East Side Union High School District

MASTER PLAN
FOR
ENGLISH LEARNERS

Approved by Board of Trustees
April 15, 2010

Updated: October 2, 2012
East Side Union High School District

BOARD OF EDUCATION MEMBERS
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Juan Cruz, Assistant Superintendent of Instructional Services
Nguyet Dinh, Administrator of Language Minority Programs
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ACKNOWLEDGEMENTS

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- Irma Moron
- Hoa Nguyen
- Silvia Rabago
- Ric Reyes
- Julio Saucedo
- Larry Soto
ELEMENTS OF OUR DISTRICT PHILOSOPHY FOR SERVICES TO ENGLISH LEARNERS

- We believe that all students can learn given the appropriate educational support and opportunity.
- We believe that quality English language acquisition opportunities as well as the use and development of the student’s home language are integral parts of effective educational programs.
- We believe that the district is enriched by its many languages and cultures;
- We believe that quality Specially Designed Academic Instruction in English (SDAIE) is an effective educational approach.
- We believe that, whenever possible, the primary language of students should be encouraged and maintained.
- We believe that students and families must join educators in joint efforts to acquire academic English, and whenever possible, develop bi-literate skills.
- We believe that students must contribute to their academic achievement by attending regularly, engaging themselves in the creation of learning, focusing on successfully completing required course work, and developing and demonstrating a responsible work ethic and a genuine focus on her/his academic success.
INVolvEMENT

- School Site English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
### I. Involvement

*English Learners’ parents will be involved at the school level in the instructional programs for English Learners.*

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<tr>
<th>REQUIREMENTS</th>
<th>PROCESS</th>
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| **I-EL 1. The LEA outreach to parents of English learners includes the following actions:** | • All school and district notices will be translated into Spanish and Vietnamese before being sent home. (15% or more of the students in the school/district speak these languages)  
  *(Principal, Coordinator of Language Learner Education/Supplementary Education(LLE/SE), Administrator of Language Minority Programs(LMP))* |
| (a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents’ recommendations. *(20 USC 7012[e][2])* | • DELAC meetings are held monthly. There, parent members formulate recommendations to the district and respond to parent recommendations.  
  *(Coordinator of LLE/SE)* |
| (b) The LEA informs the parents how they can be involved in the education of their children and be active participants in assisting their children to: | • The LEA provides literature, speakers, workshops, and conferences to inform the parents how they can be involved in the education of their children and be active participants in assisting their children to 1) attain English proficiency 2) achieve at high levels in core academic subjects and 3) meet challenging state academic standards expected of all students.  
  *(Principals, Coordinator of LLE/SE, Administrator of LMP)* |
| • Attain English proficiency. | • Parents and guardians are notified of failure to meet annual measurable achievement objectives (AMAO) within 30 days by mail.  
  *(Administrator of LMP)* |
| • Achieve at high levels in core academic subjects. | • **English Learner Advisory Committee** |
| • Meet challenging state academic standards expected of all students. *(20 USC 7012[e][1])* | • Whenever there are 21 or more English Learners enrolled at a school site, the Principal/Designee will coordinate and conduct site ELAC meetings. Parent ELAC members will be elected by parents or guardians of English Learners. |
| **(c) An LEA that has not made progress on annual measurable achievement objectives informs parents/guardians of English learners of such failure not later than 30 days after such failure occurs. *(20 USC 6312[g][1][B][2], 7012[b])*** | • Parents of English Learners will constitute at least the same percentage of the committee membership as their children represent of the student body.  
  *(Principal/Designee)* |

**English Learner Advisory Committee**

The district and school sites, as required, have functioning English Learners Advisory Committees meeting all legal requirements.

**I-EL 2. A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:**

| (a) Parent members are elected by parents or guardians of English learners. *(5 CCR 11308[b]; EC 62002.5)* |
| Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. *(EC 62002.5, 52176[b])* |

**English Learner Advisory Committee**
**REQUIREMENTS**

(b) The ELAC has advised the school site council (SSC) on the development of the Single Plan for Student Achievement. *(EC 64001[a])*  
(c) The ELAC has advised the principal and staff on the school’s program for English Learners. *(EC 52176[c], 62002.5)*  
(d) The ELAC has assisted in the development of the school’s:  
   - Needs assessment  
   - Language census (form R-30LC)  
   - Efforts to make parents aware of the importance of regular school attendance *(EC 62002.5, 52176[c])*  
(e) The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. *(EC 35147[c]; 5 CCR 11308[d])*  
(f) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. *(5 CCR 11308[b])*  

*(EC 62002.5, 52176[b], 35147; 20 USC 6312[g][4])*  

**PROCESS**

- Each ELAC will advise the School Site council on the development of the Single Plan for Student Achievement. The ELAC will ensure that the school plan includes the appropriate instructional design to meet the assessed needs of EL students. *(Assistant Superintendent of IS, Principal)*  
- The ELAC will advise the principal and staff on the school’s program for English learners.  
- ELAC members will assist the school to develop:  
   - An annual needs assessment  
   - The language census (form R-30LC)  
   - Ways to make parents aware of the importance of regular school attendance *(EC 62002.5, 52176[c])* *(Principal/Designee)*  
- ELAC bylaws will be reviewed each year. *(Principal/Designee)*  
- Parent training to assist members to carry out their legal responsibilities will be provided through meetings, workshops, conferences, etc. *(Principal/Designee)*  
- A needs assessment for training needs will be conducted and the needs will be listed here.  
- Each ELAC will designate a member to participate in the DELAC. *(Principal/Designee)*  

**District English Learner Advisory Committee**

- The Coordinator of LLE/SE will ensure the organization of the DELAC in which at least 51 percent of the members are parents (not employed by the district) of English Learners.  
- The Coordinator of LLE/SE will coordinate and conduct DELAC meetings.
## REQUIREMENTS

- Establishment of district program, goals, and objectives for programs and services for English learners (*5 CCR 11308[c][3]*)
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (*5 CCR 11308[c][4]*)
- Administration of the annual language census (*5 CCR 11308[c][5]*)
- Review and comment on the school district’s reclassification procedures (*5 CCR 11308[c][6]*)
- Review and comment on the written notifications required to be sent to parents and guardians (*5 CCR 11308[c][7]*)

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

(*EC 62002.5, 52176[a], 35147; 5 CCR 11308[d]; 20 USC 6312[g][4]*)

## PROCESS

- The DELAC will advise the School Board on:
  1. A timetable for and development of a master plan for English Learner education that takes into consideration the Single Plan for Student Achievement.
  2. A district-wide needs assessment on a school-by-school basis.
  3. Establishment of a district program, including goals, objectives, and services to English Learners.
  4. Development of a plan to ensure highly qualified and authorized teachers and paraeducators.
  5. Administration of the language census.
  6. Review and comment on the reclassification process.
  7. Review and comment on the written notifications to be sent to parents such as initial enrollment and waiver requests.

*(Assistant Superintendent of IS, Coordinator of LLE/SE, Administrator of LMP)*

- Each school’s ELAC will elect a member to serve on the DELAC.
  *(Principal/Designee)*

- Training on legal responsibilities will be provided to the committee through workshops, conferences and special meetings.
  *(Coordinator of LLE/SE, Administrator of LMP)*

- Translation into Spanish and Vietnamese will be provided.
  - Translators will be provided.
  - Electronic translation devices will be available at meetings.
  - Written documents and materials will be translated and disseminated.
GOVERNANCE AND ADMINISTRATION

- Language Proficiency Assessment
- Parent Notification of Placement
## II. Governance and Administration

*Policies, plans, and administration of categorical programs meet statutory requirements.*

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<tr>
<th>REQUIREMENTS</th>
<th>PROCESS</th>
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<tbody>
<tr>
<td><strong>II-EL 4.</strong> The district has properly identified, assessed, and reported all students who have a primary language other than English. <em>(20 USC 6312[g]; EC 62002, 52164; 5 CCR 11307, 11511, 11511.5)</em></td>
<td><strong>English Language Proficiency Assessment (30 days)</strong></td>
</tr>
<tr>
<td>4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student’s primary language. <em>(EC 52164.1[a])</em></td>
<td>• A Home Language Survey will be administered to each new enrollee.</td>
</tr>
<tr>
<td>4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, has been assessed for English proficiency by means of the CELDT. The assessment has been conducted following all of the publisher’s instructions. <em>(EC 52164.1[b]; 5 CCR 11307[a], 11511)</em></td>
<td>• Each newly enrolled student who answers “yes” to any of the first three questions on the HLS will be assessed before being placed into classes.</td>
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<td>• All students in need of assessment in English will be assessed using the California English Language Development Test (CELDT) in listening, speaking, reading and writing within 3 days of initial enrollment.</td>
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<td>• Trained examiners will administer the language tests.</td>
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<td>• Results of the language assessment will be provided for instructional purposes to the counselor and the English Language Arts teacher.</td>
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<td>• The EL program design will be used to recommend student placement. (See chart A on p.39)</td>
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<td>• English Learners with disabilities will be included in the assessment with modifications called for by their IEPs or 504 Plans.</td>
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<td>• English Learners with disabilities whose IEP teams determine that the student’s disability precludes administration of the CELDT will instead have administered alternate assessment tools that measure proficiency in all four domains: listening, speaking, reading and writing. The district will develop a plan to explore and select the appropriate alternate assessment tools.</td>
</tr>
</tbody>
</table>

*(Director of Special Services, Director of Instructional Services, Administrator of LMP, Coordinator of Testing and Evaluation)*
## EL 4.4 and 4.5 - Parent Notification of Assessment Results

**Parents of EL students will be notified of language assessment results and be involved in their child’s educational process.**

### REQUIREMENTS

#### EL/FEP Parent Notification

4.4 **Parents/guardians of English learners and fluent English-proficient students have been notified of their child’s initial English-language and primary-language proficiency assessment results** *(EC 52164.1[c], 5 CCR 11511.5)*

4.5 (For school districts receiving Title III funds) Parents/guardians of English learners have been notified not later than 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program) of:

1. Their child's initial English language and primary language proficiency level.
2. How such level was assessed
3. Their child's language designation
4. Description of program options
5. Program Placement
6. Exit criteria
7. For ELs with a disability, with an IEP or 504 Plan, a description of how such a program will meet the needs of the IEP or 504 Plan.
8. The expected rate of graduation from secondary school. *(20 USC 6312, 7012)*

4.6 (For school districts receiving Title III funds) Parents/guardians of English learners have been informed annually, not later than 30 days after the beginning of the school year, of:

1. Their child's initial English language and primary language proficiency level.
2. How such level was assessed
3. Their child's language designation
4. Description of program options
5. Program Placement
6. Exit criteria
7. For ELs with a disability, with an IEP or 504 Plan, a description of how such a program will meet the needs of the IEP or 504 Plan.
8. The expected rate of graduation from secondary school. *(20 USC 6312, 7012)*

### PROCESS

#### EL/FEP Parent Notification

- The district will send the “Notification of Language Assessment and Program Placement” to notify parents of the results of the language proficiency test.
- All notices will be in English and in all languages which are spoken by 15 percent or more of the students in the school.
- Parents/Guardians of of Title III students will be notified not later than 30 days after the beginning of the school year and newly identified English Learners will be notified within two weeks of the child’s being placed in the program in writing of:
  1. Their child's initial English language and primary language proficiency level.
  2. How such level was assessed
  3. Their child's language designation
  4. Description of program options
  5. Program Placement
  6. Exit criteria
  7. For ELs with a disability, with an IEP or 504 Plan, a description of how such a program will meet the needs of the IEP or 504 Plan.
  8. The expected rate of graduation from secondary school. *(20 USC 6312, 7012)*

(Principal, Coordinator of Special Services, Administrator of LMP, Assessment Clerks)

- Placement recommendations will be made by the administrator or counselor trained in EL program requirements.
  (Principal, APED, Counselor)

- The district will be responsible for informing parents of different program options. A district-developed letter of program options will be used to insure consistency district-wide.
  (Assistant Superintendent of IS, Administrator of LMP)

- The district will maintain records which indicate that notification was mailed, sent home, or communicated orally.
- Copies of parental notification letters and signatures will be kept on file in the cum folder.
- If assessment results do not substantiate initial placement, a parent conference to discuss an alternate placement will be conducted by the site administrator or designee.
  (Principals, APEDs)
<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>PROCESS</th>
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<tbody>
<tr>
<td><strong>Annual Assessment</strong></td>
<td><strong>Annual Assessment</strong></td>
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<tr>
<td>4.7 Each English learner is annually assessed for English language development and for academic progress. (<em>5 CCR 11306</em>)</td>
<td>• All English Learners (EL) will be assessed annually on the CELDT during the testing window from July 1st to October 31st. The purpose of the test is to measure student growth in English proficiency.</td>
</tr>
<tr>
<td>4.8 The English language proficiency of all currently enrolled English learners shall be assessed by administering the California English Language Development Test ( CELDT) during the annual assessment window. (<em>5 CCR 11511.1[b]</em>)</td>
<td>• The speaking test will be administered by assessment clerks and trained examiners in the summer.</td>
</tr>
<tr>
<td>4.9 Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil’s individualized education program (IEP) or 504 Plan. (<em>5 CCR 11516</em>)</td>
<td>• The listening, reading and writing tests will be administered by EL classroom teachers in the fall. The APED will be responsible for the administration of the test for mainstream ELs.</td>
</tr>
<tr>
<td>4.9a Parents/guardians of English learners have been notified annually of their child’s English-language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (<em>EC 52164.1[c]; 5 CCR 11511.5</em>)</td>
<td>• English Learners with disabilities are assessed using the modifications specified in the IEP or 504 plan.</td>
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<td>• Low functioning and autistic students will be assessed by the Alternative Language Proficiency Instrument (ALPI).</td>
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<td>• STAR testing in the spring is used to assess academic progress.</td>
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<td>• Parents/guardians are notified within 30 days of the receipt of test results of:</td>
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<tr>
<td></td>
<td>1. Their child's initial English language and primary language proficiency level.</td>
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<td></td>
<td>2. How such level was assessed</td>
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<td></td>
<td>3. Their child's language designation</td>
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<td>4. Description of program options</td>
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<td>5. Program Placement</td>
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<td>6. Exit criteria</td>
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<td>7. For ELs with a disability, with an IEP or 504 Plan, a description of how such a program will meet the needs of the IEP or 504 Plan.</td>
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<td>8. The expected rate of graduation from secondary school. (<em>20 USC 6312, 7012</em>)</td>
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(Principal, Director of Special Services, Administrator of LMP)
FUNDING

- Basic General Funds
- EIA-LEP Supplemental Funds
### III. Funding

**Requirements**

<table>
<thead>
<tr>
<th>III-EL 5. Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. (20 USC 1703[f]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012–1013)</th>
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**Process**

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<tr>
<th>Adequate Basic General Funds</th>
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- The district and sites provide adequate and appropriate resources from local, state, and other funds to support English Learners’ academic learning of the core curriculum.

*(Assistant Superintendent of Instructional Services (IS), Principals)*

<table>
<thead>
<tr>
<th>Appropriate Use of EIA-LEP Funds</th>
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</table>

- EIA and Title III funds appropriated for English Learner education must supplement and not supplant local general funds or categorical funds allocated from other local or state sources to meet the needs of English Learners.

*(Assistant Superintendent of IS, Coordinator of LLE/SE, Principals, Administrator of Language Minority Programs)*
STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

- Accountability Plan
- Program Evaluation
- Reclassification Process
<table>
<thead>
<tr>
<th>Accountability Plan</th>
<th>Monitoring Implementation/Results</th>
<th>Material Support</th>
<th>Allocations</th>
<th>Certification</th>
<th>Placement</th>
<th>Mechanism for Improvement</th>
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<tbody>
<tr>
<td><strong>School Board</strong></td>
<td>•Review program plan</td>
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<td>•Review program results</td>
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<td><strong>Superintendent’s Cabinet</strong></td>
<td>•Monitor through reports from Leadership Team</td>
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<td></td>
<td>•Read research</td>
<td>Allocate sufficient funding for materials, textbooks and training</td>
<td>•Whenever possible, EL classes will be allocated based on class loading at a lesser number at the beginning of the school year to account for growth predicted on past trend data</td>
<td>•Timely hiring of certificated staff (CLAD, BCLAD, Hughes, CTEL)</td>
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<td>•Assure that the following assessment tools or data points are available: Grades, CAHSEE, CST, CELDT, Growth Rates</td>
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<td>•Design Instructional Plan</td>
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<td>•Information formatted for teacher use</td>
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<td></td>
<td>•Determine Instructional Strategies</td>
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<td>•A database, maintained to provide disaggregated data for program evaluation</td>
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<td><strong>Assistant Superintendent of Instructional Services, Director of Instructional Services, Administrator of LMP</strong></td>
<td>•Annual report to the Board</td>
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<td>•Core subject area data is disaggregated</td>
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<td></td>
<td>•Success rates for EL</td>
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<td></td>
<td>•Appropriate ELs site report data points</td>
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<td></td>
<td>•Provide research</td>
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<td>•Design Instructional Plan</td>
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<td>•Determine Instructional Strategies</td>
<td>Provide materials and training in the use of the materials</td>
<td>•Work with the District administration and APEDs to insure adequate staffing for ELD, SDAIE and Bilingual classes</td>
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<td></td>
<td>•Assign assessment clerk services to each school</td>
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<td>•Provide CELDT training for teachers, assessment staff, and examiners</td>
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<td>•Review EL accountability document for each school site</td>
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<td>•Collect &amp; share research and data on ELD and SDAIE strategies being used in classrooms</td>
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<td>•List program areas for improvement and document follow-up</td>
</tr>
<tr>
<td><strong>Principals, APEDs</strong></td>
<td>•Observation of ELD and SDAIE classes</td>
<td>Distribute materials</td>
<td>•APEDs will communicate to the Assistant Superintendent of Instructional Services of any information indicating variations in predicted numbers of EL students</td>
<td>•Will insure proper placement of EL certified teachers in courses</td>
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<td></td>
<td>•Will insure correct student placement in ELD or SDAIE classes and with EL certified teachers</td>
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<td>•Review data of EL student performance toward standards</td>
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<td>•Set goals in the school plan for academic achievement for EL students</td>
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<tr>
<td>Teachers</td>
<td>Monitor student growth against benchmarks</td>
<td>Evaluate and provide input on quality of materials and textbooks</td>
<td>• Make recommendations for student placement&lt;br&gt;• Monitor student progress toward achieving standards</td>
<td>• Collaborate about student performance data (CAHSEE, CST, CELDT, benchmark assessment and student work)&lt;br&gt;• Modify lessons based on data analysis&lt;br&gt;• Participate in A Look at Learning Training and apply the peer coaching component&lt;br&gt;• Make referrals for individual students into safety net programs</td>
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<tr>
<td>Assessment Clerks</td>
<td>Maintain data base of Reclassified and mainstream EL students in need of remediation</td>
<td></td>
<td>• Provide CELDT assessment results for appropriate and timely placement to counselors&lt;br&gt;• Monitor appropriate tagging of EL, Reclassified and Fluent ELs in the database system&lt;br&gt;• Make immediate changes in tagging when students change English proficiency status</td>
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</table>
EAST SIDE UNION HIGH SCHOOL DISTRICT

Instructional Services Division

Principal’s Assurances Checklist

School _______________________________          Principal/Designee’s: _______________________

By November 30:
- Will insure proper placement of EL certified teacher in courses
- Will insure proper placement of ELs in SDAIE classes with certified teacher
- Will insure teachers have adequate materials (Williams Act)
- ELAC: I have met the chairperson to plan agendas and meeting dates. We had our first meeting on ___________ (or the first meeting has been schedule for ___________ ). We have discussed the training topics and determined possible dates for ELAC meetings during which training topics will be covered.
- CUM FILES: Met with the office staff on (date: ___________) to review the processes/procedures relating to Home Language Survey.
- ELD INSTRUCTION: Looked at class lists and Master Schedule. Each ELD student will receive a two periods per day of focused, sequential English Language Development instruction.
- ANNUAL PLACEMENT NOTIFICATIONS: Per NCLB, these were prepared and distributed to parents of ELs by October.
- R-FEP MONITORING: Counselors have checked grades of RFEP’s and referred any student with a D and F to tutoring.

By March 15:
- ELAC: These training topics have been covered: Circle: #1 #2 #3 #4. Agendas, minutes, & handouts have been filed with ___________.
- RECLASSIFICATION: Administrator of Language Minority Programs and assessment clerks have coordinated the reclassification process.
- R-FEP MONITORING: Counselors have checked grades of RFEP’s and referred any student with a D or F to tutoring.
- CUM FILES/RED FOLDERS: Assessment clerk will file all R-FEPs’ paperwork in the red folders.

By June 15:
- Will review date of EL student performance
- Will set goals in SPSA for academic achievement for ELs.
- RECLASSIFICATION: Administrator of Language Minority Programs and assessment clerks have coordinated the reclassification process.
- ELAC: All training topics have been covered; agendas and minutes have been sent to _____________
- ELAC: We have calendared the dates for our ___________ ELAC meetings. The dates are: ____________
- ANNUAL NOTIFICATIONS have been sent out, and copies have been placed in each student’s red folder.
- Will observe ELD, bilingual and SDAIE classes.
IV. Standards, Assessment and Accountability

**Requirements**

**Evaluation and Accountability**

**State and Federal Requirements**

**Categorical Program Monitor (CPM)**

The ELA determines the effectiveness of its program for English Learners and modifies the program as needed.

a. The district has a way to demonstrate that the practices, resources, and personnel actually used at each school in the district effectively implement the district’s program(s) for English Learners.

(EC 305, 306, 310; 5CCR 11301; 20 USC 1703(f); Castaneda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009-1011; and Gomez v. Illinois State Board of Education (7th Cir. 1987) 811 f.2d 1030, 1041-1042)

b. The evaluation process includes the following:

A way to demonstrate that the program(s) for English Learners produce, within a reasonable period of time, a) English language proficiency comparable to that of average native speakers of English in the district as well as, b) academic results indicating that English Learners have achieved and sustained parity of academic achievement with students who entered the district’s school system already proficient in English.

(EC 305, 306, 310; 5CCR 11301; 20 USC 1703(f); Castaneda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009-1011; and Gomez v. Illinois State Board of Education (7th Cir. 1987) 811 f.2d 1030, 1041-1042)

**Process**

- The Superintendent will require a yearly report on programs and services for ELs.

**Evaluation Report Contents and Achievement Data** – The following questions are based on CDE’s English Learner Subgroup Self Assessment (ELSSA) document:

1. What percent of students met Title 3 Annual Measurable Achievement Objective (AMAO) 1? (made 1 year of growth on CELDT)
2. What percentage met AMAO 2? (attained English proficiency on CELDT)
3. What percentage met AMAO 3? (percent proficient in Language Arts and Mathematics)
4. How are students at each level of the CELDT meeting their growth target?
5. How are EL students performing on the CELDT based on length of time in the U.S?
6. How are EL students at the proficient level on the CELDT performing on the English Language Arts (ELA) and math California Standards Tests (CST) by grade level?
7. How are students at the intermediate level on CELDT performing on the CST’s by grade level?
8. How are R-FEPs performing on the CST’s by grade level?
9. How are EL students performing on the CAHSEE according to the length of time they have been in the district?
10. How are R-FEP students performing on the CAHSEE according to the length of time they have been in the district?
11. Other sources of information about the effectiveness of the program and the degree to which activities were actually implemented.

**Conclusions from Data**

1. Are there overall proficiency gains on all subtests on the CELDT for students 1-3 years in U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students 4-5 years in the U.S. schools? Are there overall proficiency gains on all sub tests on the CELDT for students more than 5 years in U.S. schools? What are the overall gains in the cohort groups?
REQUIREMENTS

2. Are increasing percentages of ELs making steady academic progress on CST-ELA?
3. Are increasing percentages of ELs making steady academic progress on CST-Math?
4. Are ELs not making steady academic progress being identified and appropriately served?
5. Are increasing percentages of ELs in our district 5 years or longer meeting all criteria required for reclassification?
6. Do ELs (and RFEPs) meet the state’s Title I Adequate Yearly Progress target in mathematics?
7. Are ELs (and RFEPs) in high school making expected progress toward graduation?
8. Are ELs (and RFEPs) proportionally represented in the following categories:
   - Passing the CAHSEE by the end of grade 10
   - Meeting UC/CSU (A-G) course requirements at high school graduation;
   - Taking and passing college entrance examinations;
   - Admission to two and 4-year colleges/universities?
9. Is there an annual increase in the percentage of ELs (and RFEPs) for each of the success factors in 2.4 and 2.5?
10. Are ELs (and RFEPs) not overrepresented in the following categories:
    - Suspensions, expulsions, other discipline
    - Dropouts
11. Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?

ELSSA Questions on Program Quality
Federal Program Monitoring (FPM) Teacher Interview

1. How often do you assess your students?
2. How do the results of your standards-based assessments shape your instruction for all sub-groups of students?
3. The 4 Critical Questions of Learning:
   a. What do you expect students to learn?
   b. How do you know when they have learned it?
   c. How do you respond when they do not learn?
   d. How do you respond when they already know it?
4. Interventions:
   a. What do you do for student who are not mastering essential standards? What interventions do you employ if students are below benchmark?
   b. How do you alter instruction for students who are mastering the essential standards?
   c. What interventions are in place at your school to support students who are not achieving academic success?

**Review of Accountability Plan by Administrators**

1. Document reviews
   All school will conduct annual monitoring by means of review of key files and documents.

2. Per State’s recommendation, in depth reviews/Categorial Program Monitoring (CPM) Self-Review will be conducted on a four-year rotating cycle. The review will include a documentation check, teacher and parent interviews, and a visit to selected classrooms. They will be conducted by teams to include district staff (the principal from the site being reviewed and selected administrators from other schools).
EL 6 - EL Reclassification to FEP

To insure continued success for EL, reclassification will follow objective criteria as required by the state and the district.

**REQUIREMENTS**

IV-EL 6. The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:

(a) Assessment of English-language proficiency (CELDT) (EC 313[d][1]; 5 CCR 11303[a])

(b) Comparison of student performance in basic skills, such as the California Standards Test for English-Language Arts (CST-ELA) (EC 313[d][4]; 5 CCR 11303[d])

(c) Teacher evaluation that includes, but is not limited to, the pupil’s academic performance. “Teacher” refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (EC 313[d][2]; 5 CCR 11303[b])

(d) Opportunity for parent opinion and consultation during the reclassification process (EC 313[d][3]; 5 CCR 11303[c])

**Reclassification Follow-up**

6.1 The district monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed.

6.2 The LEA maintains in the pupil’s permanent record documentation of the following:

- Language and academic performance assessments
- Participants in the reclassification process
- Decision regarding reclassification

Each English Learner (EL student) who meets the established redesignation criteria is reclassified as Fluent English Proficient (FEP). Each former EL student who has been redesignated as FEP has demonstrated English-language proficiency comparable to that of the average native English speakers and can participate equally with them in the regular instructional program.

**PROCESS**

English Learner (EL) Reclassification to Fluent English Proficient (FEP)

- ELs will be reclassified as FEP when the following criteria have been met:

  1. The student must pass the CELDT with an overall level of 4 or 5, and at least a level 3 in each domain.

  2. The overall CELDT score must be 579 of higher for 9th grader or 591 or higher for a 10th-12th grader.

  3. The student must have grades of a “C-” or better in all core subject areas.

  4. If a student receives a D or F in a core subject area, the teacher of that class will give the Student Oral Language Observation Matrix (SOLOM).

  5. The student must score 300 or above in the English Language Arts California Standards Test (CST).

  6. Parents will be notified by letter of the district intent to reclassify their student. Parents will be given the opportunity for input into the process.

**Reclassification Procedures**

1. The principal or designee and the Administrator of Language Minority Programs are responsible for the site reclassification process.

2. Assessment Clerks will prepare a list of students eligible for reclassification for each site. The list will contain all relevant information and data.

3. The principal or designee will call together a panel consisting minimally of an administrator, a counselor and a teacher. The panel will review the information and data for each student and recommend whether or not reclassification is advisable.

4. Parents of EL students on the list shall be notified and given the opportunity to review their child’s performance data and have input on the
reclassification decision. Translation services will be available.

**Follow-up Procedures**

**Documentation**

The following documents will be maintained in the reclassified students' cum folders:

- Recommendation for Reclassification- Student Language Profile
- Reclassification Follow-up

**Monitoring**

Schools will monitor R-FEP students for two years to assure that they demonstrate success comparable to average native speakers. This will be a site responsibility.

1. Counselors will monitor reclassified students for two years after reclassification. The Director of EL/SE will provide each site with a list of any students reclassified in the 8th grade during the previous year.

2. Student grades will be checked a minimum of two times during the year.

3. Interventions will be provided for students receiving a grade lower than a “C” in any core course.
STAFFING AND PROFESSIONAL DEVELOPMENT

- Adequate Qualified Teachers to Teach English Language Development
- Professional Development
- Adequate Qualified Teachers to Provide Access to the Core Curriculum
## V. Staffing and Professional Development

*Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.*

### REQUIREMENTS

**Adequate Qualified Teachers: Access to Core Curriculum**

Teachers assigned to instruct English learners are appropriately authorized or are actively in training. When the LEA has identified a shortage of such teachers, it has adopted and implemented measures to remedy such a shortage. The LEA also provides appropriate professional development for staff responsible for the education of English learners.

V-EL 7. Teachers assigned to provide English-language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization.

7.1 On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

(20 USC 6319[a][1]; EC 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

V-EL 8. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

(a) Designed to improve the instruction and assessment of English learners (20 USC 6825[c][2][A])

(b) Designed to enhance the teacher’s ability to understand and use curricula, assessment measures, and instructional strategies for English Learners (20 USC 6825[c][2][B])

(c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil’s English proficiency or the teacher’s subject matter knowledge, teaching knowledge, and teaching skills (20 USC 6825[c][2][C])

### PROCESS

**Adequate Qualified Teachers: Access to Core Curriculum**

- The district and sites will explore the possibility of providing incentives for teachers to participate in CTEL/SDAIE training in order to become fully qualified to teach ELs.

- The district will work with university teacher preparation programs to enhance the CTEL training of pre-service teachers to produce teachers who are fully qualified to teach ELs.

- The district will work with the Santa Clara County Office of Education (SCCOE) in coaching pre-intern, intern, and BTSA teachers on serving the instructional needs of EL students.  
  (Assistant Superintendent of IS, Director of Human Resources, Director of IS, Coordinator of Professional Development, Principals, Administrator of LMP)

The district will develop a plan to remedy the shortage of qualified teachers. This plan should address the following:

- Hire earlier in the year in order to secure the most highly qualified teachers.
- Hire the CLAD/BCLAD/CTEL teacher before a non-certified teacher. (All other qualifications being equal.)
- Place new hires at sites with the greatest need.
- Whenever possible, recommend that an equitable system is developed to place experienced CLAD/BCLAD/CTEL teachers in EL settings.
- Avoid placement of emergency credentialed or inexperienced teachers in EL settings.  
  (Director of Human Resources)
<table>
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<tr>
<th>REQUIREMENTS</th>
<th>PROCESS</th>
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<tr>
<td>(d) Of sufficient intensity and duration to have a positive and lasting</td>
<td>The district will ensure that qualified EL teachers are assigned to</td>
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<td>impact on the teacher’s performance in the classroom (20 USC 6825[c][2][D])</td>
<td>ELD and SDAIE classes.</td>
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<td>- Whenever possible, block classes will be loaded at the level of the</td>
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<td>lowest class size in the block.</td>
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<td>- Whenever possible, EL classes will be loaded at a lesser number at</td>
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<td>the beginning of the school year to account for growth predicated on</td>
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<td>past trend data.</td>
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<td>- Staffing factors for special needs programs will be reviewed</td>
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<td>annually.</td>
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<td>- There will be support of schools with small EL populations.</td>
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<td>- ELs will be placed in appropriate classes based on the EL Instructional</td>
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<td></td>
<td>Program Design.</td>
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</table>
## EL 7 - Professional Development

To ensure success for English Learners, the district will provide ongoing training for existing and future personnel.

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<tr>
<th>REQUIREMENTS</th>
<th>PROCESS</th>
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<tbody>
<tr>
<td>Adequate Inservice Training for Existing and Future Staff</td>
<td>Adequate In-service Training for Existing and Future Staff</td>
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</table>

EL 7  The district provides an adequate in-service training program which results in qualifying existing and future personnel to provide instructional services to English Learners.

(20 USC 1703 (f); Castaneda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1012-1013)

### REQUIREMENTS

- Adequate Inservice Training for Existing and Future Staff

- EL 7: The district provides an adequate in-service training program which results in qualifying existing and future personnel to provide instructional services to English Learners.

### PROCESS

- Adequate In-service Training for Existing and Future Staff

The staff development plan will incorporate two goals: 1) assist staff in attaining EL training/certification; and 2) support staff in the implementation of EL teaching strategies and methodology.

The district has gone to great lengths to CLAD-Certify most of its teachers through CLAD programs, BCLAD programs and Hughes Bill programs.

Those who are not certified have 3 options:

1. For new teachers in the BTSA program, the CLAD requirement is imbedded in the induction program.
2. Other may choose to take a university program that fulfills this requirement and earn salary-enhancing units.
3. Or they may register for a CTEL test preparation course and take the CTEL test. The district will reimburse for the classes and test.

The district has determined that the most effective type of ongoing training is curriculum-embedded training. It has offered the following curriculum-embedded trainings:

- SB472 - Training in English Language Arts, Math and Read 180
- SB472 - ELPD Training for implementing above programs with English Learners
- ELD – Training on ELD curriculum, instruction, and assessment

Beginning in 2009, the district implemented A Look at Learning training. The four main components of the program are:

- Academic Language Instruction
- Effective SDAIE Methodologies
- Peer Coaching
- Data Collection
### REQUIREMENTS

A Look at Learning is the district’s long term plan, in collaboration with the Santa Clara County Office of Education, to develop a Trainer of Trainers Model Program for educating EL teachers in curriculum-embedded research-based strategic teaching. This program will be tied into each school’s Single Plan for Student Achievement and will be followed up with coaching for effective implementation.

Administrators will be trained at monthly meetings and special workshops on:
- The EL Master Plan
- CLAD certification
- SDAIE techniques
- The SDAIE classroom observation tool
- A Look at Learning Trainer of Trainers Program

*(Assistant Superintendent of IS, Director of IS, Administrator of LMP, Coordinator Professional Development, Principals)*
OPPORTUNITY and EQUAL ACCESS

- Placement of Students in English-Language Classrooms
- Parental Exception Waiver
### VI - Opportunity and Equal Education Access

The LEA has notified parents of English learners about program choices and placement, including the opportunity to apply for a waiver.

#### REQUIREMENTS

- Parents/Guardians of Title III students will be notified not later than 30 days after the beginning of the school year and parents/guardians of newly identified English learners will be notified within two weeks of their child's being placed in the program in writing of:
  1. Their child's initial English language and primary language proficiency level.
  2. How such level was assessed
  3. Their child's language designation
  4. Description of program options
  5. Program Placement
  6. Exit criteria
  7. For EL's with a disability, with an IEP or 504 Plan, a description of how such a program will meet the needs of the IEP or 504 Plan.
  8. The expected rate of graduation from secondary school. (20 USC 6312, 7012)

### Parental Exception Waiver

VI-EL 9. All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. (*EC 305, 306, 310, 311*)

9.1 Based on LEA criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English-language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program if the parent or guardian so requests. (*EC 305, 306; 310, 311; 5 CCR 11301*)

9.2 The LEA has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (*EC 306*)

**Note:** The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency.

VI-EL 10. Parents and guardians of English Learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program. (*20 USC 6312[g][1][A]; EC 48985; 5 CCR 11309[a]*)

#### PROCESS

- The district will send the “Notification of Language Assessment and Program Placement” to notify parents of the results of the language proficiency test.
- All notices will be in English and in all languages which are spoken by 15 percent or more of the students in the school.
- Parents/Guardians of of Title III students will be notified not later than 30 days after the beginning of the school year and parents/guardians of newly identified English Learners will be notified within two weeks of their child’s being placed in the program in writing of:
  1. Their child's initial English language and primary language proficiency level.
  2. How such level was assessed
  3. Their child's language designation
  4. Description of program options
  5. Program Placement
  6. Exit criteria
  7. For ELs with a disability, with an IEP or 504 Plan, a description of how such a program will meet the needs of the IEP or 504 Plan.
  8. The expected rate of graduation from secondary school. (20 USC 6312, 7012)

(Principal, Director of Special Services, Administrator of LMP, Assessment Clerks)

- Placement recommendations will be made by the administrator or counselor trained in EL program requirements. (Principal, APED, Counselor)
- The district will be responsible for informing parents of different program options. A district-developed letter of program options will be used to insure consistency district-wide. (Assistant Superintendent of IS, Administrator of LMP)
- The district will maintain records which indicate that notification was mailed, sent home, or communicated orally.
- Copies of parental notification letters and signatures will be kept on file in the cum folder.
- If assessment results do not substantiate initial placement, a parent conference to discuss an alternate placement will be conducted by the site administrator or designee. (Principals, APEDs)
REQUIREMENTS

10.1 LEA procedures for granting parental exception waivers include the following components:

- Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, alternative programs, all educational opportunities available to the pupil, and the educational materials to be used in the different options. (5 CCR 11309[b][1])
- Parents and guardians are informed that a pupil 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. (5 CCR 11309[b][2])
- Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR 11309[b][3])
- Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under Education Code Section 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English-language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (EC 310, 311; 5 CCR 11309[c])

10.2 Parental exception waivers are granted unless the school principal and educational staff determine that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (EC 310, 311; 5 CCR 11309[b][4])

10.3 If a waiver is denied, parents and guardians are informed in writing by the principal and other educational staff of the reason for denial and advised that they may appeal to the local board of education or to the court. (EC 310, 311; 5 CCR 11309[d])

10.4 Each school in which 20 or more pupils of a given grade level have been granted a waiver provides such a class. If fewer than 20 waivers are granted, the school provides such a class or allows the pupils to transfer to a public school in which such a class is offered. (EC 310)

Note: The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver.

PROCESS

Parental Exception Waiver

- All EL students are placed in an English language program (Structured English Immersion) (SEI) or English Language Mainstream (ELM)) program) unless they apply for a waiver. For a description of the SEI program designed to teach English Learners, see next section on Teaching and Learning.
- Parents and guardians are notified initially and annually, in writing, of their opportunity to apply for a parental waiver when they are notified of the replacement of their children.
- Parents/guardians are provided a full written description of the Structured English Immersion Program, the alternative courses of study and educational opportunities available to the student. These written descriptions are translated into any language spoken by 15% or more of the district’s student population.
- Parents/guardians may obtain a “Parent Request for Waiver” form from the APED of their school, or by contacting the district office. (APEDs, Administrator of LMP)

Acting Upon All Parental Exception Waivers

- The district will act on a waiver application within twenty (20) instructional days after the parent/guardians submit the application to the school by sending the “Parent Notification of Waiver Status.”
- An alternative program will be established at any school where twenty (20) parents of students who speak the same language and require the same class submit waiver requests for an alternative program.
- If the district denies the waiver request, it will give the parents/guardians a written statement of the reason for the denial and advise them on how to appeal to the Board of Education. If fewer than 20 waivers are submitted, the school allows the pupil to transfer to a school where the alternative program is offered. (APEDs, Administrator of LMP)
TEACHING AND LEARNING

- English Language Development
- Core Curriculum
- Rapidity of English Acquisition
- Meeting Grade Level Standards
- Recouping Academic Deficits
Chart A. Instructional Program Design for Short-Term English Learners
(≤ 5 years in the U.S.)

<table>
<thead>
<tr>
<th>Core Curriculum</th>
<th>English Language Development</th>
<th>ELD 1 LA &amp; Literacy</th>
<th>ELD 2 LA &amp; Literacy</th>
<th>ELD 3 LA &amp; Literacy</th>
<th>Sheltered English 1 &amp; ELD 4 Literacy*</th>
<th>Sheltered English 2</th>
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<tbody>
<tr>
<td>Foreign/World Language - Spanish/Vietnamese for Heritage Speakers</td>
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<td>Social Studies</td>
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<td>Mathematics</td>
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<td>P.E./Art/Music/Other Electives</td>
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**Placement Criteria**
Based on CELDT, CST, Writing Assessment, Grade, and Teacher's Recommendation**

**Methodologies**

- Primary Language/SDAIE
- Specially Designed Academic Instruction in English (SDAIE)
- Mainstreamed Classes with Academic Language & SDAIE Strategies
- ELD

* ELD 4 Literacy is the support class for students with CELDT 3 or under.
** ELD Placement Test is also used for ELD program.
Chart B. Instructional Program Design for Long Term English Learners
(≥ 6 years in the U.S.)

<table>
<thead>
<tr>
<th>Core Curriculum</th>
<th>English Language Arts</th>
<th>Sheltered LA 3/Reading A</th>
<th>Sheltered English 1 + Sheltered English 1 Support</th>
<th>English 1</th>
<th>Sheltered English 1</th>
<th>English 1</th>
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<tbody>
<tr>
<td>Foreign/World Language - Spanish/ Vietnamese for Heritage Speakers</td>
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<td>P.E./Art/Music/ Other Electives</td>
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<td></td>
</tr>
<tr>
<td>CELDT Proficiency Level</td>
<td>Reading ≤ 3</td>
<td>Reading &gt; 3</td>
<td>Reading &gt; 3</td>
<td>Overall ≤ 4</td>
<td>Overall = 5</td>
<td></td>
</tr>
<tr>
<td>Initial Placement Criteria</td>
<td>Additional Placement Check (At least 2 of 3)</td>
<td>CELDT Overall, CST, DRP raw score, Lexile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td>9th or 10th</td>
<td>11th or 12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Methodologies**

- Primary Language
- SDAIE
- Mainstreamed Classes with Academic Language & SDAIE Strategies

- An English 1 Sheltered support class is provided for 9th and 10th grade students that are in English 1 Sheltered class and have a CELDT reading proficiency level less than 3.
- A Math support class is provided for 9th and 10th grade Algebra 1 student that are more than three years below grade level.
English Learner (EL) students are to be placed in Sheltered English classes.
English Learner (EL) students are to be placed in Sheltered English classes.
English Learner (EL) students are to be placed in Sheltered English classes.
### VII. Teaching and Learning

**Participants receive core and categorical program services that meet their assessed needs.**

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII-EL 11. Each English Learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible.</td>
<td>The EL Instructional Program Design for Initial English Learners (chart A) describes the instructional program for ELD students. These students are in the U.S. five years or less. The District is ensuring that these ELs learn English as rapidly as possible by:</td>
</tr>
<tr>
<td>(20 USC 1703[f], 6825[c][1][A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009–1011)</td>
<td>1. Using the state-adopted or district-approved materials.</td>
</tr>
<tr>
<td></td>
<td>2. Using an accelerated writing program in the ELD classes in which even beginners write well-developed essays on familiar topics.</td>
</tr>
<tr>
<td></td>
<td>3. Accelerating the coverage of texts by completing a 5 year ELD program in 3 years.</td>
</tr>
<tr>
<td></td>
<td>5. Using pacing guides.</td>
</tr>
<tr>
<td></td>
<td>6. Using accelerative methodology to accelerate the acquisition of academic English.</td>
</tr>
<tr>
<td></td>
<td>7. Offering support classes to students below grade level</td>
</tr>
<tr>
<td></td>
<td>8. Implement and refine curriculum-embedded common benchmark assessments for ELD 1, 2, and 3.</td>
</tr>
<tr>
<td></td>
<td>10. Implementing the EL Summer Acceleration Program</td>
</tr>
</tbody>
</table>

**Structured English Immersion (SEI) Program: ELD and Specially Designed Academic Instruction in English (SDAIE) Program**

*Designed for English Learners with an overall proficiency level from 1 to 4 on the CELDT test.*

**COMPONENTS**

- 1-2 periods of daily English Language Development that is leveled according to the students’ English proficiency level.
- Grade level content area classes (English, math, science, social science) delivered through Specially Designed Academic Instruction in English (SDAIE) methodology which makes instruction comprehensible.
- Grade level content and standards are taught.
- Teachers use Academic Language Instruction to accelerate the acquisition of English language.
- All courses develop listening, speaking, reading and writing skills and promote high levels of academic discourse and literacy.
Students develop their academic native language in Spanish for Spanish Speakers (SSS) or Vietnamese for Vietnamese Speakers (VVS) classes.

**English Language Mainstream (ELM) Program:**
Regular or Sheltered English and Mainstreamed Content Courses.

- **Long Term ELs** are students that were in the U.S. 6 years or more.
- **Designed for Long Term English Learners and Fluent English Speakers.**

**COMPONENTS**

- A daily English Language Arts class: Regular or Sheltered English, based on placement criteria. See Chart B. Instructional Program Design for Long Term ELs.
- An English 1 Sheltered support class is provided for 9th and 10th grade students that are in English 1 Sheltered class and have a CELDT reading proficiency level less than 3.
- Grade-level mainstreamed content courses in math, science and social science.
- Teachers use Academic Language Instruction to accelerate the acquisition of English language.
- Specially Designed Academic Instruction in English strategies in the classroom are provided for English Learners.
- Recommended for students who score an overall proficiency level of 5 on the CELDT on initial identification or current ELs that have met redesignation criteria.
- Composed mainly of Long Term ELs. Some students might be Fluent English Proficient, Redesignated Fluent English Proficient, and English-only students.
- Students continue to develop their academic native language in Spanish for Spanish Speakers or Vietnamese for Vietnamese Speakers classes.
Alternative (Bilingual) Program

Designed for students with an overall proficiency level of 1 or 2 on the CELDT. Available only with enough approved parental waivers.

COMPONENTS

- 1-2 periods of daily English Language Development or Sheltered English at the assessed stage of English acquisition.
- Primary language classes in math, science and U.S. history.
- Texts and materials provided in the native language.
- Grade-level content and standards are taught.
- Teachers use scaffolding to enable students to access high-level content and develop high levels of primary language (L1) literacy and discourse.
- Designed for students with an overall proficiency level of 1 or 2 on the CELDT.
- Greatly assists newcomers with limited schooling.
- As students acquire English proficiency, they transition to a structured English immersion program (CELDT 3’s and 4’s). However, they may continue their native language development in Spanish for Spanish Speakers or Vietnamese for Vietnamese Speakers classes.

District Policy for Structured English Immersion (SEI) Placement and English Language Mainstream (ELM) Placement

Short-Term EL Placement

Ninth grade students scoring below 638 on the overall initial CELDT and tenth through twelfth grade students scoring below 652 are recommended to be placed in the Structured English Immersion (SEI) program.

Ninth grade students scoring 638 or above and tenth through twelfth grade students scoring 652 or above on the initial CELDT are recommended to be placed in the English Language Mainstream (ELM) program.
English Language Development Program

The goal of the ESUHSD English Language Development program is to develop language proficiency at the student's CELDT level that meets the California ELD and the ELA standards. The ELD program is designed for ELs that were in the U.S. 5 years or less. ELD placement is based on the CELDT, CST, Writing Assessment, ELD Placement Test, grade, and teacher's recommendation.

The ELD classes use the State-adopted or District-approved materials and build language skills as well as content-based instruction. They are based upon the California ELD and ELA standards and include benchmark assessments to measure progress.

(Director of IS, Administrator of Language Minority Programs, Principals, APEDs)

Long-term EL Placement

Long-term EL ninth and tenth graders (who have been in the U.S 6 or more years) will be placed in a two-period block of a state-approved reading intervention program LA 3/Read 180 or Sheltered English 1 with a sheltered English 1 support class based on the CELDT reading score. CELDT overall score, CST score, DRP raw score, or Lexile are additional placement criteria.

Long-term 11th and 12th graders will be placed in either English 1 or Sheltered English 1 based on their CELDT overall score, CST, DRP raw score, and Lexile.

Instructional Strategies

- Academic language instruction and Specially Designed Academic Instruction (SDAIE) will be implemented across the curriculum.
- Teachers will provide opportunities for students to develop the academic speaking, listening, reading, and writing proficiencies needed for productive grade-level work by engaging in carefully structured individual and group activities using grade-appropriate content.
- Academic language development is integrated across the content areas and that grade-level content is not watered down.
High quality SDAIE instruction that:

- Uses the same rigorous academic core content, with pedagogically accommodated options for participation and contribution
- Elicits and builds upon prior knowledge of students
- Clearly defines academic content and language objectives - using all four linguistic domains (speaking, listening, reading, and writing)
- Makes use of contextualizing methods and materials, such as graphic organizers and adapted texts
- Emphasizes scaffolding methods, interaction, experiential/engaged learning opportunities, including modeled, shared, and guided approaches, opportunities for extended language use, and teacher-guided reporting
- Requires teachers who are well-trained in scaffolding instruction, adaptive use of grade-level curricula, and supplementary materials

Access to Core Curriculum

All English Learners (ELs) are to be taught grade level curriculum using grade level standards. ELs in the Structured English Immersion (SEI) program receive access to core curriculum in math, science, and social science through SDAIE – Specially Designed Academic Instruction in English. Academic language development is integrated within grade-level content classes that are not watered down. Under this approach, teachers make connections between curricular materials and students’ experiences and cultures, as well as real-life situations. Teachers make extensive use of contextualizing methods and materials, such as visuals and graphic organizer. The emphasis is on scaffolding and experiential/engaged learning opportunities.

As a result of the ongoing A Look at Learning training program, academic language and SDAIE lessons for the four content areas are developed to support teachers of ELs.

Program Observation

The program is observed every 4 years using the Federal Program Monitoring (FPM) self-review model. Administrators visit classrooms, collect data, and provide feedback for teachers to alter instruction. This practice is being implemented across the curriculum.
<table>
<thead>
<tr>
<th>Data Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program data is reviewed yearly and reported to the District English Learner Advisory Committee (DELAC) and to the Board of Education. Conclusions are drawn and the program is modified where needed to ensure continuous improvement.</td>
</tr>
<tr>
<td>Student who are not making adequate progress are referred to our Catch Up/Intervention Plan. Their teachers are directed to address their needs through data-driven instruction by analyzing benchmark tests and reteaching as necessary.</td>
</tr>
</tbody>
</table>
VII-EL 12. Academic instruction for English learners is designed and implemented to ensure that they meet the district’s content and performance standards for their respective grade levels in a reasonable amount of time.

\[(20 \text{ USC 1703[f], 6312[c][1][M], 6825[c][1][B]; EC 306, 310; 5 CCR 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009–1011})\]

12.1 The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII-EL 12. Academic instruction for English learners is designed and implemented to ensure that they meet the district’s content and performance standards for their respective grade levels in a reasonable amount of time.</td>
<td>The District is ensuring that ELs meet grade level content and performance standards by:</td>
</tr>
<tr>
<td>(20 USC 1703[f], 6312[c][1][M], 6825[c][1][B]; EC 306, 310; 5 CCR 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009–1011))</td>
<td>1. Offering standards-based instruction</td>
</tr>
<tr>
<td>12.1 The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.</td>
<td>2. Purchasing materials designed for ELs that increase comprehension of standards</td>
</tr>
<tr>
<td></td>
<td>3. Using benchmark assessment to ensure mastery of standards</td>
</tr>
<tr>
<td></td>
<td>In order to meet Program Improvement (PI) goals and Title III Annual Measurable Achievement Objectives (AMAOs), the district is implementing a rigorous curriculum to improve the achievement of our ELs:</td>
</tr>
</tbody>
</table>

**English Language Arts (ELA):**
- The core (benchmark and strategic) ELA program uses McDougal Littell *Language of Literature* Grade 9 & *Language of Literature* Grade 10 textbooks and materials implemented in 2002.
- The Intensive Intervention program is *Scholastic Read 180*. The SBE-adopted *Shining Star* program is used for all ELD students. Writing packets were developed to support *Shining Star* and give additional CAHSEE writing practice. When appropriate, EL students are placed in LA3/Reading A classes, CAHSEE support classes, and after-school tutorials.
- Special education also uses the core textbook and if appropriate, students may be placed in Read 180. When appropriate *SRA Reach* and *Bridges* are used for students with disabilities. The special education department is currently previewing *Scholastic System 44*, an add-on to Read 180, to further address academic needs of students with disabilities.
- Core ELA materials are adapted for English learners through the use of SDAIE strategies and the publisher’s supplemental materials.
- Core materials are adapted for students with disabilities by training teachers to make appropriate accommodations, adapting the pacing guides to the needs of the students, and through the use of appropriate supplemental materials.

**Mathematics:**
- The core textbook/materials for Algebra 1 are the SBE-adopted *Algebra 1* textbook and the ancillaries from McDougal Littell. It is used in all Algebra 1 core and intervention courses.
<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The McDougal Littell curriculum will be fully implemented for all Algebra 1</td>
</tr>
<tr>
<td>students, including EL and special education students.</td>
</tr>
<tr>
<td>• Strategic and Intensive 9th grade students are placed in a support class in</td>
</tr>
<tr>
<td>addition to their Algebra 1 class. The core textbook/material for those</td>
</tr>
<tr>
<td>classes is the <em>McDougall Littell Algebra 1</em> textbook. <em>Moving with Math</em></td>
</tr>
<tr>
<td>is used as a supplement. In addition to <em>Moving with Math</em>, resource</td>
</tr>
<tr>
<td>materials are provided for each grading period and are accessible on the</td>
</tr>
<tr>
<td>district intranet. These materials are also distributed at teacher workshops</td>
</tr>
<tr>
<td>each month. Pacing calendars are provided for each of these classes, with</td>
</tr>
<tr>
<td>supplemental materials listed for each day.</td>
</tr>
<tr>
<td>• Core mathematics materials are adapted for English learners through the use</td>
</tr>
<tr>
<td>of SDAIE strategies and the publisher’s supplemental materials.</td>
</tr>
<tr>
<td>• Core materials are adapted for students with disabilities by training</td>
</tr>
<tr>
<td>teachers to make appropriate accommodations, adapting the pacing guides to</td>
</tr>
<tr>
<td>the needs of the students, and through the use of appropriate supplemental</td>
</tr>
<tr>
<td>materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Language Instruction Support</td>
</tr>
<tr>
<td>Whenever possible, ELD 1 and 2 students will receive instruction in the</td>
</tr>
<tr>
<td>district’s core curriculum (math, science and social studies) through</td>
</tr>
<tr>
<td>primary language and/or Specially Designed Academic Instruction in English</td>
</tr>
<tr>
<td>(SDAIE) classes.</td>
</tr>
<tr>
<td><em>(Principals, APEDs)</em></td>
</tr>
<tr>
<td>• Sites with insufficient numbers of ELD 1 and 2 students to form primary</td>
</tr>
<tr>
<td>language classes must group those students for sheltered instruction in</td>
</tr>
<tr>
<td>the core curricular areas and provide primary language support (i.e.</td>
</tr>
<tr>
<td>bilingual tutoring, primary language materials, bilingual dictionaries)</td>
</tr>
<tr>
<td><em>(Principals, APEDs)</em></td>
</tr>
<tr>
<td>• Content for primary language classes (if offered) parallels the curriculum</td>
</tr>
<tr>
<td>for English only students and is standards-based.</td>
</tr>
<tr>
<td><em>(Principals, APEDs)</em></td>
</tr>
<tr>
<td>• Sufficient and appropriate primary language texts and materials are</td>
</tr>
<tr>
<td>provided.</td>
</tr>
<tr>
<td>*(Asst. Superintendent of IS, Subject Area Coordinators for English, Math,</td>
</tr>
<tr>
<td>Science, and Social Studies, Administrator of LMP)*</td>
</tr>
<tr>
<td>SDAIE Instruction</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>• Students enrolled in ELD Level 3, Sheltered Language Arts 3/Read A, Sheltered English 1, and Sheltered English 2 receive SDAIE instruction in the core curricular areas (math, science, and social studies) <em>(Principals, APEDs)</em></td>
</tr>
<tr>
<td>• Content for SDAIE classes parallels the district’s grade-level curriculum designed for English-only students and is standards-based. <em>(Director of IS, Principals, APEDs)</em></td>
</tr>
<tr>
<td>• All certified sheltered classroom teachers will be responsible for implementing SDAIE strategies in their classrooms, including an appropriate language focus for each lesson. <em>(Principals, APEDs)</em></td>
</tr>
<tr>
<td>• Sufficient and appropriate texts and materials are provided. <em>(Asst. Superintendent of IS, Subject Area Coordinators for English, Math, Science and Social Studies, Administrator of Language Minority Programs)</em></td>
</tr>
<tr>
<td>REQUIREMENTS</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Commitment to Special Education Services</td>
</tr>
</tbody>
</table>

The District shall first determine the need for Special Education Assessment. A Student Study Team shall be created to:

- Review all referrals
- Review second language assessments
- Review teacher comments
- Review student records
- Review verifications of current hearing and vision testing
- Conduct interview with parent
- Conduct interview with student
- Determine if student performance is reflective of expected patterns based on schooling and time in the U.S.

The District shall obtain parental approval and conduct a valid assessment of students:

- Speech
- Academic
- Cognition
- When appropriate, assessments will be conducted in the primary language of the student
- Cultural differences will be taken into account when interpreting responses.

Instructional decisions related to the student’s language acquisition status will be written into the IEP.

- The IEP will specify types of language support (including SDAIE or primary language) which are to be provided.
- ELs shall have access to ELD and SDAIE classes if called for in their IEPs.

*Director of Special Services, Principals, Special Education Teachers*
# Catch-Up / Intervention Plan for English Learners

## Standards

- Ensure that English Learners catch up by being exposed to all required standards

<table>
<thead>
<tr>
<th>Elements</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Create standards-based curriculums for ELA, ELD and math</td>
</tr>
<tr>
<td></td>
<td>• Create standards-based diagnostic tests to be administered at the beginning of the school year (Shining Star Placement Tests, mock CAHSEE, etc…)</td>
</tr>
<tr>
<td></td>
<td>• Have teachers analyze diagnostic tests and tailor instruction to deficiencies</td>
</tr>
<tr>
<td></td>
<td>• Create pacing guides for ELA 9th and 10th grades and ELD 1, 2, and 3.</td>
</tr>
<tr>
<td></td>
<td>• Create standards-based benchmark assessments for ELA, ELD, and math to be implemented throughout the year</td>
</tr>
<tr>
<td></td>
<td>• Train and support teachers to use data-driven instruction and reteach based on benchmark tests</td>
</tr>
<tr>
<td></td>
<td>• Implement collaboration periods to analyze and inform instruction, in conjunction with professional development for site leadership team (principal, APED, ELA, Mathematics, and ELD department chairs and teacher leaders).</td>
</tr>
</tbody>
</table>

## Interventions

- Ensure that English Learners receive the necessary assistance to catch up.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Provide support classes for students below grade level</td>
</tr>
<tr>
<td></td>
<td>2. Provide the LA3/Reading A state-approved reading intervention program for long-term ELs</td>
</tr>
<tr>
<td></td>
<td>3. Monitor student effectiveness with Read 180</td>
</tr>
<tr>
<td></td>
<td>4. Continue to provide a comprehensive intensive intervention program through the use of SBE-adopted intervention mathematics instructional materials for all students unable to demonstrate proficiency in 6th grade mathematics standards.</td>
</tr>
<tr>
<td></td>
<td>5. Provide primary language instruction and/or support whenever possible</td>
</tr>
<tr>
<td></td>
<td>6. Provide sheltered instruction in the core subject areas</td>
</tr>
<tr>
<td></td>
<td>7. Design and implement a comprehensive intervention program</td>
</tr>
<tr>
<td></td>
<td>- Before or after school programs</td>
</tr>
<tr>
<td></td>
<td>- Tutoring</td>
</tr>
<tr>
<td></td>
<td>- CELDT Prep materials and CAHSEE Prep class</td>
</tr>
<tr>
<td></td>
<td>8. Continue to offer a comprehensive intensive language instruction summer program.</td>
</tr>
<tr>
<td></td>
<td>- English and Math Institute for freshmen</td>
</tr>
<tr>
<td></td>
<td>- EL Summer Acceleration Program</td>
</tr>
</tbody>
</table>

## Instructional Strategies

- Keep students engaged while catching up and develop the academic language necessary for grade level work

<table>
<thead>
<tr>
<th>Elements</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Accelerates the academic language development of ELs through content that is not watered down.</td>
</tr>
<tr>
<td></td>
<td>• Implement high quality and effective SDAIE strategies in the content areas.</td>
</tr>
</tbody>
</table>

## Evaluation

- Check on program effectiveness at catching students up.
- Modify plan to be more effective.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Individual School Single School Plan for Student Achievement Evaluation Benchmarks</td>
</tr>
<tr>
<td></td>
<td>• CELDT Results</td>
</tr>
<tr>
<td></td>
<td>• CAHSEE Results</td>
</tr>
<tr>
<td></td>
<td>• CST Results</td>
</tr>
<tr>
<td></td>
<td>• Annual EL Program Evaluation Report to ESUHSD Board of Trustees and DAC/DELAC.</td>
</tr>
</tbody>
</table>
Appendix
English Learner Forms
East Side Union High School District

HOME LANGUAGE SURVEY

Date ____________________________ School ____________________________

Number of years attending U.S. school: ____________________________

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

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to the office. Thank you for your help.

Name of student: ____________________________

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>ID#</th>
<th>Grade</th>
</tr>
</thead>
</table>

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

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

3. What language do you use most frequently to speak to your son or daughter?
   ____________________________

4. Name the language most often spoken by the adults at home:
   ____________________________

______________________________
Signature of parent or guardian

______________________________
Ngày                             Trương

Tên học sinh:

Họ                 Tên                 Tên kót                 Số thẻ học sinh                 Lớp

1. Khi bắt đầu nói con ông bà bắt đầu nói ngôn ngữ nào trước tiên?
   ____________________________

2. Ở trong gia đình ngôn ngữ nào được con ông bà nói nhiều nhất?
   ____________________________

3. Ông bà dùng ngôn ngữ nào khi nói chuyện với con?
   ____________________________

4. Ngôn ngữ thường dùng do các người lớn tuổi nói trong gia đình:
   ____________________________

______________________________
Chữ ký phụ huynh hay người giám hộ

______________________________
Fecha                             Escuela

Años de asistencia en una escuela de los E.E.U.U.

Nombre del alumno:

<table>
<thead>
<tr>
<th>Apellido</th>
<th>Primero</th>
<th>Segundo</th>
<th>ID#</th>
<th>Grado</th>
</tr>
</thead>
</table>

1. Cuando su hijo(a) empezó a hablar ¿Cuál idioma aprendió primero?
   ____________________________

2. ¿Cuál idioma usa principalmente su hijo(a) cuando conversa en la casa?
   ____________________________

3. ¿Cuál idioma usa Ud. con más frecuencia cuando habla con su hijo(a)?
   ____________________________

4. ¿Cuál idioma hablan los adultos con más frecuencia en la casa?
   ____________________________

______________________________
Firma del padre o tutor
EAST SIDE UNION HIGH SCHOOL DISTRICT

INITIAL PARENT/GUARDIAN NOTIFICATION LETTER

Federal Title III and State Requirements

To the parent(s)/guardian(s) of ______________________   School: ______________________   Date: ________

Student ID #: ______________________  Date of Birth: ________  Grade: ____ Primary Language: ____________

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to test your child’s English language proficiency. The results of these tests are used to decide the best program placement for your child. We are required to inform you of these test results, our program recommendations, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (California Education Code 52164.1[b] and [c]: Title 5 of California Code of Regulations 11307[a] and 11511; 20 USC 7012.)

Language Assessment Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>California English Language Development Test (CELDT) * Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced)</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
</tr>
</tbody>
</table>

* A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child’s official results within 30 days after the district has received individual student reports from the contractor.

Based on the results of the California English Language Development Test (CELDT), 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.

☐ Initial Fluent English proficient (I-FEP) student who will be placed in the district’s general program.

Check if applicable:

☐ Individualized Education Program (IEP) on file.

A description of how your child’s recommended program placement will meet the objectives of the IEP is attached.

Program Placement Options for English Learners

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” at your child’s home school.

<table>
<thead>
<tr>
<th>English Language Proficiency Levels</th>
<th>Program Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>English Language Mainstream</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>Structured English Immersion Or an Alternative Program With an approved parental exception Waiver</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Other Instructional Setting based on IEP</td>
</tr>
<tr>
<td>Early Intermediate Beginning</td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td></td>
</tr>
</tbody>
</table>

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Description of Program Placement Options and Goals for English Learners

Your child will be placed in the program marked below with a check. All programs include English Language Development (ELD) or English, especially designed for English Learners, 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 (Beginning - Intermediate CELDT levels). The students will receive:
  1. English Language Development (ELD)
  2. Possibly academic instruction in English, specially designed for English Learners
  3. Possibly some primary language instruction and/or support

- English Language Mainstream (Early Advanced CELDT level). The students will receive:
  1. English, specially designed for English Learners
  2. Academic instruction in English, specially designed for English Learners in math, science, and social science
  3. Some instruction in the general program

- Alternative Program/Bilingual Program Option: This program is for English Learners with approved waivers submitted by parents. Instruction includes daily English Language Development and instruction in core contents using English and student’s primary language based on student’s need and language proficiency. English language instruction is increased as students acquire proficiency and skills in the English language. This program may not be available in your school if there are less than 20 approved waiver requests for a specific grade level. To request a waiver parents must visit the school in person and fill out a “Parent Request for Waiver” form.

*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 as listed below:

<table>
<thead>
<tr>
<th>Required Criteria (Education Code 313[d])</th>
<th>ESUHSD Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment (CELDT)</td>
<td>Overall score is Early Advanced or Advanced, with no scale score in a skill area less than Intermediate</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>ELA score is at 300 or above</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Consults with parent or guardian or obtains signature</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Receives a C or better in core subjects</td>
</tr>
</tbody>
</table>

*Reclassification for English learners who are receiving special education services must be considered on an individual basis.

Graduation Rate

The expected rate of graduation for students in this program is 70%.

For more information on any program option described above, or further information on the process to apply for a Parental Exception Waiver, participating in the school’s English Learner Advisory Council (ELAC) or District ELAC, please contact your child’s school.

Signature of APED/Designee ________________________ Telephone __________ Date ______________

Notification sent on _______________________ (file copy) Staff initials __________________
EAST SIDE UNION HIGH SCHOOL DISTRICT

CARTA INICIAL DE NOTIFICACIÓN PARA PADRES/TUTORES

Requisitos Estatales y del Programa Federal “Title III”

A los padres/tutores de _____________________________ Escuela: _______________________ Fecha: _______

# de ID del Estudiante ___________ Fecha de Nacimiento: ___________ Grado: ____ Idioma Primario: __________

Queridos Padres/Tutores:

Cuando su hijo(a) fue matriculado en nuestra escuela, en la Encuesta sobre el Idioma del Hogar se indicó que en su casa se comunicaban mediante otro idioma que no era inglés. Por ley, debemos evaluar el nivel de conocimiento de su hijo(a) en el idioma inglés. Los resultados de esta evaluación son utilizados para decidir la mejor ubicación en un programa académico para su hijo(a). Como requisito, nosotros debemos informarles sobre los resultados de esta evaluación, las recomendaciones hechas por nuestro programa y todas las opciones de ubicación académica disponibles para su hijo(a). También hemos incluido la información que utiliza nuestro distrito para decidir cuando un estudiante está listo para salir del Programa de Enseñanza de Inglés como Segundo Idioma. (California Education Code 52164.1[b] and [c]; Title 5 of California Code of Regulations 11307[a] and 11511; 20 USC 7012.)

Resultados de la Evaluación sobre el Idioma

<table>
<thead>
<tr>
<th>Área</th>
<th>Nivel de Rendimiento en el Examen de Aprovechamiento en Inglés del Estado de California (CELDT)*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Inicial, Intermedio Inicial, Intermedio, Avanzado Inicial, Avanzado)</td>
</tr>
<tr>
<td>Audición</td>
<td></td>
</tr>
<tr>
<td>Expresión Oral</td>
<td></td>
</tr>
<tr>
<td>Lectura</td>
<td></td>
</tr>
<tr>
<td>Escritura</td>
<td></td>
</tr>
<tr>
<td>En General</td>
<td></td>
</tr>
</tbody>
</table>

* Para determinar estos resultados se ha utilizado una guía de calificación, desarrollada por el contratista examinador. Los padres recibirán los resultados oficiales de sus hijos en este examen dentro de 30 días después de que el Distrito haya recibido los reportes individuales por estudiante de la agencia contratada a cargo de la aplicación de los exámenes.

De acuerdo con los resultados del Examen de Aprovechamiento en Inglés del Estado de California (CELDT) su hijo(a) ha sido identificado en la categoría de:

□ Estudiante que Aprende Inglés como Segundo Idioma (EL) con poca fluidez en inglés y ha sido asignado(a) al Programa Integral de Enseñanza de Inglés (Structured English Immersion).

□ Estudiante que Aprende Inglés como Segundo Idioma (EL) con cierta fluidez en inglés y ha sido asignado(a) al Programa Regular de Enseñanza de Inglés (English Language Mainstream Program).

□ Estudiante que ha comenzado a tener Fluidez en Inglés (I-FEP) y será ubicado en el programa general del distrito.

Marque si corresponde: □ El estudiante tiene un Plan Individualizado Educativo (IEP).

Adjunta se encuentra una descripción sobre cómo la ubicación recomendada por el programa para su hijo(a) cumpliría los objetivos del IEP.

Opciones de Ubicación Programas para los Estudiantes que Aprenden Inglés como Segundo Idioma

La tabla que aparece a continuación muestra todas las opciones de ubicación en el programa (a continuación aparece una descripción más detallada). Para solicitar que su hijo(a) sea ubicado(a) en un Programa Alternativo en el cual la mayor parte de la enseñanza sea en el idioma primario del/la estudiante, usted debe solicitar un “Formulario de Excepción para Padres” (Parental Exception Waiver) en la escuela de su hijo(a).

<table>
<thead>
<tr>
<th>Niveles de Aprovechamiento en Inglés</th>
<th>Ubicación en el Programa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avanzado</td>
<td>Programa Regular de Enseñanza de Inglés</td>
</tr>
<tr>
<td>Avanzado Inicial</td>
<td>Programa Integral de Enseñanza de Inglés o un Programa Alternativo con la aprobación de una Solicitud de Excepción para Padres</td>
</tr>
<tr>
<td>Intermedio</td>
<td>Programa Integral de Enseñanza de Inglés o el Plan Individualizado Educativo (IEP)</td>
</tr>
<tr>
<td>Intermedio Inicial</td>
<td>Programa Integral de Enseñanza de Inglés o el Programa Individualizado Educativo (IEP)</td>
</tr>
<tr>
<td>Inicial</td>
<td>Programa Integral de Enseñanza de Inglés o el Programa Individualizado Educativo (IEP)</td>
</tr>
</tbody>
</table>

Otras opciones de ubicación programadas para los estudiantes que aprenden inglés como segundo idioma incluyen:

□ Otro Sistema de Enseñanza de acuerdo con el Plan Individualizado Educativo (IEP)
Descripción de las Opciones de Ubicación en Programas y Objetivos para los Estudiantes que Aprenden Inglés como Segundo Idioma

Su hijo(a) será ubicado(a) en el programa marcado a continuación.

Todos los programas incluyen la enseñanza de inglés especializada (ELD), que requieren los estudiantes que aprenden inglés como segundo idioma y estrategias de enseñanza diferenciadas para el nivel de aprovechamiento en inglés de cada estudiante. Estas estrategias se utilizan para ayudar a los estudiantes a dominar el contenido en la expresión oral, la lectura, la escritura en inglés y a tener éxito académicamente en todas las áreas de contenido.

Programa Integral de Enseñanza en Inglés (entre los niveles Inicial e Intermedio en el Examen CELDT).

El estudiante recibirá:
1. La Enseñanza de Inglés Especializada (ELD)
2. Posiblemente la enseñanza académica en inglés, especialmente diseñada para estudiantes que aprenden inglés como segundo idioma
3. Posiblemente parte de la enseñanza en el idioma primario del estudiante y/o con ayuda

Programa Regular de Enseñanza de Inglés (en el nivel Avanzado Inicial en el Examen CELDT).

El estudiante recibirá:
1. La enseñanza en inglés, especialmente diseñada para los Estudiantes que Aprenden Inglés como Segundo Idioma.
2. La enseñanza académica en inglés, especialmente diseñada para los Estudiantes que Aprenden Inglés como Segundo Idioma en matemáticas, ciencias y ciencias sociales.

Opción del Programa Alternativo / Bilingüe: Este programa es para los Estudiantes que Aprenden Inglés como Segundo Idioma que tengan solicitudes aprobadas de Excepción para Padres. La enseñanza incluye la práctica diaria del inglés y la enseñanza de las materias de contenido en inglés y en el idioma primario del estudiante, de acuerdo con las necesidades del estudiante y el nivel de aprovechamiento en el idioma. La enseñanza de la lengua inglesa aumenta en la medida que los estudiantes adquieran más habilidades en inglés. Es posible que este Programa Alternativo no esté disponible en su escuela si existen menos de 20 solicitudes para la enseñanza modificada bilingüe en un grado específico. Para solicitar que se ofrezca este tipo de enseñanza los padres deben visitar la escuela en persona y llenar un formulario de “Solicitud de Excepción para Padres”

NOTA: En cualquier momento durante el curso escolar usted puede solicitar que su hijo(a) sea incluido en el Programa Regular de Enseñanza en el Idioma Inglés.

Criterio de Reclasificación (para Salir del Programa de Enseñanza como Segundo Idioma)

El objetivo del programa de la enseñanza de inglés como segundo idioma es que los estudiantes alcancen la fluidez suficiente en el idioma inglés y que cumplan con todos los objetivos estándares académicos lo más rápido posible. Los criterios de reclasificación del distrito se encuentran a continuación:

<table>
<thead>
<tr>
<th>Criterios Requeridos (Código de Educación 313[d])</th>
<th>Criterios del Distrito (ESUHSD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examen de Rendimiento en Inglés (CELDT)</td>
<td>Los resultados generales son Avanzado Inicial o Avanzado, sin tener resultados en ninguna área de habilidades que esté por debajo del nivel Intermedio</td>
</tr>
<tr>
<td>Comparación del Aprovechamiento en las Habilidades Básicas</td>
<td>El resultado de calificación de ELA es de 300 puntos o más.</td>
</tr>
<tr>
<td>Opiniones y Consultas de los Padres</td>
<td>Consultar con los padres o tutores u obtener su firma</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Recibir una calificación de “C” o mejor en los contenidos del grado</td>
</tr>
</tbody>
</table>

* La reclasificación para los estudiantes que Aprenden Inglés como Segundo Idioma que estén recibiendo servicios de la educación especial debe hacerse de manera individual por estudiante.

Tasa de Graduación

La tasa que se espera de graduación para los estudiantes en este programa es de un 70%.

Para más información sobre cualquier opción de los programas descritos anteriormente, obtener más información sobre el proceso de pedir un Formulario de “Solicitud de Excepción para los Padres”, para participar en el Comité Consultivo para la Enseñanza del Inglés en la Escuela (ELAC) o en el Comité Consultivo para la Enseñanza del Inglés en el Distrito (DELAC), favor de contactar la escuela de su hijo(a).

Firma del Subdirector/Designado ________________________  # de Teléfono _______________ Fecha _________

La notificación fue enviada el día ________________________ (copia)  Iniciales del Personal __________
HỌC KHU EAST SIDE UNION HIGH SCHOOL DISTRICT
THÚ THÔNG BÁO SƠ KHỞI CHO PHỤ HƯNH/NGƯỜI GIÁM HỘ
Quy Định thuộc Thiện III của Liên Bang và Tiểu Bang

Kính gửi Phụ Huynh/người Giám Hộ: ____________________________
Trưởng: ____________________________ Ngày: ____________
Số ID của Học Sinh: ____________________________ Ngày sinh: ____________ Lớp: ____________ Tiếng mẹ đẻ là: ____________________________


Kết Quả Lường Giá Ngôn Ngữ

<table>
<thead>
<tr>
<th>Vẽ mặt</th>
<th>Trắc Ngiệm Phát Triển Anh Ngữ của Tiểu Bang (California (California English Language Development Test, gọi tắt là CELDT)) * Mức Khả Năng (So cấp, Tiến trung cấp, Trung cấp, Tiến cao cấp, Cao cấp)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nghe hiểu</td>
<td></td>
</tr>
<tr>
<td>Đọc hiểu</td>
<td></td>
</tr>
<tr>
<td>Viết</td>
<td></td>
</tr>
<tr>
<td>Tổng quát</td>
<td></td>
</tr>
</tbody>
</table>

* Các chuyên viên trắc nghiêm đã sử dụng bản hướng dẫn về cách cho điểm do nhà trường trắc nghiêm soạn thảo để quyết định kết quả trắc nghiêm. Phụ huynh sẽ chính thức được thông báo kết quả trong vòng 30 ngày kể từ khi học khu nhận được báo cáo cá nhân từng học sinh được trắc nghiêm mà nhà thâu gửi.

Theo kết quả Trắc Ngiệm CELDT kể trên của Tiểu Bang California thì con em quý vị thuộc diện:

- **Trau Đội Anh Ngữ (English learner, gọi tắt là EL)** có khả năng Anh ngữ chưa đạt trình độ thông thạo và được theo học Chương trình Thắm Nhäu Cầu trục Anh ngữ (Structured English Immersion Program).
- **Trau Đội Anh Ngữ (English learner, gọi tắt là EL)** có khả năng Anh ngữ đạt trình độ thông thạo và được theo học Chương trình Anh ngữ Chính quy.
- **Thông thạo Anh ngữ Ngữ Tố Đậu (Initial Fluent English proficient, gọi tắt là I-FEP)** và được theo học chương trình phổ thông của học khu.

Đánh dấu “Check” (✔) nếu thích hợp:

- **Hồ sơ này thuộc Chương trình Giáo dục Cán nhân (IEP)**.

Định kễm văn thư này là phần mở tả đề nghị sắp xếp lớp này sẽ đạt các mục tiêu gì trong Chương trình Giáo dục Cán nhân của con em quý vị ra sao.

Sắp Trừ được những Học sinh thuộc diện Trau Đội Anh ngữ

Dưới đây là bảng trình độ mọi học sinh Trau Đội Anh ngữ. (Với phần đánh giá chỉ tiết lộ.) Muốn cho con em được sắp vào Chương trình Thay thế để học bằng tiếng mẹ đẻ, quý phụ huynh phải đến trường làm đơn xin “Giấy Phụ Huynh Xin Bái Miên Cho Con” (Parental Exception Waiver.)

<table>
<thead>
<tr>
<th>Mức Năng Lực Anh Ngữ</th>
<th>Sắp vào Chương Trình</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cao cấp</td>
<td>Thông thạo Anh ngữ Ngày Từ Đậu hoặc</td>
</tr>
<tr>
<td>Tiến cao cấp</td>
<td>Cố Khả năng Anh ngữ đạt Trình Độ Thông thạo (tối thiểu phải đạt mục Tiến cao cấp trong tất cả các phần bài thi CELDT)</td>
</tr>
<tr>
<td>Trung cấp</td>
<td>Cố Khả năng Anh ngữ chưa đạt Trình Độ Thông thạo (đạt mục Trung cấp hay thấp hơn trong tất cả các phần bài thi CELDT)</td>
</tr>
<tr>
<td>Tiến trung cấp</td>
<td></td>
</tr>
<tr>
<td>So cấp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anh ngữ Chính quy</td>
</tr>
<tr>
<td></td>
<td>Thắm nhâu Cầu trục Anh ngữ</td>
</tr>
<tr>
<td></td>
<td>HAY một Chương trình Thay thế</td>
</tr>
<tr>
<td></td>
<td>Khi Giấy Phụ Huynh Xin Bái Miên Cho Con được chấp thuận</td>
</tr>
<tr>
<td></td>
<td>Thước Phương án Giáo dục khắc cỷ Getting on Track Chương trình Giáo dục Cán nhân</td>
</tr>
</tbody>
</table>
Mô tả về việc Sáp Trình độ lớp và đặt Mục đích cho các Học sinh thuộc diện Trau đối Anh ngữ

Con em quý vị sẽ được sắp vào chương trình đánh dấu check (✓) dưới đây.

Mô chung trình đều chủ trọng đến diện Trau đối Anh ngữ hoặc Anh ngữ, đặc biệt là được soan tháo cho những học sinh Trau Đối Anh ngữ, và các kế hoạch đó chính giảng dạy khác biệt theo trình độ khả năng Anh ngữ của mỗi học sinh. Những kế hoạch này được sử dụng để giúp mỗi học sinh duy trì khả năng nói, đọc và viết tiếng Anh cũng như thành công trong học tập mỗi môn học chủ yếu.

Thắm nhân Cầu trúc Anh ngữ (Trắc nghiệm CELDT So các – Trung cấp). Học sinh sẽ học:
1. Chương trình Trau đối Anh ngữ
2. Có thể học các bộ môn bằng tiếng Anh thiết kế đặc biệt cho các học sinh thuộc diện Trau Đối Anh Ngữ
3. Có thể học và/hoặc được giúp đỡ bằng tiếng mẹ đẻ

Anh ngữ Chính quy (Trình độ Anh ngữ CELDT Tiền cảo cấp). Học sinh sẽ học:
1. Anh ngữ, bằng tiếng Anh thiết kế đặc biệt cho các học sinh thuộc diện Trau Đối Anh Ngữ
2. Anh ngữ các bộ môn toán, khoa học, và khoa học xã hội bằng tiếng Anh thiết kế đặc biệt cho các học sinh thuộc diện Trau Đối Anh Ngữ
3. Học một số môn trong chương trình phổ thông


GHI CHÚ: Báo cáo nacro trong năm học, phụ huynh đều có thể đòi cho con em sang Chương trình Anh ngữ Chính quy (English Language Mainstream Program)

Cá Tiêu chuẩn Tài sáp lớp (Ra khỏi chương trình cuối)

Chương trình Trau đối Anh ngữ có mục đích giúp học sinh trở nên hoàn toàn thành thạo tiếng Anh để mau chóng nắm vững các tiêu chuẩn học tập mà tiêu bằng để ra. Các tiêu chuẩn tài sáp lớp của học khu cũng ta được kể như sau:

<table>
<thead>
<tr>
<th>Những Tiêu chuẩn cần có (Bộ luật Giáo dục 313[d])</th>
<th>Những Tiêu chuẩn của Học khu ESUHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lương giá Khả năng Anh ngữ (CELDT)</td>
<td>Điểm tổng quát là điểm Tiên cảo cấp hoặc Cao cấp, không tính theo thang điểm trong lành vực kỹ năng dưới Trung cấp</td>
</tr>
<tr>
<td>So sánh Năng lực Học tập với các Kỳ năng Cơ bản</td>
<td>Điểm Anh văn tốt thiêu phải là 300</td>
</tr>
<tr>
<td>Ý kiến/Hội ý với Phụ huynh</td>
<td>Hội ý với/xin chữ ký của Phụ huynh/người Giám hồ</td>
</tr>
<tr>
<td>Lượng giá của Giáo sư</td>
<td>Phải được điểm C hoặc cao hơn tổng các điểm số ghi trên phiếu điểm</td>
</tr>
</tbody>
</table>

* Việc tài sáp lớp các học sinh Trau đối Anh ngữ thuộc chương trình giáo dục đặc biệt phải được xem xét theo cả nhận tần em một.

Tỉ số Tốt nghiệp

Mức tối ngưỡng đỗ tru của các học sinh trong chương trình này là 70%.

Muốn biết thêm chi tiết về bất cứ cách chọn lựa nào trong các chương trình mô tả ở trên, hay muốn có thêm thông tin về thủ tục phụ huynh nộp đơn xin bái miễn cho con hoặc thông đạt với Ban Cố Văn cho Chương trình Trau đối Anh ngữ của trường hay của học khu, xin quý vị hãy liên lạc với trưởng con em mình học.

Chữ ký của Phó Hiệu Trưởng/Người được Ủy Nhiệm ___________________ Điện thoại số ___________________ Ngày __________

Thư thông báo này gửi cho phụ huynh ___________________ (bản lưu)  Chữ ký tắt của nhân viên nhà trường ___________________
Dear Parent(s) or Guardian(s):

Each year, we are required by law to notify you of your child’s academic achievement and proficiency level in English. We must also provide you with the school 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. **The information provided below does not change your child’s current classroom assignment.**

Your child was designated as an English Learner based on the overall English language proficiency level, assessed with the California English Language Development Test (CELDT), and California Standards Test (CST) results. CELDT and CST scores had been mailed to you.

For Special Education students, a description of your child’s recommended program placement will be provided by your Individualized Education Program (IEP) team.

**Program Placement Options for English Learners**

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” at your child’s home school.

<table>
<thead>
<tr>
<th>English Language Proficiency Levels</th>
<th>Program Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>English Language Mainstream</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>Structured English Immersion</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Or an Alternative Program</td>
</tr>
<tr>
<td>Less than reasonable fluency (Intermediate or less on all domains in the CELDT)</td>
<td>With an approved parental exception Waiver</td>
</tr>
<tr>
<td>Beginning</td>
<td>Other Instruction 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) or English, especially designed for English Learners, 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** (Beginning - Intermediate CELDT levels). The students will receive:
  - English Language Development (ELD)
  - Possibly academic instruction in English, specially designed for English Learners
  - Possibly some primary language instruction and/or support

- **English Language Mainstream** (Early Advanced CELDT level). The students will receive:
  - English, specially designed for English Learners
  - Academic instruction in English, specially designed for English Learners in math, science, and social science
  - Some instruction in the general program

- **Alternative Program/Bilingual Program Option**: This program is for English Learners with approved waivers submitted by parents. Instruction includes daily English Language Development and instruction in core contents using English and student’s primary language based on student’s need and language proficiency. English language instruction is increased as students acquire proficiency and skills in the English language. This program may not be available in your school if there are less than 20 approved waiver requests for a specific grade level.
To request a waiver parents must visit the school in person and fill out a “Parent Request for Waiver” form.

**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 as listed below:

<table>
<thead>
<tr>
<th>Required Criteria (Education Code 313[d])</th>
<th>ESUHSD Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Assessment (CELDT)</td>
<td>Overall score is Early Advanced or Advanced, with no scale score in a skill area less than Intermediate</td>
</tr>
<tr>
<td>Comparison of Performance in Basic Skills</td>
<td>ELA score is at 300 or above</td>
</tr>
<tr>
<td>Parental Opinion and Consultation</td>
<td>Consults with parent or guardian or obtains signature</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Receives a C’ or better in core subjects</td>
</tr>
</tbody>
</table>

* Reclassification for English learners who are receiving special education services must be considered on an individual basis.

**Graduation Rate**

The expected rate of graduation for students in this program is 70%.

For more information on any program option described above, or further information on the process to apply for a Parental Exception Waiver, participating in the school’s English Learner Advisory Council (ELAC) or District ELAC, please contact your child’s school.
CARTA DE NOTIFICACIÓN ANUAL PARA PADRES/TUTORES
Requisitos Estatales y del Programa Federal “Title III”

Estimados padres o tutores: Cada año, la ley nos requiere notificarle el nivel de habilidad en inglés de su hijo(a). También debemos ofrecerle la recomendación de la escuela sobre el programa al cual fue asignado(a) y describir todas las opciones disponibles del programa. Esta carta también explica cómo decidimos cuando un alumno está listo para salir del programa de inglés como segundo idioma. La información ofrecida a continuación no cambia la asignación actual del salón de clases de su hijo(a).

Su hijo(a) fue designado como Estudiante que Aprende Inglés como Segundo Idioma en el Examen General de Capacidad de Inglés de California (CELDT) y en los Exámenes estándares del Contenido de California (CST). Los resultados del Examen CELDT y de los exámenes estándares (CST) han sido enviados por correo a ustedes.

Para los estudiantes de la Educación Especial se incluirá una recomendación de ubicación en un programa, que estará disponible para los padres a través del Equipo del Programa Educativo Individualizado (IEP).

Opciones de Ubicación en el Programa para los Estudiantes que Aprenden Inglés como Segundo Idioma
La tabla de abajo muestra todas las opciones de ubicación en el programa (seguidas de una descripción más detallada). Para solicitar que su hijo(a) sea ubicado en un programa alternativo en el cual la mayor parte de la enseñanza es ofrecida en el idioma primario del estudiante, usted debe llenar una “Solicitud de Excepción para los Padres” en la escuela de su hijo(a).

<table>
<thead>
<tr>
<th>Niveles de Capacidad en Inglés</th>
<th>Ubicación en el Programa</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Avanzado</strong></td>
<td>Programa General en inglés</td>
</tr>
<tr>
<td>Avanzado Inicial</td>
<td>Inmersión Organizada en Inglés o Programa Alternativo con una solicitud de excepción presentada por los padres o un Programa Alternativo</td>
</tr>
<tr>
<td>Intermedio</td>
<td>Inmersión Organizada en Inglés o Programa Alternativo con una solicitud de excepción presentada por los padres o un Programa Alternativo</td>
</tr>
<tr>
<td>Intermedio Inicial</td>
<td>Programa Alternativo/Programa Bilingüe</td>
</tr>
<tr>
<td>Inicial</td>
<td>Otras actividades de enseñanza basadas en el IEP</td>
</tr>
</tbody>
</table>

Descripción de las Opciones de Ubicación del Programa y de los Objetivos para los Estudiantes que Aprenden Inglés como Segundo Idioma
Todos los programas incluyen el desarrollo de Inglés Como Segunda Idioma (conocido en inglés como ELD) y estrategias de enseñanza diferenciada para el nivel de dominio de inglés de cada estudiante. Dichas estrategias se utilizan para ayudar a los estudiantes a dominar la expresión oral, la lectura y la expresión escrita en inglés así como también a conseguir el éxito académico en todas las materias requeridas.

- **Inmersión Organizada en Inglés** (Niveles de CELDT de Inicial - Intermedio). Los estudiantes recibirán:
  - La Enseñanza en el Desarrollo del Idioma Inglés (ELD).
  - La enseñanza académica posiblemente en inglés es diseñada para los estudiantes que aprenden inglés como segundo idioma en matemáticas, ciencias, y estudios sociales.
  - La enseñanza con ayuda y apoyo en el idioma primario.

- **Inmersión Organizada en Inglés** (Nivel de CELDT Avanzado Inicial). Los estudiantes recibirán:
  - La enseñanza en inglés, especialmente diseñada para los estudiantes que aprenden inglés como segundo idioma.
  - La enseñanza académica en inglés, especialmente diseñada para los estudiantes que aprenden inglés como segundo idioma en matemáticas, ciencias, y estudios sociales.
  - Parte de la enseñanza en el programa general.

- **Opción de Programa Alternativo (AP)/Programa Bilingüe**: Este programa es para los estudiantes que aprenden inglés como segundo idioma con una solicitud aprobada por los padres. La enseñanza incluye ejercicios diariamente de Desarrollo del Idioma Inglés en los contenidos utilizando el idioma inglés y el idioma primario del estudiante en dependencia de las
necesidades del estudiante y en su nivel de aprovechamiento. La enseñanza, solamente en inglés, aumenta en la medida que el estudiante vaya adquiriendo habilidades en el idioma inglés.

Es posible que el Programa Alternativo no esté disponible en su escuela si existen menos de 20 solicitudes para la enseñanza modificada bilingüe en un grado específico. Para solicitar que se orezca este tipo de enseñanza los padres deben visitar la escuela en persona y llenar un formulario de “Solicitud de Excepción de Padres”.

**NOTA: En cualquier momento durante el curso escolar usted puede solicitar que su hijo(a) sea incluido en el Programa Regular de Enseñanza en el Idioma Inglés.**

**Criterio de Reclasificación (para la Salida del Programa de Enseñanza como Segundo Idioma)**

El objetivo del programa de la enseñanza de inglés como segundo idioma es que los estudiantes alcancen la fluidez suficiente en el idioma inglés y que cumplan con todos los objetivos estándares académicos lo más rápido posible. Los criterios de reclasificación del distrito se encuentran a continuación:

<table>
<thead>
<tr>
<th>Criterios Requeridos (Código de Educación 313[d])</th>
<th>Criterios del Distrito (ESUHSD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluación de la Capacidad en el Idioma Inglés (CELDT)</td>
<td>Los resultados generales son Avanzado Inicial o Avanzado, sin tener resultados en ninguna área de habilidades que esté por debajo del nivel Intermedio.</td>
</tr>
<tr>
<td>Comparación del Aprovechamiento en las Habilidades Básicas.</td>
<td>El resultado de calificación de ELA es de 300 puntos o más.</td>
</tr>
<tr>
<td>La Opinión y Consulta con los Padres.</td>
<td>Consultar con los padres o tutores u obtener su firma.</td>
</tr>
<tr>
<td>Evaluación del Maestro</td>
<td>Recibir una calificación de “C-” o mejor en los contenidos del grado.</td>
</tr>
</tbody>
</table>

* La reclasificación para los estudiantes que Aprenden Inglés como Segundo Idioma que estén recibiendo servicios de la educación especial debe hacerse de manera individual por estudiante.

**Tasa de Graduación**

La tasa que se espera de graduación para los estudiantes en este programa es de un 70%.

Para más información sobre cualquier opción del programa descrito anteriormente, obtener más información sobre el proceso de pedir una “Solicitud para la Petición Especial”, para participar en el Consejo Asesor para la Enseñanza del Inglés en la Escuela (ELAC) o en el Consejo Asesor para la Enseñanza del Inglés en el Distrito (DELAC), favor de contactar la escuela de su hijo(a).
THƯ THÔNG BÁO HÀNG NĂM GỬI PHỤ HUYNH

Quy định của Thiên III, Liên Bang, và những Quy định của Tiểu Bang

Thưa Phù Huynh/người Giám Hộ: Mời nắm lại phần điều quy định là chúng tôi phải thông báo cho quý vị biết thành quả học tập và khả năng Anh ngữ của con em mình. Chúng tôi cũng phải báo cáo với quý vị những đề nghị của nhà trường về việc sắp xếp cháu vào chương trình nào cũng như mô tả một cách lựa chọn những chương trình dành sẵn cho học sinh. Thưa này cũng trình bày đương lối nhà trường quyết định khi học sinh sẵn sàng ra khỏi chương trình Trau Đổi Anh Ngữ. Những thông tin dưới đây không thay đổi tính trạng học tập hiện thời của con em quý vị.

Con em quý vị đã được xếp vào chương trình Trau Đổi Anh Ngữ dựa trên mức khả năng Anh ngữ tổng quát của cháu theo kết quả Trắc Nghiệm Mục Đồ Phát Triển Anh Ngữ của Tiểu Bang California (California English Language Development Test, gọi tắt là CELDT), và Trắc Nghiệm theo các Tiêu Chuẩn mà Tiểu Bang California đề ra (California Standards Test, gọi tắt CST). Các điểm số CELDT và CST đã được giữ đến nhà quý vị.

Với các học sinh thuộc Chương trình Giáo dục Đặc biệt, các nhân viên phụ trách chương trình này (IEP) sẽ cung cấp cho quý vị thông tin cụ thể về việc đề nghị sắp xếp lớp cho con nhân học sinh

Sắp xếp những Học sinh thuộc diện Trau Đổi Anh ngữ theo Trình độ

Đưới đây là bảng sắp xếp trình độ mỗi học sinh Trau Đổi Anh ngữ. (Với phần dẫn giải chi tiết hơn.) Muốn cho con em được sắp vào Chương trình Thay thế để học bằng tiếng mẹ đẻ, quý phụ huynh phải đến trường làm đơn xin “Giấy Phụ Huynh Xin Bái Mịch Cho Con” (Parental Exception Waiver).

<table>
<thead>
<tr>
<th>Mức Năng Lực Anh Ngữ</th>
<th>Sắp vào Chương Trình</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cao cấp</td>
<td>Thống khảo Anh ngữ Ngay Từ Đầu hoặc</td>
</tr>
<tr>
<td></td>
<td>Có Khả năng Anh ngữ đạt Trình độ Thống khảo</td>
</tr>
<tr>
<td></td>
<td>(tội thiểu phát mức Cao cấp trong tất cả các phần bài thi CELDT)</td>
</tr>
<tr>
<td>Tiền cao cấp</td>
<td>Anh ngữ Chính quy</td>
</tr>
<tr>
<td>Trung cấp</td>
<td>Thảm nhàn Cấu trúc Anh ngữ</td>
</tr>
<tr>
<td></td>
<td>HAY một Chương trình Thay thế</td>
</tr>
<tr>
<td></td>
<td>Khi Giấy Phụ Huynh Xin Bái Mịch Cho Con</td>
</tr>
<tr>
<td></td>
<td>được chấp thuận</td>
</tr>
<tr>
<td>Tiền trung cấp</td>
<td>Căn cứ trên Chương trình Giáo dục Cá nhân, có thể sắp vào Phương án Giáo dục khác</td>
</tr>
<tr>
<td>Cao cấp</td>
<td></td>
</tr>
</tbody>
</table>

Mở täs về việc Sắp Trình độ lớp và đặt Mục đích cho các Học sinh thuộc diện Trau Đổi Anh ngữ

Mọi chương trình đều chủ trọng đến việc giữ lại Anh ngữ học của Anh ngữ, đặc biệt là được soán thảo cho những học sinh Trau Đổi Anh ngữ, và các kế hoạch có đề chọn giảng dạy khác biệt theo trình độ khả năng Anh ngữ của mỗi học sinh. Những kế hoạch này được sử dụng để giúp mỗi học sinh duy trì khả năng nói, đọc và viết tiếng Anh cũng như thành công trong học tập mỗi môn học chủ yếu.

- **Thảm nhàn Cấu trúc Anh ngữ**: (Trắc nghiệm CELDT Sự cấp – Trung cấp). Học sinh sẽ học:
  - Chương trình Trau Đổi Anh ngữ
  - Có thể học các bộ môn tiếng Anh thiết kế đặc biệt cho các học sinh thuộc diện Trau Đổi Anh Ngữ trong lớp toán, khoa học, và khoa học xã hội
  - Có thể học và/hoặc được giữ lớp phần nào bằng tiếng mẹ đẻ
- **Anh ngữ Chính quy**: (Trắc nghiệm CELDT Tiền cao cấp). Học sinh sẽ học:
  - Anh ngữ, bằng tiếng Anh thiết kế đặc biệt cho các học sinh thuộc diện Trau Đổi Anh Ngữ
  - Anh ngữ các bộ môn toán, khoa học, và khoa học xã hội, đặc biệt soán thảo cho các học sinh thuộc diện Trau Đổi Anh ngữ
  - Học một số môn trong chương trình phổ thông
- **Chương trình Thay Thế/Chương trình Song Ngữ** (Alternative Program/Bilingual Program): Chương trình này dành cho những học sinh có phụ huynh nộp đơn xin bề miên và được chấp thuận. Chương trình này dạy Trau Đổi

GHI CHÚ: Bất cứ lúc nào trong năm học, phụ huynh đều có thể đòi cho con em sang Chương trình Anh ngữ Chính quy (English Language Mainstream Program)

Các Tiêu chuẩn Tái Sắp Lớp (Ra khỏi chương trình EL)
Chương trình Trau dồi Anh ngữ có mục đích giúp học sinh trở nên hoàn toàn thành thạo tiếng Anh để mau chóng nắm vững các tiêu chuẩn học tập mà tiêu bang đề ra. Các Tiêu chuẩn Tái Sắp Lớp của học khu chúng ta được kể như sau:

<table>
<thead>
<tr>
<th>Những Tiêu chuẩn cần có (Bộ luật Giáo dục 313[d])</th>
<th>Những Tiêu chuẩn của Học khu ESUHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lương giá Khả năng Anh ngữ (CELDT)</td>
<td>Điểm tổng quát là 4 (Tiền Cao Cấp) hoặc 5 (Cao Cấp), không lãnh vực kỹ năng nào được dưới 3 điểm (Trung Cấp)</td>
</tr>
<tr>
<td>So sánh Năng lực Học tập về một các Kỹ năng Cơ bản</td>
<td>Điểm Anh văn tối thiểu phải là 300</td>
</tr>
<tr>
<td>Ý kiến/Hội ý với Phụ huynh</td>
<td>Hội ý với/xin chữ ký của Phụ huynh/người Giám hộ</td>
</tr>
<tr>
<td>Lương giá của Giáo sư</td>
<td>Phải được điểm C hoặc cao hơn trong các điểm số ghi trên phiếu điểm</td>
</tr>
</tbody>
</table>

* Việc tái sắp lớp các học sinh Trau dồi Anh ngữ thuộc Chương Trình Giáo dục Đặc biệt phải được xem xét theo cá nhân từng em một.

Ti sổ Tốt nghiệp
Mức tốt nghiệp dự trù của các học sinh trong chương trình này là 70%.

Muốn biết thêm chi tiết về bất cứ cách chọn lựa nào trong các chương trình mô tả ở trên, hay muốn có thêm thông tin về thủ tục phụ huynh nộp Đơn Xin Bãi Miễn cho con hoặc tham dự vào Ban Cố Vấn cho Chương trình Trau dồi Anh ngữ của trường hay của học khu, xin quý vị hãy liên lạc với trưởng con em mình học.
**East Side Union High School District**

**RECOMMENDATION FOR RECLASSIFICATION - STUDENT LANGUAGE PROFILE**

Date _____________

School (Circle one):  
- AH  
- EV  
- IH  
- JL  
- MP  
- OG  
- WCO  
- PH  
- ST  
- SC  
- YB  
- FH  

Apollo  
Genesis  
Pegasus  
Phoenix

Name_________________________  

ID#: __________________________

   LAST       FIRST

Grade _________  
Villa ________

### 1. STUDENT PROFILE

<table>
<thead>
<tr>
<th>Required Proficiencies</th>
<th>Preliminary Evidence</th>
<th>Check Criteria Met</th>
<th>Evaluator’s Initials</th>
</tr>
</thead>
</table>
| **CELDT**              | California English Language Development Test (CELDT) Level 4 or 5  
- Overall score of 579 or above for 9th grade; 591 or above for 10th - 12th grade  
- At least level 3 in each of the skill areas of listening/speaking,  
Listening level  
Speaking level  
Reading level  
Writing level  
Overall score Date  |  |  |  |
| **Comparison of Performance in Basic Skills - ELA CST**  
A score of 300 or above on the English Language Arts California Standard Test (ELA CST)  
ELA CST score Date  |  |  |  |
| **Teacher Evaluation**  
- A C- or higher grade in the core subject areas  
- If student receives a D or F in a core subject area, the teacher of that class will fill out the SOLOM  
Grade C- or higher  
Grade (D of F) SOLOM (1-5) Date  
English Math Science Social Studies  |  |  |  |
| **Parent Consultation**  
Parent notification  
Parent’s letter sent Date  |  |  |  |

2. RECOMMENDED CLASSIFICATION:  
Date of meeting _____________  
R-FEP _______  
LEP ______

3. SIGNATURES OF RECLASSIFICATION COMMITTEE MEMBERS:

   Administrator

   Teacher  
   Counselor  
   Parent/Guardian

**DISTRIBUTION:**  
- White - Cum Folder  
- Yellow - Assessment Center  
- Pink - Counselor  
- Gold - Parent

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# RECOMENDACIÓN DE RECLASSIFICACIÓN-IDIOMA DEL ESTUDIANTE

**Fecha**

**Escuela (Marque uno):**

- AH
- EV
- IH
- JL
- MP
- OG
- WCO
- PH
- ST
- SC
- YB
- FH
- Apollo
- Cadet Academy
- Genesis
- Pegasus
- Phoenix

**Nombre**

**Apellido**

**ID#:**

**Grado**

**Villa**

## 1. PERFIL del ESTUDIANTE

<table>
<thead>
<tr>
<th>Criterios Requeridos</th>
<th>Evidencia Preliminar</th>
<th>Marque si reúne los criterios necesarios</th>
<th>Iniciales del Evaluador</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CELDT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prueba de Desarrollo del Idioma Inglés de California (CELDT) Nivel 4 o 5</td>
<td>Calificación total</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>En su totalidad su calificación es 579 o más para el grado noveno; 591 o más para grados décimo hasta el duodécimo</td>
<td>Comprensión y producción oral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Por lo menos un nivel 3 en cada una de las áreas de comprensión y producción oral, lectura, y escritura</td>
<td>Nivel de lectura</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nivel de escritura</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fecha</td>
<td></td>
</tr>
<tr>
<td><strong>Comparación de comparación de funcionamiento en las Habilidades Básicas de EL CST</strong></td>
<td></td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Calificación 300 o más en la Prueba de Lenguaje Inglés de California (EL CST)</td>
<td>La calificación de ELCST</td>
<td>pañ</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fecha</td>
<td></td>
</tr>
<tr>
<td><strong>Evalúacion del profesor</strong></td>
<td></td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Una calificación de C o mejor en las materias principales</td>
<td>Calificación de C-o mejor</td>
<td>pañ</td>
<td></td>
</tr>
<tr>
<td>Si un estudiante recibe una D o F en las materias principales, el profesor de esa clase administrará el examen SOLOM</td>
<td>Calificación (D o F) SOLOM(1-5)</td>
<td>pañ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inglés</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matemáticas</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ciencias</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ciencias sociales</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>Consultación al Padre</strong></td>
<td></td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Notificación al Padre</td>
<td>Se envió la carta a los padres</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fecha</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

## 2. RECOMENDACIÓN DE CLASIFICACIÓN: Fecha de reunión

R-FEP  LEP

## 3. FIRMAS Del los MIEMBROS del COMITÉ que RECLASIFICARON:

*Administrador*

---

**DISTRIBUTION:**

- White: Cum Folder
- Yellow: Assessment Center
- Pink: Counselor
- Gold: Parent
# East Side Union High School District

## Đề nghị sắp lớp lại - Thứ bậc anh ngữ của học sinh

Ngày ____________

Trường (Khoanh tròn tên tự chọn con em học): AH EV IH JL MP OG WCO PH ST SC YB FH Apollo Cadet Academy Genesis Pegasus Phoenix

Tên ____________ Họ ____________ Tên ____________ ID# ____________

Lớp ____________ Villa ____________

### 1. Thứ bậc anh ngữ của học sinh

<table>
<thead>
<tr>
<th>Năng lực phải có theo qui định</th>
<th>Chứng có số khối</th>
<th>Đánh dấu nếu đạt tiêu chuẩn</th>
<th>Chữ ký tài của nhân viên hướng dẫn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CERDT</strong></td>
<td>Trắc nghiệm Phát Triển Anh Ngữ của Tiểu Bang California (tiếng Anh gọi tắt là CELDT) Mức 4 hoặc 5</td>
<td>Mức Nghe hiểu</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>• Điểm tổng cộng phải là 579 hoặc cao hơn cho lớp 9; 591 hoặc cao hơn cho lớp 10-12</td>
<td>Mức Nội</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>• Nửa điểm của phần 3 ở một trong những lần vạch kỹ năng nghe hiểu nội, đọc hiểu, và viết văn</td>
<td>Mức Đọc hiểu</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>So sánh Sức Học những Kỳ Nâng Cao Bền - ELA CST</td>
<td>Mức viết văn</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Đạt điểm 300 hoặc hơn trong kỳ thi Trắc nghiệm Tiêu Chuẩn Ngữ Văn Anh (tiếng Anh gọi tắt là ELA CST)</td>
<td>Điểm ELA CST</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Ngày</td>
<td>Ngày</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Luộc giải của Giáo sư</td>
<td>Điểm C hoặc cao hơn trong những môn học có lời</td>
<td>Điểm (D of F) SOLOM (1-5) Date</td>
</tr>
<tr>
<td></td>
<td>• Đạt điểm C hoặc cao hơn trong những môn học có lời</td>
<td>Anh văn</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>• Nếu học sinh bị điểm D hay F trong một môn học có lời, thì giáo su phụ trách lốp đó sẽ sử dụng giải pháp SOLOM (Phương Pháp Quan Sát Đa Điểm Ngữ Nói của Học Sinh)</td>
<td>Toán</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Hối y với Phụ Huynh</td>
<td>Khoa Học</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Thông báo cho phụ huynh biết</td>
<td>Khoa Học</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Đã gửi thư cho phụ huynh</td>
<td>Ngày</td>
<td>☐</td>
</tr>
</tbody>
</table>

### 2. Đề nghị sắp vào lớp: Ngay hop ____________ R-FEP ____________ LEP ____________

### 3. Chữ ký của các ủy viên sắp lớp lại:

Quan Trị Viên ____________

Giáo Sư ____________ Giáo Sư Cơ Văn ____________ Phù Huynh/người gián Hộ ____________

---

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COUNSELOR REFERRAL

School (Circle one):  
AH  EV  IH  JL  MP  OG  WCO  PH  ST  SC  YB  FH  
Apollo  Cadet Academy  Genesis  Pegasus  Phoenix

Name______________  ID#: ____________

The student named above was reclassified from LEP to R-FEP on __________________________. 
In order to be reclassified, the student had to meet the requirements stated in the English Learner Master Plan. 
As part of the procedures for reclassification, a review of the student’s grades is required. The student’s pro-
gress will be monitored twice a year for two years.

1st year:
1st FOLLOW-UP:  Date ______________  Student’s progress is _____ Satisfactory _____ Unsatisfactory  
(after 2nd grading period)  * Refer to counselor
Comments: Academic Performance-Grades & Attendance-Social Adjustment

2nd FOLLOW-UP:  Date ______________  Student’s progress is _____ Satisfactory _____ Unsatisfactory  
(after 4th grading period)  * Refer to counselor
Comments: Academic Performance-Grades & Attendance-Social Adjustment

2nd year:
3rd FOLLOW-UP:  Date ______________  Student’s progress is _____ Satisfactory _____ Unsatisfactory  
(after 2nd grading period)  * Refer to counselor
Comments: Academic Performance-Grades & Attendance-Social Adjustment

4th FOLLOW-UP:  Date ______________  Student’s progress is _____ Satisfactory _____ Unsatisfactory  
(after 4th grading period)  * Refer to counselor
Comments: Academic Performance-Grades & Attendance-Social Adjustment

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East Side Union High School District

Parent Request for Waiver

Student's Name: ____________________________  I.D #: ____________________________

Address of Parent/Guardian: ______________________________________________________

Telephone Number: ____________________________  ____________________________

Native Language of Student: ______________________________________________________

Waiver Request for School Year: ____________________________

I am the parent/legal guardian of the student named above. I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my son/daughter.

I request a waiver of the requirement that my son/daughter be placed in a classroom in which instruction is overwhelmingly in English. I request, instead that my son/daughter be place in a classroom with bilingual education or native language instruction, in which much or all instruction, textbooks and teaching materials are in my son/daughter’s native language.

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

☐ My son/daughter already knows English and possesses good English skill as measured by standardized tests in which she /her scores at or above the state average for his grade level. (Ed. Code Section 311 (a))

☐ It is the informed belief of the school APED and educational staff that an alternative course of educational study would be better suited to my child’s rapid requisition of English language skills. (Ed. Code Section 311 (b)).

☐ My son/daughter has a special need, i.e… (physical, emotional, psychological, or educational need) such that an alternate program would better suited for my child. (Ed. Code Section 311 (c)).

In addition, the following are other reasons why I am requesting the waiver for my child:

__________________________________________

I understand my request shall be acted upon within 20 instructional days of receipt by the APED, or 10 days following the 30 day placement in the English Learners Instructional Program required for students requesting waivers under Section 311(c) , whichever is later. I also understand that if my request is denied, I will receive a written explanation of the reasons for denying my waiver request, if applicable. I have also been advised of the appeal process implemented by East Side Union High School should my waiver be denied.

Signature of Parent/Guardian: ____________________________ Date: ____________________________
Signature of APED/Reviewer: ____________________________ Date: ____________________________

* APED: attach test results or basis for determination to parent/guardian.
Solicitud para la Petición Especial

Nombre del Estudiante: ___________________________  # de Identificación: _______________________

Dirección del Padre / Tutor: ____________________________________________________________

Número de Teléfono: ________________________________________________________________

Idioma Nativo del Estudiante: _________________________________________________________

Solicitud Especial para el Curso Escolar: _______________________________________________

Soy el padre o tutor del estudiante mencionado anteriormente. Se me ha proporcionado una descripción completa de los materiales de instrucción utilizados en los diferentes Programas Educativos y de todas las opciones y oportunidades educativas disponibles para mi hijo(a).

Solicito un permiso especial para excluir a mi hijo(a) del requisito de estar en un salón de clases donde la enseñanza sea predominantemente en inglés. Solicito que mi hijo(a) sea ubicado(a) en un salón de clases donde la enseñanza sea bilingüe o en su idioma nativo y donde la mayoría de los textos y materiales de clase estén completamente en su idioma nativo.

Razón para solicitar un permiso (será confirmada por la Escuela y el Distrito):

☐ Mi hijo(a) ya sabe inglés y posee buenas habilidades en el idioma como se ha determinado por los exámenes que ha tomado en los cuales sus calificaciones están al nivel o por encima del promedio para su nivel de grado. (Sección 311[a] del Código de Educación.)

☐ El Sub-Director de la Escuela y el personal educativo consideran que un curso alternativo de estudio sería mejor para que mi hijo(a) adquiera los conocimientos del inglés de una forma más rápida. (Sección 311[b] del Código de Educación.)

☐ Mi hijo(a) tiene una necesidad especial, ej. (física, emocional, psicológica o necesidad educativa) y un Programa alternativo sería más conveniente para él / ella. (Sección 311[c] del Código de Educación.)

Además de esto, las siguientes son otras razones por las que solicito el permiso especial para mi hijo(a):

________________________________________________________________________________________

Entiendo que mi solicitud será atendida dentro de un periodo de 20 días de instrucción a partir de la fecha en que este formulario sea recibido por el Sub-director o 10 días después de estar en el Programa de Aprendizaje de Inglés por 30 días requerido para los estudiantes que solicitan permiso especial bajo la Sección 311[e]; en cualquiera de estas dos fechas que sea más tarde. También sé que si mi petición es negada, recibiré una explicación por escrito sobre las razones por las que ha sido negada mi solicitud cuando sea aplicable. Se me ha informado también sobre el proceso de apelación del Distrito East Side Union High School en caso que sea negada mi petición.

Firma del Padre / Tutor ___________________________ Fecha ___________________________

Firma del Sub-director ___________________________ Fecha ___________________________

* Sub-director: favor de proporcionarle al padre o tutor del estudiante los resultados de los exámenes u otra base para su determinación

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East Side Union High School District

Phiếu Xin Bái Miện Do Phụ Huynh Yêu Cầu

Tên của Học sinh: ____________________________ Số thẻ Học sinh: ____________________________

Họ: ____________________________ Tên: ____________________________

Địa chỉ Phụ huynh/người giám hộ: __________________________________________________

Số điện thoại: __________________________________________________________

Tiếng mẹ đẻ của Học sinh: ____________________________

Xin miễn cho nhân khẩu: __________________________________________________

Tôi là phụ huynh/người giám hộ hợp pháp của học sinh có tên ké trên. Tôi đã được cung cấp đầy đủ thông tin về các tài liệu giáo dục sẽ được trong các chương trình giảng dạy khác nhau cũng như tất cả những cơ huy giáo dục dành cho con tôi.

Tôi xin bái miện với việc con tôi phải theo học một lớp giảng dạy tiếng Anh quá nhiều. Tôi yêu cầu rằng việc đó, con tôi được theo học một lớp song ngữ hay một lớp dạy bằng tiếng mẹ đẻ trong đó mọi sự giảng dạy, sách và tài liệu giáo khoa đều bằng tiếng mẹ đẻ của cháu.

Lý do xin bái miện (trường hợp khu vực tôi xin đặc biệt)

☐ Con tôi đã biết tiếng Anh rồi và khả năng Anh ngữ của cháu rất tốt và điểm số cháu đạt được trong các bài thi trực tuyến chuẩn là bằng hoặc trên mức trung bình tính theo lớp mà tiêu chuẩn quốc định. (Bộ Luật Giáo Dục, Đơn 311 (a)).

☐ Theo những thông tin mà hiệu phó chức giáo dục và ban giảng viên phỏng vấn, tôi tin rằng con tôi thích hợp với một giải pháp giáo dục that thiết hơn, được như thế, cháu sẽ mau chóng phục hồi được các kỹ năng Anh ngữ. (Bộ Luật Giáo Dục, Đơn 311 (b)).

☐ Con tôi có một nhu cầu đặc biệt, (ví dụ như về phương diện thể chất, cảm xúc, tâm lý, hoặc giáo dục), nên một chương trình giáo dục that thiết phù hợp với con tôi hơn. (Bộ Luật Giáo Dục, Đơn 311 (c)).

Ngoài ra, còn có những lý do khác, dù có con tôi xin bái miện cho con tôi:

________________________________________________________________________

Tổ chức: Lý Huynh/người giám hộ: ____________________________ Ngày: ____________________________

Chủ ký Hiệu Phở Giáo Dục/người duy nhất xem xét: ____________________________ Ngày: ____________________________

* Hiệu Phó giáo dục giáo dục:
Nhớ đánh kèm những kết quả thi hoặc những tài liệu cơ bản để xác định việc này và đề phụ huynh/người giám hộ xem xét.

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East Side Union High School District

Parent Notification of Waiver Status

Student’s Name: ___________________________ Date: __________________

I.D.#: ________________________ School: __________________________

Dear Parent/Guardian:

Your request for waiver has been: □ Approved □ Denied

for the reasons listed below (if denied):

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Your son/daughter will be enrolled in the following program:

□ Bilingual/Primary Language Support Program ____________________________

□ Structured English Immersion Program ________________________________

□ Mainstream English Program ________________________________

Associate Principal of Educational Development (APED) Date
East Side Union High School District
Notificación a los Padres sobre la petición especial

Nombre del Estudiante: ___________________________ Fecha: ___________________________
Número de identificación: ________________________ Escuela: ________________________
Estimados Padres / Tutores:
Su petición especial ha sido: ☐ Aceptada ☐ Negada

Por las siguientes razones (si es negada):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Su hijo(a) ha sido inscrito(a) en el siguiente Programa:

☐ Bilingüe / Programa de ayuda en el primer idioma ________________________________

☐ Programa de Inmersión Estructura del Inglés _____________________________________

☐ Programa Regular de Inglés ____________________________________________________

__________________________________________ Sub-Director de Desarrollo Educativo (APED)  ______________________________ Fecha
Họ & Tên của học sinh: ___________________________  Ngày: ________________

Số thẻ học sinh: ___________________________  Trưởng: ___________________________

Kính gửi Phụ huynh/người Giám hộ:

Đến xin bái miếng của quý vị đã:  ☐ Được chấp thuận  ☐ Bị từ chối

*vì những lý do dưới đây (nếu bị từ chối):*

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Con quy vị sẽ được ghi danh vào chương trình sau đây:

☐ Chương trình Song Ngữ/Trấu Dớp Ngôn Ngữ Thủ Nhật  
(Bilingual/Primary Language Support Program)

☐ Chương trình Di Sâu vào Anh Ngữ Trong Mới Môn Học  
(Structured English Immersion Program)

☐ Chương trình Anh Ngữ Thông Thạo  
(Mainstream English Program)

_________________________________________________________________________

Hiệu Phó Đốc Trách Giáo Dục (APED)  Ngày ___________________________
East Side Union High School District
WITHDRAWAL FROM EL INSTRUCTIONAL PROGRAM

School (Circle one):  

AH  EV  IH  JL  MP  OG  WCO  PH  ST  SC  YB  FH  

Apollo  Cadet Academy  Genesis  Pegasus  Phoenix

ID#: ______________________  Name______________________________

FIRST    LAST

Date of conference: ________________________________

Persons in attendance:

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Brief summary of discussion:

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

I have been fully informed about the recommended program of placement for my son/daughter, and I wish to withdraw my student from part or all the program.

____________________________________________________

Parent’s Signature

____________________________________________________

Date
Escuela (circule uno): AH EV IH JL MP OG WCO PH ST SC YB FH
Apollo Cadet Academy Genesis Pegasus Phoenix

Nombre: ____________________________________ Número de Identificación: ______________________

Fecha de la Conferencia: ________________________________

Personas que estarán presentes:

________________________________________
________________________________________
________________________________________

Breve Resumen de la discusión:

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Se me ha informado sobre el Programa recomendado para ubicar a mi hijo(a) y deseo sacarlo de parte de éste o de todo el Programa en general.

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Firma del Padre

________________________  ____________________________
Fecha
RÚT TÊN KHỎI CHƯƠNG TRÌNH EL

Trường (khóa hình tên trường): AH EV IH JL MP OG WCO PH ST SC YB FH
Apollo Cadet Academy Genesis Pegasus Phoenix

Tên
Họ
Tên
Số Thế Học Sinh

Ngày họp hội ý:

Những người tham dự:

Tóm tắt nội dung thảo luận:

Tôi đã được thông báo đây đủ về chương trình giáo dục mà con tôi nên chọn, nhưng tôi vẫn muốn rút tên con tôi ra khỏi một phần hoặc toàn thể chương trình đó.

Chữ ký của Phụ Huynh

Ngày