San Juan Unified School District  
English Learner Master Plan  

Board Approved  
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STRATEGIC PLAN FOR 2010-2017

Shared Beliefs…

We Believe That…

• Every person is unique and has equal worth.
• Everyone can and will learn.
• People learn in different ways and at varied paces.
• Education is the shared responsibility of students, families, teachers, staff, and community.
• Quality education expands opportunities throughout a person’s life.
• Challenging people to meet high expectations leads to exceptional learning and remarkable results.
• Nurturing relationships and healthy environments are necessary for individuals to thrive.
• Diversity is a valuable asset that strengthens and enriches our community.
• Personal development and community well-being depend on individual responsibility.
• Everyone benefits when people willingly contribute to the well-being of others.
• Honesty and integrity are essential to build trusting relationships.
• Access to a quality public education is essential to our democracy.

Mission…

Valuing diversity and excellence, the San Juan Unified School District’s mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring, and collaborative learning community.
Objectives…

- All students will develop and apply 21\textsuperscript{st} century skills such as problem solving, critical and creative thinking, collaboration, and applications of technology.
- By 2015, through multiple measures, we will reduce the number of students in all groups who are not performing at the proficient or advanced levels in English-language arts and math by at least 50%.
- Achievement gaps in such areas as graduation rates, college readiness, CTE completion and performance on standardized tests will be reduced by at least 50%.
- Each student will successfully complete a challenging personal educational plan at each appropriate level that furthers his or her education AND career aspirations.
- All students will develop and consistently demonstrate the character traits necessary to become contributing, responsible, and caring members of our diverse community.

Strategy 1
We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21\textsuperscript{st} century skills, and personal educational plans.

Strategy 2
We will expand human, community, and financial resources and ensure they are used most effectively to achieve our mission and objectives.

Strategy 3
We will ensure effective two-way communication that is honest, transparent, and timely to build trusting relationships and create a unified collaborative learning community.

Strategy 4
We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students, families, and staff.

Strategy 5
We will integrate relevant technology into teaching, learning and system operations to best achieve our mission and objectives.

Strategy 6
We will identify, model, and integrate positive character traits, as well as develop means for assessment, to help our students become contributing, responsible, and caring members of a diverse community.

Strategy 7
We will actively engage families as valued partners in the education process.
STRATEGIC PARAMETERS...

1. We will always operate schools which are physically and emotionally safe with environments conducive to learning.
2. School and program plans will always be aligned with the Strategic Plan of the District.
3. We will not tolerate behavior or language which demeans the dignity or worth of any individual or group.
4. No new program or service will be accepted unless…
   • it is consistent with the Strategic Plan;
   • its benefits clearly justify the costs
   • provisions are made for professional development, program evaluation, and communication with constituents.
5. No program or service will be retained unless it makes an optimal contribution to the mission and its benefits continue to justify the costs.
6. We will not tolerate ineffective performance by any staff member.
7. As we focus on improving English-language arts and math, we do so within a balanced curriculum.

THEORY OF ACTION

We believe that learning and achievement by ALL students as a means to eliminate the achievement gap will only occur when the quality of instruction improves. Instruction will improve commensurate with the continuous development of leadership capacity to…

• Understand and recognize powerful instruction
• Lead and guide focused professional development
• Confront and address issues of equity and access
• Engage in problem solving and critical inquiry
• Utilize data to inform and assess decisions
• Target and align resources
English Learner Master Plan Introduction and Summary

The San Juan Unified School District is committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide the most effective instructional programs for English learners.

Our district is committed to closing the achievement gap for all students and we aim to provide our English learners with outstanding ongoing support through a cycle of instruction, assessment, monitoring, and evaluation. The purpose of the English Learner Master Plan is to define and describe the program of instruction and educational pathways for our students as well as provide support to teachers and administrators. The plan follows the journey of an English learner from initial identification and placement in English learner instructional programs to English fluency and reclassification, and is in alignment with the San Juan Strategic Plan. While the plan contains Federal and State compliance guidelines, the emphasis is placed on commitment to student learning and achievement.

The document consists of seven chapters:

- Identification, Assessment, and Placement
- Teaching and Learning
- Parent and Community Involvement
- Staffing and Professional Growth
- Monitoring Student Progress and Reclassification
- Program Evaluation and Accountability
- Funding and Resources

Chapter 1—Identification, Assessment and Placement

The purpose of this chapter is to describe how English learners are initially and annually placed into instructional programs and how that information is communicated to parents and school personnel. A brief description of program settings is included in the chapter.

Chapter Topics:
- Registration and the Home Language Survey
- English Language Proficiency Assessment
- Primary Language Proficiency Assessment
- Notification of Results for the English Proficiency and Primary Language Assessments
- Placement
- Parent Request for Mainstream Program
- Special Education Placement
- Program Setting Descriptions
  - Goal
  - Structured English Immersion
Chapter 2—Teaching and Learning

This chapter is directly aligned with Strategy 1 of the SJUSD Strategic Plan. In order to reach our student achievement goals, English learners must attain English proficiency as rapidly and effectively as possible. This cannot occur without quality first instruction that contains scaffolding and support as well as English Language Development and access to core subjects. The goal for all English learners is to meet the criteria for reclassification to Fluent English Proficiency within five years.

Chapter Topics:
- Achievement Goals for English Learners
- Context for Learning
- Framework for English Learner Instruction
- Models for Instruction
  - Gradual Release of Responsibility Model
  - Apprenticeship Model
- English Learner Instructional Program Components in San Juan Unified School District
- English Language Development
  - English Language Development in San Juan Unified School District
  - Integrated English Language Development
  - Language Lessons for Newcomers
  - Language Lessons Aligned to Content Standards
- Using both Dedicated English Language Development and Language Lessons Aligned to Content Standards
- SDAIE—Specially Designed Academic Instruction in English
- English Learner Instructional Groupings
  - District-recommended Placements in English Language Development Classes in Elementary Schools
  - District-recommended Placements in English Learner Classes in Secondary Schools
- Professional Development to Support Implementation of Instructional Programs for English Learners
Chapter 3—Parent and Community Involvement

In alignment with Strategies 3 and 7 of the Strategic Plan, this chapter addresses ways to build effective communication and trusting relationships in a unified collaborative learning community. Families are valued as part of the educational process. This chapter identifies strategies that strengthen the relationship between schools and homes.

Chapter Topics:
- Encouraging Parent and Community Participation
- Parent Advisory Committees
  - English Learner Advisory Committee
    - Implementation of the ELAC
    - ELAC Meeting Template
    - ELAC Calendar of Activities – Legal Requirements
  - District English Learner Advisory Committee
    - DELAC Implementation Provisions
- Additional Parent Outreach

Chapter 4—Staffing and Professional Growth

Within Strategy 1 of the Strategic Plan is the need to develop and implement a comprehensive, ongoing cycle of professional development aligned to SJUSD’s mission and objectives, integrating effective instructional strategies as well as a goal of implementing district training on diversity/cultural proficiency for all staff.

The district has the responsibility to ensure that teachers are fully authorized and have professional development opportunities to address the needs of ELs.

Chapter Topics:
- Staffing
  - Credentialing and Authorization
  - Lack of Authorization and Remedy
  - Site Staffing
  - Administrative Staffing
  - English Learner Site Support Staffing
    - Appropriate Use of English Learner Site Support Staff
- Centralized Translation Services
- Professional Development
  - Instructional and Professional Learning Methodologies
  - Site-Based Professional Development
Chapter 5—Monitoring Student Progress and Reclassification

In alignment with Strategy 1 of the Strategic Plan, the EL Master Plan includes a chapter dealing with monitoring student progress. The use of frequent, ongoing formative assessments will assist in identifying students in danger of failing to meet English proficiency target of advancing one level per year on the CELDT until reclassification. Of particular concern are long term English learners and the need to intervene as soon as possible.

Chapter Topics:
- Monitoring Student Progress
  - State Assessments
  - Site and District-Adopted Assessments
  - English Learner Student Data Profile
  - Use of Assessment Data for Instructional Planning
  - English Learners At Risk – Benchmarks for English Learners
  - Promotion/Retention of English Learners
- Reclassification
  - Reclassification Criteria
  - Reclassification Process
  - Monitoring Progress and Follow-up Procedure

Chapter 6—Program Evaluation and Accountability

The Strategic Plan commits to reducing the number of students who are not performing at the Proficient or Advanced levels in English-language Arts and Math. Strategy 1 promises the integration of technology and assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans. Historically, English learners as a group have experienced barriers to academic achievement. We commit to ongoing, inquiry-based program evaluation and continuous program improvement involving parents, students, community members, and all district staff.

Chapter Topics:
- English Learner Monitoring and Progress Advisory Council and English Learner Accountability
- Purpose of English Learner Program Evaluation and English Learner Program Goals
- English Learner Program Evaluation
- Program Goals and Guiding Questions

Chapter 7—Funding and Resources

Strategy 2 of the Strategic Plan involves utilizing human and financial resources to ensure they are used most effectively to achieve our mission and objectives. Each year
the district receives funding specifically targeted to the needs of English learners. The goal of the EL Master Plan is to give site administrators guidance in aligning student needs to funding sources.

Chapter Topics:
- General Fund Resources
- Supplemental Funds
  - Economic Impact Aid-Limited English Proficient State Funds
  - Title 1, Part A
  - Title III Limited English Proficient and Immigrant Funds
- Timely and Appropriate Use of Funds

Appendix

The EL Master Plan contains an appendix for site use. The appendix contains forms and documents that support each chapter.
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Chapter 1—Identification, Assessment and Placement

One of our shared beliefs from the Strategic Plan is that diversity is a valuable asset that strengthens and enriches our community. English learners (ELs) belong to our community, and it is our mission to educate and inspire them to succeed. To that end, ELs are placed into neighborhood schools. Parents of all students in San Juan have the right to request open enrollment to the school of their choice.

Registration and the Home Language Survey

When a parent or legal guardian enrolls their child in the San Juan Unified School District (SJUSD) for the first time, the parent/legal guardian completes the Home Language Survey (HLS) (p. 70 Appendix) at San Juan Central Enrollment. The HLS remains on file in the student’s cumulative record. This information will assist schools in providing appropriate instruction for all students. Upon enrollment, primary language information is entered into the student information system.

English Language Proficiency Assessment

State regulations require that all students whose HLS indicates a language other than English on questions 1, 2, or 4 be assessed in English language proficiency skills within 30 calendar days of initial enrollment. The 3rd question—*Name the language most often spoken BY THE ADULTS at home*—provides information for schools to consider, but does not mandate assessment.

The California English Language Development Test (CELDT) is used to assess language proficiency in English in the domains of listening, speaking, reading, and writing. In SJUSD, students new to California are initially tested on the day of enrollment at San Juan Central Enrollment. Kindergarten students are tested during the month of July. Students who enter San Juan from other districts in California do not have to take the CELDT at San Juan Central Enrollment. Staff obtains CELDT history from the previous school district and articulates that information to schools via the blue English Learner Program Folder and student information system. This process allows for continuous uninterrupted service for transferring students.

Primary Language Proficiency Assessment

Students who are identified as ELs are assessed for primary language proficiency using the K-12 Informal Primary Language Survey (p. 71 Appendix). This process occurs immediately following CELDT testing at San Juan Central Enrollment. The primary language questions on the HLS are used for ELs transferring from other districts in CA. Further information regarding primary language can be obtained from the student’s cumulative folder upon receipt from previous district.
Notification of Results for the English Proficiency and Primary Language Assessments

Assessment results are processed at San Juan Central Enrollment and parents are notified of placement on the day of testing. The initial results parent letter (p. 72 Appendix) includes CELDT results, primary language assessment results, description of programs, and placement. A blue English Learner Program Folder is created for every student who enters the district through San Juan Central Enrollment who has a primary language other than English. This folder becomes part of the student’s permanent cumulative record. Testing results are entered into the student information system.

Placement

EL program placement for the student is determined in the following manner:

1. Students who are fluent in English according to the CELDT (score overall at the Early Advanced level or Advanced level and with sub-skill areas at the Intermediate level or higher; for Kindergarten students at the Early Intermediate level or higher) are identified as an Initial Fluent English Proficient (IFEP) and are placed in the regular mainstream program.

2. Students who are reasonably fluent but not IFEP (score overall Intermediate level) are placed in the English Language Mainstream (ELM) Program.

3. Students who are less than reasonably fluent in English (score overall Beginning or Early Intermediate level) are placed in Structured English Immersion (SEI).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Placement Status</th>
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<td>Overall Proficiency Level</td>
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<td>Kindergarten</td>
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<td>Listening 45%</td>
<td>Speaking 45%</td>
</tr>
<tr>
<td>Grades 1-12</td>
<td>Early Advanced (4) Or Advanced (5)</td>
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<tr>
<td>Weighting of Overall Calculation:</td>
<td></td>
</tr>
<tr>
<td>Listening 25%</td>
<td>Speaking 25%</td>
</tr>
</tbody>
</table>
Parent Request for Mainstream Program

Parents may request in writing for their student to be transferred from an SEI program setting into an ELM setting at any time (p. 73 Appendix). This does not entail going through a waiver process; however, the district is still responsible for assuring that student needs in English Language Development (ELD) and academic achievement are being addressed—including annual CELDT testing, ELD instruction, access to core programs and interventions.

Special Education Placement

The Individualized Education Plan (IEP) team determines the instructional placement of each special education student, regardless of language proficiency. Placement choices for ELs who qualify for special education parallel those for English Only (EO) students. Those being served through a Special Day Class (SDC) will receive ELD services through the SDC teacher. It is the responsibility of the team writing the IEP to include linguistically appropriate language development goals and objectives, assuring that language development needs are being addressed. ELs with disabilities take the CELDT with accommodations and modifications specified in the IEP or 504 Plan. If the IEP specifies that the CELDT is not the appropriate tool to measure proficiency in English (for example, a nonverbal child), an alternate assessment must be used.

Program Setting Descriptions

**Goal**

In alignment with our Strategic Plan, by 2015 we will reduce the number of students who are not performing at the proficient or advanced levels in English-language arts and math by at least 50 percent. ELs face the additional challenge of rapidly acquiring the English necessary to participate in academic work that will lead them to grade level proficiency.

All programs for ELs include ELD and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading, and writing English, and succeed academically in all core subjects.
Structured English Immersion
Students who score at **less than reasonable fluency** in English (Beginning or Early Intermediate overall on the CELDT) are placed in a Structured English Immersion (SEI) program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

English Language Mainstream
Students who score at **reasonable fluency** in English (Intermediate, Early-Advanced or Advanced overall on the CELDT) are placed in an English Language Mainstream (ELM) program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

Alternative Program Descriptions

**Dual Language Immersion**
The goal of the Spanish/English Dual Language Immersion program in SJUSD is to produce students who are biliterate in English and Spanish and culturally proficient. Beginning in kindergarten, students are immersed in both languages using the 90/10 model: in kindergarten, 90% of classroom instruction is in Spanish and 10% in English. More English is phased in over time, until the language mix reaches 50% in each language in the fourth grade. (Please see the table on the following page.) Participants in this program include native Spanish and native English speakers. The goal is proficient bilingualism for both language groups.
### Parental Exception Waiver

English-only instruction may be waived by parent request for a Bilingual Alternative Program. Upon initial enrollment and annually, parents are advised about the opportunity to apply for a Parental Exception Waiver. This notification includes written instructions for parents who wish to apply. Parents interested in completing the waiver process will meet with the principal or designee per Sections 305, 306, 310, 311 of the California Education Code.

Students with an approved “Parental Exception Waiver” are taught core subjects in their primary language if twenty or more students of the same language group and in the same grade (or subject area in secondary) have also submitted waivers. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

### Criteria for Approval of Waiver Requests

Parents/guardians of ELs may apply for a waiver from the district’s English Learner & Multicultural Education (EL/ME) office and request that the student be placed in a bilingual class. The waiver may be approved if the student meets one of the following three criteria:
1) Intermediate or higher on the CELDT or Basic or higher on the California Standards Test in English-language Arts OR
2) The student is ten years or older, and the school principal and/or EL Program Manager determine that a bilingual class would be better suited to the child’s rapid acquisition of basic English language skills OR
3) The principal and/or EL Program Manager determine that the child has a special need (physical, emotional, psychological, or educational) and that a bilingual classroom would be better suited to the child’s overall educational development and the child has been placed for not less than 30 calendar days in an English classroom.

The Waiver Process
Step 1: The parent/guardian contacts the school principal to schedule a meeting to discuss education opportunities available to the student, review educational materials used in different programs, review waiver approval criteria and complete the Parental Exception Waiver form (p. 74 Appendix). Parents/guardians are informed that students under age ten must be placed for not less than 30 calendar days in an English language classroom the first year of enrollment in a California school.

Step 2: Parental Exception Waivers are acted on within 20 instructional days of submission to the school principal or no later than 10 calendar days after the expiration of the 30-day English language classroom placement. Parental Exception Waivers are granted unless the school principal and EL Program Manager determine that an alternative program offered at the school is not better suited for the overall educational development of the student. If a waiver is denied, parents/guardians are informed in writing by the principal/EL Program Manager of the reason for the denial and advised that they may appeal to the Superintendent and the SJUSD Board of Education.

If 20 or more students of a given grade in one school have been granted a waiver for bilingual education in the same primary language, the site principal and EL Program Manager will establish a bilingual program (including classroom space, qualified teachers, published materials in the appropriate language, grade level and subject areas). If resources are not available, the students will be granted an intra-district transfer to a bilingual program at another San Juan school. If no appropriate bilingual class is available in San Juan, the district will grant an inter-district transfer to another school district where an appropriate bilingual class is available.
Annual Notification of CELDT Results

ELs are assessed with the CELDT each year until they are reclassified fluent English proficient (RFEP). Annual testing is conducted July 1st through October 31st. Parents receive annual notification of test results within 30 calendar days following receipt of results from the test contractor (p. 75 Appendix).

Title III Letter
SJUSD receives Title III funding for ELs from the federal government and must inform parents/guardians of ELs annually, not later than 30 days after the beginning of the school year of:

- Their child’s English language proficiency level
- How such level was assessed
- The status of the child’s academic achievement
- Their child’s language designation
- Descriptions of program options
- Program placement
- Exit criteria
- For ELs with a disability (on IEPs), how such program will meet objectives of the IEP
- The expected rate of graduation from secondary school, if Title III funds are used for children in secondary school (20 USC 6312, 7012)

A sample Title III letter is included on p. 78 of the Appendix.
Initial Language Proficiency Assessment, Identification and Placement Process

Parent completes Home Language Survey (HLS) form at San Juan Central Enrollment

If the student is determined to be English Only (EO), he/she is placed in the regular mainstream program.

If a home language other than English is indicated, the CELDT is administered. Based on the test results, the student is classified as follows:

- **English Learner (EL)** if Overall score at Beginning, Early Intermediate or Intermediate or Early Advanced/Advanced with any subtest area lower than Intermediate for grades 1-12 (Early Intermediate for K).
- **Fluent English Proficient (IFEP)** if Overall score at Early Advanced or Advanced with all subtest areas Intermediate or above for grades 1-12 (Early Intermediate for K). Student is placed in the regular mainstream program.

If the student is classified as an EL, the parent then completes the Informal Primary Language Survey.

Parents are informed of all instructional options and the student is placed in the appropriate EL program:
- Structured English Immersion (SEI)
- English Language Mainstream (ELM)
- Bilingual Alternative Program (with approved waiver)
Chapter 2—Teaching and Learning

“If there is a gap in a learner’s language resources, then the thinking processes that are dependent on them will also be restricted.”—Pauline Gibbons, Learning to Learn in a Second Language

Achievement Goals for English Learners

Strategy One of the SJUSD Strategic Plan states: “We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans.”

ALL students, including our ELs, must meet progress expectations so that they graduate SJUSD ready for career and college; however, ELs must make consistent progress and achieve an additional goal: Become proficient in the academic uses of English that underpin 21st century skills.

Therefore, the educational progress made by ELs in SJUSD can also be measured by the success of three objectives in particular, outlined in Strategy One:

• Implement effective instructional practices that engage all students through relevant evidence-based, rigorous and personalized approaches.
• Engage all students in 21st century learning/assessment that leads to independence, application, and transfer to college, career, and citizenship.
• Develop and implement a comprehensive, ongoing cycle of professional development aligned to SJUSD’s mission and objectives, integrating effective instructional strategies, assessment models, and instructional technology.

Context for Learning

The implementation of the Common Core State Standards for English-language Arts, Literacy in History/Social Studies, Science and Technical Subjects (CCSS) substantively change the focus and delivery of educational services in San Juan. The CCSS challenge teachers not to simply teach information to students, but also to teach students what to do with that information. Language is no longer simply defined as form or even as function, but rather as a dynamic system of communicative actions to comprehend and carry out key purposes with particular audiences regarding specific topics. As students work within each subject area, they work as apprentices—apprentice writers, apprentice mathematicians, apprentice historians and apprentice scientists. They learn how to think and use language as learners and budding experts within each discipline do. The disciplinary language and literacy development of ELs is a shared responsibility among all teachers who teach ELs. The CCSS make it clear that school systems can no longer rely on English Learner Instructional Specialists (or ELD/English teachers in secondary) to “take care of” the language education of ELs or native speakers.
ELs must learn each content area and its ways of reasoning and communicating, all while becoming fluent in a second language. Additionally, they must grow in understanding and using English to reach a level of academic fluency in which specialized vocabulary, syntax and discourse are used with increasing effectiveness to construe thoughtful arguments that withstand critical scrutiny. ELs must become active participants in content area discourse. This includes creating content-rich learning opportunities in environments in which language is acquired through participation in meaningful interactions around content. Students must be provided with multiple opportunities for developing their comprehension and use of language with both teachers and peers in the classroom.

As EL students progress through the grades, the cognitive demands in the core content become increasingly sophisticated, and teachers must attend to subject-specific reasoning processes and the complementary language features and practices that are embedded within them. The SJUSD program for ELs will incorporate regular, dedicated periods of integrated ELD instruction where language lessons derived from the ELD standards focus on developing students’ linguistic resources across proficiency levels. In addition, language lessons based on the CCSS will be provided to support ELs as they move toward content proficiency. As stated in the 2012 California ELD standards, the ELD goal for ELs is clear: ELs read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. ELs contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in their ability to shift language use based on task, purpose, audience, and text type.

Classroom instruction will build strong content knowledge for ELs through curriculum that is robust, rigorous, and relevant to building career and college readiness. Teachers will utilize a variety of resources in addition to text (pictures, models, diagrams and technology) to organize information and to elicit student talk. ELs across all levels of language proficiency will engage in the 21st century skills of invention, critical thinking, information literacy, collaboration and self-direction.

**Framework for English Learner Instruction**

In their work hailing the CCSS as a catalyst for instructional change for ELs, Walqui and Heritage (2012) distill five principles for instruction from a wide body of research on diverse groups of ELs in the United States. These principles form the framework of SJUSD’s EL instruction:
**Principle 1:** Learning is always based on prior knowledge and experience. ELLs must have equal access to knowledge that is valued in school. All ELLs regardless of their socioeconomic or cultural background take to school immense resources and a range of learning skills that need to be appreciated and built upon.

**Principle 2:** Language and cognition develop together and progressively. As ideas and relationships become more complex, so does language. Thus effective instruction involves the integrated learning of concepts and language through meaningful experiences in conjunction with scaffolding by teachers and peers of the features of academic language, both spoken and written, that are needed to construe meaning (van Lier, 2004; Heritage, Silva & Pierce, 2007).

**Principle 3:** The goal of learning is to develop the stance of generativity and autonomy. This is accomplished through apprenticeship in which the learner is invited to become a member of a community of practice. Generativity and autonomy refer to the ability students develop to support their own learning, or agency, by using independently what they have learned in the context of apprenticeship with peers or adults within a community of practice (van Lier, 2004).

**Principle 4:** The goal of language use is to make it contextually appropriate; students need to be competent navigators within a range of different registers. Language is a tool human beings use to get things done in the real world. Acquiring proficiency in a language entails developing a linguistic repertoire with which to negotiate different situations and cultural practices (Bialystok & Hakuta, 1994; Valdés, Bunch, Snow, & Lee, 2005).

**Principle 5:** Assessment is integrated into the process of teaching and learning. Both teachers and students consistently keep learning moving forward using formative assessment. In addition to being principled, learning for ELLs must also be contingent. The use of formative assessment drives instruction. Teachers and students take the opportunity to build on what students already know to move them incrementally through a process of scaffolding from their current state of learning to a more advanced state.

**Models for Instruction**

**Gradual Release of Responsibility Model**
Research on the gradual release of responsibility model of instruction has demonstrated that it is an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004) and literacy achievement for English learners (Kong & Pearson, 2003). This model requires that teachers make gradual, strategic shifts in their instruction from assuming most of the responsibility in a learning task (modeling and demonstration) to the student assuming all or most of the responsibility (independent practice).
According to Buehl (2006), the gradual release model “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling tasks with which they have not yet developed expertise.” For ELs who may face more daunting challenges in dealing with greater text complexity or in forming coherent arguments (both hallmarks of the CCSS), a model that allows them to continuously develop understanding and skills while simultaneously developing language expertise takes on increasing importance.

**Gradual Release of Responsibility**

What approaches does the teacher use to help the student become an independent learner?

![Diagram showing the gradual release of responsibility model](image)

**Apprenticeship Model**

Pauline Gibbons (2009) articulates such a model specifically for English language learning. The English learner, as an apprentice to the new language and content, is a partner in the learning with a master teacher. The teacher recognizes the inherent capability in each student to learn English and core subjects, to become literate and to think critically. The teacher in this model provides challenging and appropriately scaffolded learning opportunities that move the student as rapidly as possible towards academic fluency and literacy. The cognitive apprenticeship approach envisions a learning partnership, personalization of learning, and recognition of the intellectual assets that the student brings. Gibbons (2009) explains that classrooms must employ seven intellectual practices:

- **Modeling**
  - Read Aloud
  - Modeled Writing
  - Modeled Oracy
  - Word Study

- **Shared Practice**
  - Shared Reading
  - Shared Writing
  - Shared Oracy
  - Word Study

- **Guided Practice**
  - Guided Reading
  - Guided Writing
  - Guided Oracy
  - Word Study

- **Independent Practice**
  - Independent Reading
  - Independent Writing
  - Independent Oracy
  - Word Study

**Consistent Engagement**

**Ongoing Assessment**
Students engage with the key ideas and concepts of the discipline in ways that reflect how “experts” in the field think and reason

Students transform what they have learned into a different form for use in a new context or for a different audience

Students make links between concrete knowledge and abstract theoretical knowledge

Students engage in substantive conversation

Students make connections between the spoken and written language of the subject and other discipline-related ways of making meaning

Students take a critical stance toward knowledge and information

Students use meta-language in the context of learning about other things

In SJUSD, these seven intellectual practices help enact the five principles of EL instruction outlined by Walqui and Heritage. Together they anchor the daily instruction that educators in our district provide to ELs.

English Learner Instructional Program Components in San Juan Unified School District

All three instructional programs for ELs in SJUSD—Structured English Immersion (SEI), English Language Mainstream (ELM), and Dual Language Immersion (DLI)—contain the following components:

- **English Language Development (ELD)**—explicit, well-articulated, standards-based instruction designed to develop proficiency in English as rapidly and effectively as possible. ELD lessons are targeted for the students’ English language proficiency level and based on the ELD standards.

- **Standards-based instruction in core subjects delivered using Specially Designed Academic Instruction in English (SDAIE) strategies** – Teachers use lessons strategically designed to support ELs’ mastery of content standards so that they are able to effectively develop grade level subject matter knowledge, skills, and abilities while learning English, and to develop their academic language capacities through the learning of core subject matter content.

English Language Development

ELD is a component of all program options for ELs. ELD instruction is distinct but complementary to, and supportive of, English-language arts instruction. This is especially true now as the 2012 California ELD standards are designed and intended to be used in tandem with the California Common Core and other state content standards. English-language arts and ELD, alike, address all four domains of language: speaking, listening, reading and writing. Because oral language is a key building block for fluency in other domains, listening and speaking must be given full attention in any content area classroom containing ELs, especially given the increased emphasis and new content standards on collaborative and presentational skills. These dimensions are therefore strongly called out in ELD standards and practice. Lesson and program design must
reflect multiple and regular opportunities for oral language development and academic discourse. ELs will progress in their English language acquisition, expand their collaborative, interpretive and productive language domains, and develop skillful writing in conjunction with regular and extended opportunities for academic conversation (or “literate talk”). In order to build academic skills, classroom conversations need to emphasize student-to-student exchange, as well as small group and whole group interactions, in addition to more traditional teacher to student interactions. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity (i.e., high challenge/high support). Effective ELD improves access to reading/language arts and other core subjects by explicitly focusing on the language demands of the core. It does not replace a robust grade level appropriate reading/language arts program. It is instruction in addition to a standards-aligned program in reading/language arts. ELD is considered by the state of California and the U.S. Department of Education to be core instruction for ELs and not an elective or an instructional service from which students may opt out.

As described in Improving Education for English Learners: Research-Based Approaches (CDE, 2010), the purpose of ELD instruction is “to advance English learners’ knowledge and use of English in increasingly sophisticated ways.” The intent of the ELD component of instructional programs for ELs is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. Current research evidence indicates that providing explicit ELD instruction is valuable for ELs. Instructed ELD focuses on all components of the English language that are not likely to be acquired adequately or efficiently in other instructional or social settings such as sheltered content classrooms, mainstream English instruction settings, and in everyday school, family, and community interactions.

ELD instruction is research- and standards-based, and systematically planned and structured via a scope and sequence of language progressions. It must be assessed and monitored for progress over time to ensure that students learn English within a reasonable amount of time.

Therefore, in order to provide an effective ELD program, teachers must not only plan a set of systematic lessons that progress steadily through the standards, but they must also plan cycles of lessons in which students are asked to study and use new vocabulary, syntax and discourse patterns. In reading, the teacher uses think alouds and other forms of analysis to “notice” features of English that are new to students (Purpose and Modeling in the Gradual Release of Responsibility Model). Explanations and investigations into the writer’s purpose for using these features follow, so that English is studied as a language governed by a reasonable, somewhat predictable system rather than as a set of arbitrary rules that must be memorized. Differences and similarities in the ways that each discipline uses language are taught to students, so that flexibility with the use of language resources is encouraged and practiced. Once students have explored new features of language, they are provided opportunities to
practice them orally first, with the teacher and with their peers, using teacher-provided scaffolds (Guided Instruction and Productive Group Work in the Gradual Release Model). When appropriate for the language feature, students are asked to use them in writing in similarly supportive contexts. Students are offered high levels of support for access to higher level texts as demanded by the CCSS. Teachers may need to re-introduce scaffolding for use in the new domain, but gradually they withdraw it, allowing the student responsibility and agency for knowing which language resource to employ and when (Independence in the Gradual Release Model).

**English Language Development in San Juan Unifies School District**

In SJUSD, ELD is delivered during a dedicated ELD time but its content is derived from core subject areas that students are currently studying. SJUSD calls this “Integrated ELD”. In addition to providing Integrated ELD, sites can provide additional ELD, either language lessons specially designed to meet the needs of newcomers or language lessons aligned to the CCSS or state content standards for other subject areas.

**Integrated English Language Development**

In SJUSD, integrated ELD is taught to ELs during a dedicated portion of the day. The lesson objectives for integrated ELD are derived from the 2012 California ELD standards, but the content comes from core classes. Because the most recent iteration of CA ELD standards is so closely aligned with the CCSS, classroom teachers are afforded an opportunity to teach language in ways that closely resemble research based practices, such as providing meaningful contexts in which to negotiate understanding and providing sufficient practice so that students become fluent with new features of language. Because ELD standards are aligned so closely with the CCSS, teachers of EL students can begin ELD instruction that connects with the CCSS no matter the proficiency levels of their students. In this way, language that is learned and practiced during ELD can be more seamlessly integrated into core studies. Examples of Integrated ELD are provided for teachers and administrators (p. 80 Appendix).

**Language Lessons for Newcomers**

For EL students at CELDT levels 1 or 2 (Beginning and Early Intermediate), additional ELD lessons that include academic English and English for everyday school life are appropriate. Ideally provided as a pull out or push-in service in elementary or as core English period in secondary, these ELD lessons provide the foundational English skills that students with very low English proficiency need as a basis for their ongoing acquisition of academic language. In high school, core ELD classes taken in lieu of grade-level English classes cannot be credited toward English for the A-G course requirements for the UC or CSU systems. Schools will communicate this circumstance to students and families, and, whenever possible, implement a “catch up” plan for earning necessary credits to fulfill A-G course requirements and/or graduate from high school (p. 81-84 Appendix). The catch up plan might include summer school courses or seamless transition to adult education classes or a community college.
Language Lessons Aligned to Content Standards

Language lessons that are based on content standards use language objectives that are drawn from grade-level core curriculum in language arts, math, science, social science, etc., rather than from the ELD standards. These language lessons are most appropriate for EL students at high Intermediate, Early Advanced or Advanced levels of English proficiency. For students with lower levels of proficiency, the objective may be within reach when adapted and/or scaffolded to afford opportunities for language development within students' proximal zone.

Using both Dedicated ELD and Language Lessons Aligned to Content Standards

In order to accelerate the acquisition of academic English language skills, SJUSD is focused on providing ELD using both dedicated ELD and language lessons aligned to the core. The CCSS require high levels of literacy, thinking and language use, and so corresponding ELD standards must be taught throughout the day in a content-rich and language-rich environment in order for our district to narrow the achievement gap. The research is clear, however, that the obligation to teach ELD is not fulfilled because teachers use English in instruction or because they teach some language features to all students. By definition, ELD instruction must be based on the California ELD standards. Therefore, it is incumbent upon teachers to develop specific, standards-based lessons that will not only propel content learning but which will meet students at their individual language proficiency levels. Language instruction, as noted in the CCSS, is integrated and reinforced repeatedly across content subject-matter to support depth of understanding and flexible application. This repetition occurs during core instruction and is enhanced during Universal Access and ELD time. Instructional emphases are determined by the results of formative assessments. These lessons must be systematic so that teachers can assure that the EL students in their classes have had full access to, and make substantive growth in, the ELD standards for their grade and language proficiency level.

In the elementary grades, this complementary model might be taught solely by the classroom teacher or in tandem by the classroom teacher and another teacher, e.g. a grade level partner or an English Learner Instructional Specialist (ELIS). In the secondary grades, students with lower levels of proficiency may be enrolled in a core ELD course in lieu of their grade level English class and an additional supplemental ELD course. Secondary students with higher levels of proficiency may be enrolled in a SDAIE English (grade level) course and a supplemental ELD course. Long term ELs require an English support class specially designed to teach the features of academic English by reading and listening to increasingly complex texts and responding orally and in writing in registers and structures that match their purposes.

“Long term English learners,” (LTELs) as defined by the State of California, means an English learner who is enrolled in any grade 6 to 12, has been enrolled in schools in the United States for more than six years, has remained at the same English language
proficiency level for two or more consecutive years and scores far below basic or below basic on the state English-language arts standards-based achievement test.

**SDAIE--Specially Designed Academic Instruction in English**

Access to the core curriculum is an essential component to SJUSD’s instructional program for ELs. SDAIE is a methodology (a set of specific strategies) centered around four elements—content, connections, comprehensibility, and interaction—and designed to make core instruction comprehensible and grade-level academic content accessible for ELs. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers need to consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. For students who are at ELD levels 1-3 the teacher must incorporate the use of additional research based strategies, techniques, and materials that will ensure comprehensibility, including primary language support as appropriate.

The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-language arts, math, science, social studies, physical education, and the arts. A second goal of SDAIE instruction is to promote language development, particularly what is called academic language, or the language of the discipline. This is the essence of SDAIE instruction: Where use of the primary language is not possible, instruction is “sheltered” (or adjusted) in order to help students learn skills and concepts taught in a language they do not fully comprehend. ELs are provided with access to well-articulated, standards-aligned core curriculum via many different scaffolding techniques and strategies.

SDAIE is instruction that:

- Facilitates access to grade level content standards for ELs
- Contextualizes lessons so that ELs may use various resources—background knowledge, graphic organizers and other visuals, instructional discussions with peers, multimedia, etc.—to gain full access to concepts and skills contained within grade level content standards
- Employs tasks that require students to
  - revisit concepts and skills through a variety of means (instructional discussion, writing, multimedia, etc.)
  - synthesize new concepts and skills into a product, such as public presentation, written explanation, etc.
  - deepen understanding of the concepts and corresponding language while completing tasks
- Provides sufficient scaffolding in a gradual release model
- Provides many opportunities for student interaction focused on the target learning objectives and language features
• Contains frequent checks for understanding that require all students to respond in order to monitor their progress
• Employs frequent formative assessments used to guide subsequent instruction
• Analyzes the language demand encompassed within the standards and teaches the requisite language concepts or skills (see p. 80 Appendix (ELD Integrated into Elementary) for an example of such an analysis and resultant language objective).

All teachers who teach content area instruction to ELs will use SDAIE strategies. In secondary schools, the district encourages schools to cluster EL students for core subjects so that appropriate classes can be designated as SDAIE classes. This enables the site and district to concentrate professional development and curriculum resources where they are needed most. Clustering students in content classes also opens an option for the curriculum of ELD Support classes: providing previews, background knowledge development and language support for a specific content area class in which a substantial group of ELs are enrolled, e.g., US History or Biology. Schools can use categorical funds to help guide and fund the collaboration between the two teachers (subject area and ELD Support) that is necessary for this model to be effective.

**English Learner Instructional Groupings**

In SJUSD, the number of ELs, their educational backgrounds and their levels of proficiency vary greatly from site to site. Students present complex diversity over grade level spans, including variation in previous schooling, and differences in literacy proficiency in their primary language and English. Student placement in ELD and SDAIE classes will be a reflection of CELDT scores as well as any assessments in the primary language, teacher judgments, and students’ length of time in school. Individual sites will be able to provide varied services based on resources and personnel. The district will provide support to sites so that they modify their programs as their EL populations change or as their ELs’ instructional needs change. This support might take the form of providing assistance with data analysis, professional development, or curriculum.

At elementary schools, where classrooms are created heterogeneously with students of varying English proficiency levels in one class, teachers will group students within their rooms for ELD lessons so that one or two levels can be targeted at one time. Schools with students beyond kindergarten and first grade with very low proficiency levels are encouraged to arrange ELD lessons specifically for these proficiency levels, perhaps using a pull-out or push-in model. These students need lessons in basic, everyday English, which are more difficult to deliver using content-based ELD.
### District-recommended Placements in ELD Classes in Elementary Schools

<table>
<thead>
<tr>
<th>ELEMENTARY</th>
<th>Dedicated ELD</th>
<th>Language Lessons in the Content Areas</th>
<th>SDAIE in Core Subject Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Levels 1-5</td>
<td>Levels 3-5</td>
<td>Levels 1-5</td>
</tr>
</tbody>
</table>

#### District-recommended Placements in English Learner Classes in Secondary Schools

At secondary schools, the number and types of classes available to ELs to support ELD is more dependent on the number of ELs in the school. At schools with higher populations, both core ELD and ELD electives may be offered. At schools with lower populations, it is possible that only elective classes may be offered.

<table>
<thead>
<tr>
<th>SECONDARY</th>
<th>ELD English*</th>
<th>Core ELD Subjects</th>
<th>Core English/Language Arts (SDAIE)</th>
<th>SDAIE Subject Areas</th>
<th>ELD Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher population of ELs at Site (about 8% + ELs)</td>
<td>Levels 1-2</td>
<td>Levels 1-2</td>
<td>Levels 3-5</td>
<td>Levels 1-5, as needed</td>
<td></td>
</tr>
<tr>
<td>Medium population of ELs at Site (about 5-8% + ELs)</td>
<td>Levels 1-2 (depending on number of students)</td>
<td>____</td>
<td>Levels 3-5</td>
<td>Levels 1-2 and/or LTEls (in separate classes), based on data</td>
<td></td>
</tr>
<tr>
<td>Lower population of ELs at Site (less than 5% ELs)</td>
<td>____</td>
<td>____</td>
<td>Levels 1-5</td>
<td>Levels 1-2 and/or LTEls (in separate classes), based on data</td>
<td></td>
</tr>
</tbody>
</table>

*In high school, core ELD classes taken in lieu of grade-level English classes cannot be credited toward English for the A-G course requirements for the UC or CSU systems.
Professional Development to Support Implementation of Instructional Programs for English Learners

The district will provide professional development opportunities in both ELD and SDAIE instruction to administrators, teachers and bilingual instructional assistants. Because of the differences in EL populations among SJUSD schools, the professional development will be differentiated. Topics will include research based practices in both ELD and SDAIE; integrating ELD with core curriculum; implementing structures for serving ELs appropriately at sites with high, medium and low EL population densities; integrating technology into instruction for ELs; and other subjects as the needs arise.

In addition, all professional development providers from outside of the district will be asked to demonstrate their plans to support teachers in modifying instruction to make it accessible to ELs and to incorporate language lessons, based either on the CCSS or on the 2012 CA ELD standards, into their work with SJUSD staff.
Chapter 3—Parent and Community Involvement

Encouraging Parent and Community Participation

Strategy 3 of the San Juan Strategic Plan for 2010-2015 is to “ensure effective two-way communication that is honest, transparent, and timely to build trusting relationships and create a unified collaborative learning community”. As part of the district’s effort to systematically involve parents of ELs in the education of their children, the district establishes policies and procedures for the English Learner Advisory Committees (ELACs) at the school-site level and the District English Learner Advisory Committee (DELAC) at the district level. At each level, parents of ELs have opportunities to be involved in their child’s education, collaborate with district staff, evaluate instructional services and provide recommendations.

Parent Advisory Committees

English Learner Advisory Committee

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning English Learner Advisory Committee (ELAC). The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision making councils nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of ELs and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent. However, if the percentage of EL students at a school is greater than 51 percent, the percentage of EL parents on the ELAC must match or exceed the percentage of the school’s total EL population.

The district and school sites are permitted to allocate appropriate financial resources for reasonable expenses that participating ELAC and DELAC parents incur while carrying out their duties (e.g., transportation, child care, translation services, meals, and training). (EC § 52168 (b) (4).)

The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. The ELAC must make written recommendations to the School Site Council (SSC) and/or principal for each of the following legally required training topics:

1. Comprehensive information about the development and implementation of the Single Plan for Student Achievement (SPSA),
including analyzing student data and making recommendations regarding the allocation of fiscal resources based on the identified needs
2. The design and development, content, purpose and results of a school-wide, comprehensive needs assessment
3. Data reported in the annual R-30 Language Census – EL, IFEP and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
4. Information regarding the attendance patterns and trends at the school; in addition to school and district attendance policies in order to understand the importance of regular school attendance

In addition to the above topics, the ELAC must also receive training and/or opportunities that will adequately prepare the committee members to understand how to make informed recommendations on other topics, including:

- Initial identification and placement of ELs
- Parental notifications, including initial enrollment, notification of initial assessment results, annual notifications, and Title III Annual Measurable Achievement Objectives (AMAOs)
- Assessments for ELs, including the CELDT, Standards Test in Spanish (STS), and California Standards Test (CST)/California Modified Assessment (CMA)
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the district
- Monitoring the academic and linguistic progress of ELs, including intervention services for students not making adequate progress
- Criteria and procedures for reclassification of ELs
- Monitoring the academic progress of RFEP students
- Categorical budgets, including appropriate use of funds and supplemental services to address the identified needs of EL and RFEP students
- Participation in guided classroom observation demonstrating effective methodology that fosters language acquisition and academic content knowledge for ELs
- Any area of need identified in the annual needs assessment conducted as part of the mandated ELAC requirements.

Implementation of the ELAC
ELAC training for ELIS’ and administrators is offered during the fall of each year. School sites are responsible for conducting ELAC parent training.

The site principal is encouraged to become a member of the ELAC and is responsible for establishing the ELAC. By October each year, the principal or designee submits a schedule of ELAC meetings for the year (p. 85 Appendix). Meeting dates and times will be scheduled in consultation with parents.
ELAC Meeting Template
Sites that meet the ELAC threshold (21 or more ELs) are required to complete the ELAC Committee Minutes Template (p. 86 Appendix). Page two of the template outlines what must be covered at each meeting: DELAC report, SSC Report and advice to SSC, legal requirements of the ELAC (see below), parent needs, and site needs. For each agenda item, the ELAC records a summary of the item presented and advice and/or comments.

ELAC Calendar of Activities—Legal Requirements

Election of Members (August/September)
At the beginning of the year a notice is sent in English and primary language(s) regarding a general meeting of EL parents. At this meeting, information about ELAC is reviewed. Parents and staff are given the opportunity to volunteer to be on the ballot for the site committee. Ballots are sent home to all parents of ELs including those who don’t attend the informational meeting. The size and make-up of the ELAC is in proportion to the student EL population. For example, a committee of mostly staff members would not be representative. Anyone can volunteer to be on the ELAC ballot (administrator, ELIS, staff members, EO parents), however, only parents of ELs can vote for committee members. Ballots are saved at the site as compliance documentation.

Selection of DELAC Representatives (August/September—First ELAC Meeting)
Once the ELAC has been formed, the committee must be given the opportunity to elect a representative to the District English Learner Advisory Committee (DELAC). DELAC meetings occur at the district office and are held four times per year. The DELAC representative from each site attends the meetings and gives a report to the ELAC. The ELAC then has the opportunity to give feedback to the representative. The DELAC representative serves as a link between the site and the district. If the DELAC representative is unable to attend a meeting, DELAC meeting minutes can be obtained by calling the English Learner and Multicultural Education (EL/ME) office.

Training of Members (August/September—First ELAC Meeting)
The EL/ME office provides an ELAC training power point that has been translated to assist sites in training members to become fully functioning. In addition to this basic training, ELAC members must be given the opportunity to request any other training/information as they see fit throughout the year.
Completion of the School's Needs Assessment (August-December—First/Second ELAC Meeting)
Each year ELAC members need to be given the opportunity to assist in the development and completion of a school needs assessment. Although the ELAC can develop their own needs assessment, the EL/ME office has translated copies available that have been used at various sites. The results of the needs assessment are used to develop agenda items for the ‘parent needs’ portion of future ELAC meetings.

Parent Review and Comment on Programs and Services for English Learners (2nd/3rd ELAC Meeting)
This legal requirements allows parents to learn about EL program services (eg., CELDT, EL student data, ELD standards, ELD curriculum, primary language support, etc). Often this information is presented by teachers who are providing ELD at the site. It is important to record parent advice and comments after presenting this information and that site administration follows up on this advice.

Recommended Actions to Support Regular School Attendance (2nd/3rd ELAC Meeting)
During one of the ELAC meetings, the issue of school attendance must be addressed. This can be presented in a variety of ways—research related to school attendance, general information on how to report and clear absences, ADA information, SARB, etc. Make sure to record parent advice and recommendations on how to improve attendance at school.

Administration of the School’s Language Census (R-30)—(4th ELAC Meeting)
On March 1, the district submits the R-30 language census to the California State Department of Education. This is the official count of ELs enrolled at each school site. It is used to calculate the amount of funding the district receives for EL services and programs. The EL/ME office emails the R-30 to site administrators and ELIS’s in the spring of each year. The R-30 Language Census report on Data Director is a ‘live’ report based upon the last update of the student information system. It is not the ‘official’ March 1st count, however it is a good indication of the numbers of ELs and FEP students that are enrolled at the site. After presenting the R-30 report to the ELAC, site staff will assist the ELAC in analyzing the population trends and make comments or recommendations based on these trends.

Advice to School Site Council on the Single Plan for Student Achievement—SPSA (Every Meeting)
The ELAC is given the same opportunity as the SSC to review student data—specifically EL student data regarding progress on AMAO’s and student achievement in English-language Arts and Math. The SPSA will
be presented to the ELAC as well as the opportunity for parents to give advice and recommendations.

The ELACs advice and recommendations need to be presented to the SSC at each SSC meeting. This advice needs to be recorded in the minutes of the SSC to show full compliance for this legal requirement.

**Monitoring of ELAC Activities**
All site documentation of ELAC activities (meeting notifications, agendas, minutes, sign-in sheets, ELAC training materials, ELAC membership list, etc.) must be kept at the site and a copy of all documentation sent to the EL/ME office.

The EL Program Manager reviews the implementation of the ELAC throughout the school year in order to ensure that all requirements are met.

**Delegation of ELAC Authority to the School Site Council**
Pursuant to district policy, the school’s ELAC may delegate its authority to an established SSC, provided that the ELAC has first been duly constituted, trained on the mandated requirements, duly informed of the right to delegate these requirements, and have voted to delegate its authority to the SSC. Delegation of authority may not exceed two years.

In order for ELAC to delegate its authority to SSC, the following questions must all be answered in the affirmative:

1. Is the school’s EL population less than 50% (elementary) or 25% (secondary)?
2. Has ELAC been duly constituted?
3. Has ELAC been fully informed of the option to delegate its authority at a regularly scheduled meeting?
4. Is ELAC informed of and trained on their legal responsibilities before a vote to delegate takes place?
5. Has ELAC unanimously voted to delegate its authority to SSC at a regularly scheduled meeting and recorded this decision in the ELAC meeting minutes?
6. Has SSC been informed of all ELAC legal responsibilities at a regularly scheduled SSC meeting?
7. Did the SSC vote to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes?

If the decision has been approved to delegate authority, the ELAC subcommittee will provide documented advice to SSC on EL Master Plan programs and services, reclassification, SPSA, language census, school
needs assessment, importance of school attendance and categorical budgets, including Title III and Economic Impact Aid – Limited English Proficient (EIA-LEP) budgets. SSC members must receive training on and address all the ELAC legal responsibilities. The school must ensure that the ELAC representative (and alternate), chairperson (and vice chairperson) remain and carry out their ELAC responsibilities.

**District English Learner Advisory Committee**

Each District with fifty-one (51) or more ELs must establish a functioning District English Learner Advisory Committee (DELAC). After each site ELAC membership has been established, the committee must elect a representative and alternate to participate in the DELAC. The DELAC is to identify training topics needed to assist committee members in carrying out their legal responsibilities. Training topics provided to the DELAC must include the following topics:

- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the EL Master Plan
- The design and development, content, purpose and results of a school-by-school, district-wide needs assessment
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the district
- Requirements (credentials, certification) for teachers and paraprofessionals working with ELs
- Data included in the annual R-30 Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students
- Notifications for parents of ELs (enrollment, notification of test results, annual notifications, Title III Annual Measurable Achievement Objectives (AMAOs))

In addition to the above topics, the DELAC may also receive training that will adequately prepare the committee members to understand how to make informed recommendations, including:

- Initial identification and placement of ELs
- Assessments for ELs: CELDT, STS, CST/CMA
- Monitoring of EL progress, including intervention for students not making adequate progress
- Budgets – appropriate expenditures and services addressing identified needs
DELAC Implementation Provisions

- The DELAC meets at least 4 times per school year. Meeting dates and times are scheduled in consultation with the DELAC chairperson and parent members.
- During meetings, concurrent interpretations for parents are provided.
- The DELAC operates in accordance with state law and within the framework of its by-laws.
- The EL Program Manager is the district liaison to the DELAC.
- The EL Program Manager is responsible for preparation of meeting notices, agendas, arrangements for meetings, preparation of minutes, and translations of communication pertaining to the DELAC.
- The DELAC communicates their advice to the Superintendent and governing Board of Education via the EL Program Manager.
- The district provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.

Additional Parent Outreach

Consistent with Strategy 3 of the SJUSD Strategic Plan, the district's goal is to have parents, staff, students and community work as partners in the development, implementation and evaluation of the English Learner Program.

Active involvement of parents is encouraged by all school sites so that parents can be involved in the education of their children and be active participants in assisting their children to:

- Attain English proficiency.
- Achieve at high levels in core academic subjects.
- Meet challenging state academic standards expected of all students.

The following types of activities may be carried out at the district or site level to further this goal:

- Whenever possible, the school/district will provide translations and interpretations of school information. All requests for written translations and oral interpretations by district translators are submitted to San Juan Central Enrollment for processing.
- When 15% or more of the students enrolled at the school site speak a single identified primary language other than English, as determined by California State Department of Education language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. Schools within the district will be reminded of their translation responsibilities annually.
• Interpretation and translation services are made available for school advisory committee meetings, meetings regarding school safety, Response to Intervention meetings, suspensions and expulsion conferences and hearings and for all due process actions held at the district level.
• Site administrators plan for and provide translation for parent conferences by using the Bilingual Instructional Assistant assigned to their sites, requesting interpreters through San Juan Central Enrollment and/or by having teachers use AT&T Language Line Services.
• School sites may employ a parent liaison to assist with parent outreach.
• Parent meetings will be held at a time convenient to parents with translation services provided if possible.
• The district has sets of translation headsets available for checkout through the EL/ME office. The headsets facilitate concurrent translation for large parent meeting with mixed languages.
• School sites can encourage parent involvement by providing opportunities for volunteering and training on how parents can effectively support learning.
• The district and sites provide ongoing staff development in the area of parent involvement and communication—including sensitivity to cultural backgrounds, needs, and concerns.

The district’s Strategic Plan (Strategy 3) includes future goals for effective two-way communication that specifically involve the EL parent community:

• Increase the participation of diverse groups on site/district level decision-making groups.
• Streamline and upgrade the district web site to include multilingual links for Spanish, Russian, and Ukrainian, with a phasing in of other languages over a five-year period.
• Develop and initiate programs to recognize and celebrate diversity.
Chapter 4—Staffing and Professional Growth

Staffing

Credentialing and Authorization
The SJUSD ensures that all teaching personnel whose assignment includes EL students will hold appropriate certification to provide necessary instructional services to ELs. As of this writing in 2012, the SJUSD achieved full certification compliance; all district teachers have obtained proper certification for teaching assignments with ELs. Through continuing recruitment all newly hired teachers must show proof of proper certification to instruct ELs within their credentialed assignment.

Lack of Authorization and Remedy
SJUSD Human Resources is committed to recruiting fully authorized BCLAD, CLAD, or CTEL -credentialed teachers for every instructional position within the school district. Currently, all teachers in instructional assignments are fully authorized/certified to teach ELs. In the unusual event where a teaching position is filled with a teacher who does not possess the proper certification or authorization for ELs, at the point of hiring a remedy plan will be instituted by the district hiring agent with the new hire. The plan will stipulate a timeline for obtaining full EL instructional authorization and defining continued employment in the district as contingent upon completion of the defined EL authorization according to the established timeline. Human Resources staff will be responsible for tracking progress towards remedy of all teachers so identified. In the interim, teachers without proper authorization must obtain an emergency CLAD. Assistant Superintendent of Human Resources and Director of Certificated Personnel will be responsible for ensuring that each teacher who requires remedy completes the proper authorization according to schedule.

Each spring, during the preparation and submission of the annual Language Census (R-30) Report, the Human Resources department will submit information as to certification and authorization of all teachers to teach ELs, and will report to the EL/ME Department all teachers without proper authorization in instructional positions, their current assignment, timeline/deadline for obtaining proper authorization, and progress made for each such teacher towards completion of the authorization. The EL/ME Department will report this information to the DELAC at the next regularly scheduled DELAC meeting.

Site Staffing
Each spring, following the completion of the annual Language Census R-30 report, the EL/ME Department prepares projections for each school site for the number of anticipated ELs (by grade and CELDT level). The principal reviews the data, and with assistance from the EL/ME Department, plans for staffing at the school site to properly place ELs into appropriate instructional settings and programs to meet their needs (see Instructional Program). The principal also
reviews current staffing levels and assignments to determine what revisions might be needed to assignments and/or master schedule to align the school site program for ELs with the EL Master Plan. Working together with EL/ME and Human Resources, the school principal identifies the school's needs for staffing and makes adjustments as necessary, or identifies vacant positions.

Human Resources assists school sites with providing sufficient staffing based on student and EL enrollment projections, will allocate staffing (FTE) to school sites, and utilizes the processes of transfer, surplus, and recruitment to ensure placement of sufficient staffing to school sites. For the purposes of teacher staffing of school sites and programs for ELs, the priorities for credentialing and placement is as follows:

- Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement in primary language classrooms such as Dual Language Immersion. To the extent possible, BCLAD teachers are also sought for SEI classrooms, with emphasis on placement into classrooms with Beginning and Early Intermediate EL students.
- The second priority is CLAD, CTEL, or equivalent certified teachers. These teachers are placed in SEI and mainstream classrooms with EL students. In some cases, these teachers may have the support of Bilingual Instructional Assistants who use primary language to clarify, explain, motivate, and direct students.

**Administrative Staffing**

In order to support implementation of the EL programs and services at the school sites, it is a hiring priority to staff school sites with administrators who possess the BCLAD, CLAD, CTEL, or other form of EL authorization, or who are taking part in a staff development plan as part of their professional development.

**English Learner Site Support Staffing**

In addition to classroom teachers and site administrators, the district has identified certain certificated and classified positions specifically for support of ELs at school sites. These positions are the English Learner Instructional Specialist (ELIS), a certificated position, and the Bilingual Instructional Assistant (BIA), a classified position.

To certify that the ELIS’s and BIAs assigned to school sites have the proper certifications, authorizations, skills, and capacities to perform at a high level the described job duties on behalf of ELs, a hiring pool for these two positions has been established by the EL/ME Department. To be eligible for the ELIS pool, the EL/ME Department provides for a process where candidates demonstrate the skills and capacities defined by the job description, and assess those candidates for entry into the pool. ELIS candidates from the eligibility pool have first priority for placement into any ELIS position within the school district. BIA’s are also drawn from an eligibility pool established by the EL/ME Department. The EL/ME
Department, in collaboration with Human Resources, establishes procedures for evaluating skills and capacities, including bilingual language fluency, as defined in the job description. Candidates are assessed by the EL/ME Department for entry into the pool. BIA’s from the eligibility pool have first priority for placement into BIA positions within the school district. The eligibility pools for each position are reviewed annually by the EL/ME Department, and may be added to utilizing the process described.

The placement of these positions are determined by site principals, based on the defined need at a school site of ELs, and funded by site-allocated funds, which may include Title I, EIA, or other sources as appropriate. Placement of these positions at school sites, and any planned adjustment of these personnel is evaluated annually by the site principal in collaboration with the EL/ME Department. This review is conducted in early spring and any adjustments or changes in personnel must be undertaken by site leadership consistent with the timeline established by Human Resources to allow for proper notification of personnel for surplus or reduction. Placement of ELIS or BIA positions at school sites can only be made from the pool of eligible candidates established by the EL/ME Department.

**Appropriate Use of English Learner Site Support Staff**

The ELIS and BIA positions offer specialized assistance to the instructional team at a school site with ELs. Each has a defined job description (p. 88-90 Appendix) that details duties and responsibilities. ELIS and BIA positions established at school sites will perform functions and duties fully consistent with the job descriptions and in the manner intended by the EL Master Plan. The ELIS brings high-level instructional support skills and training in best practices in instructional delivery to ELs, as well as skills in supporting teachers. For the ELIS’s, these duties include:

- Manage site-based EL program, including ELAC, EL compliance items, reclassification, RFEP follow-ups, CELDT testing, etc.
- Develop and implement site-based professional development on topics and instructional strategies related to ELs
- Organize and share EL student data pertaining academic performance and school success, providing guidance and support to site leadership in planning, decision-making, support, placement, and monitoring
- Support teachers through demonstration, modeling, co-teaching, observation, and coaching to increase instructional effectiveness and refinement of strategies specific to ELs
- Provide flexible and small group instruction as needed for short-term interventions and targeted instruction for ELs
BIA’s contribute specialized skills in an EL program and work and plan closely with the instructional team. The BIA can be especially helpful in providing primary language support to students at the Beginning and Early Intermediate English proficiency levels—to motivate, clarify, direct, support, and explain facts and concepts to the EL as an intermediate step in language and content acquisition—working in concert with the classroom teacher. These efforts provide additional assistance, but should not be seen as a replacement for solid and strategic use of EL-specific instructional strategies, learning supports, scaffolds, and language objectives in the classroom. The most important priority for the BIA is to support comprehensible core content instruction in English-language Arts, Mathematics, Social Science, and Science in the classroom. BIA’s are not responsible for ELD instruction nor do they assume the instructional responsibilities of the classroom teacher. BIA’s also assist with the full spectrum of language needs outside the classroom including:

- Parent-teacher conferences and notifications
- ELAC and DELAC meetings
- CELDT testing support (not scoring)
- Oral and written translations

Centralized Translation Services

SJUSD employs a small staff of translators housed at the San Juan Central Enrollment Center. Translators in these positions have demonstrated full bilingualism/bi-literacy and high level interpretation/translation skill through a process by which those skills and capacities have been verified through the EL/ME office. Translators are staffed at the Central Enrollment Center based on the needs and demographics of speakers of other languages among the SJUSD’s EL population as identified in the annual R-30 Language Census. Translators serve to provide written translation of district and school documents for language populations requiring such translation as specified by law, and to provide oral interpretation services in the district and to school sites by request.

Professional Development

The district’s professional development plan includes professional learning for all staff who work with ELs, including administrators, counselors, teachers, district office personnel, office personnel, and particularly ELIS’s and BIAs. The plan focuses on the provision of integrated ELD and the use of SDAIE strategies (see Chapter 2, Teaching and Learning).

Professional development to support the use of SDAIE strategies and the provision of integrated ELD by classroom teachers (elementary) and content area teachers (secondary) will use the CCSS and the CA ELD Standards as its foundation. Professional development will be delivered via two major vehicles: Professional development opportunities offered internally by SJUSD staff, especially staff connected
to the EL/ME office; and professional development opportunities provided through external providers of comprehensive literacy training. Both vehicles will deliver consistent messages and information that are aligned to this EL Master Plan and the district’s Strategic Plan.

The district also provides professional development to the DELAC staff and parents associated with ELAC regarding the specific duties of those advisory bodies, as well as ongoing learning on all topics and measures pertaining to ELs.

Additionally, the EL/ME office is responsible for communicating the tenets and supporting the implementation of the EL Master Plan. Successful implementation of this plan will require regular and ongoing support from EL/ME to school sites, site leadership, district leadership, teachers, site support staff, and parents to orient on this plan and to provide guidance. The EL/ME office will annually schedule orientations and provide support and training as necessary to sites and constituencies on aspects of the EL Master Plan.

**Instructional and Professional Learning Methodologies**

Service, instructional delivery, and professional learning for ELs, and the EL Master Plan, are rooted in and aligned with the SJUSD Strategic Plan. The Theory of Action that emerges from the Strategic Plan calls out the work that must be undertaken to ensure continuous improvement. It states: *In San Juan Unified School District we believe that achievement by ALL students as a means to eliminate the achievement gap will only occur when the quality of instruction improves. Instruction will improve commensurate with the continuous development of leadership capacity to…*

- Understand and recognize powerful instruction
- Lead and guide focused professional development
- Confront and address issues of equity
- Engage in problem solving and critical inquiry
- Utilize data to inform and assess decisions
- Target and align resources

Professional development conducted by the EL/ME Department fully aligns to the Theory of Action, and is rooted in the work of the district to implement a balanced literacy and academic literacy approach in Reading/Language Arts throughout the district. This model is particularly important for ELs as they acquire the English language and access core content curriculum at increasingly sophisticated and demanding levels throughout their school experience. Elements employed in this balanced literacy model include:

- Oral language development
- Academic language and discourse
- Interactive read-aloud
- Shared reading
Guided reading
Independent reading
Writers' Workshop

Professional development is particularly concerned with full development in ELs in the four domains of language (reading, writing, listening, and speaking); balanced literacy and academic literacy systems and strategies specific to ELs, teaching methodologies proven effective for ELs; content-based ELD; formative assessment of ELs; and data-driven instructional decision making for ELs.

Professional learning experiences for adults (teachers, specialists, administrators, instructional assistants, counselors, and parents) are designed to be responsive, timely, and relevant to the adult learners; outcome-based, constructivist, and fully interactive. Typically, professional learning experiences offered are inquiry-based and research-based; involves video or simulated lesson study; book study; case study; collaborative planning and problem-solving; and professional discourse around timely and significant EL topics.

**Site-Based Professional Development**
A significant portion of the duties of the ELIS job description and summary of duties above includes site-based professional development to improve instruction, support, and achievement for ELs. The ELIS has a special responsibility to lead professional development initiatives specific to ELs at the school site where assigned, and to model, demonstrate, observe, and give feedback to practices in classrooms throughout the school. This dual professional development responsibility is critical to expanding capacity and refining skills in each classroom and improving EL access and achievement on a large scale in the district. Professional development provided at the site will be consistent with the tenets, goals, content, format, and methodologies described above, and will also be responsive and customized to the particular and demonstrated needs of ELs and their teachers at the school sites. Professional development should take the form of structured and planned events for the school year, but should also include a “clinic” approach, where targeted strategies and topics are included to provide responsive support to teachers.
Chapter 5—Monitoring Student Progress and Reclassification

Monitoring Student Progress

As the district works to narrow the achievement gap and forestall the growing number of long term English learners (LTELs), monitoring student progress takes on increased significance.

Student progress is monitored using site-based, district-adopted and state-mandated assessments. These assessments are used to determine progress in ELD and academic performance. Teachers and administrators can use the district’s data and assessment management system to provide them with instant access to student information and assessment results. Pre-built, shared and custom reports alike provide data snapshots and longitudinal information. These reports can be disaggregated for English Only (EO), ELs, Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) status.

State Assessments
ELs are administered formative and summative assessments equivalent to those used by EO and IFEP students in the mainstream program to monitor academic performance. Summative assessments such as the California Standards Test (CST), California Alternate Performance Assessment (CAPA), California Modified Assessment (CMA) and California High School Exit Exam (CAHSEE) are given to all students regardless of language and classification. ELs will be administered the CELDT annually to measure language growth in English. These assessments are used by the district to monitor student progress and program effectiveness.

Site and District-Adopted Assessments
Formative assessments such as curriculum-embedded and/or district benchmarks in English-language Arts are taken in English in both SEI and Mainstream Programs and in Spanish by students in the Dual Immersion Program. Student progress is monitored throughout the year using a balance of classroom and interim/benchmark assessments. Some of these assessments are common across classrooms including performance tasks, both written and oral. Ongoing formative classroom assessments will be used to adjust daily instructional tasks.

English Learner Student Data Profile
Within the first 30 days of each school year, all teachers of English have access to an EL student data profile for each of their ELs. The data profile will provide teachers with key information on the EL’s:

- Overall CELDT score
- CELDT scores by domain (reading, writing, listening, speaking)
- Most recent CST scores for English-language Arts and Mathematics
- Most recent cluster scores for CSTs (or CAHSEE) in English-language
Arts and Mathematics

- Most recent grades in English-language Arts and Mathematics
- Previous ELD level placement (CELDT score and/or ELD course placement)
- Number of years in the United States
- CELDT proficiency descriptors to identify areas of need and level of English fluency

**Use of Assessment Data for Instructional Planning**

Placement decisions are made at the beginning of the school year, using CELDT, CST, and district assessments. (For course level placement in sequential programs (Read 180, Inside and Edge), students should matriculate with their cohort and not repeat levels in any program.) These assessments are used to identify students in need of benchmark, strategic and intensive interventions and assign students to instructional groups. Additionally, the EL Student Data Profile provides useful annual information to guide instruction and differentiation for each EL student. It also provides yearly baseline information for comparison purposes throughout the year.

As each school implements its school-wide assessment plan and formative assessments, ELs must be a central focus for ongoing assessment. Formative assessments are the key to continuous growth for ELs and skillful instruction by the teachers of ELs. Periodic curriculum-embedded assessments are used to review student progress every six to eight weeks, plan modification in instruction and classroom interventions as appropriate. For teachers of ELs, formative assessments are a powerful tool for ensuring rapid, daily progress towards English language proficiency. When used with the EL Student Data Profile, and guidance from the Teaching and Learning chapter from this master plan, teachers can focus lesson planning and differentiate instruction to meet the individual needs of each EL.

**English Learners At Risk—Benchmarks for English Learners**

It is the responsibility of teachers, counselors and administrators to ensure that ELs are making adequate academic progress during the school year and from year to year. It is essential that progress is monitored according to time since taking their initial CELDT. Students who do not meet expected growth are targeted for benchmark, strategic, and intensive interventions in parity to those provided to EO students. Parents must be notified when students are not meeting expected benchmarks. It is suggested that immediately following CELDT annual administration, each student is monitored according to the timeline of progress below:
### Benchmarks for English Learners

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>CELDT Numeric Score</th>
<th>Timeline towards reclassification</th>
<th>Standards Test in Spanish (STS)</th>
<th>CST English-language Arts or CMA English-language Arts</th>
<th>CST/CMA: Math</th>
<th>CAHSEE: Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT</td>
<td>Beginning 1</td>
<td>1st Year*</td>
<td>50% and above</td>
<td>Far Below Basic</td>
<td>Far Below Basic</td>
<td>275-300</td>
</tr>
<tr>
<td></td>
<td>Early Intermediate 2</td>
<td>2nd Year 1st Year*</td>
<td></td>
<td>Far Below Basic</td>
<td>Far Below Basic</td>
<td>300-329</td>
</tr>
<tr>
<td></td>
<td>Intermediate 3</td>
<td>3rd Year 2nd Year 1st Year*</td>
<td></td>
<td>Below Basic</td>
<td>Below Basic</td>
<td>330 and above</td>
</tr>
<tr>
<td></td>
<td>Early Advanced 4</td>
<td>4th Year 3rd Year 2nd Year 1st Year*</td>
<td></td>
<td>Basic or above</td>
<td>Basic or above</td>
<td>350 and above</td>
</tr>
<tr>
<td></td>
<td>Advanced 5</td>
<td>5th Year 4th Year 3rd Year 2nd Year 1st Year*</td>
<td></td>
<td>Basic or above</td>
<td>Basic (315) or above</td>
<td>350</td>
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</tbody>
</table>

*--1st year refers to the first time student took the CELDT (initial assessment); thereafter, students are tested annually.

**Promotion/Retention of English Learners**

ELs are not to be considered for retention based upon grade level English-language Arts standards until they have been enrolled in a US school for five years.

**Reclassification**

The SJUSD has adopted a reclassification process to enable students initially identified as ELs to exit specialized EL program services and participate without further language assistance as Fluent English Proficient students. ELs shall be reclassified as Fluent English Proficient (RFEP) when they have acquired the English skills necessary to receive instruction and achieve academic progress in English only, at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school’s regular instructional program. The reclassification criteria validate each student’s readiness to exit from specialized EL programs, by demonstrating achievement and mastery of grade-appropriate standards in the following areas:
# Reclassification Criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Proficiency</strong>&lt;br&gt;California English Language Development Test (CELDT)</td>
<td>CELDT - Overall level of Early Advanced (4) or above with no sub-test lower than Intermediate level (3).</td>
</tr>
<tr>
<td><strong>Basic Skills</strong>&lt;br&gt;Proficiency on CST-ELA or CMA-ELA or a passing score on ELA-CAHSEE</td>
<td>English Learners in grade 3-12 who score at or above 315 (scaled scores) on the California Standards Test/California Modified Assessment (CST/CMA) in English-language Arts (ELA) or 350 in English-language Arts (CAHSEE) are eligible for reclassification. ELs in grades 1-2 can be recommended for reclassification based upon multiple measures of proficiency on grade level standards.</td>
</tr>
<tr>
<td><strong>Participation of Teachers</strong></td>
<td>Teacher(s) confirms that student can perform grade level work independently without need for English language development or sheltered content instruction. Teachers use multiple measures to make this determination (Student grades/assessments, review of daily performance, SOLOM (p. 92 Appendix) –optional).</td>
</tr>
<tr>
<td><strong>Parent Consultation</strong></td>
<td>Parent is consulted and provided an opportunity to agree/disagree with the recommendation to reclassify the student.</td>
</tr>
</tbody>
</table>

## Reclassification Process
SJUSD has established a reclassification process as the culmination of the student’s participation in the EL program. Students are Reclassified Fluent English Proficient (RFEP) using the reclassification form (p. 93 Appendix) as soon as they are achieving in parity with EO students and meeting the exit criteria established by the district. The process is usually conducted in the spring after receiving official state results on the CELDT. Since CST scores are part of the district criteria, students are not generally considered for reclassification until third grade. Exceptional cases can be made for first and second graders who are performing at or above grade level proficiency—for example, students who are identified for Gifted and Talented Education (GATE) or Rapid Learner (RL) programs or students who are performing at the advanced level in English-language Arts (ELA). The responsibility for reclassification is shared between district staff and school sites. The responsibilities for each group are shown below:

### District and School Responsibilities for Reclassification
**Timeline: January-May**

<table>
<thead>
<tr>
<th>District Staff</th>
<th>School Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review CELDT/CST/CMA/CAHSEE scores for English Learners in grades 3-12.</td>
<td>1. Review pre-printed reclassification forms and contact the classroom teacher (1-6) or English teacher (7-12) to determine if the student should be reclassified.</td>
</tr>
<tr>
<td>District Staff</td>
<td>School Staff</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2. Print reclassification forms for each eligible English learner by school site.</td>
<td>2. If student is to be reclassified, continue to Step 3. If process is stopped, file 1 copy in the blue English Learner Program Folder, 1 copy in site CPM Binder, 1 copy to EL/ME office.</td>
</tr>
<tr>
<td>3. Provide list of qualified students to sites.</td>
<td>3. Contact parents to schedule a reclassification meeting (p. 94 Appendix). If parent cannot or does not attend, phone the parent for consultation.</td>
</tr>
<tr>
<td>4. Review and approve completed reclassification forms to ensure conformity with established criteria</td>
<td>4. Conduct reclassification meeting and complete the reclassification form.</td>
</tr>
<tr>
<td>5. Enter reclassification status into the district student information system.</td>
<td>5. Make copies of the reclassification form. File 1 copy in the blue English Learner Program Folder, 1 copy in site CPM Binder, 1 copy to EL office.</td>
</tr>
<tr>
<td></td>
<td>6. Send translated reclassification letter to parents (p. 95 Appendix).</td>
</tr>
</tbody>
</table>

**Monitoring Progress and Follow-Up Procedure**

The progress of ELs and Reclassified students is examined annually in comparison with the data of the average native English speaker. A process of evaluating the effectiveness of program elements is used to examine the impact of programs on student learning.

Students who have been reclassified as RFEP are monitored for a minimum of two years after reclassification. In November of each year, the district provides a list of reclassified students who need follow-up to school sites. Follow-up forms (p. 96 Appendix) are delivered to sites once a year; however, schools are encouraged to monitor progress of reclassified students on a regular basis. Students having difficulty in the core curriculum have access to the support services and interventions offered at the site to EO students. Those support services are outlined in the SPSA and are reviewed with parents/guardians during parent conferences. A copy of the follow-up form is filed in the blue English Learner Program Folder and one copy is sent to the EL/ME office for entry into the student information system.
Chapter 6—Program Evaluation and Accountability

The SJUSD Strategic Plan states: By 2015, through multiple measures, we will reduce the number of students in all groups who are not performing at the proficient or advanced levels in English-language arts and math by at least 50%. Strategy One promises the integration of technology and assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal educational plans. SJUSD is committed to closing the achievement gap for all students. Recognizing that historically, ELs as a group have experienced barriers to academic achievement, we commit to ongoing, thorough, inquiry-based program evaluation and continuous program improvement. Our process involves administrators, teachers, support staff, district staff, community members, students, and parents to ensure effective instructional programs for ELs.

The following are the major components of the SJUSD EL Program Evaluation:

- English Learner Monitoring and Progress Advisory Council (ELMPAC)
- English Learner Program Goals
- English Learner Program Evaluation

The English Learner Monitoring and Progress Advisory Council and English Learner Accountability

The Program Manager for ELs convenes and chairs the English Learner Monitoring and Progress Advisory Council (ELMPAC). Initially conceived as the steering committee for the development and implementation of the EL Master Plan, this council now ensures that district stakeholders have a mechanism to plan and coordinate for optimal programs and for the success of our ELs. The ELMPAC meets every trimester to review the EL Program Evaluation and to guide improvements and modifications of the program. The ELMPAC calls additional meetings as needed to discuss new developments in the EL program. The ELMPAC is comprised of the Program Manager for EL/ME and the Director of Student Learning Assistance, with representation from the following stakeholder groups:

- District English Learner Advisory Committee (DELAC)
- English Learner Instructional Specialists (ELIS)
- Site administrators (with representatives from elementary, middle, and high school levels)
- Classroom teachers
- Counselors
- EL students (secondary)
- Other district administrators as selected
The ELMPAC also:

- Serves as a clearinghouse for policies, strategies, program design and instructional materials for EL programs as well as a team for collaborative problem-solving
- Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district’s program(s) for ELs
- Makes recommendations for reporting the performance of ELs
- Ensures communication and integration as we continue to bring clarity, consistency, compliance, and continuing improvement to SJUSD programs for ELs

The ELMPAC does not replace the DELAC in its mission as the major advisory committee to the School Board for the needs of ELs in the district. The voice of parents of ELs is a critical vehicle for feedback and program quality assurance. Instead, the ELMPAC provides an advisory and program oversight body with direct experience with all aspects of the program, and is an internal system of quality control.

**Purpose of English Learner Program Evaluation and English Learner Program Goals**

The purpose of evaluation of SJUSD’s EL Program will be:

- To determine to what extent ELs are learning English and achieving the district’s and state’s academic standards, closing the achievement gap, and becoming the 21st century learners envisioned by our Strategic Plan
- To determine the extent to which ELs have equitable access to district programs and services, including pathways to higher education
- To provide the basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvements for ELs
- To inform and guide instructional practices with regard to ELs

SJUSD establishes the following *nine goals* for EL programs:

1. Ensure that all ELs access and develop full proficiency in the English language as expeditiously as possible
2. Ensure that all ELs access and develop full proficiency in the core curriculum
3. Intervene and accelerate progress of LTELs towards English language proficiency and core content proficiency
4. Decrease the risk of failure, retention, and drop-outs
5. Increase EL participation in advanced academic program and enrichment opportunities (e.g. Advanced Placement Courses, AVID, Rapid Learners, High Achievers, International Baccalaureate, International Studies, Academic Decathlon, G.A.T.E., college entrance exam preparation, university enrollments)
6. Promote bi-literacy in Dual Language Immersion and other language development programs
7. Engage ELs in meaningful cultural, social, and academic activities
8. Strengthen parent involvement and engagement in their child’s academic plans
9. Provide comprehensive communication, information, and professional development to all stakeholders regarding all aspects of the EL Master Plan

English Learner Program Evaluation

The EL Program Evaluation is designed to provide a comprehensive look at the effectiveness of EL programs and the implementation of the EL Master Plan throughout the district. A set of questions that guide the evaluation of instructional programs and services for ELs has been developed to assist the EL/ME office and ELMPAC to evaluate each of the nine EL program goals. The following table describes each program goal, defines a set of inquiry questions, and describes the measurement instruments that would provide evidence of goal attainment. Areas of inquiry include student demographics, instructional services and staffing, student outcomes for ELD, student outcomes for academic achievement, indicators of equitable access, and overall success in school.

The EL Program Evaluation is designed by the EL/ME office in collaboration with the Department of Assessment, Evaluation, and Planning (AEP). Data, documents, observational information, assessment results, and other forms are gathered on a regular and timely basis to provide comprehensive annual reports to the ELMPAC, to the DELAC and School Board.

School-level reports from the EL Program Evaluation are shared with schools semi-annually. Working with the EL/ME office and Division of Teaching and Learning, school sites will develop action plans for ELs as a part of their SPSA.

Additionally, certain individualized data is available to teachers for each of their ELs in the form of an EL student profile. Goals and evaluation questions that assist in Program Evaluation appear in the table on the following pages. That table identifies the instruments and sources of evaluation that provide the data for each goal, and when those instruments are used to compile and analyze data.
## Program Goals and Guiding Questions

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evaluation Questions</th>
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<tr>
<td><strong>1. English Proficiency</strong>&lt;br&gt;ELs will make steady progress in developing academic English, and attain academic English language proficiency as early, efficiently and effectively as possible.</td>
<td>1.1 Do ELs meet the state’s Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English?&lt;br&gt;1.2 Do ELs meet the state’s Title III Annual Measurable Achievement Objective 2 with regard to attaining English language proficiency?&lt;br&gt;1.3 Are there proficiency gains on all sub tests on the CELDT for:&lt;br&gt; - Students with 1-3 years in U.S. schools?&lt;br&gt; - Students with 4-5 years in U.S. schools?&lt;br&gt; - Students with more than 5 years in U.S. schools?&lt;br&gt;1.4 Are increasing percentages of ELs in SJUSD 5 years or longer meeting all criteria required for reclassification?&lt;br&gt;1.5 Are there overall proficiency gains on CST English-language arts for students with 2 or more years in U.S. schools?&lt;br&gt;1.6 Are schools using formative assessment data for ELs to monitor progress for English language development and academic language proficiency?</td>
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<tr>
<td><strong>2. Academic Progress</strong>&lt;br&gt;a. ELs will make steady progress in core academic subjects.&lt;br&gt;b. ELs in SJUSD 5 years or longer will meet grade-level standards in core academic subjects.</td>
<td>2.1 Are increasing percentages of ELs Proficient or Advanced on CST-ELA?&lt;br&gt;2.2 Are increasing percentages of ELs Proficient or Advanced on CST-math?&lt;br&gt;2.3 Do ELs (and RFEPs) meet the state’s Title I Adequate Yearly Progress target in English-language Arts?&lt;br&gt;2.4 Do ELs (and RFEPs) meet the state’s Title I Adequate Yearly Progress target in mathematics?&lt;br&gt;2.5 Are ELs (and RFEPs) in high school making expected progress toward graduation?&lt;br&gt;2.6 Are ELs (and RFEPs) increasing percentages annually in the following categories:&lt;br&gt; - Passing the CAHSEE by the end of Grade 10;</td>
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<td>Goal</td>
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<td>▪ Meeting UC/CSU (A-G) course requirements at high school graduation;</td>
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<td>▪ Admission to 2- and 4-year colleges/universities?</td>
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<td>2.7 How are ELs who are not making steady academic progress being identified and appropriately served?</td>
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<td></td>
<td>▪ How are ELs who are not making steady academic progress being identified and appropriately served?</td>
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<td>3. Long Term ELs</td>
<td>3.1 Is the percentage of LTELs in the district decreasing annually?</td>
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<td>3.2 Are LTELs, and students in danger of becoming LTELs, identified and monitored at the school site?</td>
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<td>3.3 Are schools providing intervention pathways and strategies to support students who are LTELs or in danger of becoming LTELs?</td>
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<td>3.4 Are schools demonstrating success with intervention for LTELs?</td>
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<td>4. Decrease Risk of Failure</td>
<td>4.1 Are ELs (and RFEP) students not overrepresented in the following categories:</td>
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<td>▪ Suspensions, expulsions, other discipline</td>
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<td>▪ Retentions in grades K-5</td>
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<td>▪ Dropouts</td>
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<td>4.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?</td>
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<tr>
<td>5. Advanced Academic Program</td>
<td>5.1 To what extent are ELs/RFEPs proportionally represented among students identified for participation in all G.A.T.E., Rapid Learner, AP, IB or other advanced learner programs?</td>
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<td>5.2 To what extent are ELs/RFEPs following pathways to career readiness or colleges and universities?</td>
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<td>5.3 To what extent are ELs/RFEPs proportionally represented among students who have met the A-G requirements for the University of California/California State University?</td>
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<tr>
<td>6. Bi-literacy</td>
<td>6.1 What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score at/above proficient on target language assessments?</td>
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<tr>
<td>Goal</td>
<td>Evaluation Questions</td>
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<tr>
<td>7. Student Engagement</td>
<td>7.1 To what extent do ELs/RFEPs receive and participate in all district programs and services?</td>
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<td>7.2 To what extent do ELs/RFEPs respond to opportunities at school (e.g. extracurricular activities, committees, etc.)?</td>
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<td>7.3 To what extent are ELs/RFEPs responding to opportunities to enhance home life (e.g. family activities and participation)?</td>
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<td>7.4 To what extent are ELs/RFEPs responding to opportunities in wider society (e.g. community events and organizations, community services, etc.)?</td>
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<td>7.5 To what extent are ELs/RFEPs successful as contributing citizens after they leave formal schooling?</td>
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<td>8. Parent Engagement</td>
<td>8.1 Do parents of ELs and RFEPs participate in school activities (parent-teacher conferences, volunteer in class, ELAC, etc.)?</td>
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<td>8.2 Is the rate of parent engagement increasing?</td>
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<td>9. Communication and Professional</td>
<td>9.1 How do school sites incorporate professional development around EL Master Plan components (particularly instruction and service) for all stakeholders?</td>
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<tr>
<td>Development</td>
<td>9.2 How has the district informed administrators and teachers of the EL Master Plan components and provided professional development that enabled them to implement it?</td>
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<td><strong>Risk Factors</strong></td>
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<td>tied to observational protocols</td>
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<td>conducted by site administrators, ELISs, directors, and EL staff</td>
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| **School Site Planning**  
Single Plan for Student Achievement, Site Professional Development Plans, and Budget Development. Review for:  
- EL data  
- targets for EL achievement  
- fund allocation in support of targets and aligned to data findings  
- alignment of professional development  
- ELAC/SSC participation | Annually in June | English Proficiency  
Academic Progress  
Long Term ELs  
Decrease Risk of Failure  
Advanced Academic Programs  
Parent Engagement  
Communication and Professional Development |
| **Bi-literacy**  
Measures of bi-literacy in Dual Language Immersion program:  
- internal measures of progress  
- CELDT and CST results for ELD, E/LA, and Math with comparisons to average and traditional programs | Annually in October (CELDT)  
Annually in August (CST) | Academic Progress  
Bi-literacy  
Student Engagement  
Parent Engagement |
| **Program Support and Satisfaction**  
Measures of parent involvement and satisfaction.  
- DELAC attendance  
- ELAC attendance  
- DELAC/ELAC frequency and topics  
- parent survey results  
- student survey results | Attendance annually  
Satisfaction surveys bi-annually | Student Engagement  
Parent Engagement |
Chapter 7—Funding and Resources

SJUSD adheres to the funding mandates established by Education Code, program regulations, and board policy. State and federal categorical funds are used to supplement the core educational program and not to supplant general fund monies, as specified by law. General fund monies provide the core educational programs and equitable base facilities, materials, equipment, and instructional programs to all students. Expenditures are audited annually by the district's business services, by internal and external auditors, and on a four year cycle through the state Federal Program Monitoring (FPM) system.

The table at the end of this chapter provides descriptions of the major state and federal funding sources pertaining to ELs and provides guidance for the appropriate and legal uses of each of those funds, and examples of inappropriate expenditures to avoid. Typically, the major streams of state and federal funding earmarked for use with ELs come with "supplement/supplant" restrictions, meaning that funds cannot be used to pay for existing programs and services that would have otherwise been purchased with other sources, or are offered to other students through other funding sources, or supplant a general fund obligation to any student. The purpose of these funding sources (i.e. Title III, Economic Impact Aid, etc.) are to provide additional, specialized and intensive services to ELs in recognition that ELs require additional support in acquiring the language and accessing grade level academic content.

The process for budgeting and planning for program operations and improvement and allocating funds on behalf of ELs include the following components:

- The school board approves the district Superintendent’s goals and objectives. This is a plan to meet the needs of all students. Goals and objectives are developed in alignment with the district Strategic Plan.
- The Superintendent’s cabinet identifies and prioritizes needs based on the Superintendent's goals, objectives and data analysis, and allocates funds and other resources to support those needs. The SJUSD Strategic Plan establishes a series of actions to occur over a five-year period, and those steps drive specific initiatives each year.
- The Director of Student Learning Assistance allocates funds based on the Consolidated Application, and works with district administrators and school principals to ensure compliance and expenditure alignment with needs and goals for ELs and district initiatives. The district maximizes allocations of funding for ELs to school sites for direct service and support in a site-based delivery model.
- Program funds allocated to school sites are incorporated into the SPSA for program planning and delivery purposes. The principal coordinates development of the SPSA and prioritization of needs based on data and goals. Schools that have participated in Site Strategic Planning align SPSA goals and objectives with their own site strategic plans.
- The SSC provides input regarding school plan development/revision and approves the school level plan. The ELAC advises the principal and SSC with
specific attention to programs and services as they relate to ELs, and provides input into the school plan. The DELAC gives input into district level planning.

- SPSA plans are reviewed under the direction of the Director of Student Learning Assistance. School plans are presented to the school board for approval, and the director monitors expenditures throughout the year.

**General Fund Resources**

The district uses the general fund to provide the base program for all students. This includes curricular materials, teachers’ salaries and other district services such as Special Education, transportation, library, food, health and counseling as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in English-language Arts and Mathematics provide content and strategies for universal access to help ensure that ELs have access to the core curriculum. The district provides primary language instructional materials for students participating in the Dual Language Immersion program.

The district maintains a current list of district adopted core materials for all students as well as recommended supplemental materials for ELs. The list is regularly reviewed and updated by the EL/ME office, with input from teachers and administrators across the district. Recommended new materials are extensively piloted and evaluated prior to district adoption, with maximum opportunities for collaboration and review.

**Supplemental Funds**

The California Department of Education administers funding for categorical programs through the Consolidated Application. These funds have established expenditure rules and regulations. Some of these funds are to be used exclusively for the education of ELs. Categorical monies are to be used to supplement and enrich the core educational program to meet the specific needs of ELs associated with acquiring the English language and making the core program accessible. Major funding sources are as follows:

**Economic Impact Aid-Limited English Proficient State Funds**

Economic Impact Aid-Limited English Proficient State (EIA/LEP) funds are provided by the state on a per-EL apportionment, and are used to supplement the core program. The funds must be used for supplemental services to the core program for ELs in grades K-12. The purpose of these funds is to develop full proficiency in English as rapidly and effectively as possible, and to mitigate any deficits incurred in the areas of the core curriculum as a result of limited English proficiency.

Up to 15% of EIA/LEP can be centralized for administrative purposes for the following:
- Salaries and benefits for administrative and clerical positions to support programs for ELs
- Employment of centralized supplemental teachers and paraeducators
- Centralized support training for teachers and paraeducators to develop instructional skills
- Support for district parent involvement activities
- Purchase of supplemental teaching materials
- Support initial and annual assessment resources
- Provide district translation services
- District indirect costs

School sites are allocated an annual entitlement of EIA/LEP funds based on the sites' EL numbers as identified in the annual R-30 census. EIA funds are used to purchase supplemental instructional materials, site-based EL support personnel, and other site-determined, program-compliant purposes such as those listed above. The table at the end of this chapter provides guidance for appropriate EIA/LEP expenditures and programs. The EL/ME office, under the direction of the Department of Student Learning Assistance, approves and monitors all school site purchases using EIA/LEP funds, and provides guidance and support to ensure compliance with state and federal regulations and guidelines and responsiveness to EL needs at the site and goals in the district.

Title I, Part A
Title I funds are federal funds provided through the Elementary and Secondary Education Act and are provided as supplemental resources to mitigate the effects of poverty in school achievement. The funds are currently generated based on the count of socio-economically disadvantaged students in a school district. The funding also comes with certain restrictions, including supplement/supplant restrictions and maintenance of effort requirements. Over time, Title I has proven to be a significant source of assistance to schools in their efforts to raise achievement and engage in school reform. In more recent years, in its latest iteration as the legislation known as "No Child Left Behind" (NCLB, 2001), receipt of funding has also come with strict accountability measures and sanctions for schools and districts deemed underperforming.

While Title I is not exclusively an EL supplemental program, many times it serves many of the same students, and when established as a "school-wide" program, can flexibly serve even those students who don't necessarily generate the funding. Such schools can use Title I funds flexibly in pursuit of reform strategies that increase the amount and quality of learning as part of a comprehensive plan to help students meet the state's challenging standards. Title I funds and programs in a "school-wide" model can help support ELs, and can support similar programs as might be set up through EL-specific funding sources, and even used more flexibly in supporting various students at a school site.
Title III Limited English Proficient and Immigrant Funds

Title III funds are federal funds provided for supplementary programs and services for ELs. This source also comes with an accountability and sanction model similar to Title I, defined by Annual Measurable Academic Objectives (AMAOs), primarily concerned with measurable student progress towards English language proficiency (measured by CELDT), growing numbers of students who demonstrate proficiency (measured by CELDT), and demonstrated proficiency of ELs with grade-level content in English-language Arts and Mathematics (CST and CAHSEE).

Title III also carries supplement/supplant restrictions in its use, and cannot be used to provide core services or to meet essential requirements of a school district (i.e., paying for CELDT testing, etc.). Funding is primarily designed to support EL language acquisition and access to grade level content standards. Title III envisions use of funds in support of high quality staff development to support ELs, instructional support, curriculum development, parental involvement, and related EL program activities. The EL/ME office oversees the use of Title III funds to ensure compliance in accordance with state and federal regulations and guidelines, and effective use in pursuit of district goals for ELs.

Timely and Appropriate Use of Funds

While some funding sources do allow limited carry-over of funds from year to year, it should be noted that the most compliant and effective use of these funding sources is to support the EL students who generated the funds in the present. The state and federal legislative bodies that have established these funding sources recognize that ELs experience particular difficulties in accessing grade-level content and acquiring the English language because of their limited English proficiency. Supplemental funds are designed to target and support these students in their access to content, acquisition of the English language, and progress in academic literacy, each of which are requisite to success in school, graduation, and preparation for college, career and citizenship. Diverting funds away from this critical and added mission—whether the spending is inappropriate (i.e.: supplanting) or delayed (i.e.: carry over)—not only potentially violates the spirit and letter of the law but also provides an obstacle to academic achievement for these students.

<table>
<thead>
<tr>
<th>Program/Funding Source</th>
<th>Title I, Part A (federal)</th>
<th>EIA/LEP (state)</th>
<th>Title III (federal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Description</td>
<td>A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.</td>
<td>A state program supporting compensatory educational services for ELs.</td>
<td>A federal program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.</td>
</tr>
<tr>
<td>Students to be Served</td>
<td>Students who are Far Below Basic, Below Basic and Basic on CST, including ELs and Special Education students</td>
<td>ELs</td>
<td>ELs, K–12</td>
</tr>
<tr>
<td>Program/Funding Source</td>
<td>Title I, Part A (federal)</td>
<td>EIA/LEP (state)</td>
<td>Title III (federal)</td>
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<tr>
<td><strong>EXAMPLES OF EXPENDITURES NOT APPROPRIATE FOR FUNDING SOURCE</strong></td>
<td></td>
<td></td>
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<tr>
<td>* Supplanting general funds</td>
<td>* Supplanting general funds</td>
<td>* Supplanting general funds</td>
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<tr>
<td>* Strategies not based on scientific research or with no data to support increased achievement</td>
<td>* Regular teacher</td>
<td></td>
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<tr>
<td>* Regular teacher</td>
<td>* Food for staff meetings</td>
<td></td>
<td></td>
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<tr>
<td>* Food for staff meetings</td>
<td>* Capital outlay</td>
<td></td>
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<tr>
<td><strong>EXAMPLES OF EXPENDITURES APPROPRIATE FOR FUNDING SOURCE</strong></td>
<td></td>
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<tr>
<td><strong>Support for English-language Arts, English Language Development, Mathematics</strong></td>
<td>* Extended day/year for targeted students</td>
<td>* Specialized and targeted interventions</td>
<td>* Provision of high quality language instruction educational programs”</td>
</tr>
<tr>
<td></td>
<td>* Supplemental instructional materials that support standards and core program</td>
<td>* Extended day/week/year for targeted students</td>
<td>* Provision of high quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel</td>
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<tr>
<td></td>
<td>* Specialized and targeted interventions</td>
<td>* Supplemental instructional materials and equipment</td>
<td>* Upgrading program objectives and effective instructional strategies</td>
</tr>
<tr>
<td></td>
<td>* Extended day/week/year for targeted students</td>
<td>* Primary language instruction/support</td>
<td>* Improving the instructional program for ELs by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures</td>
</tr>
<tr>
<td></td>
<td>* Supplemental instructional materials and equipment</td>
<td>* Primary language materials</td>
<td>* Academic interventions</td>
</tr>
<tr>
<td></td>
<td>* Primary language instruction/support</td>
<td>* Targeted intervention to accelerate reclassification of ELs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Primary language materials</td>
<td>* Support for reclassification process</td>
<td></td>
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<td></td>
<td>* Academic interventions</td>
<td>* Support for language assessments</td>
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<td></td>
<td></td>
<td>* Support for monitoring academic progress of EL students</td>
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<td></td>
<td>* Intervention teachers</td>
<td>* Intervention teachers</td>
<td>* Intervention teacher</td>
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<td></td>
<td>* Instructional Aid/Paraeducator</td>
<td>* Instructional Aid/Paraeducator</td>
<td>* Instructional Aid/Paraeducator</td>
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<td></td>
<td></td>
<td>* Multilingual community liaison</td>
<td>* Multilingual parent advisor</td>
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<td></td>
<td></td>
<td>* EL Specialists</td>
<td>* Multilingual community liaison</td>
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<td></td>
<td></td>
<td></td>
<td>* EL Specialists</td>
</tr>
<tr>
<td><strong>Support for other core subject areas: Science, Visual &amp; Performing Arts, Physical Education</strong></td>
<td>* Supplemental materials in English and the primary language</td>
<td>* Supplemental materials in English and the primary language</td>
<td>* Field Trips</td>
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<td></td>
<td>* Primary language support</td>
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<td></td>
<td></td>
<td></td>
<td>* Primary language support</td>
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<tr>
<td><strong>Capacity Building/Professional Development</strong></td>
<td>* Academic conferences</td>
<td>* Academic conferences</td>
<td>* Academic conferences</td>
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<td></td>
<td>* Training consultants</td>
<td>* Training consultants</td>
<td>* Training consultants</td>
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<td>* Principal coaching</td>
<td>* Principal coaching</td>
<td>* Principal coaching</td>
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<td>* Teacher stipends</td>
<td>* Teacher stipends</td>
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<td>* Teacher substitutes</td>
<td>* Teacher substitutes</td>
<td>* Teacher substitutes</td>
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<td></td>
<td>* Training materials/resources</td>
<td>* Training materials/resources</td>
<td>* Training materials/resources</td>
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<td></td>
<td>* Duplication</td>
<td>* Duplication</td>
<td>* Duplication</td>
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<td></td>
<td>* Conferences/workshops</td>
<td>* Conferences/workshops</td>
<td>* Conferences/workshops</td>
</tr>
<tr>
<td>Program/Funding Source</td>
<td>Title I, Part A (federal)</td>
<td>EIA/LEP (state)</td>
<td>Title III (federal)</td>
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<td>that support school plan goals</td>
<td>that support school plan goals</td>
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<td>that support school plan goals</td>
<td>that support school plan goals</td>
<td>that support school plan goals</td>
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<td></td>
<td>Food: reasonable costs associated with teacher professional development that extends over a meal period</td>
<td>Food: reasonable costs associated with teacher professional development that extends over a meal period</td>
<td>Food: reasonable costs associated with teacher professional development that extends over a meal period</td>
</tr>
<tr>
<td>School climate, Parent engagement, Family support and Learning environment</td>
<td>Set-aside 1% of Title I allocation for parent involvement activities</td>
<td>Support Personnel</td>
<td>Support Personnel</td>
</tr>
<tr>
<td></td>
<td>• Food for parent meetings &amp; trainings</td>
<td>• Parent training/education opportunities</td>
<td>• Food for parent meetings &amp; trainings</td>
</tr>
<tr>
<td></td>
<td>• SSC expenditures</td>
<td>• Parent workshops</td>
<td>• Parent training/education opportunities</td>
</tr>
<tr>
<td></td>
<td>• Parent training/education opportunities</td>
<td>• Speakers for parent workshops</td>
<td>• Parent workshops</td>
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<td></td>
<td>• Parent workshops</td>
<td>• Duplication</td>
<td>• Duplication</td>
</tr>
<tr>
<td></td>
<td>• Speakers for parent workshops</td>
<td>• Parent support materials</td>
<td>• Parent support materials</td>
</tr>
<tr>
<td></td>
<td>• Duplication</td>
<td>• Translation and interpretation</td>
<td>• Translation and interpretation</td>
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<td></td>
<td>• Parent support materials</td>
<td>• Home visits</td>
<td>• Home visits</td>
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<tr>
<td></td>
<td>• Translation and interpretation</td>
<td>• Parent orientations</td>
<td>• Parent orientations</td>
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<tr>
<td></td>
<td>• Home visits</td>
<td>• Kinder &amp; Pre-K articulation</td>
<td>• Kinder &amp; Pre-K articulation</td>
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<tr>
<td></td>
<td>• Parent orientations</td>
<td>• Bilingual Parent Advisor/Community Liaison</td>
<td>• Bilingual Parent Advisor/Community Liaison</td>
</tr>
<tr>
<td></td>
<td>• Kinder &amp; Pre-K articulation</td>
<td>Support Personnel</td>
<td>Support Personnel</td>
</tr>
<tr>
<td></td>
<td>• Multilingual Parent Advisor/Community Liaison</td>
<td>• Translator</td>
<td>• Translator</td>
</tr>
</tbody>
</table>
APPENDIX
The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Student ID Number: ______________________ (for office use only)  School: __________________________

Student's Name: __________________________ (Last) (First) (Middle)  Birth Date: ___/___/____  Grade: ___

Street Address ________________________________________________  City________________________  State_______  Zip Code __________

Parent(s) Name(s)____________________________________________________  Home Phone____________  Work Phone__________

On lines 1 - 4, please answer the questions as they apply to your son or daughter:

1. Which language did your son or daughter learn when he/she first began to talk?  __________________________

2. What language does your son or daughter use most frequently at home?  __________________________

3. Name the language most often spoken BY THE ADULTS at home:  __________________________

4. What language do you use most frequently to speak to your son or daughter?  __________________________

The California Department of Education requests demographic data for all students. This information also helps counselors assist students who apply for college financial aid and/or scholarships. Please check the student's ethnicity.

□ American Indian  □ Asian  □ Hispanic  □ White  □ Pacific Islander  □ Black  □ Other  □ Do not wish to indicate

If a language other than English is indicated on any line above, can your student communicate in that language?

Understands:  ☐ Yes  ☐ No  Reads:  ☐ Yes  ☐ No

Speaks:  ☐ Yes  ☐ No  Writes:  ☐ Yes  ☐ No

Was your student born in another country?  ☐ Yes  ☐ No

If yes, which country? ____________________________________________

Date entered the United States: __________________________

Date first enrolled in U.S. school: __________________________

Did your student attend school in another country?  ☐ Yes  ☐ No

If yes, how long? _____ years

Has your student attended school in the United States?  ☐ Yes  ☐ No

If yes, what was the beginning date? __________________________

Has your student attended school in California?  ☐ Yes  ☐ No

If yes, what was the beginning date? ____________  Name of District? _______________  Name of School? _______________

___________________________________________________________  __________________________

Signature of Parent or Guardian  Date

OFFICE INSTRUCTIONS:

1. BLUE – FILE IN CUMULATIVE FOLDER
2. YELLOW – IF A LANGUAGE OTHER THAN ENGLISH IS INDICATED, COPY GOES TO EL PROGRAMS
3. WHITE – PARENT COPY
First section to be completed by school staff:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Person Completing Survey:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Language:</td>
<td>School:</td>
</tr>
<tr>
<td>Date:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Student ID:</td>
<td>Comments:</td>
</tr>
</tbody>
</table>

The portion below is to be completed by parent/guardian:

The purpose of this survey is to find out how well your child knows his/her home language.

1. Has your child attended school in another country?
   - No_____
   - Yes _____ Country ________________ # of months _____ or # of years____

2. How many years has he/she attended school in the United States?
   - ________years

3. How well can your child **understand** the home language?
   - Very well ______
   - Limited ______
   - None ______

4. How well can your child **speak** the home language?
   - Very well ______
   - Limited ______
   - None ______

5. How well can your child **read** in his/her home language?
   - Very well ______ (appropriate for age)
   - Limited ______ (not as well as other students of the same age)
   - None ______

6. How well can your child **write** in his/her home language?
   - Very well ______ (appropriate for age)
   - Limited ______ (not as well as other students of the same age)
   - None ______
To the Parent/Guardian of:

Your submission of the Home Language Survey indicates that your child has a primary language other than English. The San Juan Unified School District staff has administered the California English Language Development Test (CELDT) to your child. Indicated here are your child’s preliminary results from the CELDT. The CELDT measures students according to five proficiency levels. These levels are Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. On this scale, Beginning is the lowest level of English proficiency and Advanced is the highest. The official CELDT scores will be sent to you in approximately eight weeks.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Overall CELDT Score</th>
<th>Skill Area Subtest Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Language</td>
<td></td>
<td>Listening:</td>
</tr>
<tr>
<td>Test Date:</td>
<td></td>
<td>Speaking:</td>
</tr>
<tr>
<td>School Name:</td>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td>Birth Date:</td>
<td></td>
<td>Writing:</td>
</tr>
</tbody>
</table>

**Initial Identification**

- [ ] English Learner
- [ ] Initially Fluent English Proficient (I-FEP)*

*I-FEP is determined by an Overall CELDT Score of Early Advanced or higher for all grade levels and Skill Area Subtest Scores of Intermediate or higher for grade levels 2-12.

**PRELIMINARY CELDT RESULTS FOR PLACEMENT**

Based on the results of the CELDT, the San Juan Unified School District is placing your child as follows:

- [ ] Structured English Immersion (CELDT Beginning – Early Intermediate). Your child will receive:

  If your child's English skills are at a Beginning or Early Intermediate level, he/she will be placed in a Structured English Immersion (SEI) program where students receive intensive instruction in English. He/she will also have specialized instruction in mathematics, science and social studies, with support in the home language, when possible, to fully understand and master the skills and standards taught.

- [ ] English Language Mainstream (CELDT Intermediate). Your child will receive:

  If your child’s English skills are at an Intermediate level, he/she will be placed in the English Language Mainstream (general education) classes where students receive English Language Development (ELD) and specialized instruction in mathematics, science, and social studies, as needed to fully understand and master the skills and standards taught.

**ENGLISH LEARNER PROGRAM DESCRIPTIONS**

**Program Options and Parent Rights:**

You have the right to request an alternative program of instruction for your child.

- **Alternative (Bilingual) Program:** Students who meet certain criteria may be admitted to this program. Instruction is provided in English and in the primary language. For more information, please contact the school principal or the English Learner Department at 971-5382.

- **General Program:** You may request that your child not participate in any of the programs for English Learners and instead receive instruction in the district’s general program. However, your child will still need to receive ELD instruction. Please contact the school principal to make your request or call the English Learner Department at 971-5382.

Vanessa Girard, Program Manager

Signature and Title of Test Administrator

Date

Signature – Parent/Guardian

Date

Initial Center Results Letter English

1 copy to be filed in student’s cumulative folder
1 copy to parent/guardian
1 copy to the EL Office
Parent Request for English Language Mainstream Program

Academic School Year: ____________

Student Name: _______________________________ Student ID: ______________________

School: ________________________ Grade: ______ Overall CELDT Level: _______________

English Language Arts CST—(most recent score—if available): ___________________________

I wish to have my child enrolled in the San Juan Unified School District's English Language Mainstream Program.

I understand that:

- My child does not meet the district’s criteria for English Language Mainstream placement (Overall CELDT Level—Early Advanced or Advanced);
- My child still requires the additional support he/she would receive in the Structured English Immersion Program;
- I may decline re-enrollment of my child in the Structured English Immersion Program and have him/her transferred to the English Language Mainstream Program;
- I have discussed this information with the English Learner Instructional Specialist and/or school administrator.
- My child will continue to receive English Language Development;
- The California English Language Development Test (CELDT) will be administered to my child each year until he/she is reclassified as Fluent English Proficient (FEP).

I decline re-enrollment of my child in the Structured English Immersion Program. Please transfer my child to the English Language Mainstream Program. I understand that he/she will receive additional and appropriate educational services to help him/her acquire English Language skills and to better understand instruction in English.

Parent Signature: ___________________ Print Name: __________________ Date: __________

English Learner Instructional Specialist Signature: __________________________ Date: __________

School Principal Signature: __________________________ Date: __________
Parental Exception Waiver for English Learners

In order to accept an alternative primary language program assignment (i.e. Dual Language Immersion), please complete and return this form to your child's assigned school when you register your child.

Student's Full Name______________________________________ Birth Date____________________________________
School __________________________ __    Grade ____    School year___________ Date of Waiver Request__________

I am the parent/guardian of the child named above. I have personally visited my child's school and have been provided with a full description of the programs and the educational opportunities available to my child.

I request a waiver of the requirement that my child be placed in a Structured English Immersion (SEI) program. I request, instead, that my child be placed in an alternative primary language program in which some of the instruction, textbooks and materials are provided in my child's native language. I believe that an alternative primary language program best meets my child's educational needs. I understand that it is my choice whether to request a waiver, and that I have the right to refuse to agree to a waiver if I so choose.

Reason for waiver request (to be confirmed by school district):

☐ My child has one or more of the following special educational needs that make an alternative primary language program (i.e. Dual Language Immersion) better suited to my child's overall educational development (mark all that apply):
  □ Learning the home language and English will help my child have access to the core curriculum.
  □ Being bilingual and biliterate will help my child be academically prepared for the global society in the 21st century.
  □ My child has the capacity to learn more than one language.
  □ Other:

☐ My child has special physical, emotional, or psychological needs that make an alternative primary language program better suited to my child's overall educational development.

Please describe your child's needs: _____________________________________________________________

☐ My child already knows English. (The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower.)

☐ My child is at least ten years old. (The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternative primary language program would be better suited to the student's rapid acquisition of basic English skills.)

I request a waiver of the Structured English Immersion (SEI) program and I understand that I must request a waiver each year for my child to continue to participate in an alternative primary language program.

Signature of parent/guardian       Date                                          Received by                             Date
_____________________________________________________________________________________________________

□ Waiver APPROVED
□ Waiver DENIED

Principal's Signature ____________________________ Date ____________________________
This guide can help parents and others read the California English Language Development Test (CELDT) Student Performance Level Report.

Test Purposes

School districts are required to test the English language skills of new students whose home language is not English and students who are English learners. Districts use the CELDT. The purposes of the CELDT are to:

- Identify English learners in kindergarten through grade twelve
- Measure their skill level in English
- Check their progress in learning English each year

Test Format


The CELDT measures English language skills in four domains: Listening, Speaking, Reading, and Writing.

The Listening domain measures how well students can understand information heard in English. Students follow directions read aloud and show they understand information and stories read to them. In kindergarten through grade two, students are also asked to say words that rhyme with other words.

The Speaking domain measures how well students can express thoughts and answer questions in English. Students are asked to name objects and their uses, respond to questions, and tell stories based on pictures.

The Reading domain measures how well students can read in English. In kindergarten and grade one (K–1), students are asked to identify parts of a book, name letters and their sounds, and read simple words and sentences. In grades two through twelve (2–12), students are asked to choose words to complete sentences, show knowledge of vocabulary and rules about how words are formed, and show how much they understand when reading.

The Writing domain measures how well students can write in English. In K–1, students are asked to copy letters and words, write simple words based on a story read to them, and identify basic punctuation and capitalization needed in a short sentence. In grades 2–12, students are asked to show knowledge of grammar, write sentences, and write a short composition.
Sample CELDT test questions in English can be found in the CELDT Released Test Questions document. It is on the CDE Web page at [http://www.cde.ca.gov/ta/tg/el/resources.asp](http://www.cde.ca.gov/ta/tg/el/resources.asp).

The Student Performance Level Report

Below is a sample CELDT Student Performance Level Report. It shows the student's score and performance level in each domain and Overall. For K–1, the Overall score is a total of 45 percent Listening, 45 percent Speaking, 5 percent Reading, and 5 percent Writing. For grades 2–12, the Overall score is the average of all four domain scores. Each domain score and the Overall score is put into one of five performance levels a student can achieve. The levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. A comprehension score (the average of the Listening and Reading domain scores) is also provided.

![Performance Levels Diagram]

**California English Language Development Test (CELDT) 2012–13 Edition**

<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>Overall Scale Score Range: 104-698</th>
<th>Listening Scale Score Range: 200-570</th>
<th>Speaking Scale Score Range: 140-439</th>
<th>Reading Scale Score Range: 220-570</th>
<th>Writing Scale Score Range: 220-600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td></td>
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<tr>
<td>Early Advanced</td>
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<td>Intermediate</td>
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<td>Early Intermediate</td>
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<tr>
<td>Beginning</td>
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</tbody>
</table>

**Scale Scores:** 483, 493, 481, 456, 445

**Comprehension Score** (average of Listening and Reading domain scale scores): 474

**Legend:**

A: Student's name (last name, first name) and parent/guardian mailing address
B: Student's name and grade
C: Test purpose and test date
D: Student's birthdate, primary language, and state and local ID numbers
E: School and district where test was taken
F: Overall and the domain scores, each with the range of possible scale scores
G: Performance Levels (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning)
H: Bars and scale scores showing the student's performance level for each domain and Overall
I: Comprehension Score
J: How to Read This Report

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[Page 76]
On the Student Performance Level Report, the height of the bars shows how well the student did. The first bar shows the Overall performance level. The other bars show how well the student did in each domain.

CELDT scores, scores from other tests, and information from teachers and parents help the school decide the types of teaching the student should receive. To make progress on the CELDT, the student should work to master all domains. Information about how to help the student meet this goal is available at the school.

If a test modification or a different test was used for one or more domains, the domain(s) will be marked with an asterisk (*), and the report will have this footnote:

* A test modification or an alternate assessment was used during the administration of this domain. Modifications and alternate assessments alter what the CELDT intends to measure, therefore the student receives the lowest obtainable scale score (LOSS). Because the LOSS lowers the Overall score, caution should be used when interpreting the results.

If a problem took place during testing, the affected domain(s) will be marked with a “^” symbol, and the report will have this footnote:

^ A testing irregularity occurred during the administration of this domain. More information can be obtained at the school.

**CELDT Test Performance Descriptors**

The CELDT Overall Test Performance Descriptors explain what students know and can do in English at each level. Descriptors for each domain are provided in English on the back of the Student Performance Level Report. Overall and test domain performance descriptors in English and other languages for grades K–1, 2, 3–5, 6–8, and 9–12 can be found online at http://www.celdt.org/resources/im/.

**More Information About the CELDT**

More information about the CELDT can be found on the CDE Web page at http://www.cde.ca.gov/ta/tg/el/. 
To the parent(s)/guardian(s) of: __________________________ School:  __________________ Date: _______________

Student ID #: _________________ Date of Birth: ____________     Grade: ________    Primary language: _________________

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child’s proficiency level in English. We must also provide you with the school’s recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 United States Code 7012 and 6312[g][1][A]; California Education Code Section 48985; and Title 5 of the California Code of Regulations Section 11309[a][b][1])

Your child’s current English proficiency level is _________________________________, according to his/her most recent California English Language Development Test (CELDT) results.  (Fall 2011 administration)

Based on these results, your child has been identified as an:

- English learner (EL) with less than reasonable fluency in English and assigned to the Structured English Immersion Program.
- English learner (EL) with reasonable fluency in English and assigned to the English Language Mainstream Program.

Check if applicable:

- Individualized Education Program (IEP) on file

**Academic Achievement Results**

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>California Standards Tests</th>
<th>Skill Area</th>
<th>California Standards Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td>History-Social Science</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

*California Standards Tests, Spring 2012 administration

**Program Placement Options**

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child’s primary language, you must apply for a “Parental Exception Waiver.”

<table>
<thead>
<tr>
<th>English Language Proficiency Levels</th>
<th>Program Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>Reasonable fluency</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Structured English Immersion or an Alternative Program with an approved Parental Exception Waiver</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>Less than reasonable fluency</td>
</tr>
<tr>
<td>Beginning</td>
<td>Other Instructional Setting based on IEP</td>
</tr>
</tbody>
</table>
**Description of Program Placement Options and Goals for English Learners**

All programs include English Language Development (ELD) and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading, and writing English, and succeed academically in all core subjects.

- **Structured English Immersion (SEI):** Students who score at less than reasonable fluency (Beginning or Early Intermediate overall on the CELDT) are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

- **English Language Mainstream (ELM):** Students who score at reasonable fluency (Intermediate, Early-Advanced or Advanced overall on the CELDT) in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

- **Alternative Program (ALT):** Students with an approved “Parental Exception Waiver”* are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

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

**Reclassification (Exit) Criteria**

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district’s reclassification criteria are listed below:

<table>
<thead>
<tr>
<th>Required Criteria (California Education Code Section 313(d))</th>
<th>LEA Criteria (District inserts local board-approved reclassification criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment (CELDT)</td>
<td>CELDT Overall Level of Early Advanced (4) or above with no Sub-test lower than Intermediate Level (3)</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>English Learners in grade 3-12 who score at or above 315 (scaled scores) on the California Standards Test (CST) in English Language Arts (ELA) and English learners in grades 1-2 who are performing proficiently on grade level standards on multiple measures are eligible for reclassification.</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Parent is consulted and provided an opportunity to agree/disagree with the recommendation to reclassify the student.</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Teacher(s) confirms that student can perform grade level work independently without need for English language development or sheltered content instruction. Teachers use multiple measures to make this determination. (Student grades/assessments, review of daily performance, SOLOM optional).</td>
</tr>
</tbody>
</table>

**Optional:** Other district assessments

**Graduation Rate:**
79.8% based on 2010-11 (the most recent official data from the California Department of Education).

Please telephone the school if you would like to schedule a parent conference to discuss your child’s options for program placement. You may also contact the English Learner and Multicultural Education Office at (916)971-5382.
<table>
<thead>
<tr>
<th>Grade CELDT Level</th>
<th>CCSS ELA Standard</th>
<th>(New) CA ELD Standard</th>
<th>Language Objective</th>
<th>Scaffolding</th>
</tr>
</thead>
</table>
| **Grade 1** Early Intermediate | RL 1.5 Explain major differences between books that tell stories and books that give information drawing on a wide range of text types. | ELD 1.6 Emerging Combine clauses in a few basic ways to make connections between and to join ideas in shared language activities guided by the teacher and sometimes independently. | Students will use the conjunction *but* to show contrast between ideas, e.g. *Stories have characters, but informational texts do not.* Or *Informational texts have facts, but stories do not.* | • Shared Reading structure  
• Language frame  
• Idea bank containing features of both types of text  
• Modeling  
• Partner talk |
| **Grade 2** Early Advanced | SL 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | ELD 2.5 Bridging Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. | Students will ask two clarifying questions about a read aloud using the auxiliary verbs *do* and *does.*  

*Does the author mean ___ when s/he wrote ____?*  

*Do/es the character(s) _____ because the text says ____?* | • Teacher-chosen text that provides multiple opportunities to ask for clarification  
• Language frame |
| **Grade 4** Intermediate | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence... | Students will use appropriate language to make explicit references to text, e.g., “On page _ in the _ paragraph, the author (or character) states ___. This indicates__” | • Think alouds  
• Graphic organizer  
• Language frame  
• Student may have a chance to preview text |
### Progression of ELD Classes for Students Entering as Newcomers (CELDT-Beginning)

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>5th Year Plan (must have administrative approval)</th>
</tr>
</thead>
</table>
| ○ English I Transition  
○ ELD I Support (Elective) | ○ English I Transition  
○ ELD I Support (Elective) | ○ English I Transition  
○ ELD I Support (Elective) | ○ English I Transition  
○ ELD I Support (Elective) | ○ Adult Ed to continue education and ELD after senior year.  
○ Petition to be 5th year senior |
| ○ English II Transition  
○ ELD II Support (Elective) | ○ English II Transition  
○ ELD II Support (Elective) | ○ English II Transition  
○ ELD II Support (Elective) | ○ English III Transition  
○ ELD III Support (Elective) | Courses needed if there are missing credits.  
Courses to fill in missing credits, based on grade level of missing credits:  
- 9th credits…English III Transition (as 5th year senior) if none on prior school transcript  
- 10th credits…petition ELD elective credits to count as Eng credit  
- 11th credits…Eng 2 as 5th year senior  
- 12th credits…Simultaneous English I/II Transition /ELD Elec. (petition count both as Eng credit)  
  ....Eng 1 (5th year only)  
| ○ English III Transition  
○ ELD III Support (Elective)  
Students who are excelling:  
○ English 1  
○ English 2  
○ English 3  
○ English 4 | ○ English III Transition  
○ ELD III Support (Elective)  
Students who are excelling:  
○ English 1  
○ English 2  
○ English 3  
○ English 4 | ○ English I  
○ Eng 2  
○ Eng 3  
○ Eng 4 | Courses needed if there are missing credits.  
Courses to fill in missing credits, based on grade level of missing credits:  
- 9th credits…Eng 1  
- 10th credits…petition ELD I elective credits to count  
- 11th credits…petition ELD II elective credits to count  
- 12th credits…petition ELD III elective credits to count  
  ....Eng 1 (5th year only)  
| ○ Eng 1  
○ Eng 2  
○ Eng 3  
○ Eng 4 | Extra courses only needed for credits missing due to “F” grades.  
Courses to fill in missing credits, based on grade level of missing credits:  
- 9th credits…Eng 1  
- 10th credits…Eng 2  
- 11th credits…Eng 3  
- 12th credits…Eng 4 |

**Note:** Some students will move up to higher levels halfway through the year instead of staying at the same level all year. Some students will even skip levels if they are progressing well (and more likely if they knew some English before coming to the U.S.)
# Progression of ELD Classes Students Entering as CELDT 2- Early Intermediate

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>5th Year Plan (must have administrative approval)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English II Transition</td>
<td>English II Transition</td>
<td>English II Transition</td>
<td>English II Transition</td>
<td>Adult Ed to continue ELD after senior year or petition to be a 5th year senior.</td>
</tr>
<tr>
<td>ELD II Support (Elective)</td>
<td>ELD II Support (Elective)</td>
<td>ELD II Support (Elective)</td>
<td>ELD II Support (Elective)</td>
<td></td>
</tr>
<tr>
<td>English III Transition</td>
<td>English III Transition</td>
<td>English III Transition</td>
<td>English III Transition</td>
<td>Extra courses needed if there are missing credits.</td>
</tr>
<tr>
<td>ELD III Support (Elective)</td>
<td>ELD III Support (Elective)</td>
<td>ELD III Support (Elective)</td>
<td>ELD III Support (Elective)</td>
<td>Courses to fill in missing credits, based on grade level of missing credits:</td>
</tr>
<tr>
<td>9th credits…Eng 1 if no 9th grade credits from prior school</td>
<td>10th credits…Petition Elective credits to count as Eng. credits for 10th grade OR Eng 2 if no 10th grade Eng credits from prior school</td>
<td>11th credits…Eng 3</td>
<td>12th credits…Eng 4</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>11th</td>
<td>12th</td>
<td></td>
<td>Extra courses only for credits missing due to “F” grades.</td>
</tr>
<tr>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td></td>
<td>Courses to fill in missing credits, based on grade level of missing credits:</td>
</tr>
<tr>
<td>English 4</td>
<td></td>
<td></td>
<td>9th credits…petition ELD 11 Support to count as Eng credits or take Eng 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10th credits…Eng 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11th credits…Eng 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12th credits…Eng 4</td>
<td></td>
</tr>
</tbody>
</table>

Courses needed if there are missing credits:

- **9th credits**…Eng 1 if no 9th grade credits from prior school
- **10th credits**…Petition Elective credits to count as Eng. credits for 10th grade OR Eng 2 if no 10th grade Eng credits from prior school
- **11th credits**…Eng 3
- **12th credits**…Eng 4

Courses to fill in missing credits, based on grade level of missing credits:

- **9th credits**…Eng 1 if no credit from prior school (take as 5th year senior only)
- **10th credits**…Eng 2
- **11th credits**…Eng 3
- **12th credits**…Eng 4

Extra courses only for credits missing due to “F” grades:

- 9th credits…petition ELD 11 Support to count as Eng credits or take Eng 1
- 10th credits…Eng 2
- 11th credits…Eng 3
- 12th credits…Eng 4
Progression of ELD Classes Students Entering as CELDT 3 (Intermediate)

<table>
<thead>
<tr>
<th>9&lt;sup&gt;th&lt;/sup&gt;</th>
<th>10&lt;sup&gt;th&lt;/sup&gt;</th>
<th>11&lt;sup&gt;th&lt;/sup&gt;</th>
<th>12&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Year Plan (must have administrative approval)</th>
</tr>
</thead>
<tbody>
<tr>
<td>o English III Transition</td>
<td>o English III Transition</td>
<td>o English III Transition</td>
<td>o English III Transition</td>
<td>o Adult Ed/Community college to continue ELD after senior year</td>
</tr>
<tr>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>o Petition to be a 5&lt;sup&gt;th&lt;/sup&gt; year senior.</td>
</tr>
<tr>
<td>o English 3</td>
<td>o English 2</td>
<td>o English 3 Transition</td>
<td>Extra courses needed if there are missing credit.</td>
<td></td>
</tr>
<tr>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>Courses to fill in missing credits, based on grade level of missing credits:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; credits…Eng 1 if no 9&lt;sup&gt;th&lt;/sup&gt; grade credits from prior school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10&lt;sup&gt;th&lt;/sup&gt; credits…Eng 2 if no 10&lt;sup&gt;th&lt;/sup&gt; grade Eng cred. From prior school (as a senior or 5&lt;sup&gt;th&lt;/sup&gt; year senior)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11&lt;sup&gt;th&lt;/sup&gt; credits…Eng 3 (as senior or 5&lt;sup&gt;th&lt;/sup&gt; year senior)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12&lt;sup&gt;th&lt;/sup&gt; credits…Eng 4 (as a senior or 5&lt;sup&gt;th&lt;/sup&gt; year senior)</td>
<td></td>
</tr>
<tr>
<td>o English 3</td>
<td>o English 4</td>
<td>o English 3</td>
<td>Courses needed if there are missing credits.</td>
<td></td>
</tr>
<tr>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>Courses to fill in missing credits, based on grade level of missing credits:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; credits…Eng 1 if no credit from prior school (as 11&lt;sup&gt;th&lt;/sup&gt; or 12&lt;sup&gt;th&lt;/sup&gt; grader)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>10&lt;sup&gt;th&lt;/sup&gt; credits…Eng 2 (as a 11&lt;sup&gt;th&lt;/sup&gt; or 12&lt;sup&gt;th&lt;/sup&gt; grader)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>11&lt;sup&gt;th&lt;/sup&gt; credits…Eng 3 (as 11&lt;sup&gt;th&lt;/sup&gt; or 12&lt;sup&gt;th&lt;/sup&gt; grader)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>12&lt;sup&gt;th&lt;/sup&gt; credits…Eng 4</td>
<td></td>
</tr>
<tr>
<td>o English 4</td>
<td>o English 3</td>
<td>o English 4</td>
<td>Extra courses only for credits missing due to “F” grades.</td>
<td></td>
</tr>
<tr>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>o ELD III Support (Elective)</td>
<td>Courses to fill in missing credits, based on grade level of missing credits:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9&lt;sup&gt;th&lt;/sup&gt; credits…Eng 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10&lt;sup&gt;th&lt;/sup&gt; credits…Eng 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>11&lt;sup&gt;th&lt;/sup&gt; credits…Eng 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>12&lt;sup&gt;th&lt;/sup&gt; credits…Eng 4</td>
<td></td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Year Plan (must have administrative approval)</td>
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<td>----------------</td>
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<td>----------------</td>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td>o English 1</td>
<td>o English 2</td>
<td>o English 3</td>
<td>o English 4</td>
<td>o Adult Ed/Community College to continue progress after senior year</td>
</tr>
<tr>
<td></td>
<td>o English 2</td>
<td>o English 3</td>
<td></td>
<td>o Petition to be a 5&lt;sup&gt;th&lt;/sup&gt; year senior.</td>
</tr>
</tbody>
</table>

Extra courses needed if there are missing credits.

Courses to fill in missing credits, based on grade level of missing credits:
- **9<sup>th</sup> credits**…Eng 1 if no 9<sup>th</sup> grade credits from prior school
- **10<sup>th</sup> credits**…Eng 2 if no 10<sup>th</sup> grade Eng cred. From prior school (as a senior or 5<sup>th</sup> year senior)
- **11<sup>th</sup> credits**…Eng 3 (as senior or 5<sup>th</sup> year senior)
- **12<sup>th</sup> credits**…Eng 4 (as a senior or 5<sup>th</sup> year senior)

Courses needed if there are missing credits.

Courses to fill in missing credits, based on grade level of missing credits:
- **9<sup>th</sup> credits**…Eng 1 if no credit from prior school (as 11<sup>th</sup> or 12<sup>th</sup> grader)
- **10<sup>th</sup> credits**…Eng 2 (as a 11<sup>th</sup> or 12<sup>th</sup> grader)
- **11<sup>th</sup> credits**…Eng 3 (as 11<sup>th</sup> or 12<sup>th</sup> grader)
- **12<sup>th</sup> credits**…Eng 4

Extra courses only for credits missing due to “F” grades.

Courses to fill in missing credits, based on grade level of missing credits:
- **9<sup>th</sup> credits**… take Eng 1
- **10<sup>th</sup> credits**…Eng 2
- **11<sup>th</sup> credits**…Eng 3
- **12<sup>th</sup> credits**…Eng 4
ELAC Schedule

School__________________________ Phone: _________________

Please complete this form and return it to:  Teri Hofstetter, Secretary
BY SEPTEMBER 21, 2012
English Learner & Multicultural Education

Please submit this form via district mail ASAP.  All sites must hold a minimum of four ELAC meetings.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Date</th>
<th>Time</th>
<th>Following are the DELAC dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
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<td>#3</td>
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<td>#4</td>
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<td>#5</td>
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<tr>
<td>#6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

October 4, 2012 – 6:00 pm
December 12, 2012 – 9:00 am
March 7, 2013 – 6:00 pm
May 15, 2013 – 9:00 am

ELAC Site Designee: ___________________ Phone: ___________

DELAC Rep. (Parent/Site Personnel):
Name:
Address:
Phone:
Primary Language:

Alternate DELAC Rep. (Parent/Site Personnel):
Name:
Address:
Phone:
Primary Language:

PLEASE KEEP A COPY FOR YOUR RECORDS
## English Learner Advisory Committee Agenda and Minutes Template

School: ____________________  Meeting Date: _____________________  

**Date the box next to the legal requirement when you have covered it in your ELAC meeting.**

<table>
<thead>
<tr>
<th>Date when Accomplished</th>
<th>Reference of Legal Requirements (You do not need to cover all of them in every meeting. However, you do need to cover all of them by June.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Election of members</td>
</tr>
<tr>
<td></td>
<td>2. Election of DELAC representative</td>
</tr>
<tr>
<td></td>
<td>3. Training of members on their responsibilities</td>
</tr>
<tr>
<td></td>
<td>4. Completion of the School's Needs Assessment</td>
</tr>
<tr>
<td></td>
<td>5. Parents review and comment on programs and services for English Learners</td>
</tr>
<tr>
<td></td>
<td>6. Recommended actions to support regular school attendance</td>
</tr>
<tr>
<td></td>
<td>7. Administration of the School’s Language Census (R-30 Report)</td>
</tr>
<tr>
<td></td>
<td>8. Advise the School Site Council on the Single Plan for Student Achievement (Every meeting)</td>
</tr>
</tbody>
</table>

## Summary of discussion/action(s) taken *(Make sure to document the presentation and who is giving input.)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Discussion/Action</th>
<th>Parent Advice/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELAC Report (every meeting)</td>
<td></td>
<td></td>
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<tr>
<td>School Site Council Report and Advice to SSC (every meeting)</td>
<td></td>
<td></td>
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<tr>
<td>Legal Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
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</tr>
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</tr>
<tr>
<td>Legal Requirement</td>
<td></td>
<td></td>
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<tr>
<td>Parent Needs (every meeting)</td>
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<td></td>
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<tr>
<td>Site Needs (every meeting)</td>
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</tbody>
</table>

**Suggestions for next meeting:**

<table>
<thead>
<tr>
<th>Item/Action</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
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<tbody>
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</tbody>
</table>

Prepared by: ____________________________

Both pages were sent to English Learner & Multicultural Education, Attn: Teri Hofstetter on _____________
 POSITION TITLE:  
English Learner Instructional Specialist Job Description

DEFINITION:
Provides training and collaborative instruction targeting English Learners (ELs) and Standard English Learners (SELs) in the areas of English language acquisition and academic skills in grades K-12. Provides staff development and training for teachers, administrators, and instructional assistants in the area of English language acquisition. Performs other non-instructional duties as assigned according to district policies and procedures.

DIRECTLY RESPONSIBLE TO:
EL/Multi-Cultural Program Manager and Site Administrators

DUTIES AND RESPONSIBILITIES: Responsibilities will include, but are not limited to:

- **Instructional Responsibilities:** Serves as a resource to students and schools to support EL curriculum, professional development, provides information about current research, and provides instructional support to classroom teachers. Coordinates community or district level multi-cultural or primary language resources. Orders and distributes ELD curriculum materials. Assists in administration of the annual California English Language Development Test (CELDT).

- **Program Management:** Provides instructional and intervention support for EL students and staff. Conducts professional development in the areas of multi-cultural education, and implementation of successful methodologies and practices for ELs and SELs. Maintains records of compliance, EL student folders or portfolios, EL student identification and progress reports, and assists with the annual R-30 Language Census. Serves as parent and community liaison, assisting with site English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and home-school communication. Provides support and direction to Bilingual Instructional Assistants. Monitors and analyzes student achievement data in order to provide intervention services and programs.

- **Professional Activities and Experiences:** Communicates effectively and professionally with students, staff and parents. Identifies EL needs and collaborates with other staff/administrators assisting students to acquire English and assessing academic achievement. Maintains professional competence through participation in professional growth activities. Participates in district and site program meetings and committees and assists parents in the formation of ELAC and DELAC committees.

QUALIFICATIONS:

**Training, Education and Experience:** An approved credential issued by the California Commission for Teacher Credentialing in the areas of responsibility: a Bilingual cross-cultural credential (BCLAD), Language Specialist (LDS) or Cross Cultural language and academic development (CLAD) certificate. In the case of grades 7-12 must meet the criteria for Highly Qualified Teacher. Must have at least three years of successful teaching experience.

**KNOWLEDGE AND SKILLS:** Knowledge of first and second language and Standard English acquisition theories and teaching strategies. Competency in teaching English as a second language; knowledge of techniques for developing and reinforcing language acquisition; knowledge about the evaluation of appropriate instructional materials; knowledge of the purposes and administration of language proficiency and achievement tests; and knowledge of identification, assessment and reclassification requirements for English learners. Demonstrated skill in instruction and providing instructional support to teachers.
PHYSICAL CHARACTERISTICS: (Consideration will be given to reasonable accommodation) *Sufficient vision to read printed material; *sufficient hearing to conduct in-person and telephone conversations; *sufficient physical mobility to move about the district and drive a car; ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, on the telephone, and in addressing groups; physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.

*With or without the use of aids.

OTHER CHARACTERISTICS: Possession of a valid California driver’s license; willing to work hours/days including evenings when required; willing to travel locally; willing to work at any employer location or be reassigned.

Board Adopted:
CLASS TITLE:

**Bilingual Instructional Assistant Job Description**

- Bilingual CLASS CODE: 977
- Bilingual: Portuguese* CLASS CODE: 989
- Bilingual: Cantonese* CLASS CODE: 990
- Bilingual: Korean* CLASS CODE: 991
- Bilingual: Japanese* CLASS CODE: 992
- Bilingual: Spanish* CLASS CODE: 993
- Bilingual: Vietnamese* CLASS CODE: 994
- Bilingual: Tagalog* CLASS CODE: 995
- Bilingual: French* CLASS CODE: 996
- Bilingual: German* CLASS CODE: 997
- Bilingual: Polish* CLASS CODE: 998
- Bilingual: Mandarin* CLASS CODE: 962
- Bilingual: Laotian* CLASS CODE: 988
- Bilingual: Cambodian CLASS CODE: 961
- Bilingual: Russian* CLASS CODE: 963
- Bilingual: Farsi* CLASS CODE: 974
- Bilingual: Romanian* CLASS CODE: 950
- Bilingual: Ukrainian* CLASS CODE: 951
- Bilingual: Hmong* CLASS CODE: 949
- Bilingual: Armenian* CLASS CODE: 927

**CHARACTERISTICS OF THE CLASS:**

Under general supervision, provides assistance to certificated staff in meeting the educational and personal needs of bilingual students; performs miscellaneous related duties as required.

**EXAMPLES OF DUTIES:** (Any one position may not include all of the duties listed nor do all of the listed examples include all tasks which may be found in positions of this class.)

Provides instruction to individuals or groups of students in reading, writing, and speaking English as a second language and assists bilingual students in other academic subject areas; uses flashcards, games, worksheets, drills, and a variety of study aids and techniques; interprets for limited English speaking students in a regular classroom by translating assignments, explanations or instructions; assists non-English speaking students and parents in adjusting to the school and community by providing information and interpreting in a variety of situations; administers a variety of tests and quizzes, records results, and consults with teacher regarding student progress; performs a variety of recordkeeping activities; files classroom materials and places information in student folders; organizes work areas and assembles learning materials; may order supplies, forms, instructional or audiovisual materials.

**QUALIFICATIONS:**

**Education and Experience:**
Higher education desirable; previous experience working with groups of students.

**Knowledges and Abilities:**
Proficiency in reading, writing and speaking a second language;
Competency in basic academic skills such as reading, math, spelling, English grammar;
Skill in oral communication, good articulation, speech and language patterns;
Skill in written communication;
Ability to write a simple paragraph in two languages;
Ability to successfully supervise children;
Ability to read English well enough to understand test instructions, teacher manuals and guides;
Ability to understand other cultures and work effectively with bilingual students;
Ability to follow oral and written instructions with a minimum of direction;
Ability to adapt to individual needs of teachers and students and work with interruptions;
Ability to work harmoniously with students and staff;
*Individual languages specified will require fluency in the specified language;
Ability to read, write and speak English in addition to the specified language.

Physical Characteristics:
With or without the use of aids: Sufficient vision to read printed material; sufficient hearing to hear
normal and telephone conversation; ability to speak in an understandable voice with sufficient volume to
be heard in normal conversation; sufficient manual dexterity to write and use the telephone.

Board Approved: 9/23/80
Revised: 4/28/87
Revised: 4/26/88
Revised: 10/24/89
Revised: 12/5/89
Revised: 1/15/91
Revised: 6/22/93
### Student Oral Language Observation Matrix (SOLOM)

**TEACHER RESPONSE FOR REASONABLY FLUENT OR RECLASSIFICATION K-12**

**SAN JUAN UNIFIED SCHOOL DISTRICT ENGLISH LANGUAGE LEARNER PROGRAM**

<table>
<thead>
<tr>
<th>School</th>
<th>Student’s Name</th>
<th>Language Observed</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Name</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. COMPREHENSION</strong></td>
<td>Cannot be said to understand even simple conversation.</td>
<td>Has great difficulty following what is said. Can comprehend only &quot;social conversation&quot; spoken slowly and with frequent repetitions.</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions.</td>
<td>Understands nearly everything at normal speech, although occasional repetition may be necessary.</td>
<td>Understands everyday conversation and normal classroom discussions without difficulty.</td>
</tr>
<tr>
<td><strong>B. FLUENCY</strong></td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
<td>Usually hesitant; often forced into silence by language limitations.</td>
<td>Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussion is generally fluent, with occasional lapses while student searches for correct manner of expression.</td>
<td>Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker.</td>
</tr>
<tr>
<td><strong>C. VOCABULARY</strong></td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>Misuse of words and very limited vocabulary make comprehension quite difficult.</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
<td>Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>Use of vocabulary and idioms approximates that of a native speaker.</td>
</tr>
<tr>
<td><strong>D. PRONUNCIATION</strong></td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
<td>Very hard to understand because of pronunciation problems. Must frequently repeat in order to make herself/himself understood.</td>
<td>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.</td>
<td>Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.</td>
<td>Pronunciation and intonation approximates that of a native speaker.</td>
</tr>
<tr>
<td><strong>E. GRAMMAR</strong></td>
<td>Errors in grammar and word-order so severe as to make speech virtually unintelligible.</td>
<td>Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict herself/himself to basic patterns.</td>
<td>Makes frequent errors of grammar and word-order which occasionally obscure meaning.</td>
<td>Occasionally makes grammatical and/or word-order errors which do not obscure meaning.</td>
<td>Grammatical usage and word-order approximate that of a native speaker.</td>
</tr>
</tbody>
</table>

The SOLOM has five categories on the left: A. Comprehension, B. Fluency, C. Vocabulary, D. Pronunciation, E. Grammar, and five numbers on the top - 1 being the lowest mark to 5 being the highest. According to your observation, indicate with an X across the square in each category which best describes the child’s abilities. Those students whose (X) marks are in the highlighted areas will be considered for reclassification to FEP if test scores and achievement data also indicate English proficiency.

Is this student performing at the same level as the majority of the English speaking students in your classroom? ☐ Yes ☐ No

Any information you feel appropriate: ____________________________________________________
Reclassification Form FOR GRADES 3 - 12

STUDENT’S NAME: ______________________________

STUDENT ID: ___________________ BIRTHDATE: ________________
GRADE: _______ PRIMARY LANGUAGE: __________

DATE FIRST IDENTIFIED AS AN ENGLISH LEARNER: __________

ASSESSMENT RESULTS

A. ENGLISH PROFICIENCY GRADES 3 - 12

<table>
<thead>
<tr>
<th>CELDT DATE: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT TESTS</td>
</tr>
<tr>
<td>Overall Level</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
</tbody>
</table>

B. BASIC SKILLS FOR GRADES 3 -12

<table>
<thead>
<tr>
<th>CALIFORNIA STANDARDS TESTS</th>
<th>EXPECTED SCALE SCORES</th>
<th>ACTUAL RESULTS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>315 or above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. TEACHER PARTICIPATION

Can this student complete grade level coursework without the need for additional English Language Development and/or sheltered content instruction?

☐ Yes  ☐ No

D. PARENT CONSULTATION AND OPINION

_____ Reclassification Team Meeting    Date of Communication
_____ Phone Call    _____ Letter

Oral English Criteria (SOLOM)

<table>
<thead>
<tr>
<th>SOLOM Observation Areas</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Circle the number for each area)</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Fluency</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Grammar</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

F. RECLASSIFICATION TEAM DECISION

Please check one:

_____ Reclassify to Fluent English Proficient (RFEP)
_____ Continue in program for English Learners

Comments and/or Recommendations:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Teacher: ________________ Parent: ________________

Language Specialist: _______________________________

Principal: _______________________________

1 Copy – Cum Folder    1 Copy – Site CPM Binder    1 Copy EL Program
Reclassification Appointment Letter

Date: _____/_____/_____

To: ____________________________________________

Your child, ________________________________________, has been enrolled in an education program that provides services to English Learners.

At this time, we are happy to inform you that we are recommending that your child be reclassified to Fluent English Proficient (FEP) status. We would like to discuss this recommendation with you at a Reclassification Team meeting.

At the Reclassification Team meeting, we will explain why we are recommending that your child be reclassified. We will also explain her/her new classification, any program changes, and the services he/she may receive in the future.

We would like you to come to the Reclassification Team meeting on _____________

   Date

   at _____________________. The meeting will take place in Room ________.

   Time

If this time will not work for you, please call __________________ at _______________ to schedule a different time for the meeting.

If it will not be possible for you to attend a Reclassification Team meeting for your child, please call __________________________ at ____________________.

We look forward to meeting with you and discussing your child’s progress in learning English and learning to read and write, and do mathematics.

Sincerely,

___________________________________

Principal / Teacher

English
Reclassification Notification Letter

Date:____/____/____

To: _______________________________________,

Your child, ____________________________________, has been enrolled in an educational program that provides services to English Learners.

At this time, we are happy to inform you that we are recommending that your child be reclassified to Fluent English Proficient (FEP) Status. Based on the information described below, we believe your child can now progress academically without specialized instruction for students who are learning English.

The decision to reclassify your child to Fluent English Proficient Status is based on the following:

a. Level of English proficiency  
b. Achievement in class work  
c. Scores from the California Standards Test in Language Arts

At school, we will follow your child’s progress over the next two years to be sure that he/she receives any needed support.

If you would like to have more information and/or discuss the decision to reclassify your child, please call ________________.

Sincerely,

______________________________________________________

Name / Title

English
Follow-Up Form for Reclassified Students

<table>
<thead>
<tr>
<th>STUDENT’S NAME:</th>
<th>STUDENT ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL:</td>
<td>GRADE:</td>
</tr>
<tr>
<td>CURRENT TEACHER(S):</td>
<td>__________________</td>
</tr>
</tbody>
</table>

Date of Reclassification:

California Standards Test Scores for Two Years:

**Date: ________________**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Scale Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date: ________________**

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<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Findings:

- Student needs no intervention. Reason: ____________________________
- Student needs continued monitoring and may need extra support to meet grade level standards.
- Student needs targeted lessons and/or intervention and extra support.

Please complete this form and file a copy of it in the student’s folder.

Please describe the intervention and extra support that is being provided to this student to help her/him meet grade level standards.

<table>
<thead>
<tr>
<th>Description of Intervention(s)</th>
<th>Time Frame of Intervention</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Person(s) providing the targeted lessons or interventions(s) and extra support

<table>
<thead>
<tr>
<th>Name</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Teacher/ELL Representative</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Principal’s Signature: Date: