervention teacher</li> <li>• Instructional Aide/Paraeducators</li> <li>• Multilingual parent advisor</li> <li>• Multilingual community liaison</li> <li>• EL Specialists</li> </ul>
<b>Support for Other Core Subject Areas: Science, Visual &amp; Performing Arts, Physical Education</b>	<ul style="list-style-type: none"> <li>• Instructional materials and equipment</li> <li>• Professional Development</li> </ul>
<b>Capacity Building/ Professional Development</b>	<ul style="list-style-type: none"> <li>• Academic Conferencing</li> <li>• Training</li> <li>• Consultants</li> <li>• Principal Coaching</li> <li>• Teacher Stipends/Extended Day Pay</li> <li>• Teacher Substitutes</li> <li>• Training Materials/ Resources</li> <li>• Copies of all handouts provided</li> <li>• Conferences/Workshops that support school plan goals</li> </ul>
<b>School Climate, Parent Engagement, Family Support and Learning Environment</b>	<ul style="list-style-type: none"> <li>• Food for parent meetings &amp; trainings</li> <li>• School Site Council expenditures</li> <li>• Parent-training/education opportunities</li> <li>• Parent workshops</li> <li>• Speakers for parent workshops</li> <li>• Copies of all handouts provided</li> <li>• Parent support materials</li> <li>• Translation</li> <li>• Support Personnel</li> <li>• Attendance Incentives</li> <li>• Home Visits</li> <li>• Parent Orientations</li> </ul>

## **EL12: Time Accounting Requirement (Title I and Title III)**

.(20 U.S.C. § 6825[b]; 2 CFR § 211.430[a].); (2 CFR § 200.430.); (EC § 52853[a][7]; 2 CFR §§ 200.61-62, 200.302, 200.430[a][i].)

MJUSD assesses charges for direct and indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employees. Each employee paid from Title III completes a Personnel Activity Report (PAR) as prescribed by MJUSD based on how each individual employee is funded; the PAR may be monthly or semiannual.

## Part 4: Standards, Assessments, Monitoring, and Reclassification

### Chapter Overview

School Districts have an obligation to monitor and regularly assess the progress of all ELs, including those who have opted out of EL programs or services, in both English language proficiency (ELP) and content knowledge. This includes conducting an annual ELP assessment and measuring their performance in grade-level content areas. MJUSD is striving to create a systematic, cyclical series of tools specifically to monitor ELs progress over time to monitor when students are not making appropriate progress as well as to provide additional support to enable them to reach English proficiency and gain grade-level content knowledge. MJUSD will ensure that ELs are provided meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner through a Multi-Tiered Support System (MTSS) in order to ensure that EL students do not incur irreparable academic deficits.

MJUSD uses a variety of multiple measures to determine if the EL students have sufficient English skills to access the curriculum without EL support and to recommend the student be exited from the EL status to Reclassified English Proficient (RFEP).

### Evaluation of English Learner Program Effectiveness

(20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009-1011.)

*This information will be used to measure program effectiveness and to guide decisions about program and support modifications.*

### Student Outcome Goals and Monitoring

**Goal 1: EL students will progress towards English language proficiency within 6 years of entering the EL Program.** The benchmark expectation is that students will make yearly progress towards proficiency from Emerging, Expanding, and Bridging levels within 6 years in the EL Program.

**Goal 2: EL and RFEP students will achieve academic success.**

The following evaluation questions and standards are used to determine effectiveness for each of the two student outcome goals.

1. **EL students will progress towards language proficiency within 6 years of entering EL Program.**
  - a) Are EL students making adequate progress in learning English?

- The percentage of EL students gaining one proficiency level every year on the state-mandated annual test (ELPAC) meets the state Title III accountability requirements.
  - At least 75% of the students will meet or exceed the Time in Language Expectancies for oral and written English proficiency
- b) Are EL students making adequate progress in attaining English proficiency as defined by the state
- The percentage of students attaining English proficiency meets the Title III accountability requirements. The annual percentage of EL students reclassified should match or exceed the state average percentage of reclassification.
2. **EL and RFEP students will achieve academic success.**
- a) How are EL and RFEP students achieving academically when compared with English Only (EO) students?
- EL and RFEP students make comparable progress on the curriculum-embedded assessments when compared with district's English Only students
  - EL and RFEP students have the same passing rate or better at the secondary level in content area courses as English Only students
  - Writing achievement of RFEP students is the same or higher than that of English Only students in various state-mandated writing assessments
  - EL and RFEP students acquire graduation credits at the same rate as English Only students
- b) What is the percentage of participation of EL and RFEP students in advanced placement courses, honors courses, and GATE courses compared to English Only students?
- The percentage of EL and RFEP student participation in these courses is to be the same as that for English Only students.
- c) What is the dropout rate for EL and RFEP students compared with English Only students?
- The dropout rate for EL and RFEP is to be lower than the previous year and no higher than that for English Only students.

## **Program Monitoring**

### **Accountability and Support**

If a school's data indicates achievement goals are not being met and past collaborative efforts have not led to the desired outcomes, the district will work with the site to provide greater support in order to achieve strong outcomes for ELs. Below are some sample triggers that may lead to needed tiered supports at a site:

- A school is in the red band on the English Learner Progress Report on the California School Dashboard.

- A school spends two or more years in the orange band on the English Learner Progress Report on the California School Dashboard.
- A school is in the red band on the Graduation Rate Report for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on the Graduation Rate Report for English Learners on the California School Dashboard.
- A school is in the red band on the English Language Arts Report for English Learners on the California Dashboard.
- A school spends two or more years in the orange band on the English Language Arts Report for English Learners on the California Dashboard.
- A site EL Review indicates inconsistent implementation of Designated ELD.

### **English Learner Online Accountability System**

Schools are responsible for submitting accurate and timely information to the SIS each year. The system is one way to ensure that there is a consistent and effective procedure in place throughout the district for enrolling, assessing, identifying and placing ELs, as well as notifying parents of ELs regarding their rights and options.

### **Assessments and Process to Monitor Progress of EL Students**

At least twice yearly, the site-based Language Review Team (LRT) shall meet to review the progress of ELs, LTELs, ELs at risk of becoming LTELs, newcomers, and ELs with IEPs. The team's purpose is to create action plans to accelerate academic language development and academic achievement of struggling EL students.

In order to effectively educate ELs, teachers shall assess each student's academic and language development needs and tailor their instruction accordingly. Teachers also closely monitor student progress. Schools and MJUSD shall use appropriate and reliable evaluations and testing methods to measure ELs knowledge of core subjects and language proficiency.

EL Progress monitoring is based on a set of common assessments and state-mandated assessments, which will be refined after further review. MJUSD is striving to create a systematic, cyclical series of tools specifically designed to qualify and quantify the outcomes of those assessments such that EL student growth is accelerated well beyond foundational literacy.

A schedule of assessments is determined by both state and district timelines. Some are annual and some are a response to intervention, as indicated by the LRT. Assessments used to determine English language proficiency and evaluate students' academic performance include, but are not limited to:

- English Language Proficiency Assessment (i.e. ELPAC)
- ELD Curriculum - with common assessments
- ELA Curriculum - with common assessments

- Math Curriculum - with common assessments
- STAR Reading (Renaissance Learning)
- SBAC English Language Arts Assessment
- California Standards Test in Spanish (STS)

Transcripts/Assessment results will be maintained in the district's SIS. This allows district administrators, principals, teachers, EL Specialists, and the LRT rapid access to results used for a variety of purposes, including, but not limited to, information that relates to the identification, placement, progress towards reclassification and identification of students in need of additional supports.

## **Reclassification**

(EC § 313[f][1]; 5 CCR § 11303[a].); (EC § 313[f][2]; 5 CCR § 11303[b].); (EC § 313[f][3]; 5 CCR § 11303[c].); (EC § 313[f][4]; 5 CCR §§ 11302, 11303[d].); (5 CCR § 11305.); (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304.)

### **Reclassification Process**

At least twice per year, in the fall and spring, the LRT at each school site collect and review test results, the latest official ELPAC scores, other assessment data, and teachers' recommendations, for all EL students. Based on this review, the LRT will identify those students who are eligible for reclassification. The reclassification criteria include multiple measures:

- English language proficiency, including listening, speaking, reading, and writing
- Demonstration of basic skills measured in English
- Teacher recommendations based on English proficiency, not other factors unrelated to language (e.g. attendance, behavior, homework completion)
- Parent consent

A member of LRT will notify parents and guardians of their rights and invite them to participate in the reclassification process meeting. Efforts should be made to schedule this meeting at a convenient time for the parent/guardian. If the parent/guardian is not able to attend this meeting, the members of the LRT shall make every attempt to involve the parent/guardian in the reclassification process through the avenues of parent letters, and phone calls.

### **Reclassification for Special Education Students**

Special Education EL students who take the ELPAC will follow the same reclassification process as other EL students.

Reclassification of EL Special Education students may be an IEP team function; however, staff members specialized in English language development should participate in the meeting. If the

IEP team determines that the student must take an alternative assessment instead of a regular state or district-wide assessment of student achievement, the IEP must contain a statement of:

1. why the student cannot participate in the regular assessment; and
2. why the particular alternative assessment was selected

If a student has met the academic achievement criterion but the disability precludes the student from scoring the reclassification criteria, the IEP team, along with the attendance of an EL specialist, may recommend other criteria for reclassification.

### **Progress Monitoring Reclassified Students**

School sites will monitor and regularly assess the progress of all reclassified English Learners for at least four years to ensure that they have not been prematurely exited from EL support programs and that they are meaningfully participating in the district's standards-based educational programs comparable to their English only peers. Elementary schools will monitor after the first and second trimester and secondary level will monitor after first quarter, second quarter (semester), and the third quarter.

Detailed, tiered interventions should be documented in the Post Reclassification Follow-Up Monitoring Form when a student scores "Standard Not Met" on the SBAC, or if the student receives less than a "C" or "2" in any core subject area. MJUSD is committed to ensuring EL students acquire content knowledge by monitoring meaningful access to grade-appropriate core content instruction and remedying any content deficits in a timely manner.

### **Interventions within MTSS for ELs Not Meeting Minimum Progress**

When an EL student is not meeting minimum progress expectations, teachers, principals, and other stakeholders will create an Academic Catch-up Plan to accelerate this student's achievement.

The goal of the *Academic Catch-up Plan* is to bring students within the benchmarks for adequate achievement in core curriculum areas. For the intervention to be considered successful, student will make more than a year's growth within a year's time. If after two years of documented support, the student does not show adequate progress, the LRT will refer the student to the SST.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the school should re-test the student's ELP to see if the student should be offered additional language assistance. If the student is reentered into EL services, the school should document this through the *EL Student Classification Form* and process, which includes a revised parent notification letter presented to the parents in a **face-to-face meeting** to ensure parent consent of reentry to EL status.

## The Three Tiers of Intervention

The three tiers intervention model detail the increasing support provided for students who are having some kind of difficulty with the core program:

- Tier 1 should meet the needs of 80% of ELs and covers the high-quality assessment and instruction available to all ELs, including:
  - Universal Design for Learning (UDL)
  - Small group work and differentiation
  - Integrated and Designated ELD for all ELs
  - Social-Emotional Learning
  - Newcomer Support for all newcomer ELs as part of their core “Tier 1” program
- Tier 2 and 3 progressively increase the specificity and frequency of progress monitoring and instruction in support of students who are having difficulty with the core program. Tier 2 is typically necessary for 15% of students, with Tier 3 necessary for 5% of students.

In Tier 3, when time-bound growth goals are not met, students may be referred for testing for a learning disability, in alignment with established referral protocols.

All student records are maintained in the student’s green EL folder that can be located in the student’s cumulative folder. This includes, but not limited to:

- Language and academic performance assessments
- Reclassification documents, which contain evidence of participants in the reclassification, process as well as the decision regarding reclassification.

## Part 5: Staffing and Professional Development

### Teacher EL Authorization

(20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

Recruiting, developing, and retaining excellent educators is essential in order to ensure that MJUSD provides English Learners with equity and access to an excellent education, ensuring that all ELs achieve at high levels in one or more languages and graduate college and career ready.

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification, such as CLAD, BCLAD, or equivalent, to provide necessary instructional services to English Learners.

Marysville Joint Unified School District strides only to hire teachers that hold the correct English Learner authorization (CLAD or equivalent certification).

The district will provide and designate staff who will:

- assist parents with school choice and enrollment
- assist in identify long-term English Learners (LTEs) and Newcomers
- continually monitor and communicate with sites regarding EL data throughout the school year
- assist in identifying students for reclassifications

### Professional Development Specific to English Learners

(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013.); (20 U.S.C. § 6825[c][2][A].); (20 U.S.C. § 6825[c][2][B].); (20 U.S.C. § 6825[c][2][C].); (20 U.S.C. § 6825[c][2][D].)

Marysville Joint Unified School District is committed to providing focused, effective, and research-based staff development to all administrators, teachers, and staff. This coordinated staff development will prepare and empower educators with the instructional skills, leadership skills, and cultural proficiency required to work effectively with our English Learners.

Having EL teachers who are well prepared and effective strategies in the classroom will help ensure that the EL program model successfully achieves its educational objectives. In addition, staff who register students and manage student records will receive training on the legal requirements and district procedures relating to the implementation of the identification and placement requirements of this English Learner Master Plan. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their children.



## Part 6: Opportunity and Equal Educational Access

### Language Program Options and Parent Choice

#### Parent Rights

##### Parent Confirmation of Program Placement

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. A copy of the letter changing the student's placement is to be filed in the cumulative folder.

#### Program Options

(EC § 305[a][2].); (EC § 306[c][3].); (EC § 306[c][1].); (EC § 306[c][2].); (EC § 306[c].); (EC § 310[a].)

After ELs have been identified using the English Language Proficiency Assessment, the students will be provided with an appropriate language program. The programs provided meet civil right requirements and best meet the needs of our EL student population so that ELs attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. MJUSD will offer EL services until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

When determining which EL services are best suited for a student, the school will consider the student's

- a) English proficiency level
- b) Grade level
- c) Educational background
- d) Language background

During the regular day, an authorized teacher must provide ELD instruction appropriate to the English proficiency level of each EL student until he/she is reclassified as fluent English proficient. MJUSD provides ELs with instruction using materials 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. MJUSD has the discretion to determine the amount of time appropriate for students at different English language proficiency levels, but should be equivalent to the requirement of any other subject matter.

The 2014 English Language Arts/English Language Development Framework on the [CDE All Curriculum Frameworks Web page](#) identifies two ways that ELD can be incorporated into the student's daily schedule. **Designated** ELD instruction is a protected time during the school day in which teachers group ELs according to particular English language development needs (e.g., by ELPAC proficiency level, or discrete skills such as reading, writing, speaking/ listening). **Integrated** ELD instruction, on the other hand, is ELD provided throughout the school day by all teachers and emerges from the text and materials of content subject matter. Previously used terms such as sheltered instruction, SDAIE, and content ELD are terms incorporated into the integrated ELD definition.

The EL language programs offered by MJUSD include:

- Structured English immersion (SEI)
- Alternative Programs

### **Structured English Immersion (SEI)**

SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. SEI classrooms are designed for students with less than "reasonable fluency" and is designed to promote language acquisition. When ELs have acquired a reasonable level of English proficiency, they are transferred from an SEI classroom to an ELM classroom. The typical length of time a student will be in an SEI classroom is one year. If a student has not achieved reasonable English proficiency, a parent or guardian may extend the placement.

SEI programs include:

- English language development (ELD) instruction appropriate to each student's level of English proficiency
- content instruction utilizing specially designed academic instruction in English (SDAIE) whenever needed for full access to the core
- may include primary language support if needed.

### **Alternative Programs**

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. Programs may include:

- Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

- Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.

## Providing a Quality Core Program for Opted Out English Learners

### Parent Rights

Any parent whose child is receiving or is eligible to receive EL programs or services has the right to decline or opt out of the EL programs or particular EL services being offered. ***School or district personnel may not recommend that a parent opt a child out of EL programs or services for any reason.*** However, MJUSD is still required to provide ELD instruction and the student is still required to participate in the ELPAC assessment.

### Process for Opting Out of EL Services

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student in a Parent Notification Letter within 30 days of assessment. If the parent does not agree with the program placement options or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter and/or to select a different instructional program. However, it is important to note that any student whose parent opts the student out of the ELD program and related services retains their English Learner status. MJUSD is still obligated to take the affirmative steps and appropriate actions required by civil rights laws to provide the EL student meaningful access to the full educational program. This means that English Learners should have access to the full core curriculum with a focus on preparing all students for college or career readiness. MJUSD shall continuously monitor students' academic progress on a regularly scheduled basis.

### Progress Monitoring

Progress monitoring should include using a combination of different data sources. These sources include local assessments, state assessments, classroom grades, courses taken, observations of student engagement, and attendance, along with comparisons to the progress of other ELs of the same English language proficiency. The school site's Language Review Team (LRT) shall analyze this information at specifically targeted points throughout the school year and be able to make recommendations based on the student's current EL proficiency level and their ability to perform at grade level.

If site LRT finds an EL student who is struggling to meet academic expectations, the site-based team shall take appropriate actions to support the student. Such steps include, but are not limited to, further assessing the student's English Learning Program, notifying the student's parents about the student's lack of progress, encouraging the parents/guardians to opt the student back into English Language Development programs and services, and providing designated supports for the student's English language acquisition. Such supports can include, but are not limited to, providing the core subject teaching staff professional development in strategies to support second language learners.

### **English Proficiency Assessment**

ELs who opt out of services shall have their English proficiency assessed a minimum of once per year until they exit EL status through the reclassification process. After the student exits EL status, the site English Learner Team shall continue to monitor the student's academic progress for a minimum of two years.

## Part 7: Teaching and Learning

### English Language Development

(20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; EC §§ 300, 305, 306, 310; 5 CCR § 11302[a]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

In 2012, the California State Board of Education adopted the new *California English Language Development Standards*. The ELD standards guide teachers in supporting English learners in the acquisition of English needed for success in content areas. These ELD Standards are also aligned to the rigor of the California Common Core State Standards (CCSS) for English Language Arts (ELA/Literacy, Mathematics, Literacy in History/Social Studies, Science, and Technical subjects.) The new ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They also correspond to the Mathematics and Science content standards. The ELD standards are designed to supplement the ELA content standards to ensure that English learners develop proficiency in both the English language and the concepts and skills contained in all content standards.

According to joint guidance provided in the *January 7, 2015 Dear Colleague Letter* from the U.S. Department of Justice and U.S. Department of Education, "...parents have the right to decline or opt their children out of a school district's EL program or out of particular EL services within an EL program." However, appropriate documentation of the parental choice is to be kept by the LEA. (34 C.F.R. § 100.3(b)(1), (2); 5 CCR § 11301 (b).). However, MJUSD still has an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction.

MJUSD has a variety of resources and instructional materials available to support ELD instruction provided through general funding. 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 design for learning 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 on the [CDE Instructional Materials FAQ Web page](#). Title III may provide any additional supplemental materials funding as needed.

For grades nine through twelve, there are no state-adopted instructional materials. Local educational agency governing boards adopt instructional materials for use in their respective high schools. Guidance for making those implementation choices is provided on [CDE Instructional Materials Web page](#) under Implementation/Local Adoption.

## **Access to the Core Subject Matter**

(20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

MJUSD ensures that all students have access to core subject matter. The academic instruction for ELs is designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time. Through our Professional Learning Communities (PLC) and our three-tier intervention, our school sites assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet. In addition, our schools monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter so that academic barriers can be removed before deficits become irreparable.

# Appendix A

## Glossary of Terms

### A

**A-G Course Requirements:** This is the minimum bar to be eligible to enter a four- year public college (either the California State University or the University of California systems). Students must take and pass the A-G course requirements – that is 15 specific high school courses with a grade of C or better. It is important to keep in mind that these are minimum standards. To get into competitive schools, students will want to go beyond what is required.

**Access to Core:** Providing English Learner students with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

**Alternative Program:** A program option for English Learners whose parents choose to participate in a program that teaches overwhelmingly in a language other than English.

**(AMAO) Annual Measurable Academic Objective:** An accountability measure no longer used by the state related to the education of English Learners. AMAO targets had to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT). A new accountability system is in place through the Every Student Succeeds Act (ESSA).

### B

**(BCLAD) Bilingual, Cross-cultural Language and Academic Development:** Credential or certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

**(BTSA) Beginning Teacher Support & Assessment:** The purpose of BTSA as set forth in the California Education Code, Section 44279.2(b) is to provide an effective transition into the teaching career for a first-year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers."

**(BICS) Basic Interpersonal Communication Skills:** Language used in everyday social interactions.

### C

**(CABE) California Association for Bilingual Education.**

**California Content Standards:** Standards adopted by the California State Board of Education, which specify what all California children, are expected to know and be able to do in each grade or course.



**California School Dashboard:** California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.

**(CALP) Cognitive Academic Language Proficiency:** A cognitively demanding level of oral and written language proficiency needed for literacy and academic achievement.

**(CATESOL) California Association of Teachers of English to Speakers of Other Languages.**

**(CDE) California Department of Education:** Oversees the public school system in California and enforces education law, regulations and school improvement programs.

**(CELDT) California English Language Development Test:** A state assessment is given to identify initially fluent English learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing.

**(CLAD) Cross-cultural Language and Academic Development:** credential or certificate that authorizes the holder to teach ELD and SDAIE.

**(CSS) California State Standards** - State education chiefs and governors in 48 states came together to develop the California State Standards (CSS), a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 45 states have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit-bearing introductory courses in two- or four-year college programs or enter the workforce.

**Cooperative Learning:** Strategies for grouping students to work collaboratively. Used to facilitate learning and language acquisition through structured activities where students are actively engaged.

**Core Curriculum:** Curriculum designed to facilitate teaching and learning California content standards in core subject areas including English language arts, mathematics, science, social studies.

**(CTC) California Commission on Teacher Credentialing:** A commission that oversees the certification of all teachers in the state of California. SEE: [www.ctc.ca.gov/](http://www.ctc.ca.gov/)

**(CTEL) California Teacher of English Learners examination,** that leads to CLAD authorization.

**Cultural Proficiency:** The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and are supportive of people in cross- cultural settings.

## D

**(DELAC) District English Learner Advisory Committee:** a district-level advisory committee with parent representatives from each school that advises the district's school board on programs and services for English Learners.

**(DLP) Dual Language Program:** An Alternative Program in which the goal is the acquisition of academic proficiency in two languages. For example, English and Spanish, together with mastery of academic core content and cultural proficiency for participating students. In SRCS, the instruction is currently provided in English and Spanish or French and Spanish.

**Differentiated Instruction:** Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

## E

**(EL) English Learner:** A classification used to identify a student who is not currently proficient in English and whose primary language is not English (also called Limited English Proficient {LEP} student).

**(ELA) English Language Arts:** A core subject area that includes instruction in English (reading, writing, listening and speaking).

**(ELAC) English Learner Advisory Committee:** A site-level committee that advises the principal and school staff on programs and services for English Learners.

**(ELAP) English Language Acceleration Program:** The base program for all EL programs designed to strengthen grade-level instruction for ELs and ALL students. Includes integrated ELD and designated ELD delivered by staff with the necessary skills and resources to get the desired outcomes from our ELs.

**(ELAP) English Language Acceleration Program:** The base program for all English Learners designed to strengthen grade-level instruction for ELs, which includes Integrated ELD in all content areas and minimally a 30 minute uninterrupted daily Designated ELD block of instruction.

**(ELD) English Language Development:** Systematic, daily, leveled standards-based instruction in the English language for students who have been identified as English Learners.

**(ELP) English Language Proficiency:** the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study.

**(ELPAC) English Language Proficiency Assessment of California:** The new English Language Proficiency Assessment that replaced the CELDT in Spring 2018.

**EL Master Plan for English Learners:** A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners.

**EL Specialist/Teacher on Special Assignment (TOSA):** A teacher assigned to site(s) who is trained to support the site administrator in the implementation of the EL Master Plan, including site responsibilities for initial identification of English Learners, annual assessment, reclassification, monitoring of student progress, and coordination of ELAC, instructional coaching, and other duties as assigned.

**(EO) English-Only student:** A student with a primary language of English and no other language.

## **F**

**(FPM) Federal Program Monitoring:** A state review process focused on determining whether a district's programs comply with federal and state law and regulations.

**(FEP) Fluent English Proficient:** students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students.

## **H**

**(HLS) Home Language Survey:** A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

## **I**

**(IEP) Individualized Education Plan:** This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

**(I-FEP) Initially Fluent English Proficient:** A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested.

## L

**Language Acquisition:** A natural process, progressing through predictable stages, whereby language is acquired.

**(LCAP) Local Control Accountability Plan** - LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators.

**(LCFF) Local Control Funding Formula** - LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

**(LEA) Local Education Agency:** usually refers to a school district (i.e. Marysville Joint Unified School District), but may also refer to a County Office of Education.

**(LRT) Language Review Team:** A site-based team made up of the site principal, school counselor, teacher(s), and the English Learner Facilitator with the purpose of analyzing student data to determine a student's readiness for the reclassification process or to make decisions about student supports and placement.

**Less Than Reasonable Fluency:** A level of fluency in English when a student's overall CELDT score is at a beginning to low intermediate level, or below intermediate within any domain (listening, speaking, reading and writing).

**(L1) Primary language:** The language that has been identified as the student's native or home language.

**(L2) The second language students acquire** (usually refers to English).

**(LTEL) Long-Term English Learner:** An LTEL is an English Learner, who is enrolled in any of grades 6 to 12, has been enrolled in schools in the U.S. for more than six years, and has remained at the same English language proficiency level for two or more consecutive years.

## M

**(MTSS) Multi-Tiered System of Supports:** In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

## N

**(NABE) National Association for Bilingual Education.**

**Native English Speaker:** A student whose native language is English.

**Newcomer:** A student who is a recent immigrant to the United States (i.e. has been in the U.S. for less than 12 months). In this plan, we will refer to newly arrived immigrants (within 3 years) who are ELs as newcomers

## O

**(OCR) Office for Civil Rights, U.S. Department of Education**

## P

**Paraprofessional:** A person who assists teachers in the classroom. A bilingual paraprofessional has passed the district-approved assessment and is fluent in both English and another language.

**Parental Engagement:** The involvement of parents in the education of their children including: parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

**Primary Language (L1):** The language that has been identified as the student's native or home language.

**Primary Language Class (Secondary):** A class where instruction in any of the content areas is in the primary language.

**Primary Language Instruction:** The use of a student's primary language by a teacher as a primary medium of instruction of core content for students who have an approved parental exception waiver to participate in an alternative program. The district currently offers primary language instruction in Spanish in the Charter Specific Two Way Immersion program model.

**Primary Language Support:** The use of a student's primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may also include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student's primary language.

**(PSBL) Problem-Solution Based Learning:** Students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills (such as collaboration, communication & critical thinking).

**Project GLAD, Guided Language Acquisition Design:** A model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills.

## R

**R-30 Language Census Report:** A state-required annual census of each K-12 public school which reports the numbers of EL and FEP students by primary language, annual reclassifications, instructional programs and services, and staffing information of those providing instruction to English learners.

**Reasonable Fluency:** A level of proficiency in English when a student's overall CELDT score is at a high intermediate level or higher and intermediate or higher within each domain (listening, speaking, reading and writing).

**Reclassification** (formerly called Redesignation): When a student has met all the district criteria, s/he is reclassified from EL to RFEP (Reclassified Fluent English Proficient). This change in language classification also often involves a change in the student's instructional program placement.

**(R-FEP) Reclassified Fluent English Proficient:** A classification given to students who were once identified as English Learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

## S

**(SBAC) Smarter Balanced Assessment Consortium:** The SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests to be used in several states, including California.

**(SDAIE) Specially Designed Academic Instruction in English:** SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to English Learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component of a comprehensive program for English Learners.

**Second Language (L2):** The second language students acquire (usually refers to English).

**(SIFE) Students with Interrupted Formal Education:** SIFE students are those who meet at least one of the following two categories:

1. Come from a home where a language other than English is spoken and enter a school in the U.S. after grade two;
2. Are immigrant students who enter a school in the U.S. after grade 2 And meet the following conditions:
  - a) Have had at least two years less schooling than their peers; **and,**
  - b) Function at least two years below expected grade level in reading and in mathematics; **and,**
  - c) Maybe pre-literate in their native language.

**(SIS) Student Information System:** A student information system is a student management system for education establishments to manage student data. MJUSD uses Aeries.

**Students with Disabilities:** Special education services for students who have been identified as Individuals with Exceptional Needs who receives additional instructional supports.

**Spanish for Native Speakers:** Foreign language course offered at the middle or high school level to students who have basic speaking and literacy skills in Spanish.

**(SPSA) Single Plan for Student Achievement:** A plan approved by the SSC, which outlines the goals, actions, timelines, and resources for continuous school improvement.

**(SSC) School Site Council:** A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval, and implementation of the SPSA.

**(SST) Student Study Team:** A team consisting of the classroom teacher, parents/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

**Standards for English Language Development (ELD):** Standards established by the State of California for expected learning at each of five established English proficiency levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) in four domains (Listening, Speaking, Reading and Writing), in four different grade spans (K-2, 3-5, 6-8, and 9-12)

**(STS) Standards Test in Spanish:** a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

## T

**Title I:** A federal program from No Child Left Behind (NCLB) 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 shall be based on scientifically based research and data that verify actions resulting in increased student achievement.

**Title III:** A federal program from No Child Left Behind (NCLB) provides funding to improve the education of English Learners and immigrant students by assisting them in learning English and meeting academic standards.

### Legal References

#### State and Federal Law

The complete list of State and Federal regulations or other legal mandates governing the program may not be included in this document. Applicable legal citations for this program include, but are not limited to, the following:

#### Federal Law

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009–1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

#### Public Law 107–110

January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

#### State Law

EC 305–306, 310–311, 313, 33051(a) (3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

#### Williams Settlement

*Eliezer Williams, et al. v. State of California, et al. (Williams)* case was filed as a class- action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: <https://www.cde.ca.gov/re/cp/uc/>



# Appendix B

## LEGAL CITATIONS

### Part 1: Parent Involvement:

#### ***Parent Outreach and Involvement***

The Marysville Joint Unified School District outreach to parents of English Learners includes the following actions:

- a) The District sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])
- b) The District informs the parents on ways they can be involved in the education of their children, be active participants in assisting their children to attain English proficiency and achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students. (20 USC 7012[e][1])

#### ***Translation of Information for Parents***

MJUSD provides parents or guardians with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. 6318[s][5],[f].)

- a) When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, or recodes sent to the parent or guardian of such students must be written in English and the home language. (EC 48985; 5; [CCR] 11316)

#### ***Private School Consultation and Participation***

MJUSD consults with private schools in the LEA enrollment areas to provide an opportunity to receive equitable Title III educational services and benefits to address the needs of eligible ELs and ensure that immigrant students participate on an equitable basis. (20 U.S.C. 6320)

#### ***English Learner Advisory Committee (ELAC)***

A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- a) Parent members are elected by parents or guardians of ELs (5 CCR § 11308[b].)
- b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body (EC § 52176[b].)
- c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance. (5 CCR § 11308[c][2]; EC § 52176[c].)
- d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA). (EC §§ 52176[c], 64001[a].)
- e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (5 CCR § 11308[d].)

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b," above (EC § 52176[b]; 5 CCR § 11308[d].)

The ELAC has the opportunity to elect at least one member to the DELAC or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the district. (5 CCR § 11308[b]; 20 U.S.C. § 7012.)

### ***District English Learner Advisory Committee (DELAC)***

Marysville Joint Unified School District 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 (EC § 52176[a].)

The DELAC shall advise the school district governing board on all of the following tasks:

- a) Development of a district master plan for educational programs and services for ELs that takes into consideration the SPSA (5 CCR § 11308[c][1].)
- b) Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR § 11308[c][2].)
- c) Establishment of district program, goals, and objectives for programs and services for ELs (5 CCR § 11308[c][3].)
- d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR § 11308[c][4].)
- e) Review and comment on the LEA's reclassification procedures (5 CCR § 11308[c][6].)
- f) Review and comment on the written notifications required to be sent to parents and guardians (5 CCR § 11308[c][7].)
- g) If the DELAC acts as the EL parent advisory committee under EC §§ 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP). Under the local control funding formula (LCFF), districts with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

The LEA shall provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR § 11308[d].)

The consolidated application shall also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees. (EC § 64001[a].)

## **Part 2: Governance and Administration:**

### ***English Learner Identification and Assessment***

The LEA must properly identify and assess all students who have a home language other than English. (EC §§ 313, 60810.)

A home language survey (HLS) must be used at the time of initial enrollment to identify language use in the home. (5 CCR §§ 11510[k], 11511[a].)

Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current English language proficiency assessment. Administration of the assessment must follow all of the publisher's instructions. (5 CCR §§ 11307[a], 11511.)

The LEA must annually assess the English language proficiency and academic progress of each EL. (EC §§ 313, 60810; 5 CCR § 11306.)

All currently enrolled ELs must be assessed for English language proficiency by administering the current California English language proficiency assessment during the annual assessment window. (EC §§ 313, 60810; 5 CCR § 11511[b].)

Each EL on an active Individual Education Plan (IEP) or Section 504 plan must be annually assessed for English language proficiency using the accommodations, modifications, or alternate assessments for the current California

English language proficiency assessment as specified in the student's IEP or Section 504 Plan. (5 CCR § 11516.5.)  
Each LEA must identify all immigrant children and youth (ages 3 through 21), who were not born in any State and have not attended school in any State for more than 3 full academic years. (20 U.S.C. § 6801 sec 3201[5][a][b][c].)

#### ***Parent/Guardian Notifications***

The LEA must provide notifications to parents and guardians. (5 CCR § 11511.5; EC §§ 313[a][b][c].)

Parents/guardians of ELs must be notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students must be notified of their child's English language proficiency assessment results. (5 CCR § 11511.5.)

Parents/guardians of ELs must be notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (5 CCR § 11511.5.)

For LEAs receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in a program), parents/guardians of initially identified English learners must be notified of:

- a) Their child's initial English language proficiency level (20 U.S.C. § 7012[a][2].)
- b) How such level was assessed (20 U.S.C. § 7012[a][2].)
- c) Their child's language designation (20 U.S.C. § 7012[a][2].)
- d) Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available (20 U.S.C. § 7012[a][3].)
- e) Program placement (20 U.S.C. § 7012[a][3].)
- f) Exit criteria (20 U.S.C. § 7012[a][6].) (g) For ELs on an active IEP, how such program will meet the objectives of the IEP (20 U.S.C. § 7012[a][7].)
- h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 U.S.C. §§ 6312, 7012[6].)

For LEAs receiving Title III funds, parents/guardians of ELs must be informed annually, not later than 30 days after the beginning of the school year, of:

- a) Their child's English proficiency level (20 U.S.C. § 7012[a][2].)
- b) How such level was assessed (20 U.S.C. § 7012 [a][2].)
- c) The status of the child's academic achievement (20 U.S.C. § 7012[a][2].)
- d) Their child's language designation (20 U.S.C. § 7012[a][2].)
- e) Descriptions of program options, educational strategies, and educational materials to be used in different options, including the option to immediately remove a child from a particular program or choose another program or method of instruction, if available (20 U.S.C. § 7012[a][3].)
- f) Program placement (20 U.S.C. § 7012[a][3].)
- g) Exit criteria (20 U.S.C. § 7012[a][6].)
- h) For ELs on an active IEP, how such program will meet the objectives of the IEP (20 U.S.C. § 7012[a][7].)
- i) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 U.S.C. §§ 6312, 7012[6].)

#### ***Implementation, Monitoring & Revision of Title III Plan***

MJUSD annually updates, implements, and monitors a Title III plan for the use of funds in a subgrant year.

The LEA receiving Title III funds must use these funds to:

- a) Increase the English language proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing:
  - i. English language proficiency; and

- ii. Student academic achievement (20 U.S.C. § 6825[c][1][A-B].)
- b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is
  - i. Designed to improve the instruction and assessment of ELs;
  - ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
  - iii. Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
  - iv. Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. § 6825[c][2][A-D].)
- c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
  - i. Shall include parent, family, and community engagement activities; and
  - ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C. § 6825[c][3][A-B].)

Authorized subgrantee activities may use funds by undertaking one or more of the following activities:

- a) Upgrading effective EL instructional strategies (20 U.S.C. § 6825[d][1].)
- b) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures. (20 U.S.C. § 6825[d][2].)
- c) Providing to ELs:
  - i. Tutorials and academic or career and technical education
  - ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators (20 U.S.C. § 6825[d][3].)
- d) Effective preschool, elementary, or secondary language instruction programs coordinated with other relevant programs and services. (20 U.S.C. § 6825[d][4].)
- e) Improving the English language proficiency and academic achievement of ELs. (20 U.S.C. § 6825[d][5].)
- f) Providing community participation programs, family literacy services, and parent and family outreach, and training activities to ELs and their families to:
  - i. Improve the English language skills of ELs
  - ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children (20 U.S.C. § 6825[d][6][A][B].)
- g) Improving the instruction of ELs, which may include ELs with a disability, by providing:
  - i. The acquisition or development of educational technology or instructional materials (20 U.S.C. § 6825[d][7][A].)
  - ii. Access to, and participation in, electronic networks for materials, training, and communication (20 U.S.C. § 6825[d][7][B].)
  - iii. Incorporation of resources into curricula and programs (20 U.S.C. § 6825[d][7][C].)
- h) Early college high school or dual concurrent enrollment programs for ELs to achieve success in post-secondary education. (20 U.S.C. § 6825[d][8].)

***EL Program Inclusion in Development of the Single Plan for Student Achievement (SPSA)***

The EL program must be included in the development of the SPSA

An approved SPSA must contain:

- a) An analysis of academic performance and language development data to determine EL student and program needs. (EC § 64001[f].)
- b) School goals to meet the identified academic and language proficiency needs of ELs. (EC § 64001[f].)
- c) Activities to reach school goals to improve the academic performance of EL students. (EC § 64001[f].)
- d) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards. (EC § 64001[f].)
- e) Expenditures of Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover allocated to the school through the Consolidated Application and Reporting System (CARS). (EC § 64001[g].)

The local governing board must review and approve the SPSA annually and whenever there are material changes to the plan. (EC §§ 64000[a], 64001[g].)

The SPSA must be consistent with the district local plan. (20 U.S.C. § 6823[b][3][G], [4]; EC § 64001[h].)

LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LEA Plan submitted to the California Department of Education (CDE), and adhere to all applicable statutes and regulations. (EC § 64001[d].)

***Title III and EIA-LEP Inventory***

For all categorical programs, MJUSD maintains an inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with EIA-LEP and Title III funds. The record must describe the acquisition by:

- a) Type
- b) Model
- c) Serial number
- d) Funding source
- e) Acquisition date
- f) Cost
- g) Location
- h) Current condition
- i) Transfer, replacement, or disposition of obsolete or unusable equipment

10.1 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (EC § 35168; 5 CCR § 3946; 2 CFR § 200.313 [d].)

**Part 3: Funding:**

***Supplement, Not Supplant, with Title III & EIA-LEP includes the following***

General fund resources must be used to provide services and programs for ELs, including English language development and access to the core curriculum. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds.

The LEA must use EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds. (20 U.S.C. § 6825[g]; EC § 54025[c]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

For LEAs with EIA-LEP carryover, the LEA must utilize no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 63000, 63001.)

The LEA must use Title III funds only to supplement, not supplant, other federal, state, and local public funds in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local funds. (20 U.S.C. § 6825[g]; EC § 54025[c]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

The use of Title III funds must meet the following requirements:

- a) The LEA utilizes no less than 98 percent of Title III LEP apportionments on direct services to ELs and may not use more than two percent of such funds for the administration of this program (20 U.S.C. § 6825[b].)
- b) The LEA assesses for reasonable Title III LEP and immigrant alignment with the federal supplement, not supplant requirement. (20 U.S.C. § 6825[g]; EC § 48985, 54025[c], 64001[g]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.).

#### ***Time Accounting Requirements (Title I and Title III)***

MJUSD properly assesses charges for direct or indirect costs of Title III EL and immigrant funds for salaries and wages in proportion to the allowable and identified quantity and duties of the employee. (20 U.S.C. § 6825[b]; 2 CFR § 211.430[a].)

Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period, or an approved sampling method must be used. (2 CFR § 200.430.)

Employees funded solely under Title III must complete a semiannual certification of such employment. (EC § 52853[a][7]; 2 CFR §§ 200.61-62, 200.302, 200.430[a][i].)

#### **Part 4: Standards, Assessments, Monitoring, and Reclassification:**

**IV-EL 13:** MJUSD has implemented a process and criteria to determine the effectiveness of programs for English Learners including:

- a) Necessary improvements to programs and activities for which Title III funds have been used for EL and immigrant students
- b) The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards
- c) Whether to eliminate specific EL activities proven to be ineffective
- d) The degree to which, within a reasonable amount of time:
  - i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district
  - ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English (20 U.S.C. §§ 1703[f], 6841[b],[c]; Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

**IV-EL 14:** MJUSD will reclassify a student from EL to proficient in English by using a process and criteria that includes, but is not limited to:

- a) Assessment of English language proficiency. (EC § 313[f][1]; 5 CCR § 11303[a].)
- b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC § 313[f][2]; 5 CCR § 11303[b].)
- c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC §

313[f][3]; 5 CCR § 11303[c].)

- d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC § 313[f][4]; 5 CCR §§ 11302, 11303[d].)

14.1 MJUSD will maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

- a) Language and academic performance assessments
- b) Participants in the reclassification process
- c) Decision regarding reclassification (5 CCR § 11305.)

14.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304.)

## **Part 5: Staffing and Professional Development:**

**V – EL 15:** Teachers assigned to provide ELD and instruction in subject matter courses for ELs must be appropriately authorized. (20 U.S.C. § 6826 [c]; EC §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

**V-EL 16.0** MJUSD provides professional development specific to the implementation of programs for ELs.

16.1 MJUSD provides sufficient professional development to effectively implement the LEA's EL program. (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1011-1013.)

16.2 Professional development is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- a) Designed to improve the instruction and assessment of ELs (20 U.S.C. § 6825[c][2][A].)
- b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs (20 U.S.C. § 6825[c][2][B].)
- c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation (20 U.S.C. § 6825[c][2][C].)
- d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825[c][2][D].)

## **Part 6: Opportunity and Equal Educational Access:**

**VI-EL 17.0** Language acquisition programs may include, but are not limited to, all of the following:

- a) School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. (EC § 305[a][2].) SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC § 306[c][3].)
- b) Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals



of high academic achievement, first and second language proficiency, and cross-cultural understanding. (EC § 306[c][1].)

- c) Transitional or developmental programs for ELs that provide instruction to students that utilizes English and a student's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state adopted academic content standards. (EC § 306[c][2].)

17.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. The language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC § 306[c].)

17.2 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer a program to the extent possible. (EC § 310[a].)

## **Part 7: Teaching and Learning:**

**VII- EL 18** As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. MJUSD takes appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Title III funds are used to supplement the core ELD program. (20 U.S.C. §§ 1703 [f], 6825 [c][1][A]; EC §§ 300, 305, 306, 310; 5 CCR § 11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

**VII – EL 19** Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time.

19.1 Each LEA must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.

19.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f], 6825 [c][1][B]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013.)

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# Appendix C



# 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 \_\_\_\_\_ SSID Number \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ PLACE OF BIRTH \_\_\_\_\_ SEX \_\_\_\_\_

DATE OF ENROLLMENT \_\_\_\_\_ SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_

U.S. School Entry Date: \_\_\_\_\_ Previous Grade Attended: \_\_\_\_\_ Dates: \_\_\_\_\_

CA School Entry Date: \_\_\_\_\_ Previous School Attended: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

### Directions to Parents and Guardians:

The California Education Code contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. Once your child's English Proficiency Language has been assessed, the district will follow all state guidelines for EL learners for classification purposes (for student reclassification guidelines see the Reclassification form). This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

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 (the parents or guardians) use most frequently to speak to your child? \_\_\_\_\_
4. Name the language most often spoken by the adults at home? (parents, guardians, grandparents, or any other adults) \_\_\_\_\_

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian

Date



# Marysville Joint Unified School District

## Initial Parent Notification Letter

### Federal Title I or Title III and State Requirements

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

School:

Date of Birth:

Date:

Grade:

Student ID #:

Primary Language:

**Dear Parent(s) or Guardian(s):** When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

#### Language Assessment Results

(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial Assessment Performance Level
Overall	
Oral (Speaking and Listening)	
Written (Reading and Writing)	

Based on results of the English language proficiency assessment, your child has been identified as an **English learner (EL)**.

Check if applicable: ☐ **Individualized Education Program (IEP) on file**

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C Section 6312[e][3][A][vii])

#### Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California Education Code [EC] Section 313[f])	Marysville Joint Unified School District's Criteria
English Language Proficiency Assessment	Overall achievement of Level 4 (Well Developed)
Teacher Evaluation	Teacher evaluation including, but not limited to, curriculum mastery
Parental Opinion and Consultation	Parent notification by phone, mail, or conference
Comparison of Performance in Basic Skills	Grades K-3: Grade Level STAR 360 score and/or proficient on three grade level district benchmarks Grades 3-12: Met or exceeded standards on the English Language Arts CAASPP assessment and/or grade level on STAR 360 and/or proficient on three grade level district benchmarks

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### **Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])**

Graduation rate for English Learners for the Marysville Joint Unified School District for 2017 was 90.5%

District graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

### **Language Acquisition Programs**

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

### **Requesting a Language Acquisition Program**

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

### **Description of Program Options and Goals for English Learners**

A description of the language acquisition program provided in the Marysville Joint Unified School District is listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v])

**Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]). For more information regarding various options please visit <https://www.cde.ca.gov/sp/el/ip/langedprogdefs.asp>.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062) If interested in a different program from those listed above, please contact Lennie Tate at 530-749-6902 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302).

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## ***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

7/



# English Language Proficiency Assessments for California (ELPAC)

## Summative Assessment

### Summative ELPAC Score Report Letter

---

Dear Parent or Guardian:

Last spring, your child took a test called the Summative English Language Proficiency Assessments for California (ELPAC). This test is part of the California assessment system and is aligned with California's English Language Development Standards.

These standards make sure English learner students have a high-quality program that will enable them to attain proficiency in English—developing the necessary skills and confidence in listening, speaking, reading, and writing—so they can be successful in the classroom. The ELPAC helps teachers across the state see how well students are doing with those skills.

Your child's report shows an overall score, consisting of oral language skills (speaking, listening) and written language skills (reading, writing) and a performance level. Because the ELPAC is a new test, scores from the ELPAC should not be compared to scores from the previous test, the California English Language Development Test.

#### **To find out more about your child's scores:**

The ELPAC Web site at <http://www.elpac.org> has the following materials to help parents understand the score reports:

- Understanding the Summative Student Score Report—ELPAC, a video
- Guide to Understanding the ELPAC Student Score Report

In our district, the test results are just one way to look at how well our students are doing. We use the results to find areas in which students need help in the next school year. It is also important to know that the test results are not used to determine whether a student moves to the next grade. If you have questions or concerns about your child's progress, please call your child's school to arrange a conference with your child's teacher.





## Marysville Joint Unified School District

### NOTIFICATION TO OPT A CHILD OUT OF EL PROGRAMS OR PARTICULAR EL SERVICES

Date \_\_\_\_\_

School \_\_\_\_\_

School Year \_\_\_\_\_

Dear Parent,

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child \_\_\_\_\_. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

- ☐ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.
- ☐ I am familiar with the EL programs and services the school has available for my child.
- ☐ I have had the opportunity to discuss the available EL programs and services with the school.
- ☐ I understand that the school believes its recommendation is the most academically beneficial for my child.
- ☐ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.
- ☐ All of this information has been presented to me in a language I fully understand.
- ☐ I understand that this form must be completed yearly.

I, \_\_\_\_\_, with a full understanding of the above information, wish to

- ☐ decline **all** of the EL programs and EL services offered to my child. decline
- ☐ **some** of the EL programs and/or particular EL services offered to my child.

I wish to decline (*List program/services*)

\_\_\_\_\_  
\_\_\_\_\_

Parent's Signature

Child's Name

Date



# Marysville Joint Unified School District

## Annual Parent Notification Letter

### Federal Title I or Title III and State Requirements

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

School:

Date of Birth:

Date:

Grade:

Student ID #:

Primary Language:

**Dear Parent(s) or Guardian(s):** Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A][i],[vi])

#### Language Assessment Results

(20 U.S.C Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall		
Oral Language		
Written Language		

Domain	Performance Level
Listening	
Speaking	
Reading	
Writing	

Check if applicable: ☐ **Individualized Education Program (IEP) on file**

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vii])

#### Exit (Reclassification) Criteria

(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below and can be found at <http://www.mjUSD.com/District/Departments/Educational-Services/English-Learner/index.html> (see form 21 A and B).

Required Criteria (California Education Code Section 313[f])	Marysville Joint Unified School District's Criteria
English Language Proficiency Assessment	Overall achievement of level 4 (Well Developed)
Teacher Evaluation	Teacher evaluation including, but not limited to, curriculum mastery
Parental Opinion and Consultation	Parent notification by phone, mail, or conference
Comparison of Performance in Basic Skills	Grades K-3: Grade Level STAR 360 score and/or proficient on three grade level district benchmarks  Grades 3-12: Met or exceeded standards on the English Language Arts CAASPP assessment and/or grade level on STAR 360 and/or proficient on three grade level district benchmarks

#### Academic Achievement Results

(20 U.S.C. Section 6312[e][3][A][ii])

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Skill Area	Smarter Balanced Assessment Consortium (SBAC) or Local Measures	Other Measure
English Language Arts		
Mathematics		

### Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])

Graduation rate for English Learners for the Marysville Joint Unified School District for 2017 was 90.5%

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

### Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

### Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

### Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the Marysville Joint Unified School District are listed below. (20 U.S.C. Section 6312[e][3][A][iii],[v])

**Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). For more information regarding various options please visit <https://www.cde.ca.gov/sp/el/ip/langedprogdefs.asp>.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact Lennie Tate at 530-749-6902 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

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## Marysville Joint Unified School District:

### Annual Monitoring of EL Student Progress K-8

**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. If student's progress is unsatisfactory, a parent conference is needed. Complete sections and place original in green folder.

Student Name \_\_\_\_\_ SSID number \_\_\_\_\_

Grade	CLEDT/ELPAC Was there growth?	CAASPP	STAR Reading/ Early Literacy	Progress in class Circle one	Recommendation Circle one and provide detail if needed
<b>TK</b>  _____ EL Facilitator Initial	Initial: _____ List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____	NA	Beginning of the Year GE  _____ End of the Year GE  _____	Satisfactory  Unsatisfactory  _____ Teacher's Initial	Reclassification  Student making expected Progress  Intervention needed: Provide Details
<b>K</b>  _____ EL Facilitator Initial	Initial Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA Y N	NA	Beginning of the Year GE  _____ End of the Year GE  _____	Satisfactory  Unsatisfactory  _____ Teacher's Initial	Reclassification  Student making expected Progress  Intervention needed: Provide Details
<b>1<sup>st</sup></b>  _____ EL Facilitator Initial	Initial Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA Y N	NA	Beginning of the Year GE  _____ End of the Year GE  _____	Satisfactory  Unsatisfactory  _____ Teacher's Initial	Reclassification  Student making expected Progress  Intervention needed: Provide Details
<b>2<sup>nd</sup></b>  _____ EL Facilitator Initial	Initial Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA Y N	NA	Beginning of the Year GE  _____ End of the Year GE  _____	Satisfactory  Unsatisfactory  _____ Teacher's Initial	Reclassification  Student making expected Progress  Intervention needed: Provide Details
<b>3<sup>rd</sup></b>  _____ EL Facilitator Initial	Initial Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA Y N	NA	Beginning of the Year GE  _____ End of the Year GE  _____	Satisfactory  Unsatisfactory  _____ Teacher's Initial	Reclassification  Student making expected Progress  Intervention needed: Provide Details

Grade	CLED/ELPAC Was there growth?	CAASPP	STAR Reading/ Early Literacy	Progress in class Circle one	Recommendation Circle one and provide detail if needed
4 <sup>th</sup>      EL Facilitator Initial	Initial    Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA   Y   N	Prior Year CAASPP  ELA _____  Math _____	Beginning of the Year GE  End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details
5 <sup>th</sup>      EL Facilitator Initial	Initial    Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA   Y   N	Prior Year CAASPP  ELA _____  Math _____	Beginning of the Year GE  End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details
6 <sup>th</sup>      EL Facilitator Initial	Initial    Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA   Y   N	Prior Year CAASPP  ELA _____  Math _____	Beginning of the Year GE  End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details
7 <sup>th</sup>      EL Facilitator Initial	Initial    Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA   Y   N	Prior Year CAASPP  ELA _____  Math _____	Beginning of the Year GE  End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details
8 <sup>th</sup>      EL Facilitator Initial	Initial    Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA   Y   N	Prior Year CAASPP  ELA _____  Math _____	Beginning of the Year GE  End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details



## Marysville Joint Unified School District:

### Annual Monitoring of EL Student Progress 9-12

**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. If student's progress is unsatisfactory, a parent conference is needed. Complete sections and place original in green folder.

Student Name \_\_\_\_\_ SSID number \_\_\_\_\_

Grade	CLEDT/ELPAC Was there growth?	CAASPP/ELA Grade	STAR Reading If applicable	Progress in class Circle one	Recommendation Circle one and provide detail if needed
9 <sup>th</sup>	Initial: List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA Y N	Prior Year CAASPP  ELA _____ Math _____  ELA Grade: Sem. 1 _____ Sem. 2 _____	Beginning of the Year GE _____ End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details
10 <sup>th</sup>	Initial Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA Y N	ELA Grade: Sem. 1 _____ Sem. 2 _____	Beginning of the Year GE _____ End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details
11 <sup>th</sup>	Initial Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA Y N	ELA Grade: Sem. 1 _____ Sem. 2 _____	Beginning of the Year GE _____ End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details
12 <sup>th</sup>	Initial Prior Year ELPAC List: _____ SPK: _____ Read: _____ Write: _____ Overall: _____ Growth: NA Y N	Prior Year CAASPP  ELA _____ Math _____  ELA Grade: Sem. 1 _____ Sem. 2 _____	Beginning of the Year GE _____ End of the Year GE _____	Satisfactory  Unsatisfactory  Teacher's Initial _____	Reclassification  Student making expected Progress  Intervention needed: Provide Details



**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 performance Standard. 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.

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**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	Reading Instruction	Writing Instruction
<ul style="list-style-type: none"><li><input type="checkbox"/> Teach new language in context, familiarizing students with its uses and sounds (phonemic awareness), before asking them to produce it themselves.</li><li><input type="checkbox"/> Build new concepts upon previous learning.</li><li><input type="checkbox"/> Use visuals and realia to introduce new vocabulary, i.e., flannel board, puppets, and objects.</li><li><input type="checkbox"/> Use selected vocabulary consistently in context.</li><li><input type="checkbox"/> Check for comprehension and provide immediate feedback.</li><li><input type="checkbox"/> Provide opportunities for total physical response (TPR).</li><li><input type="checkbox"/> Plan extended interactions with controlled vocabulary in various contexts during the day.</li><li><input type="checkbox"/> Provide opportunities for meaningful interaction with school staff in the classroom, office, library, and yard.</li><li><input type="checkbox"/> Other _____</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Use visuals to illustrate vocabulary.</li><li><input type="checkbox"/> Use TPR to check the comprehension.</li><li><input type="checkbox"/> Sequence pictures and provide visual reference for progression and directionality conventions.</li><li><input type="checkbox"/> Model picture walks and read alouds using student-generated big books and simple big books.</li><li><input type="checkbox"/> Support visual cues with print.</li><li><input type="checkbox"/> Teach upper and lower case letter recognition and matching.</li><li><input type="checkbox"/> Provide opportunities to recognize own name and match individual letter cards to letter in name.</li><li><input type="checkbox"/> Model reading the room daily: labels and environmental print.</li><li><input type="checkbox"/> Provide time daily for students to read their choice of material during sustained silent reading.</li><li><input type="checkbox"/> Other _____</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Model the pre-writing process appropriate for students' level of English proficiency.</li><li><input type="checkbox"/> Model letter formation and teach initial print concepts.</li><li><input type="checkbox"/> Provide work shape activities outlining, tracing, letter tile building.</li><li><input type="checkbox"/> Support concept development through picture writing.</li><li><input type="checkbox"/> Provide time for students to record their learning in picture journals.</li><li><input type="checkbox"/> Other _____</li></ul>
<p><b>Student Grouping</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Provide multiple language models: teacher, other staff, para-educator, volunteers, and EO students.</li><li><input type="checkbox"/> Group students by English proficiency level for specific skill development.</li><li><input type="checkbox"/> Mix student proficiency level for differentiated instruction</li><li><input type="checkbox"/> Change seating arrangements to increase access to language models (teacher, para-educator and peers).</li><li><input type="checkbox"/> Other _____</li></ul>	<p><b>Student Grouping</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Pair and group students for pre-reading activities.</li><li><input type="checkbox"/> Other _____</li></ul>	<p><b>Student Grouping</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Pair and group students for pre-writing activities.</li><li><input type="checkbox"/> Other _____</li></ul>
<p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Shorten the length of lessons and reduce the number of new words</li><li><input type="checkbox"/> Identify student's learning modality (strength) and provide additional activities that build upon strengths.</li><li><input type="checkbox"/> Use para-educator daily for one-to-one reinforcement activities, e.g., read-aloud, language games, and receptive vocabulary review.</li><li><input type="checkbox"/> Use listening centers to reinforce language patterns with picture books, songs and chants on tape.</li><li><input type="checkbox"/> Other _____</li></ul>	<p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use visual cues to distinguish work and letter directionality.</li><li><input type="checkbox"/> Sort pictures by categories, e.g., foods, reptiles, and action words.</li><li><input type="checkbox"/> Instruct para-educator to model and reinforce work and letter concepts.</li><li><input type="checkbox"/> Use cross-age tutors, peers or volunteers to reinforce familiar language activities and conduct picture walks.</li><li><input type="checkbox"/> Other _____</li></ul>	<p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Provide large to small muscle kinesthetic activities such as tracing and highlighting letters and words.</li><li><input type="checkbox"/> Create learning centers that provide patterns for practice/exploration/reinforcement.</li><li><input type="checkbox"/> Provide a variety of tools for writing: crayons, pencils, computer, etc.</li><li><input type="checkbox"/> Provide a variety of textures for kinesthetic learners: plastic letters and shapes, magnetic and sandpaper letters, finger paint, sand.</li><li><input type="checkbox"/> Provide additional time for student to complete tasks.</li><li><input type="checkbox"/> Other _____</li></ul>





**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
82				

Parent/Guardian \_\_\_\_\_

EL Specialist \_\_\_\_\_

Counselor \_\_\_\_\_

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

Other \_\_\_\_\_

- ☐ R-FEP Follow-up  
☐ ELL Monitoring  
☐ LRT  
☐ Other



# Marysville Joint Unified School District

Reclassification Form SY 20 \_\_\_\_ - 20 \_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ SSID: \_\_\_\_\_

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. Accommodations should be considered/provided as needed for ELs with IEPs.

Academic Criterion	Standard	Documentation
#1 Assessment of English Language Proficiency	<b>English Language Proficiency Assessment for California</b> <ul style="list-style-type: none"> <li>Overall level is Well Developed (level 4)</li> </ul>	Overall  SS: _____  PL: _____  Date of current State Test: _____
#2 Teacher Evaluation including, but not limited to, Curriculum Mastery	<input type="checkbox"/> The student understands and speaks conversational English without difficulty. <input type="checkbox"/> The student understands and speaks academic English without difficulty. <input type="checkbox"/> The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations. <input type="checkbox"/> The student is making satisfactory progress in written English assignments. Errors do not interfere with the comprehension of the student's writing. <input type="checkbox"/> Teacher agrees that student is performing proficiently in these academic areas or that any incurred deficits are due to factors unrelated to English language proficiency.	I verify that this student has met these criteria, and recommend that this student be reclassified as <i>Fluent English Proficient (RFEP)</i> .  Teacher's Name _____  Teacher's Signature _____ Date _____
#3 Parent Opinion and Consultation	Contact was made by <input type="checkbox"/> phone <input type="checkbox"/> mail <input type="checkbox"/> meeting If contact was made by mail, date the letter was mailed: _____ Brief description of consultation: _____	Language: _____  Parent/Guardian Signature _____ Date _____
#4 Basic Skills	<b>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</b>  Student must attain at least one of the following:  <input type="checkbox"/> Overall Score of <b>Standard met or higher</b> in English Language Arts on Smarter Balanced Summative Assessments. <b>and/or</b> <input type="checkbox"/> At or above grade level on STAR 360 <b>and/or</b> <input type="checkbox"/> Overall <b>Proficient</b> on three District Benchmarks (May include principal approved, grade-level, standards based common formative assessments).	Overall CAASPP Level _____ Test Year _____ <b>and/or</b> STAR 360 score _____ Date _____ <b>and/or</b> Assessment 1: _____ Date _____ Principal Initial _____ Assessment 2: _____ Date _____ Principal Initial _____ Assessment 3: _____ Date _____ Principal Initial _____  Reviewer _____  Signature _____
#5 Recommendation	<input type="checkbox"/> Student has met all of the criteria necessary for reclassification. Reclassification is effective immediately. <input type="checkbox"/> Student has <b>not</b> met all of the criteria necessary, and is not recommended for reclassification at this time.  <div>             Principal/Designee Signature _____ Print name and position _____ Date _____              District Signature _____ Print name and position _____ Date _____              Student Signature _____ Print name _____ Date _____           </div>	

- All ELPAC and assessment data must be no more than one-year from reclassification form date.
- ELs with IEPs: if the IEP team determines that an EL with an IEP would benefit from EL reclassification, but the disability prevents him/her from meeting the above criteria, the IEP team needs to contact the EL Facilitator for additional guidance.

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.



# Marysville Joint Unified School District

## Reclassification Parent Letter

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 has met the standards on the district benchmark(s) in English Language Arts or achieved a grade level score on STAR360.
3. **English Language Proficiency:** An Overall Level of well developed (level 4) score achieved.

\* 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 four 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,

\_\_\_\_\_

SH



**Marysville Joint Unified School District**  
Reclassification Follow-Up Monitoring Form

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ SSID number: \_\_\_\_\_ Date of reclassification \_\_\_\_\_

Date _____		STAR 360 _____ ELA SBAC _____	Areas of Concern/Interventions	Check if progress is:		Signature of Principal or designee
Date _____				Satisfactory	Unsatisfactory	
Year 1	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				
Year 2	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				
Year 3	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				
Year 4	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				
	Date _____	STAR 360 _____ ELA SBAC _____				

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# Marysville Joint Unified School District

## Principal's Assurances Checklist

**By the end of October:**

**INITIAL ELPAC:** I have confirmed that the site is current on the administration of the Initial ELPAC and parents have been notified of the results.

**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.

**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 before spring break with any others who might qualify.**

**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:**

**INITIAL ELPAC:** I have confirmed that the site is current on the administration of the Initial ELPAC and parents have been notified of the results.

**RECLASSIFICATION:** The EL Specialist and I continue to monitor an updated list of students who may qualify for reclassification thus far this year. The EL Specialist will follow the procedure identified above for any additional students who may qualify for reclassification with additional data collected throughout the school year. All reclassifications must be complete before spring break.

**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 Department or upload document to the EL folder in google docs.

District Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

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**By the second Friday in February:**

**INITIAL ELPAC:** I have confirmed that the site is current on the administration of the Initial ELPAC and parents have been notified of the results.

**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 continue to monitor an updated list of students who may qualify for reclassification thus far this year. The EL Specialist will follow the procedure identified above for any additional students who may qualify for Reclassification with additional data collected throughout the school year. All reclassifications must be complete before spring break.

**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 Department or upload document to the EL folder in google docs.

District Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**By the third Friday in February:**

**INITIAL ELPAC:** I have confirmed that the site is current on the administration of the Initial ELPAC and parents have been notified of the results.

**RECLASSIFICATION:** The EL Specialist and I continue to monitor an updated list of students who may qualify for reclassification thus far this year. The EL Specialist will follow the procedure identified above for any additional students who may qualify for reclassification with additional data collected throughout the school year. All reclassifications must be complete before spring break.

**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:** The EL Specialist and I continue to monitor an updated list of students who may qualify for Reclassification thus far this year. The EL Specialist will follow the procedure identified above for any additional students who may qualify for Reclassification with additional data collected throughout the school year. All Reclassifications must be complete before Spring Break.

**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 Spring Break**

**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.

**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.

**By the end of May:**

**INITIAL and SUMMATIVE ELPAC:** The Initial and Summative ELPAC administration is complete.

**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 Department or upload document to the EL folder in google docs.

District Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

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Includes Purchase Orders dated 02/01/2019 - 03/01/2019				Board Meeting Date March 12, 2019 Board	
PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount	
<b>Location Accounting/Payroll (103)</b>					
P19-02862	Gray Step Software , Inc	2018-19 ASBWorks License Fees - LHS & MHS	01-5801-0000	2,590.00	
<b>Location After School Program (107)</b>					
P19-02742	SUTTER BUTTES COMMUNICATIONS	Radio Repair/ Yuba Gardens	01-5641-6010	58.02	
P19-02814	S & S WORLDWIDE	STARS/ Jenna	01-4300-6010	374.93	
P19-02863	SUTTER BUTTES COMMUNICATIONS	Radio Repair/ Yuba Gardens	01-4300-6010	154.58	
			01-5641-6010	210.01	
P19-02885	SCHOLASTIC BOOK CLUB	Book Order	01-4300-6010	6,992.95	
P19-02931	S & S WORLDWIDE	STARS/ Andy	01-4300-6010	365.99	
P19-02934	S & S WORLDWIDE	MCK ASSES Sarena	01-4300-6010	1,268.95	
		<b>Total Location</b>		<b>9,425.43</b>	
<b>Location Arboga Elementary (01)</b>					
P19-02702	KING CLOTHING	Student Shirts for PBIS	01-4300-1100	259.22	
P19-02724	AMAZON.COM	Stu Earbuds for Testing	01-4300-0003	178.77	
P19-02868	EAI EDUCATION	ENRICHMENT WIN/ HANSEN	01-4300-3010	16.72	
P19-02869	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Enrichment WIN /HARLOW Rm 11	01-4300-3010	119.05	
P19-02899	AMAZON.COM	School Lanyards	01-4300-1100	15.78	
		<b>Total Location</b>		<b>589.54</b>	
<b>Location Browns Valley Elementary (03)</b>					
P19-02763	AMAZON.COM	awards supplies	01-4300-1100	56.80	
P19-02764	AMAZON.COM	Garden/donation	01-4300-9010	1,013.30	
P19-02965	AMAZON.COM	Music supplies	01-4300-0004	402.52	
		<b>Total Location</b>		<b>1,472.62</b>	
<b>Location Business Services (106)</b>					
P19-02855	BUTTE COUNTY ELECTIONS DIVIS.	Election Costs /Butte County 2018	01-5820-0000	1,130.61	
<b>Location Categorical (203)</b>					
P19-02740	AMAZON.COM	Car charger for cell phone	01-4300-9045	21.64	
P19-02825	AMAZON.COM	charger for cell phone	01-4300-9045	27.05	
P19-02901	AMAZON.COM	Materials for Program	01-4300-5630	25.95	
		<b>Total Location</b>		<b>74.64</b>	

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Board Report with Fund-Object-Resource by  
Location

Includes Purchase Orders dated 02/01/2019 - 03/01/2019

Board Meeting Date March 12, 2019 Board

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Cedar Lane Elementary (05)				
P19-02760	AMAZON.COM	Chair Bands	01-4320-0000	26.92
P19-02949	AMAZON.COM	Keenan	01-4300-0003	49.69
Total Location				76.61
Location Charter Academy For Fine Arts (42)				
P19-02704	CDW-G COMPUTER CENTER	11" Chromebooks	09-4300-7338	14,585.85
P19-02705	TROXELL COMMUNICATIONS INC	42 Unit Chromebook Cart	09-4410-7338	1,434.31
P19-02747	AMAZON.COM	Supplies - Yearbook	09-4300-0000	43.29
P19-02765	CDW-G COMPUTER CENTER	Admin CPUs & Monitors	09-4410-0000	2,642.04
P19-02807	AMAZON.COM	Supplies - Art	09-4300-1100	107.17
P19-02823	AMAZON.COM	Supplies - Science	09-4300-0000	97.10
P19-02925	American Assoc. of Univ. Women Attn: June McLunkin	STEM	09-5890-0000	270.00
P19-02927	PRECISION 1 SCREENPRINTING AND EMBROIDERY	Gabe	09-4300-0000	107.16
Total Location				19,286.92
Location Child Development (51)				
P19-02734	AMAZON.COM	Kwoods Pre Supplies	12-4300-6105	186.17
P19-02735	AMAZON.COM	Olive Pre Supplies Rm C Heidi Oliver	12-4300-6105	129.68
P19-02784	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Kwoods Pre Supplies	12-4300-6052	1,404.54
P19-02824	AMAZON.COM	Water Cooler for Office	12-4300-6105	232.35
P19-02826	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Covillaud Pre Supplies Room C Jackie Midthun	12-4300-6105	98.00
P19-02889	AMAZON.COM	Charger for MCC Laptop Bernie Ridgeway	12-4300-6105	35.60
P19-02900	AMAZON.COM	EMCC Supplies	12-4300-9010	90.88
P19-02902	AMAZON.COM	EMCC Supplies Carmen Garcia	12-4300-6105	90.88
P19-02903	AMAZON.COM	Pre Supplies Heidi Oliver	12-4300-6105	32.85
P19-02909	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Kang QRIS Supplies	12-4300-6127	275.94
P19-02910	AMAZON.COM	Linda Pre Supplies Room 302 Linda Duenas	12-4300-6105	128.82
P19-02935	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Arboga Pre Floor Seat	12-4300-6052	238.11
P19-02936	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Ced Ln Floor Seats	12-4300-6052	119.05
P19-02937	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Cov Pre floor seats	12-4300-6052	357.16
P19-02938	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Kynoch Pre floor seats	12-4300-6052	119.05
P19-02939	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Lind Pre floor seats	12-4300-6052	238.11

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Includes Purchase Orders dated 02/01/2019 - 03/01/2019

Board Meeting Date March 12, 2019 Board

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
<b>Location Child Development (51) (continued)</b>				
P19-02940	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	OlvPreRmC floor seats	12-4300-6052	119.05
P19-02941	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	OlvPreRmA floor seats	12-4300-6052	217.70
			12-4300-6105	20.41
P19-02942	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	YF Pre Floor Seats	12-4300-6105	119.05
P19-02943	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Arb Pre wobble cushions	12-4300-6105	110.35
			<b>Total Location</b>	<b>4,363.75</b>
<b>Location Community Day School (54)</b>				
P19-02703	GOVCONNECTION, INC.	Epson Lamp for 83+	01-4300-3010	481.21
P19-02729	AMAZON.COM	Per Mr. Gray - Camera Batteries	01-4300-3010	119.02
P19-02798	GoGuardian	Software License	01-5801-1100	121.78
P19-02810	AMAZON.COM	PE Supplies	01-4300-1100	89.82
P19-02933	Jones School Supply Co., Inc.	Student awards	01-4300-0004	124.98
			<b>Total Location</b>	<b>936.81</b>
<b>Location Cordua Elementary (07)</b>				
P19-02730	AMAZON.COM	iPad Cover - Title 1	01-4300-3010	54.11
P19-02832	CDW-G COMPUTER CENTER	Admin CPU	01-4410-1100	1,147.45
P19-02904	AMAZON.COM	Remote for Projector	01-4300-3010	31.73
P19-02930	Really Good Stuff, LLC	Classroom Items - Flip Charts	01-4300-3010	168.76
P19-02966	AMAZON.COM	Cordua Music - Music Stands	01-4300-0004	227.27
P19-02967	AMAZON.COM	VGA Cable - Title 1	01-4300-3010	9.19
			<b>Total Location</b>	<b>1,638.51</b>
<b>Location Covillaud Elementary (09)</b>				
P19-02797	DEMCO	COV - Library supplies	01-4300-0003	323.34
<b>Location District Office (61)</b>				
P19-02695	ESCAPE TECHNOLOGY	Software Development Services	01-5801-0000	250.00
P19-02696	ESCAPE TECHNOLOGY	Software Development Services	01-5801-0000	2,000.00
			<b>Total Location</b>	<b>2,250.00</b>
<b>Location Dobbins Elementary (11)</b>				
P19-02950	AMAZON.COM	Classroom Supplies	01-4300-1100	37.88
P19-02951	AMAZON.COM	Classroom Supplies	01-4300-1100	12.98

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Board Meeting Date March 12, 2019 Board

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
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Total Location	50.86
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## Location Edgewater Elementary (12)

P19-02854	SEHI COMPUTER PRODUCTS, INC.	Samsung Toner	01-4300-3010	1,141.50
P19-02879	SCHOOL SPECIALTY	Kinder Furniture	25-4300-0000	4,374.53
			25-4410-0000	3,221.77
P19-02880	OFFICE DEPOT B S D	Teacher Chairs	25-4300-0000	299.76
			Total Location	9,037.56

## Location Ella Elementary (13)

P19-02728	LOWE'S HOME IMPROVEMENT COMMERCIAL CHARGE ACCOUNT	Janitorial Supplies	01-4300-1100	150.00
P19-02836	AMAZON.COM	Janitorial Supplies	01-4300-1100	73.49
P19-02838	AMAZON.COM	PE Supplies	01-4300-1100	43.17
			Total Location	266.66

## Location Facilities (66)

P19-02731	THE TREE HOUSE	Toner	01-4300-0000	1,187.45
P19-02791	Bird's Eye Views	District Wide Metal Maps	01-4300-0000	6,661.04
P19-02806	Mid Pacific Engineering, Inc.	8192-LHS Culinary Arts Special Inspections Testing	01-6240-0010	5,685.00
P19-02876	Mid Pacific Engineering, Inc.	8195-Edgewater Portable Inspections and Testing	25-6230-0000	29,430.00
			Total Location	42,963.49

## Location Foothill Intermediate (35)

P19-02698	American Assoc. of Univ. Women Attn: June McJunkin	AAUW	01-5890-1100	156.00
P19-02881	J.W. PEPPER & SON, INC	Music Supplies	01-5890-9010	102.00
P19-02882	WOODWIND AND BRASSWIND	Music Supplies	01-4300-0004	45.88
P19-02922	AMAZON.COM	White Board - Reeves	01-4300-0003	32.03
P19-02954	Evolution Labs	FHS - Suite 360	01-5801-3010	750.00
			Total Location	1,138.79

## Location Grounds (65)

P19-02733	AMAZON.COM	GROUNDS/MAURICE	01-4300-0000	45.44
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## Location Indian Education (108)

P19-02739	Daniel Perry	WPW WORKSHOP	01-5801-4510	250.00
P19-02749	Sky Road Webb	High School Units	01-5801-4510	500.00

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Board Meeting Date March 12, 2019 Board

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
<b>Location Indian Education (108) (continued)</b>				
P19-02750	Michael Allen Williams	High School Units	01-5801-4510	250.00
P19-02751	Richard Flittie Drum Maker	High School Units	01-5801-4510	450.00
P19-02799	Salvador Topete Janitorial Svc	WPW WORKSHOP	01-5801-4510	150.00
P19-02864	CYNTHIA KETCHUM	H.S. Units	01-5801-4510	350.00
P19-02865	CYNTHIA KETCHUM	H.S. units	01-5801-4510	350.00
P19-02866	CYNTHIA KETCHUM	H.S. units	01-5801-4510	250.00
P19-02924	Pony Bead Store	Culture classes	01-4300-4510	355.42
P19-02953	NASCO	Culture classes	01-4300-4510	243.41
<b>Total Location</b>				<b>3,148.83</b>

<b>Location Johnson Park Elementary (15)</b>				
P19-02706	THE MARKERBOARD PEOPLE	Math dry erase sets	01-4300-0003	483.17
P19-02721	AMAZON.COM	Classroom supplies	01-4300-0003	68.55
P19-02722	SCHOLASTIC	McKinnon Books	01-4300-0003	173.20
P19-02758	SCHOLASTIC	Gilberts book order	01-4300-0003	138.50
P19-02847	Raptor Technologies, LLC	Raptor Badges	01-4300-1100	108.25
P19-02921	CORE	Professional Development	01-5801-3010	2,660.00
P19-02928	WALKER'S OFFICE SUPPLIES	Office Furniture	01-4300-0004	1,885.45
			01-4410-0004	3,774.79
P19-02932	AMAZON.COM	Classroom Supplies / Richards	01-4300-0003	142.54
P19-02960	AMAZON.COM	Paint Scraper	01-4300-1100	13.07
<b>Total Location</b>				<b>9,447.52</b>

<b>Location Kynoch Elementary (17)</b>				
P19-02700	K-LOG, INC EDUCATION DIVISION PPS-300	Mobile Cart & Monitor Stand	01-4300-3010	880.86
P19-02741	AMAZON.COM	Classroom Supplies, RSP Rm 35	01-4300-0003	74.43
P19-02781	AMAZON.COM	RM 17, Kore Chair	01-4300-0003	240.28
P19-02790	TROXELL COMMUNICATIONS INC	30 unit Chromebook Carts	01-4410-3010	2,262.43
P19-02793	MeTEOR Education	Kynoch Cafe Tables	01-4410-1100	4,717.28
P19-02800	AMAZON.COM	Copy Room Tech Equipment	01-4300-3010	47.06
P19-02805	Really Good Stuff, LLC	RM 2 & 3, REALLY GOOD STUFF ORDER	01-4300-0003	296.88
P19-02845	PERMA BOUND	Library Books	01-4200-0003	1,955.19

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount	
<b>Location Kynoch Elementary (17) (continued)</b>					
P19-02860	ESGI	SCHOOL WIDE USE, ESGI LICENSE	01-5801-3010	1,104.00	
P19-02912	AMAZON.COM	K-4 HEADPHONE ORDER	01-4300-3010	1,347.71	
P19-02919	AMAZON.COM	MEGAPHONES	01-4300-1100	214.14	
P19-02952	AMAZON.COM	STUDENT SUPPORT MATERIALS, BARNEC	01-4300-3010	109.18	
<b>Total Location</b>				<b>13,249.44</b>	
<b>Location Linda Elementary (19)</b>					
P19-02762	Freckle Education	Freckle 1 year service order	01-5801-0003	8,375.00	
P19-02778	RISO PRODUCTS OF SACRAMENTO	Riso Ink	01-4300-0003	61.83	
P19-02794	Waxie Sacramento	Entry Mats	01-4300-0004	1,007.10	
P19-02861	TROXELL COMMUNICATIONS INC	Elmos	01-4410-3010	1,825.10	
<b>Total Location</b>				<b>11,269.03</b>	
<b>Location Lindhurst High (43)</b>					
P19-02720	J.W. PEPPER & SON, INC	Classroom Supplies/Sleigh	01-4300-0004	239.07	
P19-02727	AMAZON.COM	Classroom Supplies/Fritzinger	01-4300-0003	216.41	
P19-02732	WARDS NATURAL SCIENCE	Classroom Supplies/Gale	01-4300-3010	1,333.84	
P19-02746	PSAT/NMSQT	PSAT	01-4300-9010	560.00	
P19-02761	BSN SPORTS	Athletic Supplies/Baseball	01-4300-0000	317.06	
P19-02769	TROXELL COMMUNICATIONS INC	Chrombook Carts and Elmos	01-4410-3010	7,096.87	
P19-02773	TENNIS WAREHOUSE	Athletic Supplies/Tennis	01-4300-0000	214.63	
P19-02796	MPS Attn: High School Order Entry	Statistics Textbooks	01-4100-0004	12,561.23	
P19-02801	AMAZON.COM	Library Books	01-4200-9010	848.76	
P19-02808	AMAZON.COM	Classroom Supplies/Arroyo-Magana	01-4300-0000	189.43	
P19-02813	ASCD	Classroom Supplies/Green	01-4300-0003	149.68	
P19-02815	Tim's Music	Classroom Supplies/Sleigh Garcia	01-4410-7338	1,726.59	
P19-02835	SIGNWORX	Office Wall Letters	01-4300-0000	963.43	
P19-02858	DeMoulin Bros. & Co.	Band Uniforms	01-4300-0000	18,434.55	
P19-02891	AMAZON.COM	Classroom Supplies/McCullough	01-4300-0003	32.60	
P19-02895	AMAZON.COM	Classroom Supplies/Synhorst	01-4300-0003	136.61	
P19-02896	AMAZON.COM	Classroom Supplies/Technology	01-4300-0003	162.05	
P19-02906	AMAZON.COM	Library Books	01-4200-0003	124.25	

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
<b>Location Lindhurst High (43) (continued)</b>				
P19-02913	AMAZON.COM	Classroom Supplies/Gutierrez	01-4300-6500	16.23
P19-02920	AMAZON.COM	Classroom Supplies/Machuca	01-4300-6500	15.14
<b>Total Location</b>				<b>45,338.43</b>
<b>Location Loma Rica Elementary (21)</b>				
P19-02785	AMAZON.COM	Classroom Supplies (Holcomb)	01-4300-9010	14.05
P19-02786	AMAZON.COM	Staff Room Supplies	01-4300-1100	65.46
P19-02816	AMAZON.COM	Parent Involvement Supplies	01-4300-3010	20.44
P19-02822	AMAZON.COM	Wobble Chair	01-4300-0004	37.88
P19-02827	Waxie Sacramento	Entry Mats	01-4320-0000	372.34
P19-02884	AMAZON.COM	AR Books	01-4200-9010	125.81
P19-02893	AMAZON.COM	Music Supplies	01-4300-0004	572.09
P19-02911	AMAZON.COM	AR Books	01-4200-3010	389.62
P19-02969	AMAZON.COM	PBIS Supplies	01-4300-0003	47.42
<b>Total Location</b>				<b>1,845.11</b>
<b>Location Maintenance (63)</b>				
P19-02748	GRAINGER	MAINTENANCE/ERIC/TOBY	01-4300-8150	233.91
P19-02772	John Burger Heating & Air Conditioning, Inc.	Maintenance/Ella/StaffRoom	14-5642-0000	13,216.00
P19-02774	BEYMER WELL SERVICE, INC.	Maintenance/Loma Rica School	01-5801-8150	3,671.00
P19-02802	Direct Digital Controls, Inc.	Maintenance/MultiZone Air Dampner Bldg C	01-5642-8150	2,250.00
P19-02811	Carpet II Inc. DBA Premier Floors	Maintenance/Olivehurst	14-5642-0000	2,661.71
P19-02812	Carpet II Inc. DBA Premier Floors	Maintenance/MHS	14-5642-0000	2,943.46
P19-02834	VOLTAGE SPECIALISTS	Maintenance/LHS/Covillaud	01-5801-8150	885.00
P19-02842	RUSSELL SIGLER, INC.	Maintenance/Ella F101	14-5642-0000	5,313.99
P19-02870	FLETCHERS PLUMBING & CONTRACTING INC.	Maintenance/McKenney	01-5642-8150	1,590.00
P19-02871	RQI, Inc.	Maintenance/MHS Pool	01-4410-8150	5,883.37
P19-02874	RICHARDS TREE SERVICE	Grounds/Kynoch Trees	01-5801-8150	5,200.00
P19-02875	HYDROTEC SOLUTIONS, INC.	Maintenance/Foothill	01-5801-8150	435.00
P19-02878	HYDROTEC SOLUTIONS, INC.	Maintenance/Loma Rica	01-5801-8150	435.00
P19-02929	VOLTAGE SPECIALISTS	Maintenance/Covillaud Preschool	01-5801-8150	1,464.00
<b>Total Location</b>				<b>46,182.44</b>

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
<b>Location Marysville High (45)</b>				
P19-02707	GOVCONNECTION, INC.	Epson Lamp for 83+	01-4300-0003	320.81
P19-02768	AMAZON.COM	Ink	01-4300-0004	523.44
P19-02775	AMAZON.COM	Tech Supplies	01-4300-3010	58.29
P19-02776	AMAZON.COM	Folders	01-4300-0004	42.19
P19-02783	AMAZON.COM	DVD+R	01-4300-0000	28.36
P19-02873	ANTONIO QUICK LUNCH	PD Lunch 1/30/19	01-4300-0000	227.83
P19-02916	AMAZON.COM	Pins	01-4300-0000	184.01
P19-02917	AMAZON.COM	Rally Items	01-4300-0000	79.85
P19-02948	AMAZON.COM	Books	01-4300-3010	164.51
P19-02959	AMAZON.COM	Spanish Books	01-4300-3010	104.11
P19-02961	MJB WELDING SUPPLY	Ag Mech Equipment RFP 19-1019	01-6400-0004	6,524.68
			01-6400-6387	100,632.00
P19-02962	MJB WELDING SUPPLY	Ag Mech Equipment RFP 19-1019	01-4300-0004	2,045.12
			01-4410-0004	13,932.23
			01-4450-0004	6,302.46
P19-02963	MJB WELDING SUPPLY	Ag Mech Equipment RFP 19-1019	01-6400-0004	103,031.08
			01-6400-0004	6,573.54
			01-6400-9023	61,082.71
P19-02964	MJB WELDING SUPPLY	Ag Mech Equipment RFP 19-1019	01-4300-3550	1,177.54
			01-4410-0004	3,553.83
			01-4410-3550	44,571.33
			01-6491-3550	29,775.69
		<b>Total Location</b>		<b>380,935.61</b>
<b>Location McKenney Intermediate (37)</b>				
P19-02701	TROXELL COMMUNICATIONS INC	Short Throw Projector, Mount, and Elmo	01-4410-3010	7,283.06
P19-02782	AMAZON.COM	Batteries	01-4300-1100	49.77
P19-02792	GOVCONNECTION, INC.	Epson Lamp for 83+	01-4300-1100	962.43
P19-02817	AMAZON.COM	GREMINGER	01-4300-1100	19.14
P19-02839	BAD WOLF PRESS	GREMINGER	01-4300-1100	35.00
P19-02872	SCHOOL SAVERS	Calculators	01-4300-0004	439.98

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
<b>Location McKenney Intermediate (37) (continued)</b>				
P19-02907	AMAZON.COM	Calculator Pocket Holder	01-4300-1100	16.22
P19-02908	AMAZON.COM	STEM BRIDGE BUILDING SET - FIELD	01-4300-0004	183.21
P19-02968	AMAZON.COM	ANDERSON	01-4300-1100	66.91
<b>Total Location</b>				<b>9,055.72</b>
<b>Location Nutrition Services (73)</b>				
P19-02709	The Hillshire Brands Co.	Direct Order for Warehouse Inventory	13-9325-5310	7,346.09
P19-02710	LAND O'LAKE, INC	Direct Order for Warehouse Inventory	13-9325-5310	5,619.68
P19-02711	RB SPENCER	Open PO for Kitchen Equip Repair 18/19 School Year	13-5641-5310	10,000.00
P19-02712	JENNIE-O-TURKEY STORE	Direct Order for Warehouse Inventory	13-9325-5310	7,326.36
P19-02713	ULINE.COM	Direct order for FFVP Program Distribution	13-4300-5370	816.17
P19-02714	WAWONA FROZEN FOODS	Direct Order for Warehouse Inventory	13-9325-5310	4,725.72
P19-02715	EAST BAY RESTAURANT SUPPLY, INC.	Metro Warming Cabinets	13-4410-5310	31,976.03
P19-02716	EAST BAY RESTAURANT SUPPLY, INC.	YF Atosa Reach In Freezer, Quote 45844	13-4410-5310	4,049.04
P19-02754	GOODMAN FOODS	Direct Order for Warehouse Inventory	13-9325-5310	12,057.40
P19-02755	COMMERCIAL APPLIANCE	Installation of Blodget Double Ovens- 4 sites	13-6492-5310	3,107.84
			13-6492-5314	5,986.68
P19-02756	ULINE.COM	Safety floor mats for Kitchens	13-4300-5310	676.57
P19-02757	LA TAPATIA TORTILLERIA, INC	Direct Order for Warehouse Inventory	13-9325-5310	426.00
P19-02803	PILGRIM'S PRIDE CORPORATION	Direct Order for Warehouse Inventory	13-9325-5310	9,085.44
P19-02804	Sysco Sacramento, Inc.	Direct order for Warehouse Inventory & Dist.	13-4717-5310	255.69
			13-9326-5310	5,192.80
P19-02828	Sysco Sacramento, Inc.	Direct Order for Warehouse Inventory	13-9326-5310	1,222.77
P19-02829	Crown Distributing	Direct Order for Warehouse Inventory	13-9326-5310	2,501.96
P19-02830	Sysco Sacramento, Inc.	Direct Order for Warehouse Inventory	13-9325-5310	1,229.40
			13-9326-5310	489.45
P19-02848	INTEGRATED FOOD SERVICES	Direct Order for Warehouse Inventory	13-9325-5310	9,765.45
P19-02849	SCHWAN'S FOOD SERVICE	Direct Order for Warehouse Inventory	13-9325-5310	10,112.24
P19-02850	NATIONAL FOOD GROUP	Direct Order for Warehouse Inventory	13-9325-5310	6,457.50
P19-02851	Identimetrics, Inc.	Scanner	13-4300-5310	204.59
P19-02852	LA TAPATIA TORTILLERIA, INC	Direct Order for Warehouse Inventory	13-9325-5310	568.00

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
<b>Location Nutrition Services (73) (continued)</b>				
P19-02886	Asian Food Solutions	Direct Order for Warehouse Inventory	13-9325-5310	11,936.00
P19-02887	THRIFTY-ROOTER-PUMPING	Kitchen Repairs	13-5641-5310	150.00
P19-02944	Rich Chicks, LLC	Direct Order for Warehouse Inventory	13-9325-5310	12,155.20
P19-02945	Identimetrix, Inc.	Biometric Scanners	13-4410-5310	1,929.84
P19-02946	LAND O'LAKES, INC	Direct Order for Warehouse Inventory	13-9325-5310	7,993.48
P19-02947	Sysco Sacramento, Inc.	Direct Order for Warehouse Inventory	13-9325-5310	292.38
<b>Total Location</b>				<b>175,655.77</b>
<b>Location Olivehurst Elementary (25)</b>				
P19-02833	RISO PRODUCTS OF SACRAMENTO	Riso Ink	01-4300-0004	370.99
P19-02840	TFD Unlimited, LLC	Classroom supplies	01-4300-0004	238.15
P19-02856	Alhambra	Admin Supplies	01-4300-1100	500.00
			01-5630-1100	23.94
P19-02857	GREENFIELD LEARNING, INC MULTIMEDIA SYSTEMS FOR TRAIN. Greenfield Learning Alexia - Add Unlimited Licence		01-5801-0003	13,550.00
P19-02890	AMAZON.COM	Classroom Supplies	01-4300-0003	480.35
P19-02894	AMAZON.COM	Classroom Supplies	01-4300-0003	89.78
P19-02897	AMAZON.COM	Classroom Supplies	01-4300-0003	230.57
P19-02905	AMAZON.COM	Classroom Supplies	01-4300-0004	94.94
P19-02956	SCHOLASTIC	Classroom Supplies	01-4300-3010	32,748.26
<b>Total Location</b>				<b>48,326.98</b>
<b>Location Pupil Services (202)</b>				
P19-02699	Dora Dome Law Offices	Student Discipline & SPED Discipline Training	01-5801-9018	3,866.00
P19-02719	AMAZON.COM	Accom. for Arboga Student	01-4300-0000	477.27
P19-02736	Plusoptix, Inc.	Health Plusoptix Amanda D	01-4300-0000	93.19
P19-02737	Pearson Clinical Order Dept.	Test materials for psychs	01-4300-0000	4,225.98
P19-02738	PRO-ED	Test materials for psychs	01-4300-0000	213.40
P19-02771	SUPER DUPER PUBLICATIONS DEPT SD 2004	Speech - Nicole Masters	01-4300-6500	191.55
P19-02843	MULTI HEALTH SYSTEMS, INC	Test materials for psychs	01-4300-0000	593.04
P19-02844	WESTERN PSYCHOLOGICAL CORP	Test materials for psychs	01-4300-0000	858.50
P19-02846	Pearson Clinical Order Dept.	Test materials Lunden D.	01-4300-6500	188.88
P19-02898	NCS PEARSON INC.	Q-Interactive Speech Monthly Usage	01-4300-6500	147.00

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
<b>Location Pupil Services (202) (continued)</b>				
P19-02914	AMAZON.COM	Noise Cancellation headphones for Jill Segner	01-4300-6500	22.39
P19-02955	Pearson Clinical Order Dept.	Q-Interactive Psych Standard License	01-5801-6500	595.38
<b>Total Location</b>				<b>11,472.58</b>
<b>Location Purchasing (104)</b>				
P19-02753	JOHN DEERE COMPANY	Gators w/MedBed LHS and MHS	01-4450-0004	26,394.03
P19-02926	CDW-G COMPUTER CENTER	Acrobat Pro 2017 - Mike	01-5801-0000	81.81
<b>Total Location</b>				<b>26,475.84</b>
<b>Location South Lindhurst (47)</b>				
P19-02888	YUBA SUTTER TRANSIT	bus tickets	01-4300-1100	100.00
P19-02918	AMAZON.COM	Underwood	01-4300-1100	102.14
<b>Total Location</b>				<b>202.14</b>
<b>Location Student Discipline/Attendance (109)</b>				
P19-02777	NWN CORPORATION	Color Printers	01-4410-0000	991.06
<b>Total Location</b>				<b>991.06</b>
P19-02809	Dora Dome Law Offices	Consultant	01-5801-0000	1,040.00
P19-02841	CROWN AWARDS	Spelling bee	01-4300-0000	111.28
P19-02867	CROWN AWARDS	Spelling Bee plaques	01-4300-0000	73.52
<b>Total Location</b>				<b>3,206.92</b>
<b>Location Superintendent (101)</b>				
P19-02780	BETTY'S RESTAURANT	Administrative Lunch	01-4300-0000	672.37
<b>Location Technology (102)</b>				
P19-02723	AMAZON.COM	Tech Supplies	01-4300-0000	69.25
P19-02744	CDW-G COMPUTER CENTER	SQL Server 2017	01-5801-0000	8,710.20
P19-02770	AMAZON.COM	Office Supplies	01-4300-0000	266.22
P19-02831	EKC Enterprises, Inc.	Board Room Upgrade	01-4300-0000	909.30
<b>Total Location</b>				<b>7,517.96</b>
P19-02859	County of Yuba Information Technology	Phone Support with Yuba County	01-5801-0000	75.00
P19-02892	AMAZON.COM	Office Supplies for Raul	01-4300-0000	43.29
P19-02923	AMAZON.COM	Printer Supplies	01-4300-0000	552.57
P19-02958	CDW-G COMPUTER CENTER	Server License	01-5801-0000	37,356.40

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Total Location	55,500.19
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## Location Transportation (69)

P19-02708	CDW-G COMPUTER CENTER	Monitors	01-4300-0230	347.14
P19-02725	AMAZON.COM	Fuse	01-4300-0230	25.78
P19-02726	A-Z BUS SALES INC	TRANSPORTATION/SPECIAL ED	01-4300-0240	5,000.00
P19-02779	AMAZON.COM	Phone battery	01-4300-0230	16.18
P19-02819	A-1 Body Shop & Towing	Repairs on Bus 98	01-5641-0230	798.53
P19-02820	A-1 Body Shop & Towing	Repairs on Bus 100	01-5641-0230	472.18
P19-02837	LARRY GEWEKE FORD	Maintenance Trucks	01-6500-8150	68,764.92
P19-02877	MID VALLEY SOUND	Speakers and supplies	01-4300-0230	500.00
P19-02883	Snap-On Hughes Mobile Tools	Transportation-parts	01-4364-0230	2,000.00
Total Location				77,924.73

## Location Warehouse (71)

P19-02697	HILLYARD - SACRAMENTO	Warehouse Stock 2018-19 S.Y.	01-9320-0000	5,807.39
P19-02787	SOUTHWEST SCHOOL & OFFICE SUPPLY	WHS Stock 18-19 SY	01-9320-0000	976.93
Total Location				6,784.32

## Location Yuba Feather K-6 (29)

P19-02818	TROXELL COMMUNICATIONS INC	Elmo	01-4300-0003	784.81
P19-02821	OLIVER WORLDCLASS LABS	Smartboard (refresh program)	01-4410-0003	608.37
Total Location				1,311.67
Total Location				2,704.85

## Location Yuba Gardens Intermediate (39)

P19-02471	TROXELL COMMUNICATIONS INC	Elmo, Projector, Cart	01-4410-3010	9,976.32
P19-02717	DELANEY EDUCATIONAL ENTERPRISE	ANTROBUS/GATES	01-4200-3010	5,373.00
P19-02718	AMAZON.COM	Blinds	01-4300-1100	92.81
P19-02745	AMAZON.COM	Toner	01-4300-0003	506.57
P19-02752	AMAZON.COM	BOWMAN/GATES	01-4300-0003	73.22
P19-02766	AMAZON.COM	CROSBY/GATES	01-4300-0003	69.62
P19-02767	AMAZON.COM	WATERS/GATES	01-4300-3010	96.30

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount	
Location Yuba Gardens Intermediate (39) (continued)					
P19-02788	MUSICIAN'S FRIEND	Music Supplies / Stewart	01-4300-0004	913.63	
			01-4410-0003	6,300.00	
			01-4410-0004	3,334.04	
			01-4410-1100	1,575.13	
P19-02915	AMAZON.COM	MULTI TEACHERS	01-4300-0003	106.95	
Total Number of POs			Total Location	28,417.59	
			Total	1,055,277.99	

## Fund Recap

Fund	Description	PO Count	Amount
01	Gen Fund	207	794,510.33
09	Chtr Schs	8	19,286.92
12	Child Dev	20	4,363.75
13	Cafeteria	28	175,655.77
14	Def Maint	4	24,135.16
25	Cap Fac	3	37,326.06
Total			1,055,277.99

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

001 - Marysville Joint Unified School District

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## PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
P19-00138	8,000.00	01-4300	Gen Fund/Mat&Suppli	3,000.00
P19-00150	8,000.00	01-4300	Gen Fund/Mat&Suppli	1,865.85
P19-00172	4,300.00	01-4300	Gen Fund/Mat&Suppli	2,000.00
P19-00177	5,000.00	01-5641	Gen Fund/Equip Repa	5,000.00-
P19-00178	10,000.00	01-4330	Gen Fund/Supp Vehic	3,000.00
P19-00184	15,000.00	01-5641	Gen Fund/Equip Repa	5,000.00-
P19-00188	11,000.00	01-5641	Gen Fund/Equip Repa	5,000.00
P19-00193	3,000.00	01-4364	Gen Fund/Tools/Part	2,000.00
P19-00200	2,500.00	01-4364	Gen Fund/Tools/Part	1,000.00
P19-00201	5,000.00	01-5641	Gen Fund/Equip Repa	5,000.00-
P19-00213	5,000.00	01-4300	Gen Fund/Mat&Suppli	2,000.00
P19-00275	5,500.00	01-4300	Gen Fund/Mat&Suppli	2,479.61
P19-00317	10,300.00	01-4300	Gen Fund/Mat&Suppli	2,247.63
P19-00386	600.00	01-4300	Gen Fund/Mat&Suppli	292.00
P19-00593	2,750.00	01-4300	Gen Fund/Mat&Suppli	24.85
P19-00665	2,500.00	01-4300	Gen Fund/Mat&Suppli	1,000.00
P19-00666	2,000.00	01-4300	Gen Fund/Mat&Suppli	1,000.00
P19-00716	2,600.00	01-4300	Gen Fund/Mat&Suppli	300.00
P19-00831	11,000.00	01-4300	Gen Fund/Mat&Suppli	4,000.00
P19-00859	1,576.20	01-4300	Gen Fund/Mat&Suppli	76.20
P19-00996	1,600.00	01-4300	Gen Fund/Mat&Suppli	600.00
P19-01047	74,500.00	13-5641	Cafeteria/Equip Repa	40,000.00
P19-01063	1,000.00	01-4300	Gen Fund/Mat&Suppli	451.47
P19-01249	50.00	01-5890	Gen Fund/Other Serv	250.00-
P19-01336	236.50	01-4300	Gen Fund/Mat&Suppli	116.90
P19-02065	1,400.00	01-4300	Gen Fund/Mat&Suppli	600.00
P19-02132	304,753.86	01-6210	Gen Fund/Buildings	9,448.86
P19-02439	1,707.15	13-4716	Cafeteria/Produce	94.05-
P19-02565	1,548,905.90	01-6210	Gen Fund/Buildings	4,905.90
Total PO Changes				72,065.22

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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## PBIS Rewards Service Proposal For:

Cedar Lane Elementary School

Proposal Number: v39215

Date: February 27, 2019

### Executive Summary

PBIS Rewards (PR) will provide its PBIS Rewards Service to Cedar Lane Elementary School (Organization), Marysville Joint Unified School District, located at 841 Cedar Lane, West Linda, CA 95961, United States for the school year 2019-2020.

### School Requirements

#### Student Requirements

Students are not required to have ID cards, but the PBIS Rewards smartphone App is most effective when students have ID cards. The ID cards should have a QR code or Barcode that represents a numeric student ID number unique to each student. PR can provide Student ID Cards at an additional cost. See <https://www.pbisrewards.com/order/> for pricing and ordering details.

#### Smartphone Apps Requirements

Any user who will use one of the PBIS Rewards Smartphone Apps must have a smartphone or device capable of running the applicable PBIS Rewards Smartphone App (Staff App, Student App, Parent App). Devices supported include:

- iOS devices (latest version)
- Android devices (latest version)
- Amazon Fire devices (latest version)

We will attempt, but not guarantee, to support previous versions of the operating systems of these devices. Devices must be capable of communicating with the website <https://app.pbisrewards.com> over a Wi-Fi network or over a mobile data network.

#### ID Card Limitation

If Organization is using ID Cards provided outside of the PBIS Rewards service, you confirm that Organization has adequately tested your ID Cards with the PBIS Rewards Smartphone apps for those platforms that you will be using in Organization. PR does not warrant that the Smartphone Apps will work with ID Cards that are not provided by PR or are not produced from the PBIS Rewards service. Although the Smartphone Apps generally work with other ID Card systems that use a barcode or QR Code, it is important that Organization test compatibility to ensure that the Apps work satisfactorily.

#### Desktop Web Portal Requirements

A computer capable of running a modern browser with current software updates applied such as:

- Chrome (latest version)
- Microsoft Edge (latest version)
- Firefox (latest version)

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- Safari (latest version)

The computer must have Internet access and be capable of communicating with the website <https://app.pbisrewards.com>. The PBIS Rewards service including the Smartphone Apps and the Desktop Web Portal are provided as a cloud-hosted solution.

## Pricing

Pricing for the use of the software consists of a per school base fee plus a per student fee. The number of students is based on the school's best estimate of the number of active students they will have at peak enrollment. If the number of active students is 5% or more than the estimate, an additional charge may be invoiced. All pricing is in US Dollars (USD).

Description	Qty	Price	Ext Price	
PBIS Rewards Service Base Fee	1	\$500.00	\$500.00	USD
PBIS Rewards Per Student Fee	540	\$1.75	\$945.00	USD
10% Renewal Discount	1	-\$147.50	-\$147.50	USD
<b>Total Price</b>			<b>\$1,297.50</b>	USD

*PBIS Rewards must be renewed every school year.*

**\*\*\* ID Badges and Lanyards are not included. \*\*\***

## Payment

Organization will be invoiced immediately upon execution of this agreement or upon PR receiving a purchase order. Incorporated into this Agreement are the Payment and Billing Policies of PR which are at <https://www.pbisrewards.com/policies/bpp/>. Organization acknowledges and agrees to the terms of the PR Billing and Payment Policy.

## Support

Helpdesk support is available during standard business hours to any Staff or Admin user in the PBIS Rewards System for the Organization. The preferred method for initiating a helpdesk request is to use the PBIS Rewards Support Website:

<https://support.pbisrewards.com>

Users can also call in to request support by calling toll-free 1-844-458-7247. This number is answered Monday-Friday 8am to 5pm (Central Time Zone) with exceptions for the standard recognized US holidays.

Users can email in their support request to [support@pbisrewards.com](mailto:support@pbisrewards.com).

## Services

PR will permit Organization to access its PBIS Rewards Services and the related software applications (the 'Services') for use in the Positive Behavior Interventions and Support program implemented by Organization.

## PBIS Rewards Terms of Service

This proposal is a contract for services and is covered by the PBIS Rewards Terms of Service dated July 26, 2018. A copy of the PBIS Rewards Terms of Service can always be found at:

If PBIS Rewards updates the PBIS Rewards Terms of Service, the Organization will be notified that there is a new version available. By default, the PBIS Rewards Terms of Service dated July 26, 2018 will remain the legally-binding version. If it so chooses, the Organization may notify PBIS Rewards in writing that it adopts the new version which then becomes the legally-binding version of the PBIS Rewards Terms of Service.

The PBIS Rewards Terms of Service covers the following: a) Acceptable Use; b) Student Data Privacy; c) FERPA; d) COPPA; e) PPRA. Additionally, where applicable, it covers state-specific policies.

## Termination by PBIS Rewards

Notwithstanding anything to the contrary contained in this Agreement, PR may suspend or discontinue part or all of the Services or terminate this Agreement immediately upon notice to Organization for any of the following reasons: (i) Organization fails to pay any invoice within thirty (30) days from the date of invoice, provided PR gives Organization notice and an opportunity to cure its payment default within seven business days of such notice; (ii) Regulatory or other governmental actions which adversely affect the cost of providing the Services, determined in PR's sole discretion; (iii) Organization furnishes false or misleading customer information; (iv) Organization fails, in PR's sole discretion, to maintain satisfactory credit qualifications; (v) Organization fails to provide timely information or data necessary for activating the Services; (vi) Organization does not comply with any applicable software licensing agreements, if any; (vii) Organization becomes subject to voluntary or involuntary bankruptcy, insolvency, reorganization, or liquidation proceedings; makes an assignment for the benefit of creditors; or admits in writing its inability to pay its debts; or (viii) a Prohibited Use has occurred. In such cases, PR may terminate this Agreement or any portion of the Service.

## Limited Warranty

Organization warrants that it has completed due diligence on the fitness of the PBIS Rewards service. PBIS Rewards warrants that the PBIS Rewards Service will work as outlined in the user documentation provided via the PBIS Rewards support site at <https://support.pbisrewards.com> and makes no implied warranties. PBIS Rewards will fix any Defect of operation of the software in a timely manner which will not extend beyond 60 days from the first discovery of the Defect. A Defect is any operation or non-operation of the software where it does not perform as described on the support website. Requests to change how the software operates will not constitute a Defect. Any warranty claim must be brought within 180 days from date of purchase for which PR may choose to either repair, replace, or refund the purchase price.

## Limitation of Liability

In no event shall PR be liable for any damages including, without limitation, incidental or consequential damages that Organization alleges to have suffered as a result of the Services or the failure of the Services or any costs or expenses for labor or other expenses incurred by reason of the use of any defective goods, access interruption, or loss of information arising out of the use of or inability to use the Services, even if PR has been advised of the possibility of such damages. Any action for PR's breach of this Agreement must be commenced by Organization within 180 days after the cause of action occurs.

## Agreement

This Agreement, including the PR Billing and Payment Policy and the PBIS Rewards Terms of Service dated July 26, 2018 which are incorporated herein, supersedes all proposals, oral or written, and all communications between the parties relating to the subject matter of this Agreement. This Agreement may not be altered, amended, modified or discharged in any way whatsoever except by subsequent instrument in writing signed by a duly authorized agent of PR and Organization.

**COPYRIGHT.** All title, including, but not limited to, copyrights in and to the Services, other related materials, and any copies thereof are owned by PR. All rights not expressly granted are reserved by PR.

**DAMAGES UPON TERMINATION.** In the event that PR at any time terminates the Service for any default by



Organization, in addition to any other remedies PR may have at law or in equity, PR may recover from Organization all damages PR may incur by reason of such default, including reasonable attorney's fees. No failure of PR to exercise any power given PR hereunder, or to insist upon strict compliance by Organization of any obligation hereunder, and no custom or practice of the parties at variance with the terms hereof shall constitute a waiver of PR's right to demand exact compliance with the terms hereof.

**NOTICE.** All notices that are required or permitted to be given under Agreement shall be in writing, duly signed by the party giving such notice, and transmitted either by personal delivery or by registered or certified mail with return receipt and postage prepaid. All such notices shall be effective immediately upon personal delivery or mailing to the addressee. The address of either party may be changed by notice to the other party given pursuant to this paragraph. For purposes of all notices or communications required or permitted to be given hereunder, the addresses of the parties hereto shall be as indicated below:

PR: PBIS Rewards  
223 NW 2nd St, Suite 300  
Evansville IN 47708  
United States

ORGANIZATION: Cedar Lane Elementary School  
841 Cedar Lane  
West Linda, CA 95961  
United States

**WAIVER.** No waiver by either party of any default in the performance of any part of this Agreement by the other party shall be deemed to be a continuing waiver of any future default or a waiver of any other default hereunder. This Agreement and all referenced parts constitute the complete and entire agreement between PR and Organization.

**VENUE.** Any suit relating to this agreement must be brought in a court of competent jurisdiction in Vanderburgh County, Indiana. This agreement shall be interpreted and governed by the laws of the State of Indiana. If any provision, part, or term of this agreement is in conflict with any law in the State of Indiana, the remaining provisions, parts, or terms shall be unaffected and shall remain valid and in force. In the event of any litigation between Organization and PR relating to this agreement, each Party agrees to bear its own attorney and legal fees.

**SEVERABILITY.** If any provision, clause or part of this Agreement or application thereof to any person or circumstance is held invalid or unconscionable, such invalidity or unconscionability shall not affect other provisions or applications of this Agreement which can be given effect without the invalid or unconscionable provision or application, and to this end the provisions of this Agreement are declared to be severable.

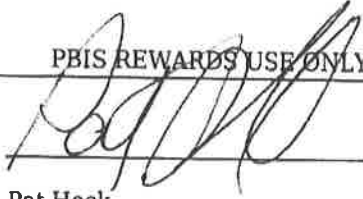
**AUTHORITY.** The individuals executing this Agreement on behalf of the undersigned represent and warrant that such person is duly authorized to execute and deliver this Agreement on behalf of the undersigned and that this Agreement is binding upon the undersigned in accordance with its terms.

**EXECUTION OF AGREEMENT.** This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement. The exchange of copies of this Agreement and of signature pages by facsimile or e-mail transmission shall constitute effective execution and delivery of this Agreement and may be used in lieu of the original Agreement for all purposes. Signatures on this Agreement transmitted by facsimile or e-mail shall be deemed to be their original signatures for all purposes.

The pricing in this proposal is valid until April 15, 2019.

In accepting this agreement, Organization agrees to the work and terms as outlined in this proposal dated February 27, 2019. To accept the terms of this proposal please sign and deliver this document to PBIS Rewards via email at sales@pbisrewards.com or fax at 812-660-9040.

SIGN: \_\_\_\_\_  
PRINT: Michael Hodson  
TITLE: Asst. Supt. of Business Services  
FOR: Cedar Lane Elementary School

PBIS REWARDS USE ONLY	
SIGN:	
PRINT:	<u>Pat Heck</u>
TITLE:	<u>President</u>
FOR:	<u>PBIS Rewards</u>



**TOOLBOX**  
BY DOVETAIL LEARNING

**TOOLBOX Cost Estimate 2018-19 (Full Materials Package)**

**KYNOCH SCHOOL**

SERVICES	Qty	Amount
<b>Training &amp; Support</b>		
TOOLBOX™ Onsite Whole School Training on March 11, 2019	1	6,000.00
TOOLBOX™ Online SEL Team Orientation	-	-
TOOLBOX™ Training - Introductory Regional Training	-	-
TOOLBOX™ Consultation	-	-
TOOLBOX™ Faculty Workshop Facilitation Package		Included
TOOLBOX™ Parent Workshop Facilitation Package		Included

**Total Training & Support: 6,000.00**

<b>Travel Expenses</b>		
Mileage		154.28
Travel Time		300.00
Transportation, Hotel, Per Diem		270.00
<b>Total Training Travel Expenses:</b>		<b>724.28</b>
<b>Training Services Subtotal:</b>		<b>6,724.28</b>

MATERIALS	Qty	Amount
<b>Curricula &amp; Guides</b>		
Primer—Essential TOOLBOX	40	3,000.00
Lesson Plans K-3 (supplement to TOOLBOX Primer)	21	3,885.00
Lesson Plans 4-6 (supplement to TOOLBOX Primer)	9	1,665.00
Administrator's Guide	1	45.00
Circle of Friends	1	45.00
<b>Student Materials</b>		
Manila Toolboxes K-3 (cardstock; sets of 30)	21	441.00
Large Tool Cards K-3 (sets of 30) - English	21	483.00
Large Tool Cards K-3 (sets of 30) - English/Spanish	-	-
Small Tool Cards 4-6 (sets of 32) - English	9	162.00
Small Tool Cards 4-6 (sets of 32) - English/Spanish	-	-
TOOLBOX Student Journal	129	482.46
<b>Teaching Materials</b>		
TOOLBOX Fan Deck for adults (12 Tool Cards on lanyard) - English	60	840.00
TOOLBOX Fan Deck for adults (12 Tool Cards on lanyard) - English/Spanish	-	-
Feelings Poster K-3 (color, 24" x 36")	21	357.00
12-Tools Poster K-3 (b&w, 24" x 36") - English	31	310.00
12-Tools Poster K-3 (b&w, 24" x 36") - Spanish	-	-
Feelings Poster 4-6 (color, 24" x 36")	9	153.00
Tools for the Journey Poster 4-6 (b&w, 24" x 36") - English	9	90.00
Tools for the Journey Poster 4-6 (b&w, 24" x 36") - Spanish	-	-
Puppet Set (4 characters)	21	2,058.00
Book Set K-1 (16 books)	11	2,035.00
Book Set 2-3 (15 books)	10	1,700.00
Book Set 4-6 (15 books)	9	1,530.00
Complete Book Set K-6 (38 books)	1	430.00
Circle of Friends Book Set (12 books)	1	150.00

**Materials Subtotal: 19,861.46**

**Sales Tax on Materials: 8.250% 1,638.57**

**Shipping and Handling: 10% 1,986.15**

**Materials, Tax, and Shipping/Handling Subtotal: 23,486.18**

**Total Services & Materials This Contract Proposal: \$ 30,210.46**

**Deposit Required to Schedule Your Project: \$ 15,105.23**

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Business Services Department

Approval WJA

Date: 2/25/19

**TOOLBOX Cost Estimate 2018-19 (Full Materials Package)****Total Services & Materials This Contract Proposal: \$ 30,210.46****Deposit Required to Schedule Your Project: \$ 15,105.23**

With your signature below, we are excited to welcome you into the Toolbox Community of Schools! Your signature also indicates agreement to pay for materials/services in this estimate and pricing is valid for 90 days from date of this estimate. 50% deposit is due prior to shipment of materials, and the balance is due within 30 days of date of our invoice (which will be sent after we receive the signed estimate from you.) Note that you want to pay on time because a late payment charge equal to 1½ % of the unpaid amount is assessed per month. (Ouch!) In the event that severe weather, natural disaster, or any unforeseen travel complications prohibits your training from occurring on the agreed training date, Dovetail Learning will reschedule at your earliest convenience, though additional travel costs may be incurred. Please note that availability and binding of children's trade books sold by Dovetail Learning are subject to change without notice.

  
\_\_\_\_\_  
School Representative Signature*Kristie Cannady*

Dovetail Learning Sales Representative

*2/25/19*  
\_\_\_\_\_  
Date

Date of Estimate: 2/19/2019

Form Code: 180219Kynoch

Please FAX, email, or mail your signed copy of this agreement to:  
(For security, please call if you are using a credit card)

Dovetail Learning, Inc.  
FAX: (707) 861-3382  
or email: [kristie@dovetaillearning.org](mailto:kristie@dovetaillearning.org)  
825 Gravenstein Hwy. N., Ste 2  
Sebastopol, CA 95472

**Bill To: (please print or type)**

Diane Lemstrom

KYNOCH SCHOOL

1905 AHERN

MARYSVILLE, CA 95901

[dlemstrom@mjusd.com](mailto:dlemstrom@mjusd.com)

5307416141

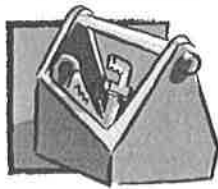
Name on Credit Card (if applicable):

Credit Card Number:

Expiration #: \_\_\_\_/\_\_\_\_ CRV:

**School P.O. # (if applicable):****Ship To (if different from billing):**

ATTN:

**TOOLBOX**  
BY DOVETAIL LEARNING

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NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: \_\_\_\_\_  
District Superintendent or Designee

Date: \_\_\_\_\_

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 12, 2019

Signed: \_\_\_\_\_  
President of the Governing Board

#### CERTIFICATION OF FINANCIAL CONDITION

☒ **POSITIVE CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ **QUALIFIED CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ **NEGATIVE CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Jennifer Passaglia

Telephone: 530-749-6125

Title: Director of Fiscal Services

E-mail: jpassaglia@mjuds.com

### Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	

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CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

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SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?  • If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2017-18) annual payment?  • If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?		X
				X
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?  • If yes, have there been changes since first interim in OPEB liabilities?		X
			X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?  • If yes, have there been changes since first interim in self-insurance liabilities?	X	
			n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for: • Certificated? (Section S8A, Line 1b) • Classified? (Section S8B, Line 1b) • Management/supervisor/confidential? (Section S8C, Line 1b)		X
				X
			X	
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for: • Certificated? (Section S8A, Line 3) • Classified? (Section S8B, Line 3)	n/a	
			n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

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