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FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

ENGLISH LEARNER EDUCATION MASTER PLAN

INTRODUCTION/OVERVIEW

Fullerton Joint Union High School District is dedicated to providing a high quality educational program for all students. Seven Board-adopted District goals are aimed at assuring this instructional equity and guiding District and school-wide decisions affecting the staff and students of our high schools.

- *Provide* high quality programs of sufficient breadth and depth so that students will have achieved or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue formal education and/or enter a productive occupation upon graduation.
- *Provide* the environment and program so that students will meet or exceed District standards in attendance and personal behavior.
- *Provide* adequate, secure, well-maintained physical facilities, grounds, and equipment.
- *Provide* sound management of District resources.
- *Provide* effective internal and external communications.
- *Provide* proper recognition of students, staff, parents, and other community members for outstanding accomplishments and contributions to the District.
- *Provide* programs and implement decisions so that parents, staff, and students are satisfied with the support, quality, and characteristics of the school/District.

District goals for English learner (EL) students are the same as for all District students. Every student in the District receives the same basic support services through general funding. The Master Plan for EL Education is designed to identify the supplemental resources and support services necessary to provide EL students the opportunity to achieve success in all phases of their educational experience: academic, social, cultural, and extra-curricular. In addition, resources and support services are provided to enlist the participation of the parents of EL students in the school community.

The direction to develop a Master Plan comes from the California Department of Education, Complaints Management, and Bilingual Compliance. The mandate to develop the plan is based on a history of court decisions in cases initiated by the Office of Civil Rights. The defining decision was the 1974 U.S. Supreme Court decision to uphold the *Lau v. Nichols* decision that EL students have a legal right to bilingual instruction as part of “equal educational opportunity”.

In response to the Lau decision, the Complaints Management and Compliance section of the California Department of Education includes a review of the District Master Plan as a starting point for examining EL programs in Consolidated Program Monitoring. The original Master Plan for EL Education was developed in 1995. Subsequent to the passage of Proposition 227, the EL Master Plan was revised in 1999. The EL Master Plan was revised again in 2003/04 in response to the No Child Left Behind Act, and again in 2008/09 and streamlined in 2009/10. A checklist provided by the California Department of Education outlines the areas, which should be included in the Master Plan. All of the items on the checklist are taken from the compliance regulations for Consolidated Programs, *State Program for English Learners*. The intent of the Master Plan is to state a philosophy and a set of goals for EL students as well as the plans, processes, and procedures to attain those goals.

The Fullerton Joint Union High School District EL Master Plan addresses Consolidated Program Monitoring, *State Program for English Learners*, in the following nine sections of the Master Plan for EL Education:

- Reclassification
- Evaluation and Accountability
- Instructional Program
- Identification
- Placement
- Parental Exception Waivers
- Staffing and Professional Growth
- Parent Advisory Committees
- Funding

Each section of the District Master Plan for English Learner Education is followed by corresponding Consolidated Program Monitoring, *State Program for English Learners*. Regulations are identified by two symbols: a two-letter Roman numeral.

1. The two-letter abbreviation in all regulations for the Master Plan for English Learner Education is EL, which stands for English Learner.
2. The last number is the individual number for each separate item under Consolidated Program Monitoring, *State Program for English Learners*.

Fullerton Joint Union High School District

Vision Statement

It is the philosophy of the Fullerton Joint Union High School District (District) that all individuals are unique and of value and are born with the capacity for intellectual, creative response. All individuals have the potential for growth and should have the opportunity to develop their potential. All the members of the District community are social beings and must have the opportunity to relate in a positive and constructive way to other individuals of varied backgrounds and philosophies. It is also the District's philosophy that all individuals should have the opportunity to find, understand, and accept their roles in a diverse society of interdependent individuals and should be encouraged to make decisions regarding themselves and their roles in society based upon an awareness and acceptance of themselves and the society in which they choose to operate. An important element of this philosophy is that all individuals must assume responsibility for their decisions and are accountable for their behavior.

The District believes that a free society is composed of interdependent, diverse individuals. The District recognizes the value of each individual, gives each individual the freedom and opportunity to grow to self-fulfillment, and recognizes the will of the majority and respects the rights of the minority. This belief in a free society provides the opportunity for individuals to make decisions regarding their lives.

The public high school is one of several distinct institutions whose purposes are to assist individuals in their intellectual, physical, social, and moral development. This is a cooperative enterprise that assumes an effort on the part of the learner; is in partnership with parents and the community at large; and is obligated to involve students, staff, parents, and community members in the planning and operation of the school. The District is committed to instructional strategies that recognize the individual learning styles of a diverse student population.

The District believes it is the responsibility of the public high school to improve in individuals the intellectual process of thinking accurately, critically, and clearly on the basis of all evidence available and arriving at logical conclusions. It is also the District's responsibility to improve in individuals the basic skills of reading, writing, listening, computing, spelling, and speaking and to assist all students in the acquisition of knowledge. All of the high schools in the District strive to develop, maintain, and improve the mental and physical health of individuals; to assist individuals in choosing and preparing for satisfying, useful vocations; to assist individuals in developing an acceptance and understanding of themselves and their physical and mental potentials; and to instill within individuals an appreciation for the American heritage and a willingness to assume active responsibility for citizenship in a free democratic society. It is the responsibility of the high schools in the District to provide opportunities for individuals to develop special and creative talents; to develop in individuals an appreciation for the

beauty in nature and the creations of humankind; to encourage students toward enjoyment of leisure time; to encourage students to be contributing members of society; and to assist students to build constructive, consistent, and compelling systems of values and accompanying attitudes.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

It is the intent of the Fullerton Joint Union High School District to provide a challenging curriculum and instruction program that promotes the mastery of English language reading, writing, and oral communication skills for every student. For the English language learner, the intent is to assist the student in developing proficiency in English as rapidly and effectively as possible so that the student can be successful both in school and in society at-large. To this end, the District instructional program for English language learners shall be based on sound instructional theory, proven instructional strategies, and consistent with the tenets of Education Code provisions governing such instruction.

Students who are English language learners shall be educated through sheltered English immersion. Instruction in the District's sheltered English immersion program shall be in English. To assist English language learners in accessing appropriate instruction, the District will maintain procedures which provide for the identification, assessment and placement of students into appropriate instructional programs.

An English language learner shall be transitioned from a structured English immersion classroom to a mainstream English-language-only classroom when the student has acquired a reasonable level of English proficiency as measured by appropriate standardized, state-designated, or District-developed assessment.

To ensure that the District is effectively meeting the instructional needs of English language learners, the academic achievement and progress towards proficiency in English of English language learners will be assessed through analysis of appropriate data.

Upon the request of the student's parent/guardian, a student shall be placed in an English-language-only classroom rather than in a structured English immersion classroom.

The Superintendent is directed to develop regulations to implement this policy.

Reference: Education Code Sections 305, 306, 310, 311, 6190, 52164.6;
Title 5, California Code of Regulations Section 11301

Policy adopted: June 22, 1999

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Except as provided in the Education Code, all students will be taught in English. Students who are English language learners will be educated through sheltered English immersion methods. The purpose of English immersion programs is to provide the student with a transition-learning experience that promotes the student's development of proficiency in English as rapidly and effectively as possible. Therefore, placement in such classes is regarded as temporary, and it is expected that the student will be moved into mainstream English-only classes as soon as it is determined that the student has acquired a reasonable level of English proficiency as measured by appropriate assessment instruments. Normally, a student would not be expected to remain in an English immersion class for more than one year.

For purposes of this regulation, the following definitions are applicable:

1. "English language learner" is a student who does not speak English or whose native language is not English and is therefore not currently able to perform ordinary classroom work in English. An English language learner may also be referred to as limited-English-proficient.
2. "English language classroom" or "mainstream English only classroom" is a classroom in which the language of instruction used by the teaching personnel is English.
3. "Sheltered English immersion" or "structured English immersion" means an English language acquisition classroom for students in which nearly all classroom instruction is in English and where the curriculum and instruction are designed for students who are learning the English language.

Identification and Assessment of Students

Upon enrollment in a District school, each student's primary language shall be determined. Within 30 days of their initial enrollment, students identified as having a primary language other than English shall be assessed for English proficiency in comprehension, speaking, reading, and writing. Within 90 days of initial enrollment, students identified as having limited-English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading, and writing. Placement of limited or non-English speaking students in appropriate instructional programs or classrooms will be based on these assessments. The parents of the assessed students will be notified of the results of the English proficiency assessments.

Before students are enrolled in a program or class for English language learners, the parents/guardians shall receive information about the program/class and the opportunities for parent involvement. This information shall indicate that the individual student's participation in the program/class is voluntary.

AR 6174 (b)

Parental Exception Waivers

A parent/guardian may request that the District waive the requirements that English language learners shall be educated through sheltered English immersion classes. In doing this, the parent/ guardian must demonstrate that one or more of the following circumstances exist.

1. The student already possesses good English language skills as measured by appropriate assessment instruments.
2. It is the informed belief of the school principal that an alternative course of study would be better suited to the student's rapid acquisition of basic English skills.
3. It is the informed belief of the school principal that the student has special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the student's overall educational development.

At the beginning of each school year, parents/guardians will be informed of the placement of their student in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. To apply for the waiver, the parent/guardian shall personally visit the school.

Upon request for an application for a "Parental Exception Waiver," the principal shall provide to the parents/guardians a full written description of:

1. The intent and content of the structured English immersion program
2. Any alternative courses of study offered by the District and available to the student
3. All educational opportunities offered by the District and available to the student
4. The educational materials to be used in the different educational program choices

Upon request of the parent/guardian, a verbal explanation of items 1-4 above shall be provided also.

The principal or designee shall act upon a parental exception waiver request within 20 instructional days of submission to the principal. Parental exception waivers shall be granted unless the school principal and educational staff members have determined that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. In cases where a parental exception waiver is denied because the student is older or the student has special needs, the parents and guardians must be informed in writing of the reason(s) for denial, and if relevant, advised of any procedures that exist to appeal the decision to the Board of Trustees.

Standard and Nonstandard Testing Accommodations

Any District student of limited English language proficiency who has been enrolled in a California public school for less than 12 months shall take the designated State achievement tests and standards-based achievement tests in English and any State-mandated tests in his/her primary language. Any English language learner enrolled in the District for less than 12 months may be tested with standard or nonstandard accommodations in accordance with

the manuals or other instructions provided by the test publisher. Nonstandard accommodations may include, but are not limited to, reading and translating the test instructions into the student's primary language and use of a bilingual dictionary. The same standard and nonstandard accommodations shall be available to all first-year English language learners. Accommodations shall not include translation of test passages or content.

Reference: Education Code Sections 305, 306, 310, 311, 6662.51, 52164, 52173; Title 5, California Code of Regulations Section 853, 11303
Regulation approved: June 22, 1999; March 13, 2001

PARENTAL EXCEPTION WAIVER/OVERVIEW

Board Policy and Administrative Regulations provide guidelines for implementing structured English immersion and for processing parental exception waivers.

A parent/guardian may request that the district waive the requirements of Education Code 305 if one of the following circumstances exists:

1. Students who already know English: The student scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower.
2. Older students: The student's age is 10 years or older, and the school principal and educational staff believe that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. Students with special needs: After 30 days in structured English immersion, it is the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs that an alternate course of educational study would be better suited to the student's overall educational development.

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. Information on assessment, placement, and the opportunity to apply for a parental exception waiver is mailed to the parents of each EL student at the beginning of each school year in the Parent Notification Letter.

The parent/guardian shall personally visit the school to apply for the waiver.

Upon request for an application for a Parent Exception Waiver, the principal shall provide to the parents/guardians a full written description of:

1. The intent and content of the structured English immersion program
2. Any alternative courses of study offered by the District and available to the student
3. All educational opportunities offered by the District and available to the student
4. The educational materials to be used in the different educational program choices.

Upon request of the parent/guardian, a spoken explanation of items #1-4 above shall also be provided.

Parental exception waivers shall be granted unless the principal and educational staff has determined that an alternative program offered at the school would be better suited for the overall educational development of the student.

The school staff shall act upon all Parental Exception Waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Educational Code 311 (c) (Students with Special Needs) shall not be acted upon no later than 10 calendar days after the expiration of that 30 day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later.

In cases where a Parent Exception Waiver is denied, the parent/guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision to the Board.

Regulations EL 8: The district has established procedures for parental exception waivers, which include prior, written, informed consent, annual request, and a personal visit to the school to apply for the waiver. The district provides full descriptions of the different educational program choices and of all the educational opportunities available to the student, as well as descriptions of the educational materials to be used. The different educational program choices offered may not consist exclusively of courses taught only in English.

EL 8a: Parents and guardians of English learners (EL students) are notified annually of the placement of their children in either a structured English immersion program or an English language mainstream program and provided a full description of all educational opportunities available to them, including the opportunity to apply for Parental Exception Waivers. The three types of waivers are for:

- *Children who already know English*
- *Older children (10 years and older)*
- *Children with special needs*

EL 8b: The district shall act on all Parental Exception Waivers, following the district's policy and procedures, which include:

1. *timelines*
2. *availability of alternative program(s)*
3. *reason for denial*
4. *appeals of denials*

A district policy and procedure must ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement.

EL Master Plan Procedures

Proposition 227 – Article 3-310.311
Administrative Regulations

Every student entering FJUHSd shall complete a Home Language Survey as part of the registration process. Students answering anything *other than English* to the first three questions will be assessed. These students will be assessed for fluency in English comprehension, listening, speaking, reading, and writing within 30 days. Students identified as English learners will be assessed for comprehension, speaking, reading, and writing in their primary language within 90 days. Parents of EL students will receive written notification of their student's assessment results.

- ✓ Identification Procedures of EL/FEP students
- ✓ Initial Identification Flow Chart
- ✓ Student Information Sheet
- ✓ Home Language Survey
- ✓ CELDT Scores Request Form
- ✓ Testing Materials List
- ✓ Identification of Refugee Immigrant Students
- ✓ What is the CELDT?
- ✓ ELD Placement Criteria
- ✓ Parent Letters – English – Initial
 - Spanish – Initial
 - English – RFEP
 - Spanish – RFEP
- ✓ Initial Assessment Results - English
- ✓ Reclassification
- ✓ Initial Assessment Results - Spanish
- ✓ Reclassification - Spanish

IDENTIFICATION PROCEDURES OF EL/FEP STUDENTS

- I. All students complete the Home Language Survey (HLS) in the enrollment packet. Students answering anything other than English to the first three questions (question 4 is optional) will be assessed, UNLESS the student has:
 - a. Any FEP classification from the previous school district or
 - b. CUM folder information including test scores, writing samples, and grades that meet FJUHS RFEP reclassification criteria

- II. Students entering school with no test scores or information regarding previous FEP/EL status must be assessed.

- a. Testing in English

English learner regulations allow 30 days for testing in English. The following forms of assessments are used:

1. California English Development Test (CELDT) (required)
2. Reading test in English – Nelson Reading Test or Gates- MacGinitie (optional)
3. Writing test in English – writing sample appropriate for the student's level (optional)

- b. Testing in Primary Language

English learner regulations allow 90 days for testing in the primary language in listening, speaking, reading, and writing. The following tests are available at the FJUHS:

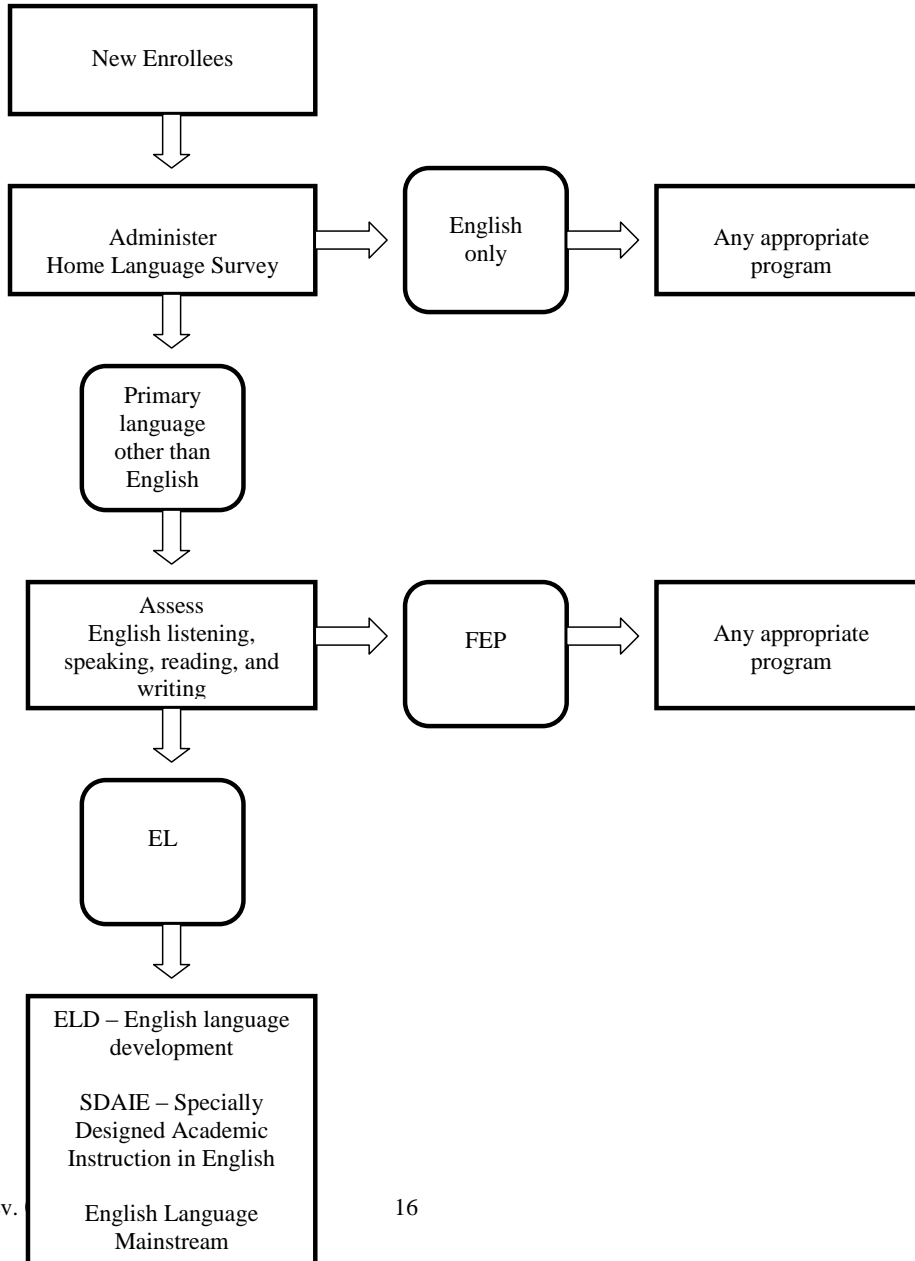
1. IDEA Oral Language Proficiency Test II in primary language – IPT II
2. CTBS Español or Golda Meir in Primary Language
3. Writing sample in primary language using a writing question that is appropriate to the student's level

Primary language scores provide additional information on the student's background. A student at or above grade level can be expected to learn English more quickly and be able to succeed in SDAIE classes earlier.

(Although EL regulations allow 30 days for testing in English, it is recommended that all testing be done immediately during registration. This timeline assures that all students are tested in the required time frame. It ensures appropriate placement of the student from his/her first day of class and it provides the necessary information for parent notification and approval while the parents are already at school for registration.)

INITIAL IDENTIFICATION FLOW CHART

(Complete within 30 school days of enrollment)



FULLERTON JOINT UNION SCHOOL DISTRICT STUDENT INFORMATION SHEET 2010-2011											
Social Security: _____						(required for Cal Grant and Special Ed use)					
Student Name: _____ Gender: _____ Grade: _____											
Last		First		Middle		Alias First Name					
(Please state student's legal name as indicated on birth certificate)											
Birthdate: _____			Birthplace: _____								
Month		Day		Year		City		State		Country	
Father/Guardian: _____											
Last Name			First Name				Relationship				
Mother/Guardian: _____											
Last Name			First Name				Relationship				
Student lives with: Mother Father Other (circle all that apply) Legal Custody? YES NO											
Home Address: _____ City: _____ Zip: _____											
Street #		Street Name			Apt. #						
Home Telephone: (____) _____				Father's Work: (____) _____			Mother's Work: (____) _____				
							Mother's Cell Phone: (____) _____				
Parent/Guardian E-mail Address: _____							Father's Cell Phone: (____) _____				
Ethnic Identity: Is this student Hispanic or Latino? (<i>Select only one</i>)											
<input type="checkbox"/> No, not Hispanic or Latino				<input type="checkbox"/> Yes, Hispanic or Latino			<i>Required by CA Gov Code Section 8310.5</i>				
Race: <u>No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.</u>											
<input type="checkbox"/> 100 American Indian/Alaskan Native <input type="checkbox"/> 205 Asian Indian <input type="checkbox"/> 600 Black or African American <input type="checkbox"/> 207 Cambodian <input type="checkbox"/> 201 Chinese <input type="checkbox"/> 400 Filipino <input type="checkbox"/> 302 Guamanian <input type="checkbox"/> 301 Hawaiian <input type="checkbox"/> 208 Hmong <input type="checkbox"/> 202 Japanese <input type="checkbox"/> 203 Korean <input type="checkbox"/> 206 Laotian <input type="checkbox"/> 299 Other Asian <input type="checkbox"/> 399 Other Pacific Islander <input type="checkbox"/> 303 Samoan <input type="checkbox"/> 304 Tahitian <input type="checkbox"/> 204 Vietnamese <input type="checkbox"/> 700 White or Caucasian <input type="checkbox"/> 500 Hispanic or Latino											
ARE YOU CURRENTLY ENROLLED IN A SPECIAL PROGRAM?						SPECIAL ED 504 ELD LEP I-FEP TITLE I		(Circle all that apply)			
WERE YOU EVER EXPELLED FROM A PREVIOUS SCHOOL?						<input type="checkbox"/> No <input type="checkbox"/> Yes					
HAVE YOU EVER ATTENDED THIS SCHOOL PREVIOUSLY?						<input type="checkbox"/> No <input type="checkbox"/> Yes		ANY SCHOOL WITHIN FJUHSD? <input type="checkbox"/> No <input type="checkbox"/> Yes			
Last High School Attended: _____ Grade: _____											
School Name		District Name		School Address		City		Dates Attended			
Prior High Schools: _____											
Junior High School Attended: _____ Grade: _____											
School Name		District Name		School Address		City		Dates Attended			
I agree that all information above is true and correct.											
▶ PARENT/GUARDIAN SIGNATURE: _____						Date: _____					
This form is invalid if signature is missing											

Stu No: _____ Add Verif: _____ Name Verif: _____ Grid: _____ I/D Permit: Yes No District: _____ Reason: _____

Imm: _____ Emerg Card: _____ Spec Ed: _____ LEP/FEP: _____ IB: _____ T/T: _____ IBT: _____ Transcript: _____

CSIS# _____ Guardianship Papers on File: Yes No Registered By: _____

(COMPLETE BOTH SIDES OF FORM)

**FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
HOJA DE INFORMACION DEL ESTUDIANTE 2010-2011**

Seguro Social: _____
(requerido para uso de becas y educación especial)

Nombre del estudiante: _____ Sexo: _____ Grado: _____
Apellido Nombre 2do. Nombre Otro Nombre
(Por favor escriba el nombre que especifica el acta de nacimiento)

Fecha de nacimiento: _____ Lugar de nacimiento: _____
Mes Día Año Ciudad Estado País

Padre/Tutor: _____
Apellido Nombre Relación

Madre/Tutor: _____
Apellido Nombre Relación

Estudiante vive con: Madre Padre Otro (circule todos los que correspondan) ¿Custodia Legal? Sí No

Dirección: _____ Ciudad: _____ Código postal: _____
de edificio calle # de apto.

Teléfono del hogar: (_____) _____ Trabajo del Padre: (_____) _____ Trabajo de la Madre: (_____) _____
Celular del Padre: (_____) _____

Correo electrónico de los Padres/ Tutores: _____ Celular de la Madre: (_____) _____

Identidad Étnico: ¿Es el estudiante Hispano o Latino? *(Escoja sólo uno)*
☐ No es, Hispano o Latino ☐ Si es, Hispano o Latino **Requerido por código del gobierno del CA Sección 8310.5**

Grupo Étnico: Por favor marque todos que correspondan.

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> 100 Alaska / Nativo Americano | <input type="checkbox"/> 205 Hindú | <input type="checkbox"/> 600 Afro-Americano | <input type="checkbox"/> 207 Camboyano |
| <input type="checkbox"/> 201 Chino | <input type="checkbox"/> 400 Filipino | <input type="checkbox"/> 302 Guaymeño | <input type="checkbox"/> 301 Hawaiano |
| <input type="checkbox"/> 202 Japonés | <input type="checkbox"/> 203 Coreano | <input type="checkbox"/> 206 Laosiano | <input type="checkbox"/> 299 Otros Asiáticos |
| <input type="checkbox"/> 303 Samoano | <input type="checkbox"/> 304 Tahitiano | <input type="checkbox"/> 204 Vietnamesa | <input type="checkbox"/> 700 Caucasiano |
| | | | <input type="checkbox"/> 208 Hmong |
| | | | <input type="checkbox"/> 399 Otros isleños del Pacífico |
| | | | <input type="checkbox"/> 500 Hispano o Latino |

¿ESTÁ ACTUALMENTE REGISTRADO EN UN PROGRAMA ESPECIAL?
 EDUCACIÓN ESPECIAL 504 ELD LEP FEP TITLE I
(Circule todos los que correspondan)

¿HA SIDO USTED EXPULSADO ANTERIORMENTE DE UNA ESCUELA? ☐ No ☐ Sí

¿HA ASISTIDO ALGUNA VEZ A ESTA ESCUELA? ☐ No ☐ Sí **¿OTRA ESCUELA DENTRO DEL DISTRITO FJUHSD?** ☐ No ☐ Sí

Última escuela secundaria que asistió: _____ Grado: _____
Nombre de la escuela Distrito Dirección de la escuela Ciudad Fecha de asistencia

Escuela secundaria anterior: _____

Esuela Intermedia que asistió: _____ Grado: _____
Nombre de la escuela Distrito Dirección de la escuela Ciudad Fecha de asistencia

Yo accedo que toda la información arriba es verdadera y correcta.

► **Firma De Padre de Familia / Tutor:** _____ **Fecha:** _____

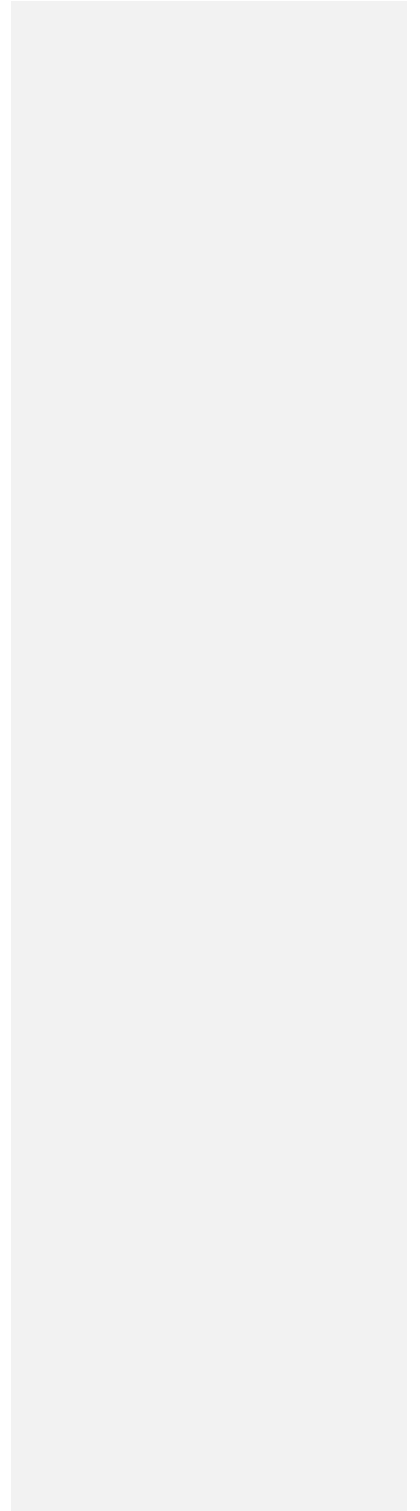
Esta forma no es valida sin su firma

Para uso de la oficina solamente:

Stu No: _____ Add Verif: _____ Name Verif: _____ Grid: _____ I/D Permit: Yes No District: _____ Reason: _____

Imm: _____ Emerg Card: _____ Spec Ed: _____ LEP/FEP: _____ IB: _____ T/T: _____ IBT: _____ Transcript: _____

CSIS# _____ Guardianship Papers on File: Yes No Registered By: _____



HOME LANGUAGE AND RESIDENCY SURVEY

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 requirement is requested. Please answer the following questions (**ONLY ONE LANGUAGE PER LINE. IF CHINESE, PLEASE SPECIFY MANDARIN, CANTONESE, ETC.**):

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

Student's date of entry into a California school: _____

Student's date of entry into a U.S. school: _____

REFUGEE: YES NO Each refugee has an "I-20" card issued by the Immigration and Naturalization Service. The card will indicate "refugee status".

IMMIGRANT: YES NO **Student's date of entry into the United States:** _____

date

If yes, must fill in

The following information will be used to determine if your child qualifies for any additional assistance under the **No Child Left Behind Act of 2001**.

Does your family live in a fix, regular and adequate nighttime residence? **Yes** **No**
(If you answered "Yes" stop here. As proof of residence, provide your gas or electric bill. If "No", continue below.)

- ☐ In a shelter or transitional housing program
- ☐ In a motel, car or campsite
- ☐ Temporarily living with another family in a house or apartment due to economic hardship
- ☐ In foster care placement
- ☐ None apply

Parent Education Level: Please check one for the parent with highest level of education.

- ☐ Not a high school graduate
- ☐ High School Graduate
- ☐ Some College (includes AA degree)
- ☐ College Graduate
- ☐ Graduate school/post graduate
- ☐ Decline to state/unknown

I give permission for my student's photograph and name to be used for school related articles in publication:

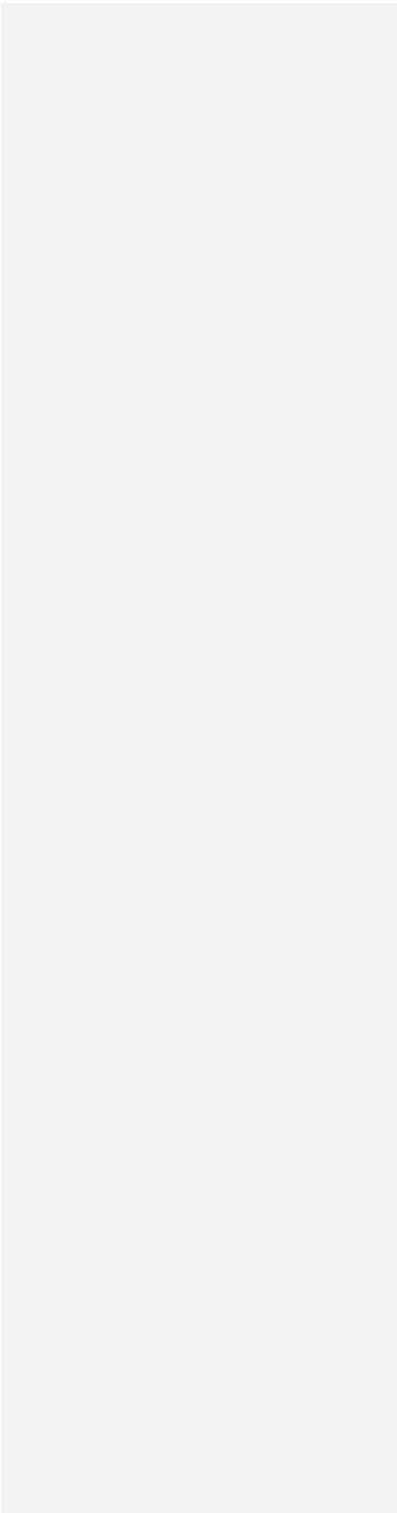
YES _____ NO _____ (mark only one)

Please read the student policies included in the registration packet then check and sign on the line.

☐ I have received, read and agree to abide by the school's STUDENT DRESS CODE, ACADEMIC HONESTY,

ACCEPTABLE USE, and ATTENDANCE Policies.

Parent Signature: _____ Student Signature: _____



ENCUESTA DE LENGUAJE Y RESIDENCIA

El Código de Educación de California contiene requisitos legales que guían a las escuelas para determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan ofrecer los programas y servicios educativos adecuados. Responda a cada una de las cuatro siguientes preguntas siguientes de la manera más precisa posible.

1. ¿Qué idioma aprendió su hijo(a) cuando empezó a hablar? _____
 2. ¿Qué idioma habla su hijo(a) con más frecuencia en el hogar? _____
 3. ¿Qué idioma utilizan ustedes (los padres o tutores) con
más frecuencia cuando hablan con su hijo(a)? _____
 4. ¿Qué idioma se habla con más frecuencia entre los adultos
en el hogar (padres, tutores, abuelos o cualquier otro adulto)? _____
- Fecha de entrada del estudiante a las escuelas de California _____
- Fecha de entrada del estudiante a las escuelas de los Estados Unidos _____

REFUGIADO: **SÍ** **NO** Cada refugiado tiene una tarjeta "I-20" del servicio de inmigración y
de naturalización. La tarjeta indicará estado de refugiado.

INMIGRANTE **SÍ** **NO** Fecha de entrada del estudiante a los Estados Unidos: _____
Si la respuesta es sí ponga la fecha

La siguiente información será utilizada para determinar si su niño(a) califica para alguna ayuda adicional bajo el **No Child Left Behind Act of 2001**.

¿Vive su familia en una residencia regular, fija y adecuada para pasar la noche? **SÍ** **NO**
(Si respondió "SÍ", deténgase aquí. Como prueba de residencia, debe presentar una factura de gas o electricidad.
Si respondió "NO", continúe llenando el formulario.)

¿Viven usted y su hijo(a) en:

- ☐ refugio/vivienda de transición
- ☐ motel/hotel/automovil/campamento
- ☐ temporalmente con otra familia en una casa, casa móvil o apartamento debido a dificultad económica
- ☐ hogar de crianza
- ☐ otro lugar _____

Nivel de la educación de los padres: marque la educación más avanzada de uno de los padres

- ☐ Sin Bachiller
- ☐ Bachiller
- ☐ Algunas clases al nivel universitario
- ☐ Graduado universitario
- ☐ Estudios Graduados
- ☐ Otro

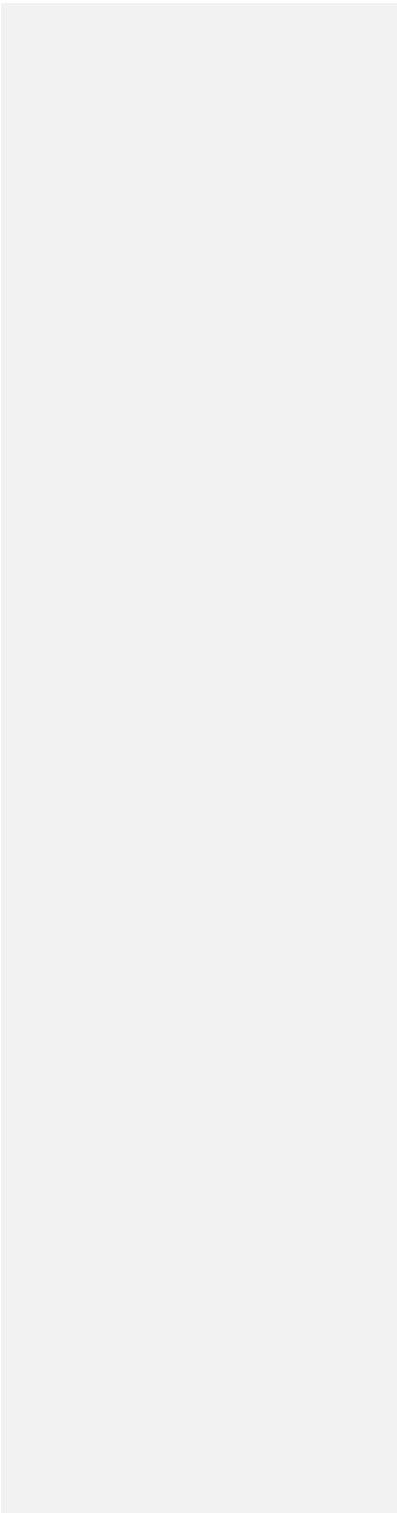
Doy permiso para utilizar la fotografía y nombre de mi hijo/a para la publicación de artículos en la escuela
Sí _____ No _____ (marque una)

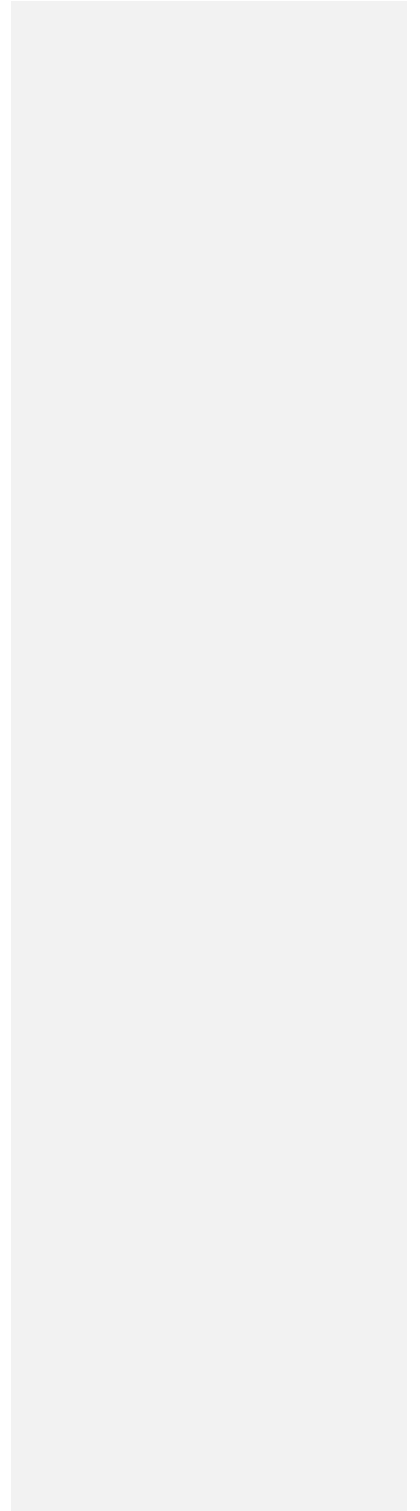
Por favor lea las pólizas de los estudiantes que están incluidas en el paquete del registro después comprueba
y

firma en la línea

☐ Yo he recibido, he leído y acepto seguir las reglas de la escuela el **Código de Vestir, Honestidad Académica,
Convenio de Uso Aceptable, Reglas de Asistencia y Expectativas de Comportamiento.**

Firma de Padre de Familia/Tutor:_____ Firma de
Estudiante:_____





**Request Form****California English Language Development Test (CELDT) Score****To: CELDT District Coordinator**

Directions: Under state and federal law, schools and school districts are required to provide student CELDT results to schools receiving English learner students. Please complete the CELDT Score section of this form and return it to the receiving school immediately.

Receiving School's Information

Today's Date: _____
(mm/dd/yy)

Requestor's Name _____		District _____
Phone _____	Fax _____	E-mail _____
Mailing Address _____		City _____ Zip Code _____

Student Information

Last Name _____	First _____	Middle _____	Other Name Used (Last, First, Middle) _____
Birth Date (mm/dd/yy) _____		Current Grade _____	
Previously Enrolled School District _____		Current Enrolling School Site _____	
Previous Enrolled School District _____		Current Enrolling School Site _____	
Phone: _____		Phone: _____ Fax # _____	

CELDT Score

Has student taken the CELDT? ____No ____Yes **SSID #:** _____

If reclassified, provide date : _____ (If reclassified, please provide documentation.)

Complete the following for the student's most recent CELDT administration:

	Scale Score	Level	Date Testing Completed _____
Listening	_____	_____	Test Edition _____
Speaking	_____	_____	Test grade span _____
Reading	_____	_____	
Writing	_____	_____	U.S. Entry Date _____
Overall	_____	_____	

Comments: _____

School District _____

Signature (Previous Enrolled School Site Representative) _____ Printed Name _____ Date _____



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

September 1, 2009

Dear CELDT District Coordinators:

CELDT Score Request Form

State law (*Education Code* Section 60810) and federal law (No Child Left Behind Act of 2001 Title 3, Subpart 2, Section 3121(d)(1)) require the evaluation of the progress of children in attaining English proficiency "...including a child's level of comprehension, speaking, listening, reading, and writing skills in English." The previous school districts are required to maintain California English Language Development Test (CELDT) individual student scale scores. When a student transfers to a different district and that district requests previous CELDT scores, the new district must transfer the results from the previous CELDT administration for each student's overall proficiency level and for each domain (listening, speaking, reading, and writing).

Each pupil's CELDT records shall be transferred by the sending district within 20 calendar days (*California Code of Regulations, Title 5*, Section 11512). Transfer of student scores is the responsibility of each CELDT District Coordinator.

The receiving school or school district should complete the first two sections of the form and send it to the school site CELDT Coordinator of the student's school of origin. The school providing the scores must complete the third section of the form and fax or mail it back to the receiving school in a timely manner. Because this form contains secure individual student data, the CELDT Score Request Form cannot be e-mailed.

If you need assistance or have further questions, contact the Statewide Assessment Division, CELDT Office at 916-319-0784 or by e-mail at celdt@cde.ca.gov.

Sincerely,

/s/

J. T. Lawrence, Director
Statewide Assessment Division

JTL:lr

TESTING MATERIALS

California English Language Development Test (CELDT)

1. The test is administered in both group and individual settings
2. The test administrator must have an examiner's manual that accompanies the test
3. A student is designated EL if at a minimum or if the student does not have an overall test score of early advanced and, at least, an intermediate score on all subtests.
4. The test is given initially when the student enrolls and annually, thereafter, between July 1 and October 31.

Nelson Reading Test

1. This test can be done in groups. A test booklet is necessary for each student taking the test at the same time. Each student needs an answer sheet.
2. Three scores need to be recorded: vocabulary, comprehension, and the combined total. The raw score is then converted to a grade level equivalency on Table 1.

Writing Sample in English

1. The evaluation is done using a rubric appropriate for the student's level. (If the student does not read or write English, place a copy of the question in the CUM folder indicating that the writing sample was given and the student was unable to respond).

IDEA Oral Language Proficiency Test II - Spanish

1. This test must be done one-on-one. An answer sheet is necessary for each student.
2. The test administrator needs the picture book that accompanies the test.
3. The score is figured level by level on the student's answer sheet.

CTBS Español or Golda Meir in Primary Language

1. The test can be given in groups

Writing Sample in the Student's Primary Language

1. If there is no one available in the District at this time to score the writing sample, it must still be included in the student's CUM folder.

* If the student speaks no English and his/her primary language is one of the uncommonly spoken languages that we are unable to test for or if the student is accompanied by someone who speaks both English and the student's primary language, an "informal assessment" is given.

Other Assessments

1. Selected and administered by sites as determined to be appropriate

IDENTIFICATION OF REFUGEE, IMMIGRANT STUDENTS

IMMIGRANT

For the purpose of this count include immigrant students who began school in the U.S. within the previous three years. (Refugees are also included as immigrants).

Definition of “immigrant children”: As defined in law, immigrant children are children who were born outside of the United States, Puerto Rico, District of Columbia, Guam, American Samoa, the Virgin Islands, Northern Mariana Islands, or the Trust Territory of the Pacific Islands. The term includes only children who:

1. are not U.S. citizens; or
2. are lawful resident aliens; or
3. are documented resident aliens; or
4. are refugees; or
5. are asylees; or
6. are parolees; or
7. are persons of the immigrant status

Special note: The following do not qualify for this program: children of foreign diplomats, United States citizens’ children who were born abroad, children of foreign residents who are temporarily in the U.S. for business or pleasure, and “bona fide” students who have a residence in a foreign country.

REFUGEE

For the purpose of this count, include refugees who arrived in the U.S. within the previous three years. The identification of refugee can be accomplished using either of the two following documents:

1. FORM 1-94 issued by the U.S. Immigrant and Naturalization Services to refugees within one year of their arrival. Only those students possessing Form 1-94 with the identifiers, ‘Refugee,’ ‘Asylum Granted,’ or ‘Admitted as a Refugee Pursuant to Section 207 of the Immigration and Naturalization Act,’ are to be counted as refugees. The date of admission on the form will be the basis of calculating the duration of the holder’s residency in the U.S.
2. The ALIEN RESIDENT CARD, (sometimes referred to as the ‘Green Card’) issued as a replacement for the Form 1-94 for holders with residency in the U.S. of one year or more. Alien Resident Card holders are considered refugees of one of the identified, RE-6, P7-1, or AS-6 is printed on the right side of the last line on the front of the card.

Those refugees with the identifiers RE-6 are from Cambodia, Laos, or Vietnam and should be counted as “Indochinese” on the REFUGEE STUDENT REPORT Form. Those counted as “Other Refugees” on the REFUGEE STUDENTS REPORT Form include refugees from Eastern Europe (identified by P7-1) and from Central and Latin America and other countries (identified by AS-6).

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST CELDT

What is the CELDT?

- A test to measure the English Language Development of English Learner Students
- A test to measure whether a school district is providing satisfactory English Language Development services

Who takes the CELDT?

- English Learners who are first enrolling in a California school (Initial test)
- All English Learners between July 1 and October 31 (Annual test)

Why must English Learners take the CELDT?

- Initially, to determine the English language ability of a student
- To measure the progress a student is making in learning English, from one year to the next
- To determine whether a student is ready to be reclassified as fluent English proficient
- As group data, to measure how well a school or district is teaching students to learn English

What areas of English language does the CELDT evaluate?

- Listening and Speaking
- Reading
- Writing
- Overall English language ability

What are the levels of English language development?

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Who should use CELDT data?

- Teachers
- Counselors
- Administrators

How can a teacher use CELDT data?

- To determine the general English language ability of a student
- To properly place a student in classes
- To differentiate instruction
- To group students
- To plan lessons

When is an English learner no longer an English learner? (Reclassified as fluent English proficient)

- Overall CELDT score of Early Advanced
- No sub score less than Intermediate level
- ELA CST score of Basic or better
- Teacher recommendation (SOLOM)
- Parent recommendation or agreement
- English grade of C or better
- GPA of 2.0 or better

Fullerton Joint Union High School District ELD Placement Criteria

(A) Initial Placement

	CELDT Listening Performance Level	CELDT Speaking Performance Level	Reading		CELDT Essay Score	CELDT Writing Performance Level	CELDT Overall Performance Level
			CELDT Reading Performance Level	Nelson Reading Score			
ELD 1	Beginning	Beginning	Beginning	0 – 1.9	1 – 2	Beginning	Beginning
ELD 2	Early Intermediate- Intermediate	Early Intermediate- Intermediate	Early Intermediate - Intermediate	2.0 – 3.9	3	Early Intermediate - Intermediate	Early Intermediate - Intermediate
ELD 3	Intermediate- Early Advanced	Intermediate- Early Advanced	Intermediate - Early Advanced	4.0 – Above	4	Intermediate - Early Advanced	Intermediate – Early Advanced

(B) Transition Criteria

	Overall CELDT Performance Level	CELDT Listening Performance Level	CELDT Speaking Performance Level	CELDT Reading Performance Level	Nelson Reading Grade Level Equivalent	CELDT Writing Performance Level	CST Reading Performance Standard	ELD Grade	Cumulative GPA	Teacher Recommendation Yes/No
ELD 1 to ELD 2	Beginning – Early Intermediate	Beginning – Early Intermediate	Beginning – Early Intermediate	Beginning – Early Intermediate	1.9	Beginning – Early Intermediate	N/A	Credit or D or better	N/A	
ELD 2 to ELD 3	Early Intermediate - Intermediate	Early Intermediate - Intermediate	Early Intermediate - Intermediate	Early Intermediate - Intermediate	3.9	Early Intermediate – Intermediate	N/A	D or better	N/A	
ELD 3 to SDAIE Only	Intermediate – Early Advanced	Intermediate – Early Advanced	Intermediate – Early Advanced	Intermediate – Early Advanced	4.9	Intermediate – Early Advanced	1 - 2	D	2.0	
SDAIE to Mainstream	Early Advanced - Advanced	Early Advanced - Advanced	Early Advanced - Advanced	Early Advanced - Advanced	5.9	Early Advanced - Advanced	3	N/A	2.0	

Fullerton Joint Union High School District
[insert school name]

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

When your student enrolled in our school, he/she was given the CELDT, and the results are attached. These test results have identified him/her as an English learner. Your student will be assigned to an appropriate language instruction program based on the results. The goal of this program is to help your student become proficient in English and succeed in the school's academic curriculum.

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your student conference, call **[put contact information here]**.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your student's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

[Initial Letter]

Fullerton Joint Union High School District
[insert school name]

Estimados padres de familia o tutores,

Leyes estatales y federales requieren que todos los distritos escolares de California apliquen una prueba estatal a los estudiantes que hablan una lengua materna que no sea el inglés. Los padres de familia o tutores completan una Encuesta de la lengua materna y la entregan al distrito escolar. En California esta prueba se llama la Prueba para medir el desarrollo del inglés en California (conocida por sus siglas en inglés como la prueba CELDT). El propósito de esta prueba es de determinar la capacidad de cada estudiante para hablar, escuchar, leer y escribir en inglés.

Cuando su estudiante fue matriculado en nuestra escuela, se le administro la prueba CELDT y los resultados están adjuntos. Estos resultados lo han identificado como estudiante de inglés como segunda lengua (conocido en inglés como *English learner*). Su estudiante será asignado a un programa de instrucción en lenguaje apropiado basado en estos resultados. La meta de este programa es de ayudar a su estudiante a dominar el inglés y tener éxito en el currículo académico de la escuela.

Usted esta invitado a comunicarse con la oficina de la escuela para pedir una conferencia en la cual se le explicará los resultados del CELDT y el programa de instrucción de su estudiante. Para programar la conferencia del estudiante, comuníquese con **[insert contact information for Spanish-speaking staff person]**.

También, usted esta invitado a servir como voluntario en la escuela y/o participar en el Comité asesor para los estudiantes de inglés como segunda lengua (conocido por sus siglas en inglés como ELAC). Si usted tiene cualquier pregunta con respecto a la colocación educacional de su estudiante o si desea observar las actividades del salón de clase, por favor diríjase con la oficina de la escuela al **[insert school office number]** durante el horario escolar.

Atentamente,

Superintendente/Director

[Insert Date in Spanish]

[Initial letter]

[insert name of school]

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your student has been given the CELDT, and the results of this initial testing have identified him/her as fluent English proficient (IFEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills.

If you have any questions regarding your student's instructional placement or CELDT results, please contact the school office at **[school phone number]** during school hours. You are encouraged to become involved in your student's education.

Sincerely,

Superintendent/Principal

Date

Initial IFEP

Fullerton Joint Union High School District
[insert name of school]

Estimados padres de familia o tutores,

Leyes estatales y federales requieren que todos los distritos escolares de California apliquen una prueba estatal a los estudiantes que hablan una lengua materna que no sea el inglés. Los padres de familia y tutores completan una Encuesta de la lengua materna y la entregan al distrito escolar. En California esta prueba se llama la Prueba para medir el desarrollo del inglés en California (conocida por sus siglas en inglés como la prueba CELDT). El propósito de esta prueba es determinar la capacidad de cada estudiante para hablar, escuchar, leer y escribir en inglés.

Su estudiante tomó la prueba CELDT y los resultados han determinado que su estudiante ha dominado el inglés (conocido en inglés como *fluent English proficient* o por sus siglas en inglés como FEP). Esto significa que se asignará a su estudiante a un programa académico regular y que no necesitará ayuda especial para aumentar sus habilidades en inglés.

Si usted tiene cualquier pregunta con respecto a la colocación educacional de su estudiante, por favor diríjase con la oficina de la escuela al [school phone number] durante el horario escolar. Le animamos que se involucre en la educación de su estudiante.

Atentamente,

Superintendente/Director

[Insert Date in Spanish]

[Inicial IFEP]

Fullerton Joint Union High School District
[insert name of school]
Initial Assessment Results and Program Placement for English Learners

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

Student ID #: _____ DOB: _____ Grade: _____ Primary language: _____

EL Coordinator: _____ Phone: _____

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 and primary 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 recommendation, 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. (20 United States Code 7012; California Education Code sections 52164.1(b) and (c); and Title 5 of California Code of Regulation sections 11307(a) and 11511.)

English Language Assessment Results
Limited English Proficiency Identification

Your child has been administered the California English Language Development Test (CELDT). The results are as follows:

Skill Area	CELDT Proficiency Level*	Primary Language Proficiency Level**
		Date Administered:
Listening		
Speaking		
Reading		
Writing		
Overall		
*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.		
**Required if the student has been identified as an English learner.		

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

- ☐ **English learner (EL)** with *less than reasonable fluency in English* and will be assigned to the Structured English Immersion Program.
- ☐ **English learner (EL)** with *reasonable fluency in English* and will be assigned to the English Mainstream Program.
- ☐ **Fluent English proficient (FEP) student** will be placed in the district's regular program of instruction.

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".

English Language Proficiency Levels		Program Placement
Advanced	Initial Fluent English Proficient (SBE approved criterion, May 2001)	District's General Program
Early Advanced		
Intermediate	Reasonable fluency	English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver
Early Intermediate	Less than reasonable fluency	Structured English Immersion or an Alternative program with an approved Parental Exception Waiver
Beginning		Other Instructional Setting based on IEP

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver" are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

Reclassification (Exit) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and to master State standards for academic achievement.

Listed below are the criteria and competency levels required for a student to be reclassified as fluent. To be reclassified, a student must reach or achieve the competency criteria for the first four measures listed, and six of the remaining nine criteria:

Required Criteria	Minimum Competency
CST English/Language Arts Performance Standard	Basic (3)
Overall CELDT Performance Level	Early Advanced
Teacher Evaluation	C or better
Parent Opinion and Consultation	

Other Criteria	Minimum Competency
CST Math Performance Standard	Basic (3)
CELDT Listening Performance Level	Intermediate or higher
CELDT Speaking Performance Level	Intermediate or higher
CELDT Reading Performance Level	Intermediate or higher
CAHSEE English Language Arts scaled score	350
Previous semester English grade	C
SOLOM completed by English teacher	4
SOLOM completed by another core teacher	4
Cumulative grade point average	2.0

EL Graduation Rate

	Total 12 th Grade Enrollment	Percentage of EL Graduates	Percentage of Non-EL Graduates
District			

Parental Exception Waiver

After a student has attended structured English immersion classes for 30 days, a parent may request a parental exception waiver by personally visiting the school to apply for the waiver if one of the following circumstances exists:

1. The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, writing, and the student scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower.
2. The student is age 10 or older and it is the informed belief of the school principal and educational staff that an alternative course of study would be better suited to the student's rapid acquisition of basic English skills.
3. The student with special needs has been in English classes for a minimum of 30 days, and it is the informed belief of the school principal and education staff that the student has special physical, emotional, psychological or education needs that an alternative course of educational study would be better suited to the student's overall educational development.

Please call [insert name of contact] at [insert contact number] if you would like to schedule a parent conference to discuss English language program options for your child.

*

Please return the completed form to your student's school.

- ☐ I received information about the English learner programs and my son's/daughter's placement in one of these programs.

Name of student

Signature of parent or guardian

Telephone

Date

Fullerton Joint Union High School District
Fullerton Joint Union High School District
 [insert name of school]
Evaluación inicial y ubicación para los estudiantes aprendices de inglés

Dirigido al(a los) padre(s) o tutor(es) del estudiante: _____ Escuela: _____ Fecha: _____

No. de Identificación Estudiantil: _____ Fecha de Nacimiento: _____ Grado: _____ Lengua materna: _____

Coordinador de programas para alumnos aprendiendo el inglés _____ Tel. _____

***Estimado(s) Padre(s):** Durante la matriculación de su alumno(a) se realizó una encuesta del idioma materno en el se dio a conocer que el idioma de su hijo(a) no es inglés. De acuerdo con la ley de California, nuestro distrito pide evaluar la proficiencia del inglés y el idioma primario de su hijo. Esta forma es para notificarle a usted de dicha evaluación, del programa de ubicación de su hijo, y de las opciones de programas disponibles que concuerdan con la ley estatal y Título III.*

Resultados de la Evaluación realizada en Inglés
Identificación de Dominio Limitado de la Lengua Inglesa

Su hijo ha tomado la Prueba para medir el desarrollo del inglés de California (conocida por sus siglas en inglés como la prueba CELDT) y los resultados son los siguientes:

Destreza evaluada	Nivel de dominio CELDT*	Prueba de Nivel de Dominio de la Lengua Materna**
Comprensión auditiva		Fecha de realización:
Expresión oral		
Lectura		
Expresión escrita		
Nivel general		
*Para determinar estos resultados se utilizó una guía desarrollada por el examinador contratado. Los padres recibirán los resultados oficiales de los niños en un plazo de 30 días después de que el examinador contratado haya enviado los informes individuales de los estudiantes al distrito. **Se exige si se ha identificado que el estudiante es un estudiante de inglés como segunda lengua.		

Los resultados de la Prueba para medir el desarrollo del inglés de California (CELDT) revelan que su hijo:

- ☐ **Es Aprendiz de inglés (English Learner)** con una fluidez en inglés menos que razonable y se asignará a un programa de Inmersión Estructurada de inglés. (Structured English Immersion Program).
- ☐ **Es Aprendiz de inglés (English Learner)** con una fluidez en inglés razonable y se asignará al programa regular en inglés (English Mainstream Program).
- ☐ **Tiene dominio total de inglés** (Fluent English Proficient) y será ubicado en el programa académico regular del distrito.
- Los aprendices de inglés que también tienen necesidades educativas especiales (circunstancia a la que se hace referencia en inglés con el término *Special Needs*), serán asignados de acuerdo a su Programa Individualizado de Educación (*Individualized Education Program* o IEP).

Opciones de ubicación en el programa para estudiantes de inglés como segunda lengua

La tabla a continuación muestra todas las opciones de ubicaciones en el programa disponibles. (A continuación encontrará una descripción más detallada.) Para solicitar que el niño/a sea ubicado en un Programa Alternativo en el cual la mayor parte de la instrucción se brinde en lengua materna, debe presentar una “Solicitud de excepción presentada por los padres”.

Niveles de dominio del idioma inglés		Ubicación en el programa
Avanzado (<i>Advanced</i>)	Inicial con dominio del inglés fluido (Criterio aprobado por la SBE en mayo de 2001)	Programa General del Distrito
Preavanzado (<i>Early Advanced</i>)		
Intermedio (<i>Intermediate</i>)	Fluidez razonable***	Clases en Inglés Regulares*** o Programa Alternativo con una solicitud de exención presentada por los padres aprobada
Preintermedio (<i>Early Intermediate</i>)	Fluidez menos que la razonable***	Inmersión Estructurada en Inglés*** o Programa Alternativo con una solicitud de exención presentada por los padres aprobada
Inicial (<i>Beginning</i>)		
		Otro entorno de enseñanza basado en el IEP

***Los distritos determinan qué niveles constituyen una “fluidez razonable” y una “fluidez menos que razonable”.

Descripción y objetivo de los programas académicos para los estudiantes aprendices de inglés

- *Todos los programas se han planteado con la finalidad de cubrir las necesidades educativas de los aprendices de inglés (English Learners o EL), por lo cual, todos ellos cuentan con una metodología del desarrollo de la lengua inglesa (English Language Development o ELD). Algunos programas incorporan técnicas de enseñanza en inglés adaptadas a las necesidades específicas del estudiante (Specially Designed Academic Instruction in English o SDAIE).*
- *La finalidad que persiguen todos los programas es conseguir que el estudiante aprenda la lengua inglesa al tiempo que alcanza los objetivos pedagógicos establecidos para su nivel educativo que le permitirán cumplir con los estándares académicos del estado.*
- **Programa de inmersión estructurada de inglés (Structured English Immersion o SEI):** *La enseñanza se imparte, fundamentalmente, en inglés y cuenta con: una metodología ELD de carácter secuencial que abarca contenidos del área de lenguaje y que se enfoca en la enseñanza en inglés con apoyo en la lengua materna del estudiante cuando se hace necesario.*
- **Programa regular en inglés (English Language Mainstream o ELM):** *La enseñanza se imparte enteramente en inglés y se basa en el aprendizaje de los contenidos de los estándares académicos estatales para el grado del alumno. El estudiante continúa recibiendo la formación complementaria con el fin de adquirir un dominio total de inglés (Fluent English proficient o FEP).*
- **Programa alternativo (Alternative Program o Alt):** *Programa bilingüe orientado hacia la adquisición de inglés en que la mayoría de la enseñanza, sino toda, se imparte en la lengua materna del estudiante. En el caso de que en una escuela haya más de 20 padres de alumnos del mismo grado que deseen que sus hijos se incorporen al programa alternativo, la escuela estará obligada a implantar dicho programa.*
riterios de Reclasificación

Criterios de Reclasificación

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen los estándares estatales para obtener el logro académico tan rápido como sea posible. La tabla que sigue indica los criterios que se requiere para que un alumno(a) sea reclasificado con dominio total de inglés. Para ser reclasificado, el alumno(a) tiene que cumplir los primeros cuatro requisitos y seis de los otros nueve criterios.

Criterio Requerido	Conocimiento Mínimo
CST nivel de desempeño en lengua y literatura en inglés	Básico (3)
CELDT nivel de desarrollo general	C o más alto
Evaluación del maestro	C o más alto
Consulta y opinión de los padres	
Otros Criterios	Conocimiento Mínimo
CST nivel de desempeño en Matemáticas	Básico (3)
CELDT nivel de desarrollo de comprensión auditiva	Intermedio o más alto
CELDT nivel de desarrollo de expresión oral	Intermedio o más alto
CELDT nivel de desarrollo de lectura	Intermedio o más alto
CAHSEE calificación escalada en lengua y literatura en inglés	350
Calificación en inglés del semestre anterior	C
SOLOM finalizado por un maestro de inglés	4
SOLOM finalizado por un maestro de otra materia académica	4
Promedio de calificaciones	2.0

Tasa de graduación escolar

	Grado 12 ° # de estudiantes	Porcentaje de estudiantes de EL	Porcentaje de estudiantes no en EL
Distrito			

Solicitud paterna de exclusión

Después de su hijo/a ha asistido un programa de inmersión estructurada a la lengua inglesa por 30 días, el padre o tutor tiene el derecho de ir a la escuela y pedir a través de una solicitud de exclusión que el alumno sea excluido de dicho programa si existe uno de las siguientes circunstancias:

1. El alumno(a) demuestra una buena habilidad en inglés según los resultados de los exámenes estandarizados en vocabulario, comprensión, lectura y redacción y tiene un rendimiento académico igual o superior a su supuesto grado o al de los estudiantes de 5º grado, cualquiera que sea más baja.
2. El alumno(a) tiene diez años o más y es la opinión informada del director(a) de la escuela y de los empleados escolares que un plan de estudio alternativo sería mejor y más rápido para el aprendizaje básico de inglés.
3. El alumno(a) presenta dificultades de aprendizaje pero ha asistido a clases de inglés un mínimo de 30 días y es la creencia informada del director(a) que el alumno(a) tiene necesidades especiales físicas, emocionales, psicológicas o educativas por los que un plan de estudio alternativo sería mejor para el desarrollo académico del alumno(a).

Si desea reunirse con el personal de la escuela para asesorarse sobre los programas de inglés más adecuados para su hijo, favor de hablar a [name of contact] al teléfono [insert contact number] para sacar una cita.

Favor de entregar este formulario en la escuela de su hijo.

- ☐ He recibido información sobre los programas de enseñanza que se ofrecen en nuestro distrito escolar para los estudiantes aprendices el inglés así como información sobre la ubicación de mi hijo(a) en uno de esos programas.

Nombre del/de la alumno(a)

Firma de padre o tutor

Teléfono

Fecha

PLACEMENT/OVERVIEW

Assessment is used to determine the appropriate ELD level. The District ELD Standards and Criteria for Student Placement establish criteria for reasonable fluency in placing each EL student. The District EL Program Description provides guidelines for corresponding electives and core curriculum classes. An Individualized Learning Plan (ILP) is written for each student and includes student data, test scores, class schedule, and parent signature. English learners are placed in either the Structured English Immersion Program (SEI) or English Language Mainstream Program (ELM).

1) Structured English Immersion Program (SEI)

English learners are placed in a Structured English Immersion program unless a Parental Exception Waiver (see Parental Exception Waivers section below) has been granted for an alternative program or the parent has requested the English Language Mainstream Program. When the student's language designation is less than early advanced (level 4), based on the District's initial identification criteria, he/she is recommended to be placed in an SEI/EL program.

2) English Language Mainstream Program (ELM)

English learners with an early advanced to advanced (levels 4 or 5) language designation are placed in an English Language Mainstream program and provided the support they need to progress toward meeting district reclassification criteria. A parent may request to have a student moved into an English Language Mainstream program at any time, regardless of language proficiency level. A level 1-3 English learner placed in an English language mainstream program will not be provided primary language support per the parent request; but per federal law, he/she will be provided the ELD (English language development) and SDAIE (specially-designed academic instruction in English) support necessary for the student to progress toward meeting reclassification criteria.

Parents of students assessed Fluent English Proficient (IFEP) at entrance receive written notification that includes the student's test scores and an attached copy of the student's class schedule.

Parents of students assessed as English Learners (EL) at entrance receive written notification that includes the student's test scores, the structured English immersion classes and/or mainstream English classes in the student's program assignment, an attached copy of the student's class schedule, a notification of the opportunity to request a parental exception waiver, the requirements to apply for a waiver and an invitation to join the English Learner Parent Advisory Committee. The written notification can be mailed to parents or given to the parents at the time the student registers.

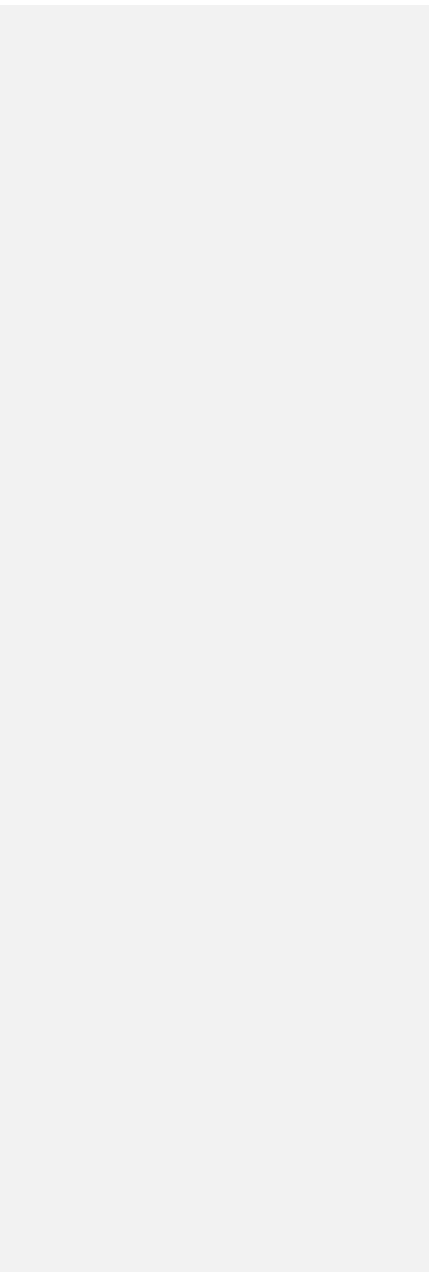
Fullerton Joint Union High School District ELD Placement Criteria

(A) Initial Placement

	CELDT Listening Performance Level	CELDT Speaking Performance Level	Reading		CELDT Essay Score	CELDT Writing Performance Level	CELDT Overall Performance Level
			CELDT Reading Performance Level	Nelson Reading Score			
ELD 1	Beginning	Beginning	Beginning	0 – 1.9	1 – 2	Beginning	Beginning
ELD 2	Early Intermediate-Intermediate	Early Intermediate-Intermediate	Early Intermediate - Intermediate	2.0 – 3.9	3	Early Intermediate - Intermediate	Early Intermediate - Intermediate
ELD 3	Intermediate-Early Advanced	Intermediate-Early Advanced	Intermediate - Early Advanced	4.0 – Above	4	Intermediate - Early Advanced	Intermediate – Early Advanced

(B) Transition Criteria

	Overall CELDT Performance Level	CELDT Listening Performance Level	CELDT Speaking Performance Level	CELDT Reading Performance Level	Nelson Reading Grade Level Equivalent	CELDT Writing Performance Level	CST Reading Performance Standard	ELD Grade	Cumulative GPA	Teacher Recommendation Yes/No
ELD 1 to ELD 2	Beginning – Early Intermediate	Beginning – Early Intermediate	Beginning – Early Intermediate	Beginning – Early Intermediate	1.9	Beginning – Early Intermediate	N/A	Credit or D or better	N/A	
ELD 2 to ELD 3	Early Intermediate - Intermediate	Early Intermediate - Intermediate	Early Intermediate - Intermediate	Early Intermediate - Intermediate	3.9	Early Intermediate – Intermediate	N/A	D or better	N/A	
ELD 3 to SDAIE Only	Intermediate – Early Advanced	Intermediate – Early Advanced	Intermediate – Early Advanced	Intermediate – Early Advanced	4.9	Intermediate – Early Advanced	1 - 2	D	2.0	
SDAIE to Mainstream	Early Advanced - Advanced	Early Advanced - Advanced	Early Advanced - Advanced	Early Advanced - Advanced	5.9	Early Advanced - Advanced	3	N/A	2.0	



Date of Registration _____

School Year: _____

Fullerton Joint Union High School District

Individual Learning Plan

- | | | |
|--|--|--|
| <input type="checkbox"/> Buena Park High School | <input type="checkbox"/> Sonora High School | <input type="checkbox"/> Troy High School |
| <input type="checkbox"/> Fullerton Union High School | <input type="checkbox"/> Sunny Hills High School | <input type="checkbox"/> La Sierra High School |
| <input type="checkbox"/> La Habra High School | <input type="checkbox"/> La Vista High School | |

STUDENT: _____ ID#: _____
(Last Name) (First Name) (Middle)

☐ Immigrant Date of entry to U.S.: _____

Birthplace: _____ Date of Birth: ____/____/____ M/F: _____

Age: _____ Grade _____ Primary Language: _____

Language Proficiency Assessment

ENGLISH (Within 30 calendar days)

Date: ____/____/____

CELDT _____

READING _____

WRITING _____

LISTENING _____

SPEAKING _____

PRIMARY LANGUAGE (Within 90 calendar days)

Date: ____/____/____

IPT _____

WRITING _____

READING _____

Years of schooling in primary language: _____

Evaluators Initials: _____

ELD LEVEL: 1 2 3 4 SDAIE Mainstream IEP: Yes No

Student's class schedule is attached.

I have been consulted and asked for input in the development of my child's Individual Learning Program. I have been advised of the English Language Learners Committee.

Student's Signature

Parent/Guardian Signature

Date

Administrator/Designee

Counselor

ENGLISH LEARNER PROGRAM DESCRIPTION

Fullerton Joint Union High School District offers English Learner (EL) students a challenging sequential course of study. EL students are assessed and placed in the appropriate level of English Language Development.

Each EL student is monitored via test scores, writing samples, class work, teacher recommendation, and grades/progress reports issued ten times throughout the school year, as well as annual CELDT results and STAR tests. As a student progresses from Beginning to Intermediate to Advanced ELD, elective and core curriculum courses are incorporated into the student's schedule, moving from SDAIE classes to regular mainstream classes.

Adjustments to an EL student's schedule are based on English fluency, academic knowledge, and skills of the individual student. The goal of the EL program is to offer each student the most challenging course of study that the student is able to handle successfully.

EL student schedules are comprised of a combination of ELD, SDAIE, and regular mainstream classes. All classes are taught in English. Beginning ELD classes have bilingual aides. All EL students are provided appropriate supplemental instructional classroom materials, supplemental library resources, supplemental computer opportunities, supplemental guidance services, and access to tutoring with bilingual assistance, as needed, beyond the school day.

Sample EL Schedules*

Beginning ELD Student	ELD I (3 periods) SDAIE Core Classes in Math or Science Mainstream Electives P.E. Tutoring – bilingual assistance
Intermediate ELD Student	ELD II (2 periods) SDAIE Elective Classes Mainstream Electives SDAIE Core Curriculum Classes P.E. Tutoring – bilingual assistance
Advanced ELD Student	ELD III (1 period) Mainstream Electives SDAIE Core Curriculum Classes Mainstream Core Curriculum Classes
Post ELD Student	ELD IV or other reading support class Mainstream Electives Mainstream Core Curriculum Classes ELD support/tutoring

Fullerton Joint Union High School District
[insert school name]

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

When your student enrolled in our school, he/she was given the CELDT, and the results are attached. These test results have identified him/her as an English learner. Your student will be assigned to an appropriate language instruction program based on the results. The goal of this program is to help your student become proficient in English and succeed in the school's academic curriculum.

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your student conference, call **[put contact information here]**.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your student's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

[Annual will continue to be EL]

Fullerton Joint Union High School District
[insert school name]

Estimados padres de familia o tutores,

Leyes estatales y federales requieren que todos los distritos escolares de California apliquen una prueba estatal a los estudiantes que hablan una lengua materna que no sea el inglés. Los padres de familia o tutores completan una Encuesta de la lengua materna y la entregan al distrito escolar. En California esta prueba se llama la Prueba para medir el desarrollo del inglés en California (conocida por sus siglas en inglés como la prueba CELDT). El propósito de esta prueba es de determinar la capacidad de cada estudiante para hablar, escuchar, leer y escribir en inglés.

Cuando su estudiante fue matriculado en nuestra escuela, se le administro la prueba CELDT y los resultados están adjuntos. Estos resultados lo han identificado como estudiante de inglés como segunda lengua (conocido en inglés como *English learner*). Su estudiante será asignado a un programa de instrucción en lenguaje apropiado basado en estos resultados. La meta de este programa es de ayudar a su estudiante a dominar el inglés y tener éxito en el currículo académico de la escuela.

Usted esta invitado a comunicarse con la oficina de la escuela para pedir una conferencia en la cual se le explicará los resultados del CELDT y el programa de instrucción de su estudiante. Para programar la conferencia del estudiante, comuníquese con **[insert contact information for Spanish-speaking staff person]**.

También, usted esta invitado a servir como voluntario en la escuela y/o participar en el Comité asesor para los estudiantes de inglés como segunda lengua (conocido por sus siglas en inglés como ELAC). Si usted tiene cualquier pregunta con respecto a la colocación educacional de su estudiante o si desea observar las actividades del salón de clase, por favor diríjase con la oficina de la escuela al **[insert school office number]** durante el horario escolar.

Atentamente,

Superintendente/Director

[Insert Date in Spanish]

[Annual will continue to be EL]

Fullerton Joint Union High School District
[insert name of school]
Annual Assessment Results and Program Placement for English Learners

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

Student ID #: _____ DOB: _____ Grade: _____ Primary language: _____

EL Coordinator: _____ Phone: _____

Dear Parent(s): As required by state and federal law, this form notifies you of your child's current proficiency level in English, the school's recommendation for program placement, all program options available to your child, and the district's reclassification (exit) criteria.

Your child's current English proficiency level is _____, according to their most recent California English Language Development Test (CELDT) results.

Your child has been identified as:

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

Check if applicable:

- ☐ **Individualized Education Program (IEP) on file.** See your case carrier for information about how current program will meet objectives of IEP.

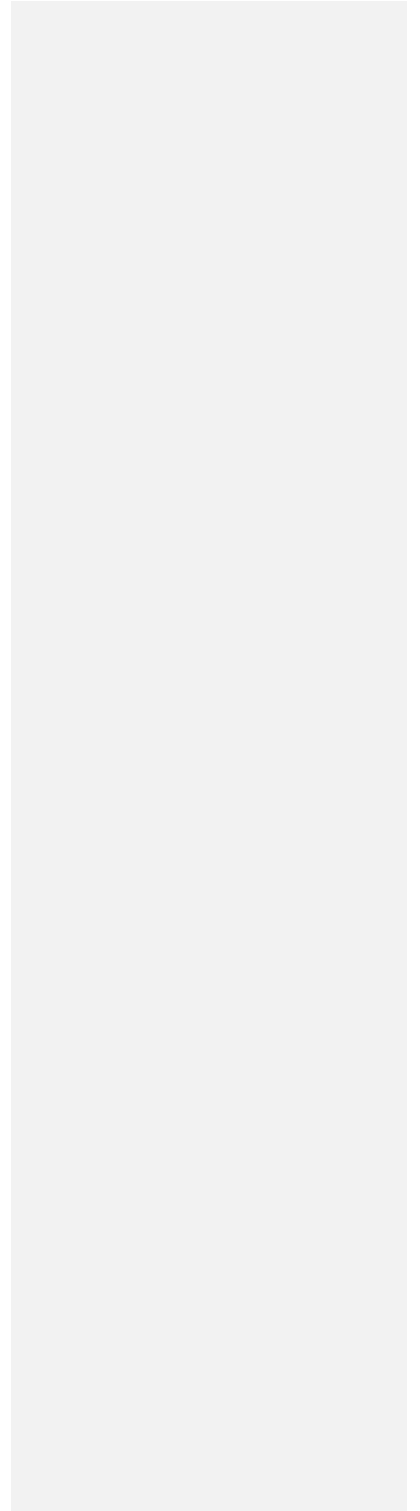
Academic Achievement Results

Skill Area	California Standards Test	Other Measure	Performance Level
English Language Arts			
Mathematics			
History-Social Science			
Science			

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Advanced	Reasonable fluency	English Mainstream Classroom**
Early Advanced		
Intermediate		
Early Intermediate	Less than reasonable fluency	Structured English Immersion**
Beginning		
		Other Instructional Setting as per IEP

**Or an Alternative Education Program with approved Parental Exception Waiver (See below)



Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver" are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

Reclassification (Exit) Criteria

The goals of English learner programs are for students to become fully proficient in English as rapidly and effectively as possible and to master State standards for academic achievement.

Listed below are the criteria and competency levels required for a student to be reclassified as fluent. To be reclassified, a student must reach or achieve the competency criteria for the **first four measures** listed, and **six** of the remaining nine criteria:

Required Criteria	Minimum Competency
CST English/Language Arts Performance Standard	Basic (3)
Overall CELDT Performance Level	Early Advanced
Teacher Evaluation	C or better
Parent Opinion and Consultation	

Other Criteria	Minimum Competency
CST Math Performance Standard	Basic (3)
CELDT Listening Performance Level	Intermediate or higher
CELDT Speaking Performance Level	Intermediate or higher
CELDT Reading Performance Level	Intermediate or higher
CAHSEE English Language Arts scaled score	350
Previous semester English grade	C
SOLOM completed by English teacher	4
SOLOM completed by another core teacher	4
Cumulative grade point average	2.0

EL Graduation Rate

	Total 12 th Grade Enrollment	Percentage of EL Graduates	Percentage of Non-EL Graduates
District			

Parental Exception Waiver

After a student has attended structured English immersion classes for 30 days, a parent may request a parental exception waiver by personally visiting the school to apply for the waiver if one of the following circumstances exists:

4. The student already possesses good English language skills, as measured by standardized tests of English vocabulary, comprehension, reading, writing, and the student scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower.
5. The student is age 10 or older and it is the informed belief of the school principal and educational staff that an alternative course of study would be better suited to the student's rapid acquisition of basic English skills.
6. The student with special needs has been in English classes for a minimum of 30 days, and it is the informed belief of the school principal and education staff that the student has special physical, emotional, psychological or education needs that an alternative course of educational study would be better suited to the student's overall educational development.

Please call [insert name of contact] at [insert contact number] if you would like to schedule a parent conference to discuss English language program options for your child.

Please return the completed form to your student's school.

- ☐ I received information about the English learner programs and my son's/daughter's placement in one of these programs.

Name of student

Signature of parent or guardian

Telephone

Date

Fullerton Joint Union High School District

[insert name of school]

Evaluación anual del inglés y programas de enseñanza para los estudiantes aprendices de inglés

Dirigido al(a los) padre(s) o tutor(es) del estudiante: _____ Escuela: _____ Fecha: _____

No. de Identificación Estudiantil: _____ Fecha de Nacimiento: _____ Grado: _____ Lengua materna: _____

Coordinador de programas para alumnos aprendiendo el inglés _____ Tel. _____

Estimados padres: De acuerdo con los requisitos de las leyes estatales y federales, este formulario es para notificarle sobre el nivel de inglés actual de su alumno(a), sobre la recomendación de la escuela para ubicar al alumno(a) en nuestros programas de aprendizaje en inglés y para informarle de los requisitos para la reclasificación del alumno(a) como estudiante que domina el inglés.

De acuerdo con los resultados de la Prueba para Medir el Desarrollo del Inglés en California (conocida en inglés como CELDT), el nivel de dominio de inglés del niño(a) es _____.

La evaluación anual de su alumno(a) revela que el/ella es:

- ☐ **Aprendiz de inglés (English Learner)** con un dominio de inglés inferior al aceptable y se asignará a un programa de Inmersión Estructurada de inglés. (Structured English Immersion Program).
- ☐ **Aprendiz de inglés (English Learner)** con un dominio aceptable de inglés y se asignará al programa regular en inglés (English Mainstream Program).

Marque el siguiente si se aplica:

- ☐ **Su alumno(a) tiene un Programa Individualizado de Educación (Individualized Education Plan).** Favor de consultar con el/la coordinador(a) de su programa para información sobre como su IEP apoyará el desarrollo de la lengua inglesa.

Resultados de los logros académicos

Áreas de destrezas	Pruebas de los Estándares Académicos de California	Otras mediciones	Nivel de rendimiento
Lengua y Literatura en Inglés			
Matemáticas			
Historia-Ciencias Sociales			
Ciencias			

Opciones de ubicación en el programa para estudiantes de inglés como segunda lengua La tabla a continuación muestra todas las opciones de ubicaciones en el programa disponibles. (A continuación encontrará una descripción más detallada.) Para solicitar que el niño/a sea ubicado en un Programa Alternativo en el cual la mayor parte de la instrucción se brinde en lengua materna, debe presentar una "Solicitud de excepción presentada por los padres".

Niveles de dominio del idioma inglés		Ubicación en el programa
Avanzado (<i>Advanced</i>)	Fluidez razonable***	Clases en Inglés Regulares*** o Programa Alternativo con una solicitud de excepción presentada por los padres aprobada
Preavanzado (<i>Early Advanced</i>)		
Intermedio (<i>Intermediate</i>)		
Preintermedio (<i>Early Intermediate</i>)	Fluidez menos que la razonable***	Inmersión Estructurada en Inglés*** o Programa Alternativo con una solicitud de excepción presentada por los padres aprobada
Inicial (<i>Beginning</i>)		
		Otro entorno de enseñanza basado en el IEP

	***Los distritos determinan qué niveles constituyen una “fluidez razonable” y una “fluidez menos que razonable”.
--	--

Descripción y objetivo de los programas académicos para los estudiantes aprendices de inglés

- Todos los programas se han planteado con la finalidad de cubrir las necesidades educativas de los aprendices de inglés (English Learners o EL), por lo cual, todos ellos cuentan con una metodología del desarrollo de la lengua inglesa (English Language Development o ELD). Algunos programas incorporan técnicas de enseñanza en inglés adaptadas a las necesidades específicas del estudiante (Specially Designed Academic Instruction in English o SDAIE).
- La finalidad que persiguen todos los programas es conseguir que el estudiante aprenda la lengua inglesa al tiempo que alcanza los objetivos pedagógicos establecidos para su nivel educativo que le permitirán cumplir con los estándares académicos del estado.
- **Programa de inmersión estructurada de inglés (Structured English Immersion o SEI):** La enseñanza se imparte, fundamentalmente, en inglés y cuenta con: una metodología ELD de carácter secuencial que abarca contenidos del área de lenguaje y que se enfoca en la enseñanza en inglés con apoyo en la lengua materna del estudiante cuando se hace necesario.
- **Programa regular en inglés (English Language Mainstream o ELM):** La enseñanza se imparte enteramente en inglés y se basa en el aprendizaje de los contenidos de los estándares académicos estatales para el grado del alumno. El estudiante continúa recibiendo la formación complementaria con el fin de adquirir un dominio total de inglés (Fluent English Proficient o FEP).
- **Programa alternativo (Alternative Program o Alt):** Programa bilingüe orientado hacia la adquisición de inglés en que la mayoría de la enseñanza, sino toda, se imparte en la lengua materna del estudiante. En el caso de que en una escuela haya más de 20 padres de alumnos del mismo grado que deseen que sus hijos se incorporen al programa alternativo, la escuela estará obligada a implantar dicho programa.

Criterios de Reclasificación

La finalidad que persiguen todos los programas es conseguir que el estudiante aprenda la lengua inglesa al tiempo que alcanza los objetivos pedagógicos establecidos para su nivel educativo que le permitirán cumplir con los estándares académicos del estado.

La tabla que sigue indica los criterios que se requiere para que un alumno sea reclasificado con dominio total de inglés. Para ser reclasificado, el alumno(a) tiene que cumplir los primeros cuatro requisitos y seis de los otros nueve criterios.

Criterio Requerido	Conocimiento Mínimo
CST nivel de desempeño en lengua y literatura en inglés	Básico (3)
CELDT nivel de desarrollo general	C o más alto
Evaluación del maestro	C o más alto
Consulta y opinión de los padres	
Otros Criterios	Conocimiento Mínimo
CST nivel de desempeño en Matemáticas	Básico (3)
CELDT nivel de desarrollo de comprensión auditiva	Intermedio o más alto
CELDT nivel de desarrollo de expresión oral	Intermedio o más alto
CELDT nivel de desarrollo de lectura	Intermedio o más alto
CAHSEE calificación escalada en lengua y literatura en inglés	350
Calificación en inglés del semestre anterior	C
SOLOM finalizado por un maestro de inglés	4
SOLOM finalizado por un maestro de otra materia académica	4
Promedio de calificaciones	2.0

Tasa de graduación escolar

	Grado 12 ° # de estudiantes	Porcentaje de estudiantes de EL	Porcentaje de estudiantes no en EL
Dístrito			

--	--	--	--

Solicitud paterna de exclusión

Después de su hijo/a ha asistido un programa de inmersión estructurada a la lengua inglesa por 30 días, el padre o tutor tiene el derecho de ir a la escuela y pedir a través de una solicitud de exclusión que el alumno sea excluido de dicho programa si existe uno de las siguientes circunstancias:

- 4. El alumno(a) demuestra una buena habilidad en inglés según los resultados de los exámenes estandarizados en vocabulario, comprensión, lectura y redacción y tiene un rendimiento académico igual o superior a su supuesto grado o al de los estudiantes de quinto grado, cualquiera que sea más baja.*
- 5. El alumno(a) tiene diez años o más y es la opinión informada del director(a) de la escuela y de los empleados escolares que un plan de estudio alternativo sería mejor y más rápido para el aprendizaje básico de inglés.*
- 6. El alumno(a) presenta dificultades de aprendizaje pero ha asistido a clases de inglés un mínimo de 30 días y es la creencia informada del director(a) que el alumno(a) tiene necesidades especiales físicas, emocionales, psicológicas o educativas por los que un plan de estudio alternativo sería mejor para el desarrollo académico del alumno(a).*

Si desea reunirse con el personal de la escuela para asesorarse sobre los programas en lengua de inglés más adecuados para su hijo, favor de hablar a **[name of contact]** al teléfono **[insert contact number]** para sacar una cita.

********Favor de devolver este formulario a la escuela de su hijo.***

- ☐ He recibido información sobre los programas de enseñanza que se ofrecen en nuestro distrito escolar para los estudiantes aprendices el inglés así como información sobre la ubicación de mi hijo(a) en uno de esos programas.

Nombre del/de la alumno(a)

Firma de padre o tutor

Teléfono

Fecha

PARENTAL EXCEPTION WAIVER/OVERVIEW

Board Policy and Administrative Regulations provide guidelines for implementing structured English immersion and for processing parental exception waivers.

A parent/guardian may request that the district waive the requirements of Education Code 305 if one of the following circumstances exists:

1. Students who already know English: The student scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower.
2. Older students: The student's age is 10 years or older, and the school principal and educational staff believe that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.
3. Students with special needs: After 30 days in structured English immersion, it is the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs that an alternate course of educational study would be better suited to the student's overall educational development.

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. Information on assessment, placement, and the opportunity to apply for a parental exception waiver is mailed to the parents of each EL student at the beginning of each school year in the Parent Notification Letter.

The parent/guardian shall personally visit the school to apply for the waiver.

Upon request for an application for a Parent Exception Waiver, the principal shall provide to the parents/guardians a full written description of:

1. The intent and content of the structured English immersion program
2. Any alternative courses of study offered by the District and available to the student
3. All educational opportunities offered by the District and available to the student
4. The educational materials to be used in the different educational program choices.

Upon request of the parent/guardian, a spoken explanation of items #1-4 above shall also be provided.

Parental exception waivers shall be granted unless the principal and educational staff has determined that an alternative program offered at the school would be better suited for the overall educational development of the student.

The school staff shall act upon all Parental Exception Waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Educational Code 311 (c) (Students with Special Needs) shall not be acted upon no later than 10 calendar days after the expiration of that 30 day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later.

In cases where a Parent Exception Waiver is denied, the parent/guardian shall be informed in writing of the reason for the denial and, if relevant, any procedures that exist to appeal the decision to the Board.

Regulations EL 8: The district has established procedures for parental exception waivers, which include prior, written, informed consent, annual request, and a personal visit to the school to apply for the waiver. The district provides full descriptions of the different educational program choices and of all the educational opportunities available to the student, as well as descriptions of the educational materials to be used. The different educational program choices offered may not consist exclusively of courses taught only in English.

EL 8a: Parents and guardians of English learners (EL students) are notified annually of the placement of their children in either a structured English immersion program or an English language mainstream program and provided a full description of all educational opportunities available to them, including the opportunity to apply for Parental Exception Waivers. The three types of waivers are for:

- *Children who already know English*
- *Older children (10 years and older)*
- *Children with special needs*

EL 8b: The district shall act on all Parental Exception Waivers, following the district's policy and procedures, which include:

5. *timelines*
6. *availability of alternative program(s)*
7. *reason for denial*
8. *appeals of denials*

A district policy and procedure must ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement.

EL Master Plan Procedures

Proposition 227 – Article 3-310.311
Administrative Regulations

PROPOSITION 227

Article 3. Parental Exceptions

310. The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardian under the circumstances specified below and in Section 311. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Individual schools in which 20 pupils or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the pupils to transfer to a public school in which such a class is offered.

311. The circumstances in which a parental exception waiver may be granted under Section 310 are as follows:

(a) Children who already know English: the child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or at or above the 5th grade average, whichever is lower; or

(b) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or

(c) Children with special needs: the child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

Instruction

E 6174 (c)

PARENTAL REQUEST
EDUCATION CODE 311 (c): Children with Special Needs

Name: _____ Grade: _____

School: _____ Date of Birth: _____

Language Designation: _____

I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Check all that apply and provide a brief statement.)

_____ Educational Needs _____ Physical Needs _____ Emotional/Psychological Needs

Therefore, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have personally visited the school to apply for this waiver.

I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the Superintendent pursuant to Board-established guidelines.

I have been provided a full, written description of the intent and content of the structured English immersion program, any alternative courses of study offered by the District and made available to my child, all educational opportunities offered by the District and made available to my child, and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

Waiver Granted/Denied: _____ Date: _____

Signature: _____

Instruction

E 6174(c)

Solicitud de Excepción del Padre
Código de Educación 311(a): Niños que requieren de educación especial

Nombre: _____ Grado: _____
Escuela: _____ Fecha de nacimiento: _____
Idioma natal: _____

Mi hijo(a) requiere educación especial y creo que un curso alternativo es el más adecuado para su desarrollo educativo. (Marque todo lo que corresponda a su hijo(a) y dé una explicación breve)

☐ Necesidades educativas ☐ Necesidades físicas ☐ Necesidades emocionales y psicológicas

Solicito una excepción del Programa de Inmersión al Inglés Estructurado. Comprendo que el objetivo para mi hijo(a) es que se le enseñe inglés lo más rápido y efectivamente posible. Yo personalmente visité la escuela de mi hijo(a) para solicitar esta excepción.

Comprendo que mi hijo(a) será colocado en un salón de instrucción de inglés por 30 días del calendario escolar y que esta excepción será considerada por el superintendente escolar de acuerdo a las guías establecidas por la mesa directiva escolar.

Se me ha entregado una completa descripción por escrito de: el propósito y el contenido del Programa de Inmersión al Inglés Estructurado; cualquier otro curso de estudio ofrecido por el distrito creado para estar al alcance de mi hijo(a); todas las oportunidades educativas ofrecidas por el distrito creadas para estar al alcance de mi hijo(a); y de los materiales educativos para ser usados en las diferentes opciones de programas educativos.

Entiendo que debo solicitar esta excepción anualmente, cada año escolar.

Firma de Padre ó tutor: _____ Fecha: _____

Dirección: _____

Ciudad: _____ Estado: _____ Código postal: _____

Teléfono: _____

Para uso exclusivo de la escuela:

Calificaciones del examen uniforme de inglés: Las calificaciones deben estar al nivel o arriba del promedio del estado para el grado al que corresponde el niño o arriba del promedio de quinto grado:

Excepción otorgado/negada: _____ Fecha: _____

Firma: _____

PARENTAL REQUEST
EDUCATION CODE 311(c): Children with special needs
 학부모 포기 동의서: 특별한 보조가 필요한 학생

이름: _____ 학년: _____

학교: _____ 생일: _____

언어: _____

저희 자녀는 특별한 보조를 필요로 하므로 학생의 교육 개발을 위하여 선별 교육이 낫다고 생각합니다. (해당 사항에 표시하시고 짧은 설명을 첨가하시기 바랍니다.)

_____ 교육적 필요 _____ 신체적 필요 _____ 정서적/심리적 필요

저는 저희 자녀가 가능한 한 빠른 시일내에 영어를 배우는 것을 목표로 하고 있다는 점에 대하여 잘 알고 있습니다. 저는 이 포기서를 신청하기 위하여 개인적으로 학교를 방문 했습니다. 저희 자녀는 영어 수업을 30일 동안 받을 것이며, 자문위원회가 제정한 안내서에 따라 교육감은 포기서에 대하여 고려 할 것입니다.

저는 다음의 사항에 관하여 충분한 설명을 서면으로 받았습니다: 영어 집중 훈련 프로그램의 목적과 내용; 교육구에서 제공하는 선별 교육의 내용과 또한 자녀가 이용할 수 있도록 했습니다; 교육구에서 제공하는 모든 교육의 기회를 저희 자녀가 이용할 수 있도록 했습니다; 교육 자료가 선택한 교육 프로 그램에 사용 될수 있도록 했습니다.

저는 매년 이 포기서를 신청해야 한다는 것을 알고 있습니다.

학부모/보호자 서명: _____ 날짜: _____

주소: _____

시: _____ 주: _____ 우편 번호: _____

전화 번호: _____

학교 사용 전용:

학생의 표준 영어 점수: 학생의 점수는 학생 학년의 주정부 평균 점수이거나 그이상이며 또는 5학년 이상의 점수가 되어 합니다:

포기서 인정/불인정: _____ 날짜: _____

서명: _____

Instruction

E 6174(b)

PARENTAL REQUEST

EDUCATION CODE 311(b): Children age 10 or older

Name: _____ Grade: _____
School: _____ Date of Birth: _____
Language Designation: _____

My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. For that reason, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.

I have personally visited the school to apply for this waiver.

I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

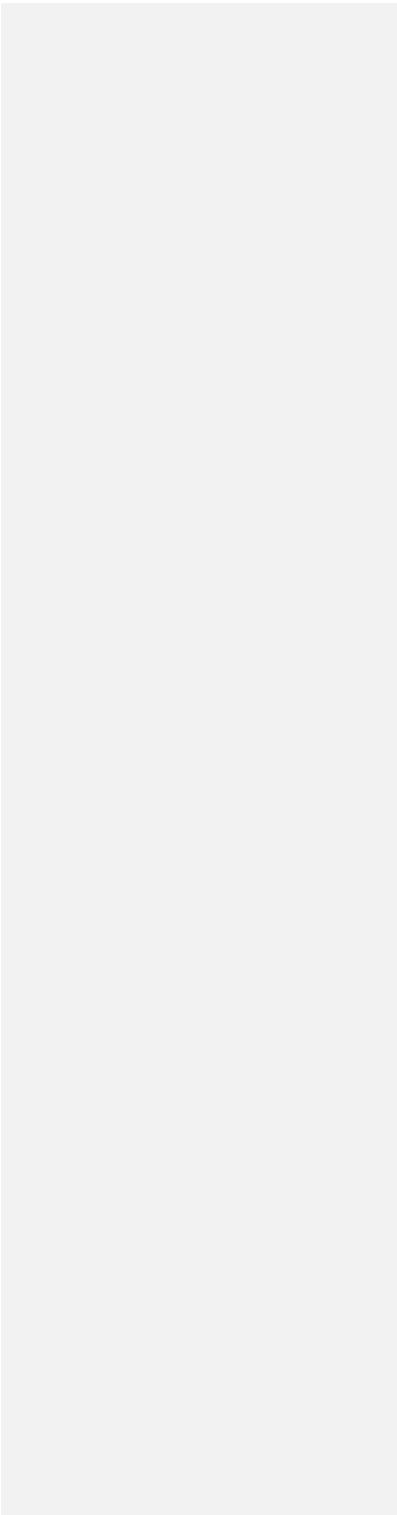
City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

Waiver Granted/Denied: _____ Date: _____

Signature: _____



Instruction

E 6174(b)

**Solicitud de Excepción del Padre
Código de Educación 311(a): Niños de 10 años de edad o mayor**

Nobre: _____ Grado: _____

Escuela: _____ Fecha de nacimiento: _____

Idioma natal: _____

Mi hijo(a) tiene, o es mayor de, 10 años de edad y creo que un curso alternativo es el más adecuado para dar a mi hijo (a) una pronta enseñanza del inglés. Por esa razón solicito una excepción del Programa de Inmersión al Inglés Estructurado. Comprendo que el objetivo para mi hijo(a) es que se le enseñe inglés lo más rápido y efectivamente posible.

Yo personalmente visité la escuela de mi hijo(a) para solicitar esta excepción.

Se me ha entregado una completa descripción por escrito de: el propósito y el contenido del Programa de Inmersión al Inglés Estructurado; cualquier otro curso de estudio ofrecido por el distrito creado para estar al alcance de mi hijo(a); todas las oportunidades educativas ofrecidas por el distrito creadas para estar al alcance de mi hijo(a); y de los materiales educativos para ser usados en las diferentes opciones de programas educativos.

Entiendo que debo solicitar esta excepción anualmente, cada año escolar.

Firma de Padre ó tutor: _____ Fecha: _____

Dirección: _____

Ciudad: _____ Estado: _____ Código postal: _____

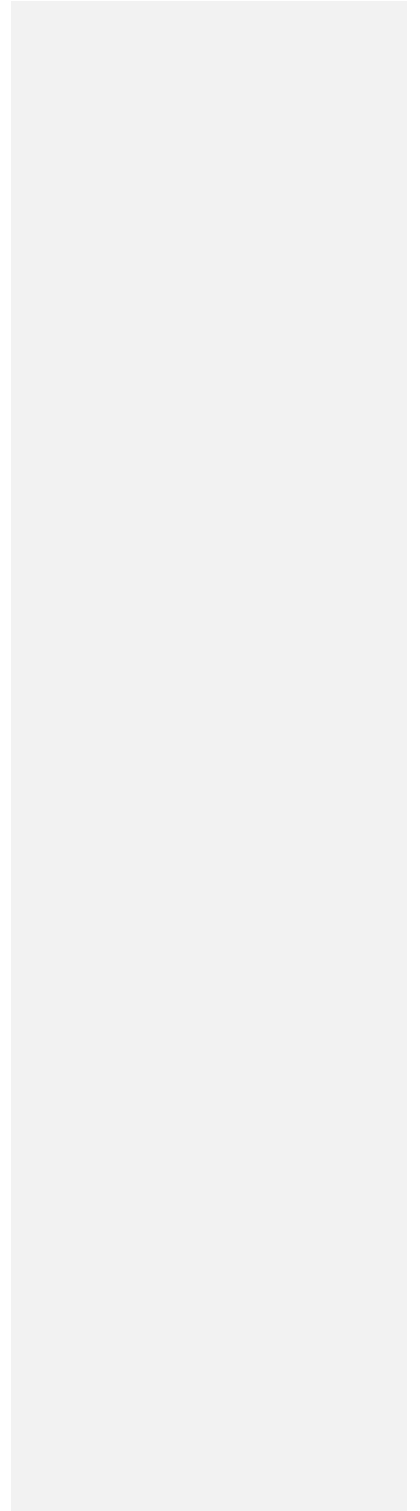
Teléfono: _____

Para uso exclusivo de la escuela:

Calificaciones del examen uniforme de inglés: Las calificaciones deben estar al nivel o arriba del promedio del estado para el grado al que corresponde el niño o arriba del promedio de quinto grado:

Excepcion otorgado/negada: _____ Fecha: _____

Firma: _____



지침서

E 6174(b)

PARENTAL REQUEST

EDUCATION CODE 311(b): Children age 10 or older

학부모 포기 동의서: 영어를 할 줄 아는 학생

이름: _____ 학년: _____

학교: _____ 생일: _____

언어: _____

저희 자녀는 10살 이상이며 학생의 신속한 영어 습득을 위하여 선별 과목이 적합하다고 생각합니다. 이러한 이유로 인하여 저는 학교의 영어 보조 프로그램을 거부합니다. 저는 학생이 가능한 한 빠른 시일내에 효과적으로 영어를 배우게 되기를 원합니다.

저는 이 포기서를 신청하기 위하여 개인적으로 학교를 방문 했습니다.

저는 다음의 사항에 관하여 충분한 설명을 서면으로 받았습니다: 영어 집중 훈련 프로그램의 목적과 내용; 교육구에서 제공하는 선별 교육의 내용과 또한 자녀가 이용할수 있도록 했습니다; 교육구에서 제공하는 모든 교육적인 기회를 저희 자녀가 이용할수 있도록 했습니다; 선택한 교육 프로그램에 교육 자료가 사용 될수 있도록 했습니다.

저는 매년 이 포기서를 신청해야 한다는 것을 알고 있습니다.

학부모/보호자 서명: _____ 날짜: _____

주소: _____

시: _____ 주: _____ 우편 번호: _____

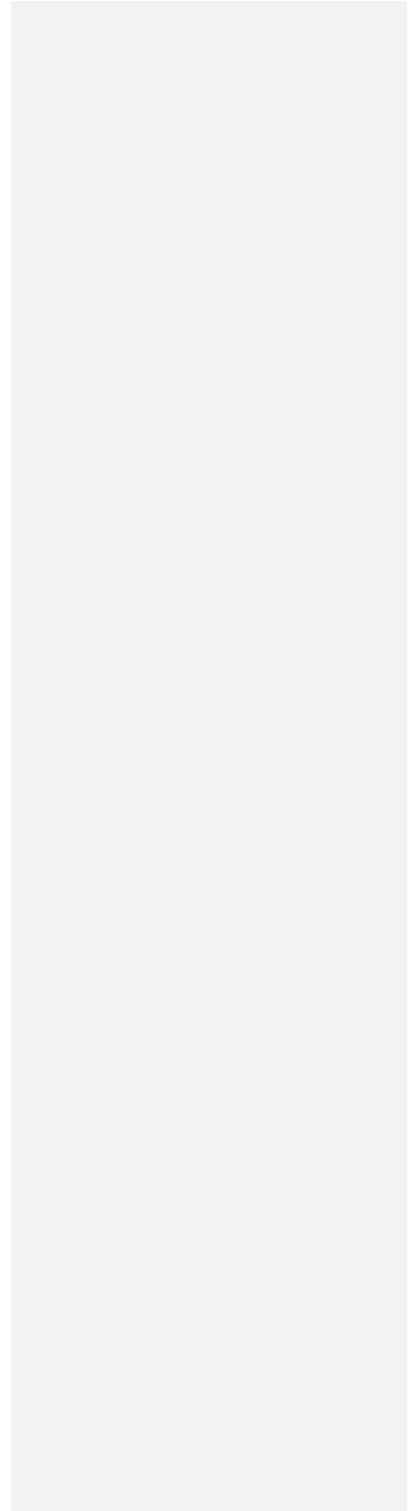
전화 번호: _____

학교 사용 전용:

학생의 표준 영어 점수: 학생의 점수는 학생 학년의 주정부 평균 점수이거나 그 이상이며 또는 5학년 이상의 점수가 되어 합니다:

포기서 인정/불인정: _____ 날짜: _____

서명: _____



Instruction

E 6174(a)

**PARENTAL REQUEST
EDUCATION CODE 311(a): Children who know English**

Name: _____ Grade: _____

School: _____ Date of Birth: _____

Language Designation: _____

My child possesses good English language skills and for that reason I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.

I have personally visited the school to apply for this waiver.

I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

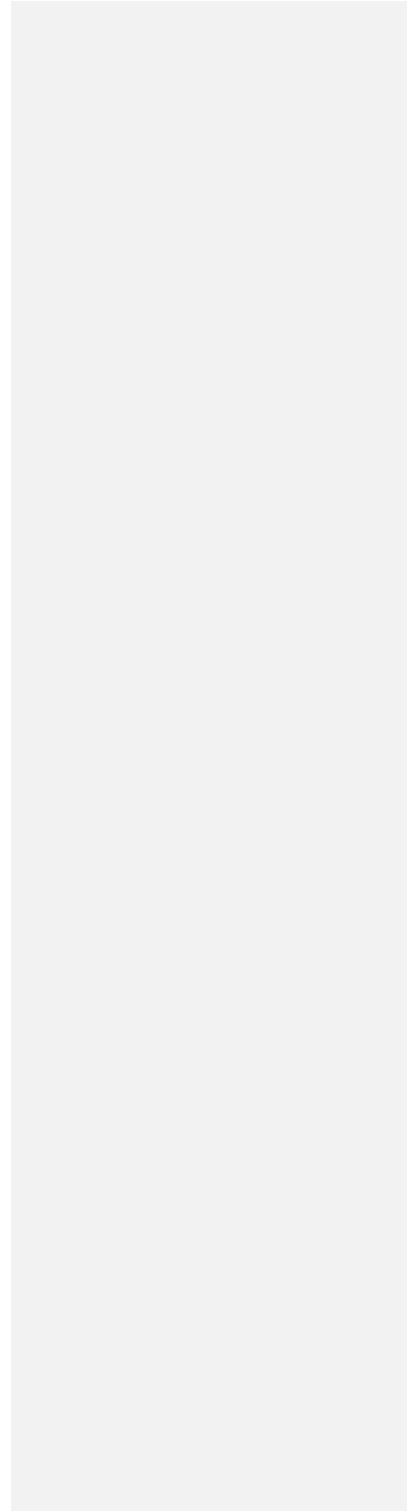
Phone Number: _____

For School Use Only:

Child's English standardized test scores: Scores must be at or above the state average for the child's grade level or above the 5th grade average:

Waiver Granted/Denied: _____ Date: _____

Signature: _____



Instruction

E 6174(a)

**Solicitud de Excepción del Padre
Código de Educación 311(a): Niños que saben inglés**

Nobre: _____ Grado: _____
Escuela: _____ Fecha de nacimiento: _____
Idioma natal: _____

Mi hijo(a) posee buenas habilidades del idioma inglés y por esa razón yo solicito una excepción del Programa de Inmersión al Inglés Estructurado. Comprendo que el objetivo para mi hijo(a) debe ser el que se le enseñe inglés lo más rápido y efectivamente posible.

Yo visité personalmente la escuela de mi hijo(a) para solicitar esta excepción.

Se me ha entregado una completa descripción por escrito de: el propósito y el contenido del Programa de Inmersión al Inglés Estructurado; cualquier otro curso de estudio ofrecido por el distrito creado para estar al alcance de mi hijo(a); todas las oportunidades educativas ofrecidas por el distrito creadas para estar al alcance de mi hijo(a); y de los materiales educativos para ser usados en las diferentes opciones de programas educativos.

Entiendo que debo solicitar esta excepción anualmente, cada año escolar.

Firma de Padre ó tutor: _____ Fecha: _____

Dirección: _____

Ciudad: _____ Estado: _____ Código postal: _____

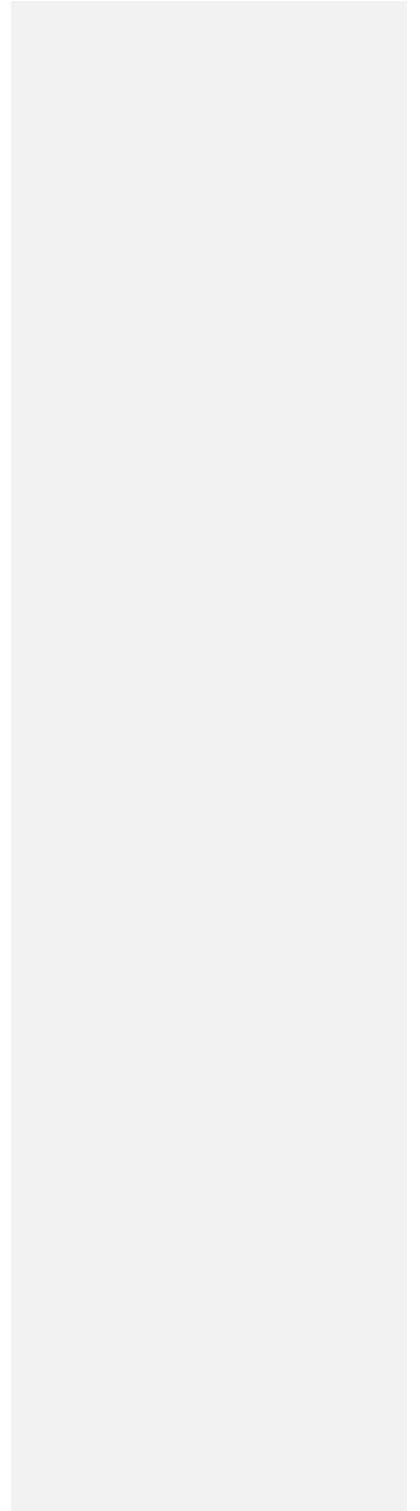
Teléfono: _____

Para uso exclusivo de la escuela:

Calificaciones del examen uniforme de inglés: Las calificaciones deben estar al nivel o arriba del promedio del estado para el grado al que corresponde el niño o arriba del promedio de quinto grado:

Excepción otorgado/negada: _____ Fecha: _____

Firma: _____



지침서

E 6174(a)

PARENTAL REQUEST
EDUCATION CODE 311(a): Children who know English
학부모 포기 동의서: 영어를 할 줄 아는 학생

이름: _____ 학년: _____
학교: _____ 생일: _____

저희 자녀는 영어를 잘 구사 할수 있으므로 학교에서 제공하는 보조 영어 프로그램을 거절합니다. 저는 저희 자녀가 가능한 한 빠른 시일내에 영어를 배우는 것을 목표로 하고 있다는 점에 대하여 잘 알고 있습니다.

저는 이 포기서를 신청하기 위하여 개인적으로 학교를 방문 했습니다.

저는 다음의 사항에 관하여 충분한 설명을 서면으로 받았습니다: 영어 집중 훈련 프로그램의 목적과 내용: 교육구에서 제공하는 선택 교육의 내용과 또한 자녀가 이용할 수 있도록 했습니다: 교육구에서 제공하는 모든 교육적인 기회를 저희 자녀가 이용할 수 있도록 했습니다: 선택한 교육 프로그램에 교육 자료가 사용 될수 있도록 했습니다.

저는 매년 이 포기서를 신청해야 한다는 것을 알고 있습니다.

학부모/보호자 서명: _____ 날짜: _____

주소: _____

시: _____ 주: _____ 우편 번호: _____

전화 번호: _____

학교 사용 전용:

학생의 표준 영어 점수: 학생의 점수는 학생 학년의 주정부 평균 점수이거나 그 이상이며 또는 5학년 이상의 점수가 되어 합니다:

포기서 인정/불인정: _____ 날짜: _____

서명: _____

INSTRUCTIONAL PROGRAM/OVERVIEW

Assessment is used to determine the appropriate ELD level. The District *ELD Standards and Criteria for Student Placement* establishes criteria for reasonable fluency in placing each EL student. The District EL Program Description provides guidelines for corresponding electives and core curriculum classes. An *Individualized Learning Plan (ILP)* is written for each student and includes student data, test scores, class schedule, and parent signature.

EL students shall be provided with a sequential course of study that develops English fluency as effectively and efficiently as possible, provides equal opportunity for academic achievement through access to the core curriculum, and provides positive reinforcement of the self-image of participating pupils. To reinforce the self-image of EL students and cross-cultural understanding of students, multicultural perspectives will be infused throughout the District's core curriculum.

EL students shall be provided English Language Development (ELD) by a qualified teacher. All classes are taught in English. All EL students are provided appropriate supplemental instructional classroom materials, supplemental library resources, supplemental computer opportunities, and supplemental guidance services (as required). ELD classes assist EL students in acquiring and developing oral and written English. ELD also provides an introduction to the American school system and American culture.

The Fullerton Joint Union High School District ELD Program has been developed by the District ELD Curriculum Committee and ELD teachers. The District ELD Curriculum Committee has developed *Components of the Ideal ELD Program* as a model to work towards in the ELD Departments. Courses follow the District course outlines for ELD I, II, and III.

ELD curriculum materials are coordinated through the District ELD Curriculum Committee. Use of existing materials and development of new materials are enhanced and expanded through ELD Reading and Literacy Workshops provided by the District Educational and Assessment Services Division.

Individual counseling and monitoring allow EL students to progress, as quickly as possible, to the most challenging level they can achieve. With this individualized approach, many EL students may have a combination of ELD, SDAIE, and mainstream classes. An EL Coordinator at each site provides supplemental guidance support. The EL Coordinator and/or the counselor monitor grades and progress on a regular basis during the year with quarter and semester grades. This monitoring process allows for ongoing identification of students who are ready to progress to the next level of ELD or add SDAIE and/or mainstream classes. This process also allows for the immediate identification of students experiencing problems and for immediate intervention. The EL Coordinator and/or the counselor meet with the student to discuss problem areas and then contacts teachers, parents, and/or arranges for the student to participate in tutoring sessions.

EL students continue to be monitored as they move through the sequence of ELD and SDAIE classes into mainstream classes (SDAIE program). The flexibility of a high school master schedule allows

EL students to concentrate on developing English fluency when they first enter high school and still have time to meet graduation requirements (*Graduation Standards: General Education and Academic Studies*) by the end of their high school career. ELD II and III count as English credit (not to exceed 20 units) and ELD III is accepted by the University of California as college prep English credit. SDAIE curriculum classes are provided in both general studies and college prep courses. Students who have recently arrived in the United States and have completed seventh grade in their home country meet the University of California entrance requirements for two years of foreign language. Having met the foreign language requirement opens room in the student's schedule for two years to take other classes. Students who arrived in the United States after their freshman year are able to receive credit for courses completed and validated by transcript from their previous school.

EL Master Plan Implementation Procedures

Overview

Course Outlines for ELD I, II, and III

SDAIE Program

Graduation Standards: General Education and Academic Studies

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
ENGLISH

I. Course Information

- | | |
|---------------------------------------|--|
| 1. <u>Course Title:</u> | English Language Development (ELD 1) |
| 2. <u>Length of Course:</u> | Year (course may be repeated for credit) |
| 3. <u>Units of Credit:</u> | Ten |
| 4. <u>Prerequisites:</u> | Placement Testing for ELD |
| 5. <u>Grade Level:</u> | 9 - 12 |
| 6. <u>Special Course Designation:</u> | None |
| 7. <u>Course Code Number:</u> | 927 |

II. Course Description

English Language Development 1 (ELD 1) is for the student with little or no expressive or receptive English. The course stresses the acquisition of listening and speaking language skills that meet the immediate communication needs of the student in a social and academic setting. ELD 1 builds the foundation of basic English skills: listening, speaking, reading, and writing. An introduction to literature, a focus on study skills, and cultural awareness are also included in the course. This course is for elective credit only; it does not take the place of English 1, 2, 3, or 4.

III. Course Goals

1. The student will show competency to understand and produce the English language orally. The student will be prepared to use English effectively in social and academic settings. The student will also receive reading and writing instruction while he or she is developing oral fluency to ensure proficiency in listening and speaking.
2. The student will develop English literacy skills through word analysis, fluency and systematic vocabulary development, reading comprehension, as well as literary response and analysis. The student will acquire knowledge of the relationship between sounds and printed symbols. The student will also develop skills to deal with English morphemes (i.e., prefixes, suffixes, root words, etc.). The student will create pathways through building vocabulary and through actions and oral words, phrases, and sentences by transferring this understanding to reading.
3. The student will apply knowledge of sentence patterns and linguistic structures to engage in various types of writing. The student will also use conventions of written English that include an introduction to the writing process and proper uses of capitalization, punctuation, and spelling for words appropriate at this level.

IV. Course Content and Objectives

<u>Content</u>	<u>Learner Objectives</u>
<u>Listening and Speaking</u> <ul style="list-style-type: none">• Strategies and Applications<ul style="list-style-type: none">- Comprehension	The student will: <ul style="list-style-type: none">A1. pronounce basic English sounds and repeat for practice.A2. make sound-symbol connections.A3. recognize basic vocabulary.A4. learn simple English grammar.A5. ask and answer questions.A6. follow directions.A7. complete activities/coursework.A8. answer basic comprehension questions.A9. understand comprehensible input.A10. discriminate singular and plural nouns.A11. recognize use of past tense.A12. substitute pronouns for antecedents.A13. distinguish gender pronouns.A14. engage in basic dialogueA15. rephrase questions into answers.A16. demonstrate understanding of multi-step oral directions.
<ul style="list-style-type: none">- <i>Comprehension, Organization, & Delivery of Oral Communication</i>	<ul style="list-style-type: none">A17. summarize basic ideas of a presentation.A18. identify the main idea of a presentation.A19. discuss the sequence of the presentation.A20. request personal needs.A21. plan and present basic informational presentations.A22. demonstrate the use of simple vocabulary.
<ul style="list-style-type: none">- Analysis & Evaluation of Oral & Media Communications, Comprehension	<ul style="list-style-type: none">A23. demonstrate comprehension of vocabulary.A24. identify characters and ideas from written material.A25. understand sequence of events.A26. distinguish different genres.A27. identify different media.
<u>Reading</u> <ul style="list-style-type: none">• Word Analysis<ul style="list-style-type: none">- Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development	<ul style="list-style-type: none">B1. exhibit symbol recognition.B2. distinguish between sounds.B3. demonstrate correct oral production.B4. write simple sentences.B5. read their own writing and simple texts comprehensibly.

IV. Course Content and Objectives (Cont.)

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
- Phonemic Awareness, Decoding and Word Recognition	B6. recognize and use syllabication rules. B7. demonstrate understanding of phonemic rules. B8. identify the regular and irregular plurals and past tense.
- Decoding and Word Recognition, Vocabulary and Concept Development	B9. pronounce word endings. B10. sound out and pronounce words. B11. recognize similarities in root words. B12. recognize similarities in root words from native language to English. B13. point out false cognates.
• Fluency and Systematic Vocabulary Development	
- Vocabulary & Concept Development	B14. build knowledge of affixes, prefixes, synonyms, and antonyms. B15. demonstrate comprehension by using 1-2 words or simple sentence responses. B16. answer simple questions. B17. understand that different occasions require different types of answers. B18. utilize dictionary. B19. acquire dictionary skills. B20. recognize multiple meanings of words. B21. communicate basic needs in social and academic settings. B22. demonstrate simple greetings. B23. give elementary directions. B24. identify classroom objects. B25. guess the meaning of words in context. B26. read simple paragraphs and passages independently. B27. recognize and correct some errors when speaking or reading aloud. B28. use ordinal phrases in writing.
• Reading Comprehension	
- Comprehension	B29. demonstrate simple multi-step oral directions. B30. answer factual comprehension questions using simple sentences. B31. fill out basic forms. B32. retrieve information.

IV. Course Content and Objectives (Cont.)

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
- Comprehension & Analysis of Appropriate Text	B33. utilize in-class technology. B34. recognize facts in consumer and workplace documents and content-area texts. B35. answer questions using “who, what, where, when, why, how” B36. identify parts of a text. B37. identify parts of public documents.
- <i>Structural Features of Informational Materials</i>	B38. identify vocabulary using visual aides. B39. demonstrate correct word order and grammar. B40. identify parts of speech. B41. name the parts of a work-place document. B42. follow directions given on a form. B43. distinguish between printing and cursive writing.
• Literary Response and Analysis - Narrative Analysis of Grade-Level Appropriate Text	B46. identify the sequence of a text. B47. identify the speaker or narrator. B48. act out a character from a familiar story using phrases or simple sentences. B49. use visual aides to identify the sequence of events from simple literary texts. B50. differentiate between first and third person point of view. B51. respond to factual questions. B52. identify the parts of the plot using words and phrases. B53. identify literary elements. B54. recite simple poems.
- Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism	B55. identify character traits. B56. describe the characters. B57. retell the story.
C. Writing • Strategies and Applications - Penmanship, Organization & Focus	C1. create pictures, lists, charts, and tables for literature and content areas information. C2. copy words exactly. C3. demonstrate correct capitalization and punctuation. C4. write in print and cursive styles.

Content

Learner Objectives

The student will:

- C16. demonstrate editing skills.
C17. rewrite sentences and paragraphs to improve meaning and expand vocabulary.

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
ENGLISH

I. Course Information

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|---------------------------------------|--|
| 1. <u>Course Title:</u> | English Language Development (ELD) 2 |
| 2. <u>Length of Course:</u> | Year (course may be repeated for credit) |
| 3. <u>Units of Credit:</u> | Ten |
| 4. <u>Prerequisites:</u> | Placement Testing for ELD |
| 5. <u>Grade Level:</u> | 9 - 12 |
| 6. <u>Special Course Designation:</u> | None |
| 7. <u>Course Code Number:</u> | 928 |

II. Course Description

English Language Development 2 (ELD 2) is for the student whose English is not fluent yet understands most of what is said in general conversation. This intermediate course continues to stress the acquisition of listening and speaking language skills of the student in a social and academic setting. ELD 2 utilizes meaning-centered activities and selected literature to build on integrated skills introduced in ELD 1 including listening, speaking, reading, and writing English. Vocabulary, grammar, writing, reading and pronunciation skills are refined to meet the demands of content area study. Life skills and cultural awareness are also included in the course. Five units of credit per semester hour may be applied toward English credit for graduation, not to exceed a total of twenty English units.

III. Course Goals

4. The student will show competency to understand and produce the English language orally. The student will be prepared to use English effectively in social and academic settings. The student will also receive reading and writing instruction while he or she is developing oral fluency to ensure proficiency in listening and speaking.
5. The student will develop English literacy skills through word analysis, fluency and systematic vocabulary development, reading comprehension, as well as literary response and analysis. The student will refine knowledge of the relationship between sounds and printed symbols. The student will further develop skills to deal with English morphemes (i.e., prefixes, suffixes, root words, etc.). The student will create pathways through building vocabulary and through actions and oral words, phrases, and sentences by transferring this understanding to reading.
6. The student will apply knowledge of sentence patterns and linguistic structures to engage in various types of writing. The student will also use conventions of written English that includes the writing process, research techniques, and proper uses of language conventions appropriate at this level.

IV. Course Content and Objectives

<u>Content</u>	<u>Learner Objectives</u>
<u>Listening and Speaking</u> <ul style="list-style-type: none">• Strategies and Applications<ul style="list-style-type: none">- Comprehension	The student will: <ul style="list-style-type: none">A1. pronounce basic English words.A2. use consistent forms of plurals, simple past tense, pronouns (he/she).A3. use proper intonation when asking and answering questions.A4. follow directions.A5. repeat or summarize directions.A6. process oral input.A7. identify key details and concepts using both verbal and non-verbal responses.
<ul style="list-style-type: none">- <i>Comprehension, Organization, & Delivery of Oral Communication</i>	<ul style="list-style-type: none">A8. discriminate singular and plural nouns.A9. recognize use of past tense.A10. substitute pronouns for antecedents.A11. distinguish gender pronouns.A12. formulate questions.A13. generate dialogues.A14. reiterate answers to questions.A15. ask and respond to questions about content of material.A16. identify the main idea.A17. support the main idea with details.A18. analyze audio and/or visual presentations.A19. distinguish between propaganda and factual source.A20. prepare an outline, note cards, or script in advance.A21. deliver oral presentation to class.A22. formulate interview questions.A23. respond to interview questions.A24. identify and discuss the elements of literature.A25. ask and answer questions.A26. restate and solicit information.A27. initiate and participate in social conversations in English.
<u>Content</u>	<u>Learner Objectives</u>
	The student will:

IV. Course Content and Objectives (Cont.)

- A28. recognize idioms and figurative language.
- A29. interpret and understand the meaning of idioms and figurative language.
- A30. create figures of speech.

Reading

- Word Analysis
 - Phonemic Awareness, Decoding and Word Recognition

- B1. write simple sentences and paragraphs.
- B2. read their own writing and simple texts comprehensibly.
- B3. recognize similarities in root words from native language to English.
- B4. point out false cognates.
- B5. read and understand literature and content area material.
- B6. read literature and texts.
- B7. identify roots and affixes.
- B8. summarize reading content.

- Fluency and Systematic Vocabulary Development
 - Vocabulary & Concept Development

- B9. continue to build knowledge of affixes, prefixes, synonyms, and antonyms.
- B10. expand recognition of simple idioms, analogies, and figures of speech.
- B11. read independently.
- B12. discuss word relationships and usage.
- B13. use knowledge as it applies to written texts.
- B14. read in class.
- B15. recognize denotation and connotation.
- B16. demonstrate and practice editing skills.
- B17. read aloud.
- B18. demonstrate appropriate pacing, intonation, and expression.
- B19. use logical connectors to sequence information and/or events correctly from written text.
- B20. use a dictionary to look up words.
- B21. select the appropriate meaning of the word based on context.
- B22. learn how common affixes effect word meaning.

IV. Course Content and Objectives (Cont.)

Content

- **Reading Comprehension**
 - Comprehension

 - Comprehension & Analysis of Grade-

Level Appropriate Text

 - Comprehension & Analysis of Grade-
Level Appropriate Text and Expository
Critique

 - *Structural Features of Informational
Materials*

Learner Objectives

- The student will:
- B23. know and apply the function of an affix.
 - B24. interpret the meaning of idioms, analogies, and metaphors.
 - B25. use decoding skills and knowledge of vocabulary to read independently.
 - B26. understand and interpret discourse patterns.
 - B27. recognize cause/effect, compare/contrast.
 - B28. understand word meaning based on syntax or context clues.

 - B29. read and orally respond to comprehension questions.
 - B30. fill out basic forms.
 - B31. retrieve information.
 - B32. utilize in-class technology.

 - B33. understand common terminology used on forms.
 - B34. identify facts from documents and/or texts.
 - B35. read expository texts.
 - B36. research the validity of facts presented in texts.
 - B37. prepare and present findings.
 - B38. discover and clarify main ideas.
 - B39. predict the outcome in the text.

 - B40. listen to, understand, and critique a brief political speech.

 - B41. explain the steps to complete a process or achieve a goal.
 - B42. identify the various parts and purposes of common documents.

IV. Course Content and Objectives

Content

• **Literary Response and Analysis**

- Narrative Analysis of Grade-Level
Appropriate Text

- Structural Features of Literature

- Narrative Analysis of Grade-Level
Appropriate Text and Literary Criticism

D. Writing

• **Strategies and Applications**

- Organization & Focus

Learner Objectives

The student will:

- B43. respond to comprehension questions.
- B44. understand the elements of theme, plot, setting,
and character.
- B45. demonstrate the use of a dictionary/ thesaurus.
- B46. use vocabulary from texts in oral and written
responses.
- B47. demonstrate the ability to paraphrase.
- B48. recite simple poems.

- B49. identify and define genre.
- B50. identify and analyze literary elements.

- B51. analyze characters.
- B52. orally respond to literature.
- B53. increase oral vocabulary.
- B54. identify commonalities and theme in different
genres.
- B55. demonstrate the oral and written ability to
compare and contrast themes and topics.

C1. write a draft of an essay following an outline.

- C2. use more descriptive vocabulary in writing
sentences.
- C3. learn and use content-area vocabulary.
- C4. create essays developing a main idea with
supporting details.
- C5. organize a multiple-paragraph essay.
- C6. write and tell a story in a sequential order.
- C7. explain significance of events in the story.
- C8. compose essays and/or reports.
- C9. collect data.
- C10. provide and organize supporting information
from primary sources.
- C11. identify direct and indirect characterization.
- C12. write a character analysis.

IV. Course Content and Objectives

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
	C13. analyze literature.
	C14. write to show understanding of the text/ literature.
	C15. use transitional techniques.
	C16. read and understand the elements of persuasive writing.
	C17. compose fictional biographies and/or short stories.
	C18. provide evidence and sequence of events.
	C19. write using appropriate language and terms for all content areas
	C20. respond in appropriate written genre given a prompt.
- Organization & Focus, Research and Technology	C21. complete career and informational forms.
	C22. demonstrate the ability to complete the steps of the writing process.
	C23. research a topic.
	C24. write a short essay on a topic in a content area.
	C25. use quotes and cite sources.
- Organization & Focus, Evaluation and Revision	C26. identify significant events based upon their own experience and interpretation.
	C27. reflect and write about their experiences.
• Conventions	C28. write grammatically correct sentences using varied sentence patterns.
- Sentence Structure, Grammar,	C29. edit writing for grammatical correctness.
Punctuation, Capitalization, Spelling	C30. use transitions to show the relationship of ideas.
	C31. write coherent paragraphs.

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
ENGLISH

I. Course Information

- | | |
|---------------------------------------|--|
| 1. <u>Course Title:</u> | English Language Development (ELD) 3 |
| 2. <u>Length of Course:</u> | Year (course may be repeated for credit) |
| 3. <u>Units of Credit:</u> | Ten |
| 4. <u>Prerequisites:</u> | Placement Testing for ELD |
| 5. <u>Grade Level:</u> | 9 - 12 |
| 6. <u>Special Course Designation:</u> | None |
| 7. <u>Course Code Number:</u> | 929 |

II. Course Description

English Language Development (ELD) 3 is for the student who needs to refine and expand language skills introduced at previous levels. ELD 3 is a literature-based curriculum that emphasizes listening, speaking, reading and writing skills necessary to succeed in academic content area classes. Five units of credit per semester hour may be applied toward English credit for graduation, not to exceed a total of ten English units.

III. Course Goals

7. The student will show competency to understand and produce the English language orally. The student will be prepared to use English effectively in social and academic settings. The student will also receive reading and writing instruction while he or she is developing oral fluency to ensure proficiency in listening and speaking.
8. The student will develop English literacy skills through word analysis, fluency and systematic vocabulary development, reading comprehension, as well as literary response and analysis. The student will refine knowledge of the relationship between sounds and printed symbols. The student will further develop skills to deal with English morphemes (i.e., prefixes, suffixes, root words, etc.). The student will create pathways through building vocabulary and through actions and oral words, phrases, and sentences by transferring this understanding to reading.
9. The student will apply knowledge of sentence patterns and linguistic structures to engage in various types of writing. The student will also use conventions of written English that includes the writing process, research techniques, and proper uses of language conventions appropriate at this level.

IV. Course Content and Objectives

Content

Listening and Speaking

- Strategies and Applications
 - Comprehension

- *Comprehension, Organization, & Delivery of Oral Communication*

Learner Objectives

The student will:

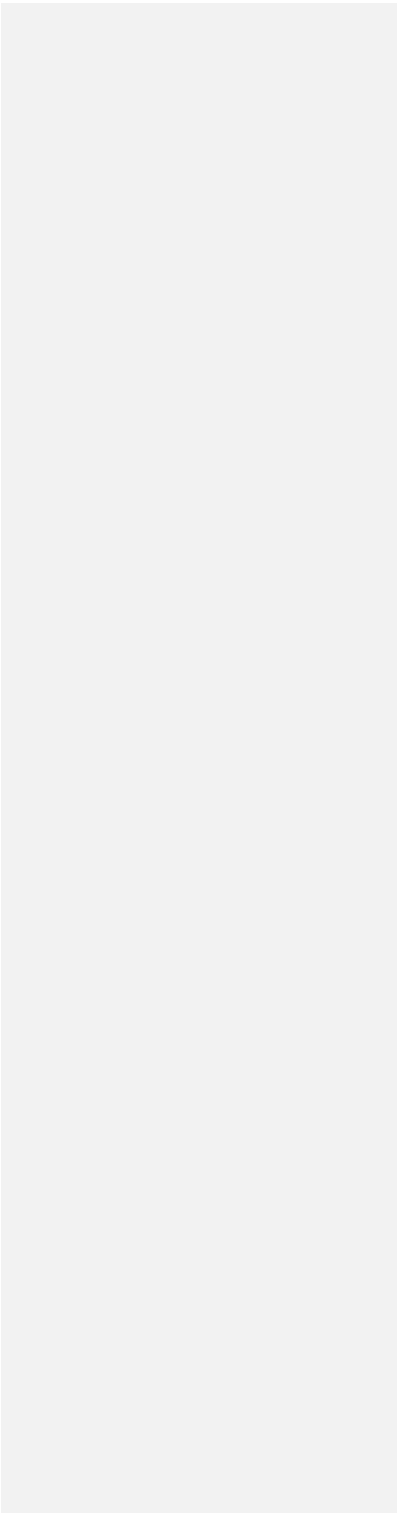
- A1. identify the variety of sources of information.
- A2. distinguish between fact and opinion.
- A3. recognize the purpose(s) of media.
- A4. identify and discuss literary elements.
- A5. retell information heard.
- A6. restate the sequence of the story.
- A7. follow multi-step directions.
- A8. restate the message.
- A9. understand and represent both sides of an issue.
- A10. generate examples from the message.
- A11. understand and use figurative and idiomatic expressions in appropriate situations.
- A12. differentiate according to audience.
- A13. initiate conversations with a variety of age groups.
- A14. communicate adequately in social situations by asking questions and restating the answer.
- A15. utilize library resources.
- A16. organize material.
- A17. demonstrate knowledge of subject matter.
- A18. differentiate between cause and effect.
- A19. identify and use social language for various situations.
- A20. make oral presentations on content area subjects.
- A21. use a variety of sources.
- A22. organize information logically to defend thesis.
- A23. communicate effectively.

IV. Course Content and Objectives (Cont.)

Content

Learner Objectives

The student will:



Reading

- Word Analysis

- Phonemic Awareness, Decoding and Word Recognition

- B1. apply prefixes and suffixes to change the meaning of the word.
- B2. recognize meaning by identifying the root of the word in order to comprehend meaning of information read.
- B3. recognize similar words from primary language.
- B4. generate synonyms.
- B5. distinguish between true and false cognates.

- Fluency and Systematic Vocabulary Development

- Vocabulary & Concept Development

- B6. identify meanings of common prefixes, suffixes, and roots.
- B7. attack unfamiliar words.
- B8. demonstrate knowledge of appropriate word order.
- B9. pronounce words correctly.
- B10. demonstrate intonation appropriate to the text.
- B11. apply correct punctuation expression.
- B12. identify homonyms and synonyms.
- B13. answer questions.
- B14. differentiate multiple meanings of words in context.
- B15. read narrative and informational material.
- B16. read independently.
- B17. recognize and apply idioms, analogies, and metaphors to interpret literature and texts.

- B18. use reading skills to obtain information from a variety of sources.

- Reading Comprehension

- Comprehension & Analysis of Grade-

Level Appropriate Text

- Comprehension & Analysis of Grade-Level Appropriate Text and Expository Critique

- B19. identify rhetorical devices.
- B20. recognize how authors use features and rhetorical devices to achieve their purposes.

IV. Course Content and Objectives (Cont.)

<u>Content</u>	<u>Learner Objectives</u>
<ul style="list-style-type: none">- <i>Structural Features of Informational Materials</i>	<p>The student will:</p> <ul style="list-style-type: none">B21. analyze the organizational structure of written material.B22. identify key ideas.B23. analyze the premise of an argument and its supporting evidence.B24. prepare and deliver an oral presentation.B25. collect data, organize information, and develop a thesis supported by evidence.B26. complete and present a formal research paper.
<ul style="list-style-type: none">• Literary Response and Analysis<ul style="list-style-type: none">- Structural Features of Literature	<ul style="list-style-type: none">B27. learn poetic elements.B28. dissect poetry for meaning and poetic elements.B29. demonstrate knowledge of dramatic elements.
<ul style="list-style-type: none">- Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism	<ul style="list-style-type: none">B30. identify and compare genres.B31. recognize works by major world authors.B32. learn sub categories of genres.B33. recognize examples of various sub genres.B34. define and recognize literary techniques.B35. describe the significance of literary elements.B36. identify theme.B37. describe how theme is manifested in different genres.B38. explore the relationship between and among characters in literary texts.B39. recognize the characteristics of different literary periods.B40. identify major historical time periods and trends.B41. analyze interaction between literary and historical events.

IV. Course Content and Objectives

<u>Content</u>	<u>Learner Objectives</u>
E. Writing <ul style="list-style-type: none">• Strategies and Applications<ul style="list-style-type: none">- Organization & Focus	The student will: <ul style="list-style-type: none">C1. review and recognize the elements of discourse in writing.C2. modify applications and resumes to fit different career opportunities.C3. distinguish between various document formats.C4. demonstrate the writing process.C5. write an expository paper with supporting evidence related to content areas.C6. develop narrative of one's own or another person's life.C7. use the writing process in narrative, expository, persuasive, informational, and/or descriptive writing.C8. clarify and defend positions with relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning.C9. use transitions to clarify relationship of ideas.C10. use parallel constructions to emphasize similarities and establish cohesiveness.C11. correct writing of peers.C12. self-correct writing.
<i>Research and</i> <ul style="list-style-type: none">- <i>Organization & Focus, Technology</i>- Organization & Focus, Evaluation and Revision	
<ul style="list-style-type: none">• Conventions<ul style="list-style-type: none">- Sentence Structure, Grammar, Punctuation, Capitalization, Spelling	

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

ENGLISH

I. Course Information

- | | |
|---------------------------------------|--|
| 1. <u>Course Title:</u> | English Language Development (ELD) 4 |
| 2. <u>Length of Course:</u> | Year |
| 3. <u>Units of Credit:</u> | Ten |
| 4. <u>Prerequisites:</u> | ELD 3 and English1 or Teacher Recommendation |
| 5. <u>Grade Level:</u> | 10 - 12 |
| 6. <u>Special Course Designation:</u> | None |
| 7. <u>Course Code Number:</u> | 931 |

II. Course Description

English Language Development (ELD) 4 is for the student who needs to refine and expand language skills introduced at the previous levels of ELD. ELD 4 is also designed to enhance reading, writing skills and literacy skills, with an emphasis on academic vocabulary for the core content areas. Emphasis is placed on improving listening, speaking, fluency, vocabulary, comprehension, reading, writing and literacy skills. The student will be supported by learning strategies that will improve reading and writing skills through support strategies that are essential for academic success.

III. Course Goals

10. The student will demonstrate the ability to preview and develop English literacy skills through a systematic approach following the English Language Arts Content Standards for English 2.
11. The student will learn writing strategies and applications to acquire the skills necessary to be successful writers using research tools and other strategies in MLA format in the writing genres used in English 2.
12. The student will demonstrate the continued ability to develop and refine grammar and oral language as an extension and enrichment of the ELD 3 course curriculum.
13. The student will demonstrate competency in the ability to understand and speak English. The student will be prepared to speak English in an academic setting. Reading and writing instruction will occur while the student is continuing to master oral fluency and proficiency in listening and speaking.

14. The student will receive instructional support in the content areas of English, Social Science, Science and Mathematics and other courses where academic vocabulary is needed for support, through the reinforcement of skills that focus on contextual reading, vocabulary, and basic research.
15. The student will learn and use innovative strategies that assist them in organizing assignments from all classes with an emphasis on communication with core content teachers. Activities will reinforce basic skills and new skills in a collaborative manner to promote success in a classroom environment where confidence and motivation are nurtured.

IV. Course Content and Objectives

Content

A. Reading

B. Writing

Learner Objectives

The student will:

- A1. identify and use the literal and figurative meanings of words.
- A2. identify and understand the origins of words.
- A3. compare word meanings.
- A4. read independently.
- A5. generate relevant research questions about reading.
- A6. synthesize ideas to demonstrate understanding.
- A7. demonstrate technical proficiency when using research tools.
- A8. evaluate the organization and clarity of informational and workplace documents.
- A9. identify author bias, tone and point of view.
- A10. identify themes, character types, motivation, conflict and how conflict affects plot.
- A11. analyze plot.
- A12. identify types and characteristics of plays.
- A13. analyze similar themes in different types of literature.
- A14. analyze interactions between main and subordinate characters.
- A15. compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- A16. recognize the importance of literary devices and figurative language.
- A17. explain the influence of ambiguities, subtleties, contradictions, ironies, and incongruities.
- A18. analyze how point of view affects story elements.
- A19. explain the purpose of speech, characterization and setting.
- B1. write a thesis statement with supporting topic sentences and provide evidence and commentary (i.e., Schaeffer).
- B2. use research tools, outline key points, use textual examples and apply information in MLA format.
- B3. distinguish between active and passive voice.
- B4. use descriptive and analytical language.
- B5. use clear research questions and coherent research methods.
- B6. synthesize, organize, and interpret information from multiple sources.

IV. Course Content and Objectives (Cont.)
Content

B. Writing (cont.)

C. Written, Oral and English Language
Conventions

D. Listening and Speaking

E. Core Content Instructional Support

Learner Objectives

The student will:

- B7. integrate quotations and citations into written text.
 - B8. write autobiographical and interpretive essays.
 - B9. analyze author's style and purpose.
 - B10. create original narratives using sensory details.
 - B11. interpret ideas in literature and produce thoughtful, informed responses to text.
 - B12. write descriptive essays and process writing.
 - B13. write expository and descriptive essays.
 - B14. write a business letter.
- C1. demonstrate correct usage of grammar and mechanics of standard English.
- C2. continue ELD 3 oral language development.
- C3. use manuscript form, appropriate diction and proper paragraph format.
- D1. develop and support opinions for discussion topics.
- D2. analyze media presentations and perspectives.
- D3. create and present a defensible argument.
- D4. create and present a speech using primary and secondary sources.
- D5. present oral responses to literature.
- D6. deliver persuasive arguments and descriptive presentations.
- E1. learn textbook use.
- E2. identify and clarify main idea in using a core content textbook.
- E3. outline a chapter.
- E4. use a dictionary and glossary effectively.
- E5. use academic word lists when needed.
- E6. use directive terms.
- E7. analyze graphs, pictures and maps.
- E8. create and use study guides.
- E9. review questions at the end of a chapter.
- E10. conduct basic research (Big 6) with library support.

- E11. use the Scientific Method: simple to complex.
- E12. reinforce oral content presentations.
- E13. review video supplements.

IV. Course Content and Objectives (Cont.)

F. Support Strategies

The student will:

- F1. use the Inquiry Method: tutorials, Socratic Seminar.
- F2. use Cornell note taking strategies.
- F3. prepare for grade checks.
- F4. prepare for binder checks regularly.
- F5. prepare for attendance checks.
- F6. receive computer applications and training assistance, as needed to support academic vocabulary.
- F7. learn test taking strategies for standardized tests.

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

ENGLISH

I. Course Information

- | | |
|---------------------------------------|-----------------|
| 1. <u>Course Title:</u> | English 1-SDAIE |
| 2. <u>Length of Course:</u> | Year |
| 3. <u>Units of Credit:</u> | Ten |
| 4. <u>Prerequisites:</u> | None |
| 5. <u>Grade Level:</u> | 9 |
| 6. <u>Special Course Designation:</u> | SDAIE |
| 7. <u>Course Code Number:</u> | 301 |

II. Course Description

English 1-SDAIE, a college-preparatory course, concentrates on the basic skills of composition, language, and literature. Composition study includes the organization of the multi-paragraph essay. Grammar, vocabulary, spelling, speaking, listening, and reading and understanding literature are included. Competence in each skill is the basic objective.

III. Course Goals

1. The student will apply knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately. The student will read and understand grade-level-appropriate materials, analyze the organizational patterns, arguments, and positions advanced. The student will read and respond to historically or culturally significant works of world literature, particularly American and British literature. The student will conduct in-depth analyses of recurrent patterns and themes.
2. The student will write coherent and focused texts that convey a well-defined perspective and tightly reasoned arguments. Student writing will demonstrate awareness of audience and purpose and use of the stages of the writing process. The student will combine the rhetorical strategies of narration, exposition, and description to produce text of at least 1,500 words per year. Student writing will demonstrate a command of Standard English, as well as research, organizational and drafting strategies.
3. The student will write and speak with a command of Standard English conventions.

4. The student will formulate thoughtful judgments about oral communication and deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. The student will incorporate gestures, tone, and vocabulary tailored to audience and purpose. The student will deliver formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking will demonstrate a command of Standard English, organization, and delivery strategies.

III. Course Content and Objectives

The English 1-SDAIE class covers the same content and learner objectives as English 1. This class focuses on developing English proficiency, academic language and study skills for the college-bound student. The teacher employs SDAIE teaching strategies while maintaining a rigorous curriculum.

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
A. <u>Reading</u>	
• word analysis, fluency, and systematic vocabulary development --vocabulary and concept development	A1. understand figurative language. A2. create figures of speech. A3. identify roots of words. A4. understand the origin of words. A5. compare the dictionary meaning and the associative meaning of words. A6. discuss the emotional impact of language. A7. study word roots. A8. read mythology.
• reading comprehension (focus on informational materials) --comprehension and analysis of grade-level-appropriate text	A9. identify connections between literature and life. A10. question relevant issues in the text. A11. combine ideas from multiple sources and/or authors to demonstrate understanding.
--expository critique	A12. compare literature and life experiences. A13. demonstrate technological knowledge.
• literary response and analysis --structural features of literature	A14. understand the difference between generalities and specifics. A15. identify tone and point of view. A16. recognize bias. A17. read materials representing opposing points of view.
--narrative analysis of grade-level-appropriate text	A18. identify types and purposes of dramatic literature. A19. read and recognize different genres. A20. identify themes in a variety of genres. A21. explain how the author's choice of genres

shapes meaning.

A22. identify character types and motivation.

A23. distinguish between main and secondary characters.

A24. identify types of conflict.

A25. identify how conflict affects plot.

A26. understand characterization techniques.

A27. analyze dialogue.

A28. extract themes from literary works.

B. Writing

- writing strategies
--organization and focus

--research and technology

The student will:

- A29. understand how themes are developed differently in various works.
- A30. understand and identify literary devices and their effect on plot.
- A31. recognize plot structures.
- A32. recognize the importance of literary terms and techniques.
- A33. read, recognize, and evaluate ambiguities, subtleties, contradictions, ironies, and incongruities in the text.
- A34. discuss the challenges to reader understanding.
- A35. identify the point of view.
- A36. understand how point of view affects the story.
- A37. understand dramatic conventions.
- A38. identify and recognize the purpose of dramatic conventions.
- A39. analyze word choice.
- A40. understand mood, tone and theme.
- A41. understand relationship between the literary work and its historical context.

- B1. develop a thesis statement that establishes a tone and focus.
- B2. create topic sentences to support thesis.
- B3. provide supporting evidence.
- B4. identify differences between active and passive voice.
- B5. use descriptive writing techniques.

- B6. compose and select research questions.
- B7. explore and utilize research tools and options.
- B8. outline key points.
- B9. use textual examples as evidence.
- B10. identify research resources.
- B11. gather information from a variety of sources.
- B12. select and apply information appropriate to the topic.
- B13. identify significant quotes and passages.
- B14. weave quotes and passages into original writing.
- B15. choose and use appropriate documentation.

IV. Course Content and Objectives (Cont.)

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
	B16. know and apply the rules of documentation. B17. incorporate technology into the writing process. B18. produce a final product.
--revising and evaluating strategies	B19. write multiple drafts to achieve the most effective organization, perspective, and language.
<ul style="list-style-type: none">• writing applications (genres and their characteristics)	B20. write autobiographical incidents. B21. incorporate narrative strategies. B22. develop key ideas. B23. write interpretative essays. B24. identify literary elements. B25. analyze author's style and purpose. B26. gather information from primary and secondary sources. B27. organize an essay based on multiple sources and evidence. B28. supplement writing with visuals. B29. anticipate reader disagreement. B30. use appropriate documentation. B31. learn appropriate business letter format and voice. B32. formulate purpose and audience for the writing. B33. use technology to create business letters.
C. <u>Written and Oral English Language Conventions</u> <ul style="list-style-type: none">• grammar and mechanics	C1. know correct grammatical sentence structure. C2. use appropriate punctuation. C3. demonstrate Standard English conventions.
<ul style="list-style-type: none">• manuscript form	C4. develop well-structured paragraphs. C5. utilize sentence variety. C6. use accurate punctuation, correct spelling, and appropriate capitalization. C7. use standard manuscript form.

IV. Course Content and Objectives (Cont.)

Content

D. Listening and Speaking

- listening and speaking strategies
--comprehension

--organization and delivery of oral communication

- speaking applications (genres and their characteristics)

Learner Objectives

The student will:

- D1. formulate opinions.
- D2. support opinions with relevant evidence.
- D3. distinguish differences between media perspectives.
- D4. analyze media information.
- D5. present ideas in an organized sequence.
- D6. understand how to engage an audience.
- D7. develop and deliver strong concluding remarks.
- D8. develop a clear thesis.
- D9. provide support with appropriate evidence.
- D10. use visual and audio aids to enhance presentations.
- D11. condense information to key points.
- D12. demonstrate appropriate speaking and presentation skills.
- D13. understand effective rhetorical techniques.
- D14. study and analyze famous speeches.
- D15. recognize how mood and tone influence audience perceptions.
- D16. understand how diction and oral delivery affect mood and tone.
- D17. judge the overall effectiveness of a speech.
- D18. develop autobiographical or fictional oral presentations.
- D19. employ narrative strategies in delivery.
- D20. prepare and ask relevant questions.
- D21. use language that conveys maturity, sensitivity, and respect.
- D22. respond correctly and effectively to questions.
- D23. demonstrate knowledge of the subject or organizations.
- D24. compile and report responses.
- D25. evaluate the effectiveness of the interview.
- D26. develop informed responses.
- D27. participate knowledgeably in class discussions.
- D28. develop opinions based upon relevant evidence.
- D29. use textual support.

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

ENGLISH

I. Course Information

- | | |
|---------------------------------------|-----------------|
| 1. <u>Course Title:</u> | English 2-SDAIE |
| 2. <u>Length of Course:</u> | Year |
| 3. <u>Units of Credit:</u> | Ten |
| 4. <u>Prerequisites:</u> | English 1-SDAIE |
| 5. <u>Grade Level:</u> | 10 |
| 6. <u>Special Course Designation:</u> | SDAIE |
| 7. <u>Course Code Number:</u> | 310 |

II. Course Description

English 2-SDAIE, a college-preparatory course, continues the development of basic skills introduced in English 1-SDAIE. Composition study involves intensive review of how to organize and write the multi-paragraph essay. Literature emphasizes the study of increasingly challenging works in various genres. The course includes the study of vocabulary, spelling, usage, and mechanics.

III. Course Goals

1. The student will apply knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately. The student will read and understand grade-level-appropriate material, analyzing the organizational patterns, arguments and positions advanced. The student will read and respond to historically or culturally significant works of world literature, particularly American and British literature. The student will conduct in-depth analyses of recurrent patterns and themes.
2. The student will write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing will demonstrate an awareness of audience and purpose, as well as the stages of the writing process. The student will combine rhetorical strategies, such as narration, exposition, persuasion, and description to produce text(s) of approximately 1,500 words. Student writing will demonstrate a command of Standard English, as well as research, organizational and drafting strategies.
3. The student will write and speak with a command of Standard English conventions.

4. The student will formulate thoughtful judgments about oral communication, and deliver focused and coherent presentations that convey clear and distinctive perspectives and solid reasoning. The student will incorporate gestures, tone and vocabulary tailored to audience and purpose. The student will deliver formal and extemporaneous presentations that combine rhetorical strategies of narration, exposition, persuasion, and description. Student speaking will demonstrate a command of Standard English, organization and delivery strategies.

IV. Course Content and Objectives

The English 2-SDAIE class covers the same content and learner objectives as English 2. This class focuses on developing English proficiency, academic language and study skills for the college-bound student. The teacher employs SDAIE teaching strategies while maintaining a rigorous curriculum.

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
A. <u>Reading</u>	
<ul style="list-style-type: none"> word analysis, fluency, and systematic vocabulary development --vocabulary and concept development 	A1. understand and create figures of speech. A2. <i>determine meaning based on roots.</i> A3. compare the dictionary meaning and the associative meaning of words. A4. paraphrase literary passages.
<ul style="list-style-type: none"> reading comprehension (focus on informational materials) --comprehension and analysis of grade-level appropriate text 	A5. ask discovery-based questions. A6. paraphrase primary source documents. A7. synthesize ideas from multiple sources and/or authors to demonstrate understanding. A8. formulate opinions based on research. A9. demonstrate technical proficiency when using research tools.
--expository critique	A10. define and identify logical fallacies. A11. evaluate the organization and clarity of informational documents. A12. identify author bias. A13. identify tone and point of view. A14. examine more than one perspective.
<ul style="list-style-type: none"> literary response and analysis --structural features of literature 	A15. identify types and characteristics of plays. A16. understand the effect of dramatic forms. A17. analyze similar themes in different forms of literature. A18. identify the characteristics of literary genres.
--narrative analysis of grade-level-appropriate text	A19. identify internal and external conflict. A20. identify character types and motivation. A21. recognize the function of character foils. A22. define characterization. A23. understand character personality traits. A24. create a theme statement. A25. know the difference between theme and subject. A26. show evidence of the author's meaning. A27. define and recognize plot development.

IV. Course Content and Objectives (Cont.)

Content

- B. Writing
- writing strategies
 - organization and focus
- research and technology

Learner Objectives

The student will:

- A28. know the difference between chronological and episodic plot development.
- A29. recognize the importance of literary devices and figurative language.
- A30. interpret the author's meaning.
- A31. explain the influence of ambiguities, subtleties, contradictions, ironies, and incongruities.
- A32. discuss challenges to understanding.
- A33. identify point of view.
- A34. analyze how point of view affects story elements.
- A35. explain the purpose of speech, characteriza-tion, and setting.
- A36. evaluate the success of a writer's style.
- A37. analyze how word choice reveals the writer's attitude.
- A38. recognize historical influences on literature.
-
- B1. create a clear and controlling thesis statement.
- B2. write topic sentences which support the thesis.
- B3. provide supporting evidence.
- B4. distinguish between active and passive voice.
- B5. use descriptive and analytical language.
-
- B6. utilize library resources.
- B7. develop interviewing techniques.
- B8. practice note-taking skills.
- B9. form exploratory questions.
- B10. identify key words.
- B11. identify main points of an argument.
- B12. organize supportive evidence.
- B13. explore different research resources.
- B14. organize and interpret information.
- B15. distinguish between paraphrasing and summarizing.
- B16. utilize various techniques for incorporating evidence.
- B17. select appropriate and meaningful quotations.
- B18. include page citations.
- B19. use appropriate documentation.

V. Course Content and Objectives (Cont.)

Content

- revising and evaluating strategies
- writing applications (genres and their characteristics)

C. Written and Oral English Language Conventions

- grammar and mechanics
- manuscript form

Learner Objectives

The student will:

- B20. demonstrate knowledge of professional documentation standards.
- B21. synthesize information.
- B22. incorporate technology in the writing process.
- B23. produce a final product.
- B24. use revision strategies to rethink composition.
- B25. create original narratives using concrete and sensory details.
- B26. organize narrative using plot devices such as foreshadowing, flashback, and/or suspense.
- B27. interpret ideas in literature.
- B28. produce thoughtful, informed responses to text.
- B29. analyze key passages.
- B30. speculate about author's purpose.
- B31. use commentary to support thesis.
- B32. create well-supported informational compositions.
- B33. create visuals to support ideas.
- B34. evaluate data, facts, and ideas.
- B35. use proper documentation.
- B36. formulate a clear thesis with supporting details.
- B37. create persuasive arguments that are sensitive to audience.
- B38. use appropriate argumentation style.
- B39. address counter arguments.
- C1. identify grammatical structures.
- C2. demonstrate correct usage of Standard English.
- C3. utilize appropriate punctuation.
- C4. use proper paragraph format.
- C5. write with the appropriate diction.
- C6. demonstrate control of Standard English.
- C7. produce professional portfolio quality work.
- C8. use appropriate capitalization.
- C9. use correct punctuation.
- C10. use standard manuscript form.

VI. Course Content and Objectives (Cont.)

Content

D. Listening and Speaking

- listening and speaking strategies
--comprehension

--organization and delivery of oral communication

- speaking applications (genres and their characteristics)

Learner Objectives

The student will:

C11. follow instructions and/or examples.

- D1. develop and support opinions for discussion topics.
- D2. analyze media presentations and perspectives.

- D3. use a variety of organizational patterns.
- D4. choose appropriate means of persuading an audience to action.
- D5. select effective devices for introduction and conclusion.
- D6. recognize and practice oratory.
- D7. create a defensible argument.
- D8. use multimedia to promote interest and understanding.
- D7. condense information into essential points.
- D8. use key-word outline.
- D9. evaluate the importance of audience and situation.
- D10. use effective gestures.
- D11. establish eye contact.
- D12. identify rhetorical devices.
- D13. recognize effective rhetoric in historical speeches.
- D14. determine how content and presentation of a speech influences the audience.
- D15. evaluate the overall effectiveness of a speech.
- D16. examine types of arguments.
- D17. compare and contrast various media presentations.
- D18. recognize and analyze artistic techniques and interpretation.

- D19. create and present an informative speech.
- D20. employ visual aids.
- D21. use primary and secondary sources.
- D22. choose appropriate information to support thesis.
- D23. acknowledge audience bias.
- D24. produce thoughtful, informed responses to text.
- D25. interpret ideas in literature.
- D26. analyze key passages.
- D27. speculate about author's purpose.

VII. Course Content and Objectives (Cont.)

Content

Learner Objectives

The student will:

- D28. use commentary to support thesis.
- D29. formulate a clear thesis with supporting details.
- D30. use appropriate argumentation style.
- D31. create persuasive arguments that are sensitive to audience.
- D32. address counter arguments.
- D33. create visually engaging presentations.
- D34. establish speaker credibility.

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

ENGLISH

I. Course Information

- | | |
|---------------------------------------|-----------------|
| 1. <u>Course Title:</u> | English 3-SDAIE |
| 2. <u>Length of Course:</u> | Year |
| 3. <u>Units of Credit:</u> | Ten |
| 4. <u>Prerequisites:</u> | English 2-SDAIE |
| 5. <u>Grade Level:</u> | 11 |
| 6. <u>Special Course Designation:</u> | SDAIE |
| 7. <u>Course Code Number:</u> | 320 |

II. Course Description

English 3-SDAIE, a college-preparatory course, focuses on United States literature and further develops the study of language and composition. A variety of writing experiences in narrative, descriptive, and expository modes are included.

III. Course Goals

1. The student will apply knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately. The student will read and understand grade-level-appropriate material, analyzing the organizational patterns, arguments and positions advanced. The student will read and respond to historically or culturally significant works of United States literature and conduct in-depth analyses of recurrent patterns and themes.
2. The student will write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing will demonstrate an awareness of audience and purpose, as well as the stages of the writing process. The student will combine rhetorical strategies, such as narration, exposition persuasion, and description to produce text(s) of approximately 1,500 words. Student writing will demonstrate a command of Standard English, as well as research, organizational and drafting strategies.
3. The student will write and speak with a command of standard English conventions.

4. The student will formulate thoughtful judgments about oral communication, and deliver focused and coherent presentations that convey clear and distinctive perspectives and solid reasoning. The student will incorporate gestures, tone and vocabulary tailored to audience and purpose. The student will deliver formal and extemporaneous presentations that combine rhetorical strategies of narration, exposition, persuasion, and description. Student speaking will demonstrate a command of Standard English, organization and delivery strategies.

IV. Course Content and Objectives

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
A. <u>Reading</u>	
<ul style="list-style-type: none"> word analysis, fluency, and systematic vocabulary development --vocabulary and concept development 	A1. apply knowledge of word derivation to infer meaning of new terms. A2. identify and use the literal and figurative meanings. A3. understand word derivation. A4. infer meaning from context clues. A5. distinguish between the denotative and connotative meanings of words. A6. interpret the connotative effect of words.
<ul style="list-style-type: none"> reading comprehension (focus on informational materials) --structural features of informational materials 	A7. analyze public documents. A8. apply critical thinking skills. A9. recognize organizational patterns in public documents. A10. identify the various purposes of writing, such as informational and persuasive.
--comprehension and analysis of grade-level-appropriate text	A11. analyze literary works and expository texts. A12. employ critical thinking skills. A13. utilize reference resources. A14. discuss textual patterns, motifs, and perspectives. A15. use textual elements to defend and clarify interpretations.
--expository critique	A16. determine tone and point of view. A17. critique the logic of arguments.
<ul style="list-style-type: none"> literary response and analysis --structural features of literature 	A18. identify literary genres and sub genres. A19. understand major elements of literary genres and sub genres.
--narrative analysis of grade-level-appropriate text	A20. identify and analyze the theme of a selection using textual evidence. A21. compare and contrast thematic words. A22. evaluate the elements and effects of style. A23. identify and interpret literary devices. A24. analyze literary patterns. A25. contrast form, technique, and characteristics of major literary periods. A26. relate texts and authors to themes and issues of their eras. A27. evaluate influences that shaped characters, plots, themes, and settings.

IV. Course Content and Objectives (Cont.)

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
	A28. recognize political/philosophical influences in literature.
	A29. analyze author position and purpose.
	A30. explore the background of the author.
	A31. explore the causal relationship between the author, his work, and his time.
B. <u>Writing</u>	
<ul style="list-style-type: none"> • writing strategies --organization and focus 	B1. identify purpose, speaker, audience, and form. B2. demonstrate understanding of rhetorical and aesthetic devices. B3. write narrative and expository works. B4. recognize different cultural viewpoints. B5. employ rhetorical devices. B6. experiment with language to produce a specific tone.
--research and technology	B7. use technology to access information. B8. synthesize research information. B9. utilize strategies for finding, organizing, and recording information. B10. use primary and secondary source materials.
--revising and evaluating strategies	B11. utilize the writing process. B12. draft, revise, and edit work. B13. evaluate works written by peers and self.
<ul style="list-style-type: none"> • writing applications (genres and their characteristics) 	B14. write fictional, autobiographical, and/or biographical narratives. B15. create a sequence using narrative strategies. B16. demonstrate an understanding of the literature by analyzing significant ideas, imagery, universal themes, stylistic devices and detailed references. B17. write reflective compositions using a balance of personal experience and abstract ideas. B18. conduct research. B19. create a written document based on historical investigation. B20. cite research references. B21. create and present an effective multimedia presentation.

IV. Course Content and Objectives (Cont.)

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
	B21. create and present an effective multimedia presentation.
C. <u>Written and Oral English Language Conventions</u> <ul style="list-style-type: none">manuscript form	C1. produce mechanically and grammatically correct work. C2. understand the role of editing in the writing process.
D. <u>Listening and Speaking</u> <ul style="list-style-type: none">listening and speaking strategies --comprehension	D1. recognize and use effective communication skills. D2. analyze media (e.g., advertising, stereotypes, special effects, language). D3. evaluate the effect of media on society.
--organization and delivery of oral communication	D4. use appropriate and effective language patterns. D5. demonstrate higher-level critical thinking skills. D6. identify multiple forms of oral delivery. D7. use dramatic techniques to enhance communication of ideas. D8. use effective and appropriate language skills (e.g., tone, style, volume). D9. utilize rehearsal strategies based on self evaluation. D10. employ a variety of techniques to create effective presentations (e.g., visual, music, sound effects, graphics).
--analysis and evaluation of oral and media communications	D11. evaluate formal oral arguments. D12. judge validity of arguments. D13. understand the effect of connotation on argument. D14. identify speaker tone. D15. analyze persuasive strategies and techniques. D16. recognize and evaluate implied messages in media presentations.
<ul style="list-style-type: none">speaking applications (genres and their characteristics)	D17. deliver reflective oral presentations. D18. explore thematic concerns related to issues presented in the literature.

IV. Course Content and Objectives (Cont.)

Content

Learner Objectives

The student will:

- D19. present a main idea or theme through exposition, narration, description or argumentation.
- D20. review the historical context of the research topic.
- D21. use primary and secondary sources.
- D22. consider and evaluate alternative perspectives.
- D23. formulate and effectively present oral responses to literature.
- D24. cite appropriate text to support interpretations.
- D25. demonstrate critical thinking skills.
- D26. analyze stylistic devices and structural elements to support an interpretation.
- D27. present skillfully designed multimedia presentations.
- D28. present effective oral presentations from literature.
- D29. demonstrate an understanding of the meaning and effect of a passage.

SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH

PURPOSE

Specially Designated Academic Instruction in English (SDAIE) is a transition program which allows English learner (EL) students to take content classes in the core curriculum while they are still becoming fluent in English.

SDAIE INSTRUCTIONAL STRATEGIES

A SDAIE class follows the same curriculum as a regular class. The students are expected to meet the same objectives and learn the same skills.

Specially designated instructional strategies assist EL students in acquiring information and skills, even though they are not fluent English speakers. These strategies include:

1. **Pre-teaching vocabulary** for each unit so that students will understand key terms and phrases when they are given a reading assignment
2. Introducing new information by **drawing on the students' prior knowledge** of related information or experience. This helps the student use what he already knows (and has studied in his primary language) as a frame of reference for the new information.
3. Providing the students with a **structured, visual format for taking lecture notes or for following a discussion**. An outline on the board, overhead, or in a handout is essential for the EL student. It provides guideposts and clues to organize what the student hears. It also provides a map for rejoining the lecture/discussion if the student gets lost.
4. Using **visual aides** to supplement the oral and written explanations. Maps, charts, diagrams, and pictures can immediately clarify information that is confusing when the student has to rely on language only.
5. Using **videotapes** to visually fill in background or cultural information that students from other countries may lack. (This is a way of creating "prior knowledge" when none existed.)
6. Involving students in **interactive, hands-on, technological, and group activities** which allow students to learn from and help each other and allow the teacher to interact informally with the students on a regular basis to assess the student's understanding of information, concepts, and skills before the students take a test or produce a final product for grading.

ADAPTING CURRICULUM

Teachers may need to adapt the curriculum in various ways so that EL students can meet the course objectives. Processing either written or oral English can take the EL student a very long time, especially if it is necessary to frequently use a dictionary. As a consequence, teachers must analyze unit objectives, clarifying those objectives for themselves and their students. Then teachers must develop lessons that allow the students to meet the objectives, even though they may not do the exact same assignment given to fluent English speaking students. The following examples illustrate ways to adapt lessons for SDAIE classes:

1. If the quality of reading selections is of paramount importance in classes such as English, the EL student may read fewer selections or shorter selections, but always quality pieces of literature. If the objective is to have students learn 10 literary terms and apply them in analyzing literature, that may be accomplished with four stories instead of the six stories read in a regular class. However, when a new selection is presented to all the students, the EL students should be able to use the terms and analyze, as do other students.
2. If the collection of data is of paramount importance, then EL students may need materials written at a lower reading level. If the unit objective is to understand the events leading up to the American Revolution, students may need to read accounts written at a fifth or eighth grade level. Then they can acquire the basic information quickly, without spending three hours a night with a dictionary to complete a reading assignment. Once the students have the basic information, then the teacher can use supplemental materials to provide additional information and give grade-appropriate assignments that demand critical thinking skills.

REALISTIC LANGUAGE EXPECTATIONS IN SDAIE CLASSES

One adjustment for teachers of SDAIE classes is to accept the reality that one must concentrate on what the EL students can learn at their current stage of English language development and not worry about language skills that these students are not yet ready to learn. For example, the students can learn how to organize and structure an essay, but only time and practice will correct language problems with verb endings, verb tense, singular/plural forms, syntax, etc.

Content teachers must plan their lessons with knowledge of the students' language levels, as well as the State ELD standards, so that these lessons include appropriate language and content objectives.

GRADUATION REQUIREMENTS

For the Class of 2011 *General Education and Academic Studies*

COURSE AREAS	GRADUATION REQUIREMENT	TOTAL UNITS
English (20 units of ELD credit, excluding ELD I, may be used to meet English course requirement)	4 years (the sequence of courses is English 1, 2, and 3, and 10 additional units of English electives)	40
Social Science	3 years (the sequence of courses is 10 units of World History, 9 th or 10 th grade; 10 units of United States History, 11 th grade; 5 units of United States Government and 5 units of Economics, 12 th grade)	30
Mathematics	3 years (1 year must be earned in Algebra 1 or higher course)	30
Science	3 years (including 10 units of a life science and 10 units of a physical science, both laboratory courses)	30
World language	1 year world language or visual/performing arts	10
Visual/Performing Arts		
Health Education	1/4 year	2.5
Physical Education	2 years	20
Elective Courses	6 ½ years	65
TOTAL UNITS REQUIRED		227.5

RECLASSIFICATION/OVERVIEW

When an English learner demonstrates English language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program, the English language student will be reclassified as Fluent English Proficient (RFEP).

This reclassification will take place with an opportunity for parent opinion and consultation. A reclassified student will continue to be monitored for two years to ensure that the student is continuing to succeed without supplemental EL support services. The reclassified RFEP student will continue to be monitored with the same process, in the same manner, as used for EL students.

The EL Coordinator monitors grades and progress once per semester, or as needed. This process allows for the identification of students experiencing problems and for timely intervention. The EL Coordinator meets with the students to discuss problem areas and then contacts teachers, counselors, parents, and/or arranges for academic interventions. If academic problems continue, the student will receive supplemental support services designed to improve the students' academic achievement.

Regulations I-EL1: Each English learner (EL student) who meets the established reclassification criteria is reclassified as Fluent English Proficient (FEP). Each former EL student who has been reclassified as RFEP has demonstrated English language proficiency comparable to that of the average native English speaker and can participate equally with them in the school's regular instruction program.

EL Master Plan Implementation Procedures

- Reclassification/Overview
- Reclassification procedures for EL students
- Criteria for reclassification
- Student Oral Language Observation Matrix (SOLOM), completed by Core Teachers
- Reclassification recommendation form
- Reclassification results
- Parent notification letter
- EL Monitoring flow chart
- CDE guidelines

RECLASSIFICATION PROCEDURES FOR EL STUDENTS

Before being reclassified as fluent-English proficient (RFEP), an EL student must meet the District-adopted standard and procedures. The Education Code Section 52163 (n) identifies FEP students as:

Students whose English proficiency is comparable to that of the majority of pupils, of the same age or grade, whose primary language is English.

The Education Code Section 62164.6 and the California Administrative code, Title 5, Education Section 4306 states that reclassification criteria must include:

1. Teacher evaluation of the student's English proficiency and classroom performance in the English curriculum.
2. Objective assessment of the student's comprehension of English and speaking proficiency
3. Objective assessment of the student's reading and writing skills
4. Parent opinion and consultation
5. Objective data on the student's academic performance in English
6. Other adopted criteria

FJUHSD Procedure

- Based on teacher evaluation, annual CELDT results, and District criteria, or a request by a parent or school personnel, the student may be considered for reclassification using a Recommendation to Reclassify form.
- The EL Coordinator will schedule a reclassification meeting within 30 days of the recommendation. He/she will notify the student, his parents, and appropriate school personnel of the date, time, and location of the reclassification meeting.
- The Reclassification Team studies the compiled information. The Reclassification Team includes: administrator, teacher, and counselor/EL Coordinator. Parents are encouraged to attend.
- The recommendation to reclassify is communicated in writing to the parents who are notified of their legal right to challenge decisions of language reclassification.
- A reclassified student's progress is monitored after the first grading period and for two years after reclassification. If the student is experiencing difficulty, the Reclassification Team will develop a plan to improve the students' academic achievement.
- The student's permanent record will document the criteria, participants, and decisions.
- The District EL Parent Advisory Committee will annually review and comment on the reclassification criteria standards and procedures.

Fullerton Joint Union High School District

**CRITERIA FOR RECLASSIFICATION OF
ENGLISH LANGUAGE LEARNERS**

According to the California Department of Education, in order to reclassify English language learners from LEP to FEP, there are four criteria that must be considered. In addition, districts may include other criteria that would assist in determining whether or not a student will succeed in the District general education program. The required criteria include:

- CST
- Assessment of English proficiency using the CELDT
- Teacher evaluation (SOLOM)
- Parent opinion and consultation
- Comparison of performance in basic skills

The Fullerton Joint Union High School District has included additional local criteria to ensure that the English language learner has the skills necessary to succeed in the general education program. The additional criteria include:

- Cumulative student grade point average
- Grades earned in the student's last two English classes

*Listed below are the criteria and competency levels required for a student to be reclassified as fluent. To be reclassified, a student must reach or achieve the competency criteria for the **first four measures** listed, and **six** of the remaining nine criteria:*

Required Criteria	Minimum Competency
CST English/Language Arts Performance Standard	Basic (3)
Overall CELDT Performance Level	Early Advanced
Teacher Evaluation (SOLOM)	C or better
Parent Opinion and Consultation	

Other Criteria	Minimum Competency
CST Math Performance Standard	Basic (3)
CELDT Listening Performance Level	Intermediate or higher
CELDT Speaking Performance Level	Intermediate or higher
CELDT Reading Performance Level	Intermediate or higher
CAHSEE English Language Arts scaled score	350
Previous semester English grade	C
SOLOM completed by English teacher	4
SOLOM completed by another core teacher	4
Cumulative grade point average	2.0

REVISED 2/20/2010

Fullerton Joint Union High School District
CRITERIA DE RECLASIFICACION PARA
LOS ALUMNOS APRENDIENDO INGLÉS

De acuerdo al Departamento de Educación de California, existen cuatro criterios dignos de consideración para la reclasificación de los alumnos aprendiendo inglés del nivel LEP al FEP. Los distritos pueden incluir también otro criterio que los ayude a determinar si un alumno prosperará en el programa de educación general del Distrito. El criterio requerido incluye:

- CST
- Evaluación del conocimiento del inglés a través del examen CELDT
- Evaluación del maestro (SOLOM)
- Opinión y discusión con los padres
- Comparación de rendimiento en aptitudes básicas

Fullerton Joint Union High School District ha incluido otros criterios locales para asegurarse de que los alumnos aprendiendo inglés tengan las aptitudes necesarias para un buen desempeño en el programa de educación general. El criterio adicional incluye:

- Promedio de calificación acumulado del alumno
- Calificación obtenida por el alumno en las dos últimas clases de inglés

En la lista de abajo se encuentran los criterios y niveles de competencia requeridos por un alumno para ser reclasificado como apto. Para esta reclasificación, el alumno debe alcanzar o cumplir con los criterios de conocimiento de las **primeras cuatro medidas** de la lista y **seis** de los nueve criterios restantes:

Criterio Requerido	Conocimiento Mínimo
<i>CST</i> nivel de desempeño en lengua y literatura en inglés	Básico (3)
<i>CELDT</i> nivel de desarrollo en expresión escrita	Preavanzado
<i>CELDT</i> nivel de desarrollo general	Preavanzado
Consulta y opinión de los padres	

Otros Criterios	Conocimiento Mínimo
<i>CST</i> nivel de desempeño en Matemáticas	Básico (3)
<i>CELDT</i> nivel de desarrollo de comprensión auditiva	Intermedio o más alto
<i>CELDT</i> nivel de desarrollo de expresión oral	Intermedio o más alto
<i>CELDT</i> nivel de desarrollo de lectura	Intermedio o más alto
<i>CAHSEE</i> calificación escalada en lengua y literatura en inglés	350
Calificación en inglés del semestre anterior	C
<i>SOLOM</i> finalizado por un maestro de inglés	4
<i>SOLOM</i> finalizado por un maestro de otra materia académica	4
Promedio de calificaciones	2.0

REVISED 2/24/2009

Student Oral Language Observation Matrix (SOLOM)

The SOLOM is not a test per se. A test is a set of structured tasks given in a standard way. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations - class discussions, playground interactions, encounters between classes. The teacher matches a student's language performance in a five mains - listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each (See Figure 1). The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

Because it describes a range of proficiency from non-proficient to fluent, the SOLOM can be used to track annual progress. This, in turn, can be used in program evaluation, and as some of the criteria for exit from alternative instructional programs. However, to be used for these purposes, it is important to ensure that all teachers who use it undergo reliability training so that scores are comparable across teachers. For this purpose, a training video has been produced by Montebello School District in California.

The SOLOM does not require a dedicated testing situation. To complete it, teachers simply need to know the criteria for the various ratings and observe their students' language practices with those criteria in mind. Therein lies the greatest value of the SOLOM and similar approaches:

- it fixes teachers' attention on language-development goals;
- it keeps them aware of how their students are progressing in relation to those goals; and
- it reminds them to set up oral-language-use situations that allow them to observe the student, as well as provide the students with language-development activities.

While observing, teachers should be attuned to the specific features of a student's speech that influenced their rating. They can use this information as a basis of instruction. The SOLOM is sufficiently generic to be applicable to other language besides English. The SOLOM is not commercially published. It was originally developed by the San Jose Area Bilingual Consortium and has undergone revisions with leadership from the Bilingual Education Office of the California Department of Education. It is within the public domain and can be copied, modified, or adapted to meet local needs.

Directions for Administering the SOLOM:

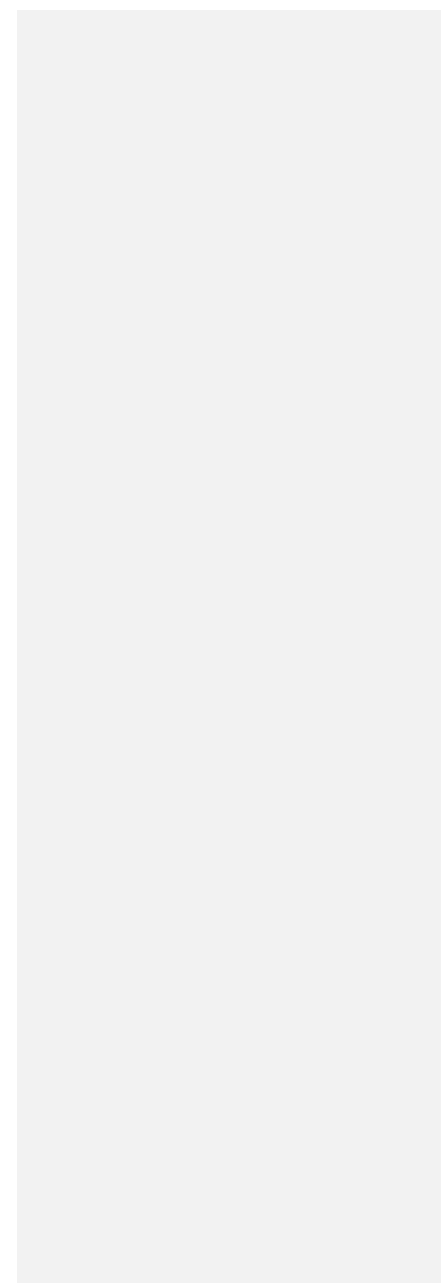
Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

Student's Name _____ Grade _____ Language Observed _____

The student oral language matrix has five categories: comprehension, fluency, vocabulary, pronunciation, and grammar. According to your observation, indicate with an (X) across the square in each category which best describes the student's abilities (with 1 being the lowest mark and 5 being the highest). Those students whose (X) marks are to the right of the darkened line will be considered for redesignation to FEP if test scores and achievement data also includes English proficiency.

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



Fullerton Joint Union High School District
RECLASSIFICATION RECOMMENDATION

Student: _____ Primary Native Language: _____

School: _____ Grade: _____ Student ID#: _____

Date of Recommendation: _____ Person Making Recommendation: _____

1. California English Language Development Test (CELDT)

Subject	Level					Date Administered
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	
Listening						
Speaking						
Reading						
Writing						
Overall						

2. State and District Test Results

Assessment Test	Subject	Scaled Score	Performance Standard	Date of Assessment
California Standards Test	English/Language Arts			
California Standards Test	Math			
CAHSEE ELA	Language Arts			

3. Mastery of English language Curriculum

English Class: _____ Semester: _____ Grade: _____

English Class: _____ Semester: _____ Grade: _____

4. Overall Grade Point Average: _____

5. Teacher Judgment - SOLOM

Teacher _____ Subject _____ Level _____ Date _____
Teacher _____ Subject _____ Level _____ Date _____

6. Parent Notification

Reclassification Letter _____ Date Sent _____

Conference Requested: Yes _____ No _____

Re-Assessment Required: Yes _____ No _____

Fullerton Joint Union High School District

RECLASSIFICATION RESULTS

Name: _____ Grade: _____

Date of Reclassification Meeting: _____

Recommendation Designation: () EL () RFEP

Comments: _____

Signature of Reclassification Team Members:

1. _____ 4. _____
Administrator/Designee Teacher

2. _____ 5. _____
Parent

3. _____ 6. _____

Note: In order to reclassify a student, two staff members must be present at the meeting. A parent signature on this form indicates notification and agreement.

Reviews of Reclassified Student Achievement
(2 Years)

	Date	Satisfactory	Unsatisfactory	Signature
First Review				
Second Review				
Third Review				
Fourth Review				

When completed, place in student CUM folder.

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
NAME OF SCHOOL

Date _____

Dear Parent or Guardian:

«Name» has been reclassified from Limited English Proficient (LEP) to Fluent English Proficient (FEP) status. This means that he/she has attained the necessary English skills in speaking, reading and writing to be able to allow him/her to succeed in regular classes with the same opportunity for success as his/her English-speaking peers.

Your child will continue to receive reinforcement of basic skills as needed to sustain academic achievement in an all-English instructional program.

You have the right to request a reassessment of your child's language ability (which will be done within 30 days) if you question the category in which he/she has been placed. If you desire this reassessment be done, please inform us in writing using the bottom portion of this letter.

Sincerely yours,

Name of Coordinator
English Learner Coordinator

Student's Name: _____

Parent's Name _____

Address _____

Home phone _____

_____ I agree with the recommendation to reclassify my child from Limited English Proficient to Fluent English Proficient, and to place him/her in the regular school academic program.

_____ I do not agree with the recommendation to reclassify my child from Limited English Proficient to Fluent English Proficient, and would like to have him/her reassessed.

Parent's Signature

Date

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
NAME OF SCHOOL

Date _____

Estimado Padre o Tutor:

«Name» ha sido reclasificado/a de estudiante de inglés limitado (LEP) a estudiante fluente en el Inglés (FEP). Esto quiere decir que su hijo/a ha obtenido el conocimiento necesario para hablar, leer y escribir el inglés y así pueda superarse en las clases de inglés regulares con las mismas oportunidades que sus compañeros de habla inglés.

Su hijo/a continuará recibiendo apoyo con sus conocimientos básicos así como sea necesario para mantener progreso académico en todo su programa de instrucción en inglés.

Usted tiene el derecho de requerir que a su hijo/a se le haga otra evaluación en su habilidad en el idioma si es que usted no está de acuerdo con el cambio que se le ha hecho (esto deberá de hacerse en los siguientes 30 días). Si usted está de acuerdo con que este cambio se haga, por favor firme las forma de abajo y regrésela a nuestra oficina lo más pronto posible.

Sinceramente,

Name of Coordinator

Directora del English Learners

Nombre del Estudiante: _____

Nombre del Padre o Tutor _____

Dirección _____

Número de Teléfono _____

_____ Yo estoy de acuerdo con la recomendación de que a mi hijo/a se le cambie de LEP a FEP, y que así pueda atender clases regulares.

_____ Yo no estoy de acuerdo con la recomendación de que a mi hijo/a se le cambie de LEP a FEP, y nos gustaría que se le volviera a evaluar.

Firma del Padre o Tutor

Fecha

Fullerton Joint Union High School District
[insert name of school]

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are attached. Based on your student's performance on this test, he/she will continue to receive special assistance to become more proficient in English and to succeed in the school's academic program. We will be reviewing the results of this test this semester to determine which students qualify for reclassification to Fluent English Proficient (RFEP). We will contact you if your student qualifies for this consideration.

As you look at your student's CELDT results for this year, it is important to remember that these results are one measure to assess your student's progress toward English language proficiency.

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your conference, call **[put contact information here]**.

You are encouraged to become involved in your student's education. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement or if you wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

Fullerton Joint Union High School District
[insert name of school]

Estimados padres de familia o tutores,

Leyes estatales y federales requieren que todos los distritos escolares de California apliquen una prueba estatal a los estudiantes que hablan una lengua materna que no sea el inglés. Los padres de familia o tutores completan una Encuesta de la lengua materna y la entregan al distrito escolar. En California esta prueba se llama la Prueba para medir el desarrollo del inglés en California (conocida por sus siglas en inglés como la prueba CELDT). El propósito de esta prueba es de determinar la capacidad de cada estudiante para hablar, escuchar, leer y escribir en inglés.

Su estudiante ha participado en la prueba CELDT y sus resultados están adjuntos. De acuerdo con el rendimiento que demostró en esta prueba, continuará recibiendo ayuda especial para llegar a dominar el inglés y de tener éxito en el programa académico de la escuela. Este semestre repasaremos los resultados del examen para determinar si su hijo/a califica para reclasificación como proficiente en inglés (conocido en inglés como fluent English proficient o por sus siglas en inglés como FEP). Les contactaremos si su hijo/a califica para esta consideración.

Al revisar los resultados del CELDT de su estudiante para este año, es importante recordar que estos resultados solo son una medida para asesorar el progreso de su estudiante para dominar el inglés.

Usted está invitado a comunicarse con la oficina de la escuela para pedir una conferencia en la cual se le explicará los resultados del CELDT y el programa de instrucción de su estudiante. Para programar la conferencia del estudiante, comuníquese con **[insert contact information for Spanish-speaking staff person]**.

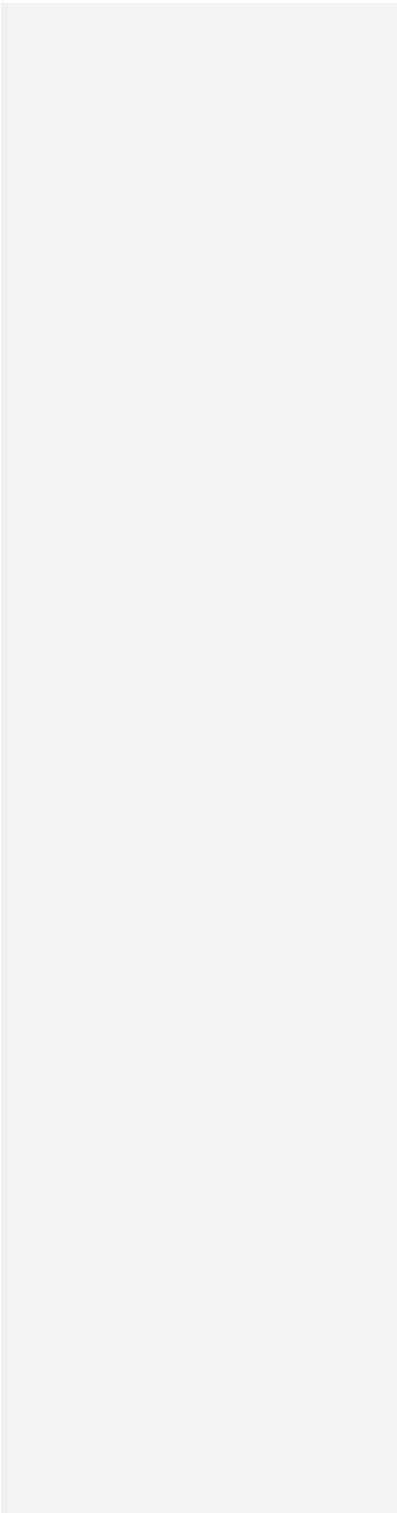
Le animamos a que se involucre en la educación de su estudiante. También, usted está invitado a servir como voluntario en la escuela y/o participar en el Comité asesor para los estudiantes de inglés como segunda lengua (conocido por sus siglas en inglés como ELAC). Si usted tiene cualquier pregunta con respecto a la colocación educacional de su estudiante o si desea observar las actividades del salón de clase, por favor diríjase con la oficina de la escuela al **[insert school office number]** durante el horario de la escuela.

Atentamente,

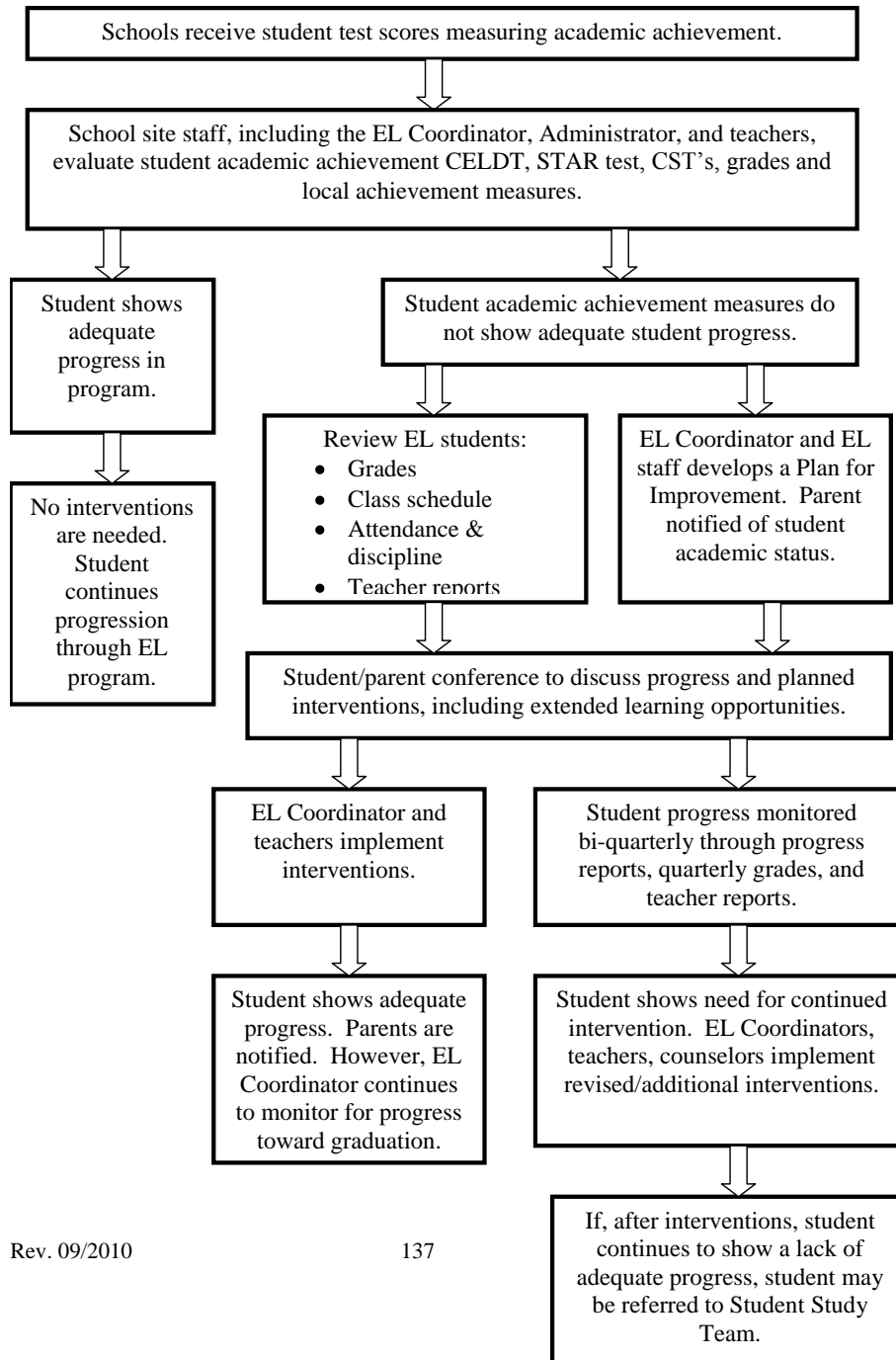
Director

[Insert Date in Spanish]

[Annual Determination RFEP]



English Learner Monitoring Plan



Section III
**Reclassification of English Learners
as Fluent English Proficient**

Understanding
Reclassification of
English Learners as
Fluent English Proficient

Guidelines for
Reclassification of
English Learners

August 2009

Prepared by the
California Department of Education

Understanding Reclassification of English Learners as Fluent English Proficient

This section includes suggested guidelines and information on the reclassification process. Reclassification of English Learners is the local process used by school districts to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without English language development (ELD) support.

Under current state law (*Education Code* Section 313[d]), identified English learners must participate in the annual administration of the California English language Development Test (CELDT) until they are reclassified. When English learners have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes, students then are reclassified as fluent English proficient (RFEP). The reclassification process is based on guidelines approved by the State Board of Education (SBE).

The "Guidelines for Reclassification of English Learners" document, approved by the SBE (September 2002 and updated September 2006), is based on *Education Code* Section 313(d):

- The reclassification procedures developed by the California Department of Education (CDE) shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:
 - Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810
 - Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery
 - Parental opinion and consultation
 - Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

Section 11510, Title 5 of the *California Code of Regulations*, defines the CELDT as the test to be used for assessing English language proficiency.

The "Guidelines for Reclassification of English Learners" document provides clarification for applying the four criteria to local initial identification and reclassification decisions. These guidelines follow in their entirety.

Guidelines for Reclassification of English Learners

Assessment of English Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose overall performance level is Early Advanced or higher and:

- Listening is Intermediate or higher,
- Speaking is Intermediate or higher,
- Reading is Intermediate or higher, and
- Writing is Intermediate or higher.

Those students whose overall performance level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the California Department of Education (CDE).

Comparison of Performance in Basic Skills

■ Definitions:

1. "Performance in basic skills" means the score and/or performance level resulting from a recent administration of the California English–Language Arts Standards Test (CST for English–Language Arts).
2. "Range of performance in basic skills" means a range of scores on the CST for English–Language Arts corresponding to a performance level or a range within a performance level.
3. "Pupils of the same age" refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.

■ Basic skills criteria:

1. A pupil's score on the CST for English–Language Arts in the range from the beginning of Basic level up to the midpoint of the Basic level suggests that the pupil may be sufficiently prepared to

participate effectively in the curriculum and should be considered for reclassification. School districts may select a cut point in this range.

2. Pupils with scores above the cut point selected by the school district should be considered for reclassification.
3. For pupils scoring below the cut point, school districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST for English–Language Arts and whether it is reasonable to reclassify the student.
4. For pupils in grade twelve, the eleventh grade CST for English–Language Arts results should be used, if available.
5. For pupils in grades one and two, school districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001.

Teacher Evaluation

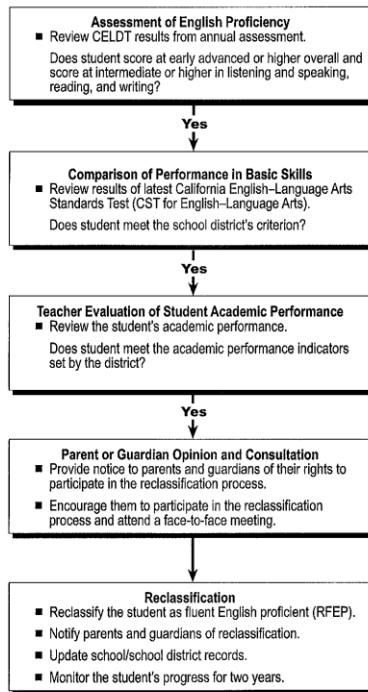
- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

Reclassifying a Student from English Learner to Fluent English Proficient

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in *Education Code Section 313(d)*. The reclassification guidelines, approved by the State Board of Education, may be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



STAFFING AND PROFESSIONAL GROWTH/OVERVIEW

Classes for English Learner (EL) students needing EL assistance will be staffed by highly qualified teachers who have been trained in second language acquisition, English Language Development (ELD), and instructional strategies to provide Specially Designed Academic Instruction in English (SDAIE).

Teachers of ELD may hold any of the following: a Bilingual Certificate of Competence (BCC), Cross-cultural Language and Academic Development (CLAD), Bilingual Cross-cultural Language and Academic Development (BCLAD), Clear Certificate of Staff Development (CCSD), a bilingual degree from a CTC approved college or university, Language Development Specialist (LDS), Supplementary Authorization in ESL, or valid California Credential with English Learner authorization embedded in the document.

Teachers of SDAIE classes may hold a BCC, LDS, CLAD, BCLAD, or a bilingual degree from a college or university; a SDAIE certificate authorization through Hughes (SB 1969) training; SB 385 training; or AB2913 training.

The CTET examination replaced the CLAD Test (1, 2, and 3) with the last administration of the CLAD test on June 24, 2006. The final administration of the BCLAD examination was in June 2007. The BCLAD examination was replaced by the CSET:LOTE examination.

Site EL Staffing Plans are monitored by the Education and Assessment Services Division/Projects Office, which arranges for CTET and CSET: LOTE training. The Education and Assessment Services Division provides training support services for those who choose to complete the CTET or CSET: LOTE training through the Orange County Department of Education. Teachers who choose to complete the CTET or CSET: LOTE requirements through a college or university may receive college credit to advance on the salary scale.

Through the District Professional Development Plan, the Education and Assessment Services Division provides additional training for all staff members who work with LEP students. Specific training sessions are based the needs identified through the annual evaluation of all special projects.

FUNDING/OVERVIEW

Funding for English language programs can be derived from a number of funding sources. These sources may include, but are not limited to:

- **General Fund**
- Title I
- Title II A
- Title III – Limited English Proficient
- EIA/LEP

The first source of funds is the **general fund**. All English Learners are entitled to the same basic services as all other students. The students are entitled to a classroom, desks, chairs, a teacher, a basic test, and other such things that all students must have to receive an education. The other sources of funding are supplementary and are available to enhance and improve the student's educational experience. The Title III-LEP and EIA/LEP funds are directly targeted for English Learners. Title I funds are available when needs are not specifically related to language issues. Title II funds are available to meet the NCLB requirements related to high quality teachers of all classes. The most important concern to consider is that state and federal funds are supplementary and must be used as enhancements to general funds provided to support the District's educational program. The supplementary funds are targeted to meet the specific needs of English Learners. Be aware that all of the funding sources have specific use requirements and the District Director of Special Programs will help with questions related to the appropriate use of funds.

The regulations governing the use of supplemental state and federal funds require that 85% of the funds be used for direct services to students. The Title II funds are an exception because the funds are District funds for developing Highly Qualified Teachers. The remaining 15% of funds can be used for indirect and administrative costs related to operating the special programs. The amounts for each program must be included in the central services budget provided to schools when completing the Single School Plan for Student Achievement. The 15% is a maximum amount and, much of the time, there is less funding used than is allowed. Funding is allocated to schools based on the number of EL students being served. The number of students is derived from the previous year's R30 report.

Title I, Part A: Basic Grants

Similar Programs

- Economic Impact Aid
- Supplemental Hourly Programs

Allowable Activities

- Purpose: Help students meet the state's student academic achievement standards

Activities listed as allowable in OMB A133

- Instructional Programs
- Counseling
- Mentoring
- Other pupil services
- College and career awareness preparation
- Services to prepare students for the transition from school to work
- Services to assist preschool children in the transition to elementary school programs
- Parental involvement activities
- Professional staff development
- Health, nutrition, and other social services are allowable if not available from other sources

Activities below recommended in ARRA Title I guidance

- Adopt Rigorous Standards and High-Quality Assessments
 - Increase student participation in advanced coursework
 - Develop and adopt formative or interim assessments
 - Purchase supplemental instructional materials that are not part of the core
- Establish data systems and using data for improvement
- Increase Teacher and School Leader Effectiveness and Equitable Distribution of Effective Teachers and School Leaders
 - Incentives to attract and retain effective teachers
 - Structured induction programs to support and retain teachers in their first two years
 - Develop fair and reliable teacher evaluations that provide ongoing feedback and guidance for improving instructional practices
 - High-quality professional development that increases the school staff's ability to advance student achievement
 - Activities designed to improve school climate
 - Incentives to attract and retain effective principals, and
 - Evaluations that provide ongoing feedback and guidance for improvement to principals
- Turn Around the Lowest-Achieving Title I Schools
 - Target Title I resources to support effective models for restructuring in an LEA's persistently lowest-achieving Title I schools
 - Using Title I, Part A ARRA funds to cover the costs associated with closing the lowest-achieving Title I schools
 - Partner with community organizations to implement a community school model
 - Implement 9th-grade transition programs to support low-achieving students entering Title I high schools
- Improve Results for Students in Title I Schools
 - Strengthening early learning/preschool programs
 - Expand the school day, the school week, or the school year
 - Increase instructional time for core academic subjects in schools operating schoolwide programs
 - Implement a Response to Intervention (RTI) model
 - Increase parental involvement
 - Support equitable services for private school students
 - Support services for homeless students
 - Using technology to improve teaching and learning

Title I, Part A: Basic Grants

Special Requirements

- Targeted Assistance Schools vs. Schoolwide Schools
- Supplement, not supplant
- Comparability
- Maintenance of Effort
- Transferability allowed- funds can only be transferred in
- Equitable Services to private school students
- Accountability requirements. Failure to meet Adequate Yearly Progress for two years places a school or district into Program Improvement
- Schools must be ranked to determine how funding can be distributed
- Teachers and paraprofessionals must be highly qualified

Financial Information

- Resource Code
 - 3010: Regular Title I funding
 - 3011: ARRA Title I funding
- Revenue Object
 - 8290
- Indirect Cost Rate
 - District-approved rate
- Administrative Costs
 - 85% of funds must be used at school sites for direct services to pupils
 - 15% cap on all other costs, which includes administration and indirect costs
- Carryover Requirements
 - 27 months to spend funds from July of original grant award
 - 15% carryover limit after first 15 months- can be waived
 - May be waived by CDE once every three years
 - ARRA 15% carryover limit after Sept 30, 2010- can be waived
 - ARRA Funds must be fully obligated by September 30, 2011
- Required Set-Asides
 - 1% for Parental Involvement
 - 10% for professional development for schools in Program Improvement
 - 10% for professional development for districts in Program Improvement
 - 20% for choice and supplemental education services for schools in Program Improvement
 - Homeless Students
 - Neglected and Delinquent Students
- Funding Formula
 - Four funding streams based on number of children in poverty
 - Basic Grants: Number of children counted in the formula is at least 10 and exceeds 2 percent of an LEA's school-age population
 - Concentration Grants: Number of formula children exceeds 6,500 or 15 percent of the total school-age population
 - Targeted Grants: Based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of poor children receive more funds. The number of poor children is at least 10 and at least 5 percent of the LEA's school-age population
 - Education Finance Incentive Grants (EFIG): Allocated using a weighted count formula that is similar to Targeted Grants to LEAs in which the number of poor children is at least 10 and at least 5 percent of the LEA's school-age population.
- Timing of Funding
 - Title I ARRA: 45% in June 2009, remainder after October 2009
 - Regular Title I: Typically 40% Fall, 40% Spring, 20% following fiscal year

Title III, Part A: English Language Acquisition

Similar Programs

- Economic Impact Aid LEP
- English Language Acquisition Program (ELAP)
- NCLB Title I

Allowable Activities: Title III LEP

- Purpose: Ensure that all limited-English proficient (LEP) students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students
- Funds must be used to develop, implement, embrace or expand high quality language instruction educational programs based on scientifically based research (SBR) focused on increasing English proficiency and academic achievement in core subjects.
- Professional Development
 - Provide high quality professional development for teachers, administrators, community and school personnel (including teachers in non-LEP classrooms).
 - Professional development must be designed to improve instruction and assessment of LEP students, be based on SBR and be of sufficient duration and intensity to impact classroom performance
- English language development instruction
- Enhanced instruction in the core academic subjects
- Upgrade program objectives and instructional strategies
- Identify, acquire upgrade curricula, materials, software, assessment procedures;
- Provide intensified instruction, tutorials, academic or vocational education for LEP students
- Develop/implement language programs coordinated with other services
- Acquiring or developing of educational technology
- Coordinating language instruction programs with other programs and services
- Provide community participation, family literacy, parent outreach and training
- Acquire or develop educational technology or instructional materials, access electronic networks for training, communication incorporate these resources into curricula
- Improve English proficiency & academic achievement of English learners

Allowable Activities: Title III Immigrant

- Purpose: Provide enhanced instructional opportunities to immigrant students and their families
 - Family literacy, parent training, and community outreach
 - Educational personnel, including teacher aides
 - Tutorials, mentoring, and counseling
 - Identification and acquisition of educational materials and technology
 - Basic instructional services
 - Other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States
 - Activities coordinated with community-based organizations (CBOs), institutions of higher education (IHEs), or private sector entities that have expertise in working with immigrant students and their families

Special Requirements

- Districts with allocations of less than \$10,000 must apply as part of a consortium
- All other districts apply on the Consolidated Application
- Accountability requirements
- Supplement, not supplant
- Maintenance of Effort
- Equitable Services to private school students

Title III, Part A: English Language Acquisition

Financial Information

- Resource Code
 - 4201: Immigrant Education
 - 4203: Limited English Proficiency
- Revenue Object
 - 8290
- Indirect Cost Rate
 - District-approved rate
- Administrative Costs
 - Maximum of 2%
- Carryover Requirements
 - 27 months to spend funds from July of original grant award
- Funding Formula
 - \$95.00 per eligible student.
 - The Student National Origin Report is the survey used to collect data on immigrant students. LEAs that experienced a 5 percent or greater growth in the enrollment of eligible immigrant students in the prior year as compared to the average of the eligible immigrant enrollments of two prior years are eligible to apply
 - The Language Census (R30-LC) is the method used to count LEP students.
- Timing of Funding
 - Funds sent out once district has spent at least 80% of the prior year award
 - End of year expenditure report required for receipt of final funds

Economic Impact Aid

Flexibility Provisions

- None

Similar Programs

- English Language Acquisition Program (ELAP)
- NCLB Title III, Limited English Proficient
- NCLB Title I

Allowable Activities

- State Compensatory Education
 - Purpose is to help students not meeting academic achievement standards
 - Typical examples include purchase of supplemental materials, paraprofessionals, supplemental resource teachers
- Instruction for Limited English Proficient Students
 - Purpose is to help students with language acquisition
 - Typical examples include purchase of supplemental materials, paraprofessionals, supplemental resource teachers, and expenses that support the operation of EL advisory committees.
- Alternative Programs
 - LEAs are limited to 25 percent of their EIA/SCE allocation to implement alternative programs for special need students. Only schools in which 50 percent or greater of its population are low-income students are eligible to spend EIA/SCE funds on the university and college opportunities program. In addition, the following conditions must be met: (1) The school advisory committee (SAC) has approved and the district advisory committee (DAC) has reviewed the implementation of such option, and (2) The school proposing to exercise such an option is one that participates in the state compensatory education program.
- School Security
 - Maximum of \$0.32 per prior year CBEDS

Special Requirements

- Intra-district Allocation Plan
 - Beginning in 2008-09, use CDE's formulas to allocate funds between LEP and SCE
 - Every school with English Learners should receive LEP funds
 - Schools must meet specific criteria to receive SCE funds. Must be served in rank order
- Advisory Committees
 - Input required from School Site Council as part of Consolidated Application
 - District Advisory Committee (DAC): If Economic Impact Aid (EIA) funds are allocated to State Compensatory Education (SCE) or alternative programs, the LEA must elect a DAC.
 - District English Learners Advisory Committee (DELAC): If the district enrolls more than 50 English learners, the district must establish a DELAC.
- Supplement, not supplant
- Direct Service Requirement
 - 85% of funds must be used at school sites for direct services to pupils

Financial Information

- Resource Code
 - 7090- State Compensatory Education (SCE)
 - 7091- Limited English Proficient (EL)
- Revenue Object
 - 8311
- Indirect Cost Rate
 - 3%, or district-approved rate, whichever is smaller

Economic Impact Aid

Financial Information continued

- Administration Cap
 - 10 percent of the LEA's allocation can be used for purposes of administration and evaluation of programs funded through EIA
- Carryover Requirements
 - Ending fund balance allowed. No limit on carryover from year to year.
- Funding Formula
 - Funding formula based on count of English Learners and Title I students, plus weighted factor for districts with more than 50% EIA students
 - Each district has its own per pupil funding rate based on 2005-06 funding divided by the count of English Learners and Title I students in 2005-06
 - Each year the funding rate goes up by COLA
 - School district minimum \$5,500 or \$8,300
- Timing of Funding
 - 20% payments every other month from September through June

EVALUATION AND ACCOUNTABILITY/OVERVIEW

The EL Education Plan and LEAP are implemented and monitored at the District level within the Education and Assessment Services Division under the supervision of the Director of Educational Services. The English Learner Education Plan is implemented and monitored at the site level by the Assistant Principal of Instruction and Operations (APIO) or designee.

Each site APIO, with assistance from the site EL Coordinator, establishes the number of ELD and SDAIE classes for the school year based on EL student need. The APIO incorporates these EL needs into the Master Schedule, which serves the entire student population. All ELD and SDAIE classes are to be staffed with authorized teachers. If there are an insufficient number of teachers for any of these classes, the APIO develops an EL Staffing Plan to remedy the shortage of teachers at that campus.

All teachers of the Fullerton Joint Union High School District are evaluated by the same process on their classroom performance and achievement. New teachers, as well as experienced teachers, are evaluated by administrators on an on-going basis. In the 1999 – 2000 school year, staff teams reviewed State frameworks and content standards for each core curriculum area. Staff teams developed performance standards to meet or exceed State performance standards once the State performance standards were established. The California Standards for the Teaching Profession have been incorporated into a master plan for implementing the new performance standards and evaluation of the staff implementation of the performance standards. The peer review process has become another facet of the evaluation process.

The assessment of the effectiveness of the education program for all students is based on State frameworks, course outlines, and District academic content standards through a variety of individual student assessment. Content Standards for English, Math, Science, and Social Science have been adopted and approved by the Board of Trustees. Content standards for ELD were developed and adopted in the 1999 – 2000 school year and have since been revised. Current ELD course outlines are more stringent than State proposed ELD standards and were revised in 2002 – 2003.

The District Professional Development Plan includes a standard designed to assist teachers in applying assessment results to improve curriculum. A curriculum alignment tool has been developed by Education and Assessment Services staff members and presented to curriculum committees and school wide staff. This tool will be used to interpret results, align curriculum, and set priorities for improving instruction.

The assessment of the effectiveness of the education program for EL students is based on ELD course outlines, core curriculum course outlines and content standards, and individual student assessments. The effectiveness of the EL program at each site is measured through the Board adopted policy to assure compliance with conditions of Special Project funding. Board Policy 3230, “Assurance of Compliance with Conditions of Special Project Funding,”

adopted June 20, 1989, provides the seven criteria used to measure the effectiveness of supplemental services provided by consolidated programs.

1. Students receive an integrated, coherent and coordinated academic program, which enables learning of the core curriculum.
2. Students achieve desired outcomes as demonstrated by positive pre/post changes in norm-referenced scores in reading, math, and language arts.
3. There is an annual improvement in attendance and dropout rates of Consolidated Application students until the results meet or exceed campus-wide figures.
4. The programs promote student self-esteem.
5. The programs promote appreciation and pride in academic learning.
6. The programs offer prompt assistance to those experiencing a lack of success.
7. The programs identify individual needs and provide instruction appropriate to those needs.

Specific measures include:

- CST scores
- CELDT scores
- Writing scores on the District Writing Exam
- CAHSEE results
- Graduation rates
- Attendance and dropout rates
- College/University eligibility rates
- College/University application rates

Assessment data is collected by the District and site data processors. Information is disaggregated for both EL and redesignated FEP students. Data can be disaggregated by age, grade level, time in the District, time in the United States, gender, ethnic group, and primary language. EL students can be further divided into subgroups indicating course enrollment: ELD, SDAIE, and/or mainstream.

Assessment information for students and for the EL program is compiled annually at each site's Single School Plan for Student Achievement, which in turn, is incorporated into the District's Annual Report to the Board of Trustees. The results of the site report are analyzed by site administration, EL Coordinators, and ELD and SDAIE staff members at the end of the school year. This information is then incorporated into the Site Plan for coming year.

Information specific to ELD and core curriculum subjects is addressed by site departments across the District by District Curriculum Committees.

The District monitors the academic achievement of EL students in all subject areas with special attention paid to the areas of English Language Development, English/Language arts, and math. To ensure that EL students are making satisfactory progress toward interim and annual goals, the Fullerton Joint Union High School District monitors EL student progress in the following manner:

At the School Site Level

All EL student records (testing, copies of letters to parents, grades, etc.) are maintained in site computer files or individual student folders. The information maintained for students is updated annually. The student information, including test results, such as the CELDT and CST results, grades, EL classification, etc. accompanies the student as he/she may change schools. The EL Coordinator monitors student progress, both individually and as a group, works with EL staff in reviewing EL student progress, and addresses other EL student issues. The EL Coordinator gathers and monitors EL student records; coordinates registration and testing of EL students; advises administrators, teachers, and counselors about EL student placement and groupings; monitors student progress; and serves as a liaison for teachers, EL committees, parents, and administrators. The EL Coordinator participates in the development of the Single School Plan for Student Achievement to be certain that the language and academic needs of English learners is part of the plan. The principal and other administrative staff monitors the number and types of ELD and SDAIE classes needed each year, evaluates teachers, ensures appropriate teacher authorizations, and considers advice provided by members of the English Learner Advisory Committee and School Site Council regarding EL student needs. The Principal acts as a liaison with District administrators to ensure that language and academic needs of EL students are being addressed. The Principal, in coordination with the EL Coordinator, reports the progress of EL students to District personnel in order to determine appropriate changes in strategies to instruct EL students as assessment information dictates. Site assessment reports are evaluated at the District level in order to modify and improve the District plan for EL students.

At the District Level

EL Student information is maintained in the District database and Data Director and is accessible to individual school sites. The information may be downloaded to school sites to provide information for assessing EL students, program planning, and report writing.

The Director of Special Projects meets with the Assistant Superintendent of Educational and Assessment Services to review EL student issues. The Assistant Superintendent of Educational and Assessment Services meets weekly with principals and the District Administrative council to discuss school issues. Concerns and issues relating to needs of English learners are addressed. The Assistant Superintendent of Educational and Assessment Services, working with EL programs and the Director of Special Programs, is available to meet with site administrators and staff to provide assistance as needed in developing the Single School Plan for Student Achievement. District staff are also available to assist sites in implementing all services required for EL students.

The Director of Special Projects meets with EL site coordinators monthly to discuss issues related to implementation of site EL programs. Assistance in program planning, budget issues, compliance issues, and assessment is available during meetings. Site concerns, discussed at the monthly meetings, are brought to the attention of appropriate district administrators by the Director of Special Projects.

Annual assessment data is analyzed by district level personnel. The assessment information is reviewed to determine whether annual yearly progress goals have been met. Results of State assessment results are shared with site principals and department leaders' improvement plans are discussed, as needed.

The Assistant Superintendent of Educational and Assessment Services, or designee, annually reports to the Board of Trustees regarding language and achievement progress of EL students in the District.

Districtwide professional development is provided for administrators as well as school staff in the following areas:

- Analysis of assessment data for use in instructional planning
- EL Master Plan
- Effective ELD and SDAIE strategies
- EL authorization classes
- ELD institutes and State-approved conferences
- Standards-based instructional planning for ELD, ELA, and math
- Professional development as it impacts the District EL program
- Other high-quality professional development opportunities that strengthen the District EL program

Title III and EIA/LEP funds will be used to monitor student data, coordinate testing, collect necessary data for site and district reports, conduct parent and student conferences, advise EL students, plan meetings and workshops for EL teachers, plan and attend site EL meetings, and attend District EL meetings.

EL Master Plan Implementation Procedures

Content Standards – English, Math, Science, and Social Science (*see site content standards notebooks*)

California Standards for the Teaching Profession

Multiple Measures – Development and Criteria

California Standards for the Teaching Profession

The California Standards for the Teaching Profession presents standards organized around six interrelated categories of teaching practice. The District holds these standards as essential for the teachers of English learners.

PURPOSE

California Standards for the Teaching Profession are designed to be used by teachers to:

- Prompt reflection about student learning and teaching practice
- Formulate professional goals to improve proactive teaching
- Guide, monitor, and assess the progress of a teacher's practice toward professional goals and professionally accepted benchmarks

STANDARDS AND KEY ELEMENTS

Standard: Engaging and supporting all students in learning

Key Elements:

- Connecting students' prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

Standards: Creating and maintaining effective environments for student learning

Key Elements:

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Standard: Understanding and organizing subject matter for student learning

Key Elements:

- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Interrelating ideas and information within and across subject matter areas

- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

Standard: Planning instruction and designing learning experiences for all students

Key Elements:

- Drawing on and valuing students' backgrounds, interest, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Modifying instructional plans to adjust for student needs

Standard: Assessing student learning

Key Elements:

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessments to guide instruction
- Communication with students, families, and other audiences about student progress

Standard: Developing as a professional educator

Key Elements:

- Reflecting professional goals and pursuing opportunities to grow professionally
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with families to improve professional practice
- Working with colleagues to improve professional practice
- Balancing professional responsibilities and maintaining motivation

ENGLISH LEARNER ADVISORY COMMITTEES/OVERVIEW

Each site will maintain an English Learner Advisory Committee (ELAC). Committee meetings will be coordinated by the Assistant Principal of Instruction and Operations or his/her designee. All EL parents are invited to participate in the EL Parent Advisory Committee.

The English Learner Advisory Committee will:

1. Be composed of:
 - a. EL parents
 - b. Delegates to a comprehensive campus parent advisory committee which has a membership of EL parents in at least the same percentage as that of the EL students at the school
2. Hold an election to select representation (1 – 4 parents) for the District Parent Advisory Committee
3. Receive training materials and training appropriate to assist parent members in carrying out their responsibilities

The English Learner Advisory Committee will include responsibilities for:

1. Providing input on the EL Master Plan
2. Reviewing the annual EL Parent Survey and recommending issues for parent meetings and topics for parent education programs
3. Reviewing the campus R-30 report
4. Recommending strategies for making parents aware of the importance of school attendance using the Parent/Student/School Compact (model developed by the District Parent Advisory Committee and tailored to the needs of the individual sites by the Parent Advisory Committees)

The District Educational and Assessment Services Division will coordinate a District Parent Advisory Committee. Committee meetings will be coordinated by the Administrator of Education Services or his/her designee.

The District English Learner Advisory Committee (DELAC) will:

1. Have a membership of EL parents in at least the same percentage of that of EL students at the sites
2. Have members elected by the EL parents at the site
3. Receive training materials and training appropriate to assist parent members in carrying out their responsibilities

The District English Learner Advisory Committee will include responsibilities for:

1. Participating in the development and subsequent revision of the English Learner Plan
2. Reviewing and coordinating the results of the district-wide parent surveys
3. Reviewing and providing input for District EL education goals and objectives
4. Reviewing the results of the annual language census

5. Reviewing and providing input on the EL Parent Notification Letter
6. Reviewing any related waiver request

EL Master Plan Implementation Procedures

Parent Survey developed by the District Title I/EL Parent Advisory

- English
- Spanish
- Korean

Parent/Student/School Compact (District English Learner Advisory Committee model, adapted by each site)

PARENT INTEREST SURVEY

In order to involve parents of English Learners in site and District-level decision making, each campus conducts an annual Parent Interest Survey. Samples of these surveys are enclosed. Each campus may adapt these as appropriate for the site and with the approval of its ELAC.

PARENT INTEREST SURVEY

	Least Preferred				Most Preferred
TOURS	1	2	3	4	5
Public library					
Campus facilities					
Computer labs					
Science labs					
Agriculture					
Fullerton Community College					
Cal State Fullerton					
City Council meeting					
Police station					
Immigration office					
Local employment office					
Local health classes					
Museums					

	Least Preferred				Most Preferred
SCHOOL ACTIVITIES	1	2	3	4	5
Time required by student – beyond school hours					
Cost of specific activities					
Supervision of students					
a) who is in charge					
b) who is responsible					
Cost of specific activities					
Sports					
Clubs					
Drill Team					
Band					
Pep Squad					

PARENT INTEREST SURVEY

	Least Preferred				Most Preferred
SAFETY CONCERNS	1	2	3	4	5
Substance abuse (alcohol, drugs)					
Weapons on campus					
Campus supervision					
Responsibilities of students, staff and parents					

	Least Preferred				Most Preferred
EDUCATION ISSUES	1	2	3	4	5
Graduation requirements					
College entrance requirements					
Financial support for college					
Vocational/career opportunities					
Financial support for vocational training					
Ways to help your students study					
Attendance procedures					

	Least Preferred				Most Preferred
COMMUNITY ISSUES	1	2	3	4	5
Community agencies that provide support services:					
Counseling					
Immigration					
Family law					
Financial assistance					
Health Care					

	Least Preferred				Most Preferred
BEST WAYS TO COMMUNICATE W/PARENTS:	1	2	3	4	5
Letter mailed home					
Letter brought home by student					
Other – please list					

PARENT INTEREST SURVEY

	Least Preferred				Most Preferred
PLACE FOR PARENT MEETINGS	1	2	3	4	5
School					
District meeting rooms					
Neighbor meetings					

	Least Preferred				Most Preferred
TIME FOR MEETINGS	1	2	3	4	5
During school day					
After school					
Weeknight					
Saturday – Day time					

	NO				YES
IS CHILD CARE NEEDED DURING MEETING?					
During school day					
After school					
Weeknight					
Saturday – Day time					

	Least Preferred				Most Preferred
SOCIAL EVENTS	1	2	3	4	5
Appropriate dress for different events (Homecoming, Prom, etc.)					
Reasonable time to come home after events					
Who drives students to events					
Cost of different events					

ENCUESTA DE INTERES DE LOS PADRES

	Menos Preferido				Más Preferido
RECORRIDOS	1	2	3	4	5
Biblioteca Pública					
Edificios de la escuela					
Laboratorios de computadoras					
Laboratorios de ciencias					
Agricultura					
Fullerton Community College/Colegio de la Comunidad de Fullerton					
Cal State Fullerton/Universidad de Cal Fullerton					
Juntas del consejo de la ciudad					
Estación de policía					
Oficina de inmigración					
Oficina local de empleos					
Clases locales de salud					
Museos					

	Menos Preferido				Más Preferido
ACTIVIDADES ESCOLARES	1	2	3	4	5
Tiempo requerido por el estudiante-además de las horas de clase					
Costo de actividades específicas					
Supervisión de estudiantes					
a) Quién está a cargo					
b) Quién es responsable					
Costo de actividades específicas					
Deportes					
Clubes					
Equipo de banderilleros					
Banda de música					
Porristas					

ENCUESTA DE INTERES DE LOS PADRES

	Menos Preferido				Más Preferido
PREOCUPACIONES DE SEGURIDAD	1	2	3	4	5
Abuso de substancias (alcohol, drogas)					
Armas en la escuela					
Responsabilidades de estudiantes, empleados y padres					

	Menos Preferido				Más Preferido
TEMAS DE EDUCACIÓN	1	2	3	4	5
Requisitos de graduación					
Requisitos de entrada al colegio					
Ayuda financiera para el colegio					
Oportunidades vocacionales/carrera					
Ayuda financiera para entrenamiento vocacional					
Maneras para ayudar a estudiar a los estudiantes					
Procedimientos de asistencia					

	Menos Preferido				Más Preferido
TEMAS DE LA COMUNIDAD	1	2	3	4	5
Consejeros					
Emigración					
Ley familiar					
Asistencia financiera					
Cuidado de salud					

	Menos Preferido				Más Preferido
MEJORES MANERAS DE COMUNICARSE CON LOS PADRES	1	2	3	4	5
Cartas enviadas a casa					
Cartas llevadas a casa por el estudiante					
Otro – por favor enliste					

ENCUESTA DE INTERES DE LOS PADRES

	Menos Preferido				Más Preferido
LUGAR PARA JUNTAS CON LOS PADRES	1	2	3	4	5
Escuela					
Salones de junta del distrito					
Juntas en el vecindario					

	Menos Preferido				Más Preferido
HORA PARA LAS JUNTAS	1	2	3	4	5
Durante la hora de clases					
Después de clases					
Entre semana en la noche					
Sábado durante el día					

	NO				YES
NECESITA CUIDADO PARA LOS NIÑOS DURANTE LA JUNTA					
Durante la hora de clases					
Después de clases					
Entre semana en la noche					
Sábado en la noche					

	Menos Preferido				Más Preferido
EVENTOS SOCIALES	1	2	3	4	5
Vestuario apropiado para diferentes actividades (Bailes como Homecoming, Prom, etc.)					
Hora razonable de llegar a casa después de eventos					
Quién maneja a los estudiantes a los eventos					
Costo de los eventos					

부모 관심 조사서

	적음		많음		
안전도	1	2	3	4	5
심각한 남용 (술, 마약)					
교내안의 무기					
교내안의 감독					
책임감: 학생, 직원, 부모님					

	1	2	3	4	5
교육에 관한 안전					
졸업 요구 사항					
대학 입학 요구 사항					
대학을 위한 재정 지원					
직업에 대한 기회					
직업 훈련에 대한 재정 지원					
학생의 공부를 도와 주는 방법					
출석 관계					

	1	2	3	4	5
지역 사회에 관한 안전					
상담					
이민 문제					
가정 법률					
재정적인 지원					
건강관리					

	적음		많음		
부모님과 의사 소통하는 가장 좋은 방법	1	2	3	4	5
집으로 편지 보내기					
학생편에 편지 보내기					
그외 다른 방법 - 적어 넣으시기 바람					

관광	적음					많음				
	1	2	3	4	5	1	2	3	4	5
공공 도서관										
교내 시설										
컴퓨터실										
실험실										
농업										
홀러튼 2년제 대학										
캘리포니아 주립 대학										
시위원회 미팅										
경찰서										
이민국										
직업 상담소										
건강 교실										
박물관										

학교활동	1	2	3	4	5
	1	2	3	4	5
학생이 정규학교 시간을 초월한 과외로 드는 시간					
특별 활동에 드는 비용					
학생들의 관리					
1) 누가 담당하나					
2) 누가 책임질 것인가					
특정 활동에 드는 비용					
운동					
클럽					
훈련팀					
밴드					
응원팀					

사회 활동	적음					많음				
	1	2	3	4	5	1	2	3	4	5
각 활동에 따른 적합한 복장										
(폼카밍, 프롬)										
활동에 후에 돌아오는 알맞는 시간										
활동에 누가 학생을 데리고 가나										
각 활동에 드는 비용										

()

부모님과 만날수 있는 장소	적음					많음				
	1	2	3	4	5					
학교										
교육구내에 있는 회의실										
이웃에 있는 회의실										

회합시간	1	2	3	4	5
수업시간 동안					
방과 후					
주중 저녁 시간					
토요일 -- 낮 시간					

()

회의시간 동안 아이 돌보는 것이 필요합니까	아니오					예				
수업시간 동안										
방과 후										
주중 저녁 시간										
토요일 -- 낮 시간										

()

STUDENT/PARENT/SCHOOL COMPACT

The key to a successful educational experience is a commitment to responsible actions. Each partner in the school community must fulfill their responsibilities for the student to achieve.

STUDENT

As a student, I, _____, will take responsibility for my learning. These responsibilities include:

- Attending each class everyday, unless I have an excused absence
- Doing my own work
- Organizing my school materials for studying and meeting deadlines: assignments, homework, notes for tests, and make-up work
- Participating in class activities and discussions
- Doing the best quality work I can on each assignment
- Obeying school rules
- Treating other people, students, and staff with courtesy and respect, using appropriate language
- Ask teachers, counselors, or administrators for help when I have a problem

PARENT

As a parent(s), I (we), _____, will take responsibility for providing the support my student needs to succeed in school. These responsibilities include:

Supporting studies at home

- Providing a healthy home environment: nutritious food, a good night's sleep, a quiet place to study, and appropriate rules of conduct
- Supporting educational activities: overseeing and helping with homework, going to the library, providing materials for school work, and encouraging the use of school tutoring programs
- Staying informed of my student's grades and attendance
- Giving rewards/praise for successes and consequences for not doing schoolwork

Discussing school issues with students

- Encouraging student to ask teachers for help and to participate in school activities
- Making time everyday to discuss what is happening at school and how the student feels about school
- Enforcing appropriate dress for school
- Discussing long term goals for job/career and education to attain job/career

Attending school activities for your student

- Attending all parent meetings and conferences
- Volunteering for school activities
- Attend games and performances when your child is involved

SCHOOL

As school staff members, we will take responsibility for providing a safe environment, educational guidance, and appropriate instructional programs for your student. These responsibilities include:

Serving students

- Maintaining a safe school environment
- Assessing each student and placing the student in a challenging course of study
- Providing a staff development program to keep teachers updated on the best instructional strategies and use of technology
- Presenting a strong academic program with evaluation based on clear objectives for each course
- Providing a caring environment
- Enforcing all school rules fairly and equally

Serving parents

- Communicating monthly with parents about the progress of their student
- Communicating immediately with the parent when a student is falling behind in school work or grades drop
- Communicating with parents about expectations for behavior, attendance, and school rules
- Communicating with parents about opportunities for volunteering, parent education, and college information
- Providing parent education on issues identified through the parent survey

I	Involvement Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.	
I-EL 1. The LEA outreach to parents of English learners includes the following actions:		
(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]) (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: <ul style="list-style-type: none"> • Attain English proficiency • Achieve at high levels in core academic subjects • Meet challenging state academic standards expected of all students (20 USC 7012[e][1]) (c) A LEA that has failed to make progress on the annual measurable achievement objectives (AMAO) informs parents/guardians of English learners of such failure no later than 30 days after such failure occurs. (20 USC 6312[g][1][B][1], 7012[b])		
Evidence Reviewed		
Documents <input type="checkbox"/> LEA policies/procedures on parental involvement <input type="checkbox"/> Samples of communications provided to parents in languages other than English <input type="checkbox"/> Copy of letter sent to parents if the LEA fails to make progress on annual measurable achievement objectives <input type="checkbox"/> Minutes of parent meetings <input type="checkbox"/> Calendar of regularly scheduled parent meetings <input type="checkbox"/> Other: _____	Interviews <input type="checkbox"/> Parents <input type="checkbox"/> Teachers <input type="checkbox"/> Principals <input type="checkbox"/> LEA Administrators <input type="checkbox"/> Others: _____	
Findings: 		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

I-EL 2. A school site with 21 or more English learners has a functioning EL 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)
- (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b])
- (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC 52176[b][c], 64001[a], 5 CCR 11308[d])
- (d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (EC 64001[a])
- (e) The ELAC advises the principal and staff on the school's program for English learners. (EC 52176[c])
- (f) The ELAC assists in the development of the school's:
 - 1. Needs assessment
 - 2. Language Census Report (R30-LC)
 - 3. Efforts to make parents aware of the importance of regular school attendance. (EC 52176[c])
- (g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR 11308[d])
- (h) 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 35147, 52176[a], 52168[b][4], 62002.5; 20 USC 6312[g][4], 7012)

Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> ELAC meeting notifications, agendas, minutes, and sign-in sheets <input type="checkbox"/> ELAC training materials <input type="checkbox"/> Bylaws (if the committee has bylaws) <input type="checkbox"/> ELAC membership list with parents of English learners indicated <input type="checkbox"/> Samples of communications provided to parents in languages other than English <input type="checkbox"/> Other: _____	<input type="checkbox"/> ELAC members <input type="checkbox"/> Others: _____	<input type="checkbox"/> ELAC meeting (if scheduled) <input type="checkbox"/> Other: _____

Findings:

Conclusion	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
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I-EL 3. A LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

- (a) The DELAC advises the school district governing board on all of the following tasks:**
1. **Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR 11308[c][1])**
 2. **Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][2])**
 3. **Establishment of district program, goals, and objectives for programs and services for English learners. (5 CCR 11308[c][3])**
 4. **Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR 11308[c][4])**
 5. **Administration of the annual Language Census Report. (5 CCR 11308[c][5])**
 6. **Review and comment on the school district's reclassification procedures. (5 CCR 11308[c][6])**
 7. **Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR 11308[c][7])**
- (b) The LEA provides 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 35147, 52168[b][4], 52176[a], 62002.5; 20 USC 6312[g][4], 7012)

Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> DELAC agendas, meeting notifications, minutes, sign-in sheets <input type="checkbox"/> DELAC training materials <input type="checkbox"/> Governing board meeting(s) where DELAC provided advice <input type="checkbox"/> Samples of communications provided to parents in languages other than English <input type="checkbox"/> Other: _____	<input type="checkbox"/> DELAC members <input type="checkbox"/> Others: _____	<input type="checkbox"/> DELAC meeting <input type="checkbox"/> Other: _____
Findings:		

Conclusion	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Does not meet requirements	<input type="checkbox"/> Not reviewed
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I-EL 4. (Previously I-CP 1 in 2008-09) For Title III program, the LEA consulted with appropriate private school officials during the development of the program concerning:		
<p>(a) Identification of students' needs. (20 USC 6320[b][1][A], 7881[c][1][A])</p> <p>(b) What services will be offered. (20 USC 6320[b][1][B], 7881[c][1][B])</p> <p>(c) Service delivery options, including services through a contract with a third-party provider. (20 USC 6320[b][1][C][G], 7881[c][1][C])</p> <p>(d) Assessment and improvement of services. (20 USC 6320[b][1][D], 7881[c][1][D])</p> <p>(e) The size and scope of services and the proportion of funds allocated. (20 USC 6320[b][1][E], 7881[c][1][E])</p> <p>(f) Program delivery options. (20 USC 6320[b][3], 7881[c][4])</p> <p>(g) Reasons for not using a contractor preferred by private school officials. (20 USC 6320[b][1][H], 7881[c][2])</p>		
Evidence Reviewed		
Document <input type="checkbox"/> Records of private school affirmation <input type="checkbox"/> Meeting agendas, minutes <input type="checkbox"/> Consolidated Application <input type="checkbox"/> LEA Plan <input type="checkbox"/> LEA fiscal records <input type="checkbox"/> LEA policies <input type="checkbox"/> Dated notice to private schools of NCLB eligibility <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Private school staff <input type="checkbox"/> Others: _____	Observation <input type="checkbox"/> Meetings <input type="checkbox"/> Other: _____
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

II	Governance and Administration Policies, plans, and administration of categorical programs meet statutory requirements.
II-EL 5 The LEA properly identifies, assesses, and reports all students who have a primary language other than English.	
5.1	A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (<i>EC 52164.1[a]</i>)
5.2	Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (<i>EC 52164.1[b]</i> ; 5 <i>CCR 11307[a]</i> , 11511)
5.3	Within 90 calendar days of initial enrollment, each English learner is assessed for primary language proficiency. (<i>EC 52164.1[c]</i>)
5.4	Parents/guardians of English learners are notified of their child's initial English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. (<i>EC 52164.1[c]</i> ; 5 <i>CCR 11511.5</i>)
5.5	(For school districts receiving Title III funds) Within 30 calendar days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of English learners are notified of:
	(a) Their child's initial English language and primary language proficiency level
	(b) How such level was assessed
	(c) Their child's language designation
	(d) Descriptions of program options
	(e) Program placement
	(f) Exit criteria
	(g) For English learners with a disability [with an individualized education program (IEP)], how such program will meet the objectives of the IEP.
	(h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 <i>USC 6312</i> , 7012)
5.6	(For school districts receiving Title III funds) Parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of:
	(a) Their child's English proficiency level
	(b) How such level was assessed
	(c) The status of the child's academic achievement

<p>(d) Their child's language designation</p> <p>(e) Descriptions of program options</p> <p>(f) Program placement</p> <p>(g) Exit criteria</p> <p>(h) For English learners with a disability (on IEPs), how such program will meet the objectives of the IEP</p> <p>(i) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 USC 6312, 7012)</p> <p>5.7 Each English learner is annually assessed for English language development and academic progress. (5 CCR 11306)</p> <p>5.8 All currently enrolled English learners are assessed for English language proficiency by administering the CELDT during the annual assessment window. (5 CCR 11511.1[b])</p> <p>5.9 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 IEP or 504 Plan. (5 CCR 11516)</p> <p>5.10 Parents/guardians of English learners are 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. (EC 52164.1[c]; 5 CCR 11511.5)</p> <p>(20 USC 6312(g); EC 313 [a-c], 62002)</p>	
Evidence Reviewed	
<p>Documents</p> <p><input type="checkbox"/> LEA policies/procedures that describe identification of English learners and notifications to parents</p> <p><input type="checkbox"/> Student records (including CELDT data, academic assessment and primary language assessment)</p> <p><input type="checkbox"/> IEPs (selected students)</p> <p><input type="checkbox"/> Notifications sent to parents or guardians, including notifications in languages other than English</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interviews</p> <p><input type="checkbox"/> LEA Administrators</p> <p><input type="checkbox"/> Site administrators</p> <p><input type="checkbox"/> Teachers</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Others: _____</p>
Findings:	
<p>Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p>	

II-EL 6. (Previously II-CP 4 in 2008-09) An LEA operating NCLB programs, including Title III, implements and monitors the approved LEA plan. (20 USC 6312[b][1][A][i], [ii], [iii])	
Evidence Reviewed	
Document <input type="checkbox"/> LEA Plan <input type="checkbox"/> Single Plan for Student Achievement <input type="checkbox"/> Evaluation results <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Staff <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> School site council <input type="checkbox"/> Advisory committee <input type="checkbox"/> Others: _____
Findings: 	
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed	

II-EL 7. (Previously II-CP 5 in 2008-09) For all programs funded through the Consolidated Application including programs for English learners and EIA-LEP and Title III and operated at the school, the school site council (SSC) annually develops, reviews, updates, and approves the Single Plan for Student Achievement (SPSA), including proposed expenditures. The SPSA consolidates all plans required by these programs and contains (EC 64001[f],[g],[h]):

- (a) Analysis of academic performance data to determine student needs.**
- (b) School goals to meet the identified academic needs of students.**
- (c) Activities to reach school goals that improve the academic performance of students.**
- (d) Expenditures of funds allocated to the school through the Consolidated Application.**
- (e) The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2], EC 64001[f])**

7.1 The local governing board reviews and approves the SPSA annually and whenever there are material changes to the plan (e.g., the school is designated as Program Improvement). (EC 64001[g])

7.2 The SPSA is consistent with the LEA Plan. (EC 64001[h])

7.3 The SSC annually considers whether or not it wishes the local school to participate in the school-based coordination program (SBCP) and that decision is indicated in the SPSA. (EC 52852.5 (b))

7.4 If the school operates a SBCP program, the SPSA contains a description of instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs. (EC 52853 (a)(2))

Evidence Reviewed

Document	Interview
<input type="checkbox"/> Single Plan for Student Achievement	<input type="checkbox"/> Teachers
<input type="checkbox"/> Evaluation results	<input type="checkbox"/> Parents
<input type="checkbox"/> Minutes/agendas of SSC approving allocations, proposed expenditures and centralized services	<input type="checkbox"/> Students
<input type="checkbox"/> Other: _____	<input type="checkbox"/> School site council
	<input type="checkbox"/> Advisory committee
	<input type="checkbox"/> Others: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-EL 8. (Previously II-CP 7 in 2008-09) The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318[e][5])

8.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC 48985)

Evidence Reviewed

Document

- ☐ Parent communiqués
☐ Community language profile
☐ Other: _____

Interview

- ☐ Parents
☐ Staff
☐ Others: _____

Findings:

Conclusion

- ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-EL 9. (Previously II-CP 8 in 2008-09) For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal funds including EIA-LEP and Title III. The record describes the acquisition by:

- (a) Type**
- (b) Model**
- (c) Serial number**
- (d) Funding source**
- (e) Acquisition date**
- (f) Cost**
- (g) Location**
- (h) Current condition**
- (i) Transfer, replacement, or disposition of obsolete or unusable equipment**
(EC 35168; 5 CCR 3946; 34 CFR 80.32[d][I])

Evidence Reviewed

Document

- ☐ Inventory records
- ☐ Evidence of physical check of inventory
- ☐ SPSA
- ☐ Other: _____

Interview

- ☐ Staff
- ☐ Others: _____


Observation

- ☐ Equipment location
- ☐ Other: _____

Findings:

Conclusion

- ☐ Meets requirements
- ☐ Does not meet requirements
- ☐ Not reviewed

 Funding Allocation and use of funds meet statutory requirements for allowable expenditures.		
III-EL 10. 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)		
Evidence Reviewed		
Documents <input type="checkbox"/> Single Plan for Student Achievement <input type="checkbox"/> LEA fiscal records for EIA-LEP funds <input type="checkbox"/> LEA fiscal records for Title III funds <input type="checkbox"/> Time-accounting records of single and/or multi-funded staff (such as Personnel Activity Reports [PARs]) <input type="checkbox"/> Job descriptions and/or duty statements <input type="checkbox"/> Other: _____	Interviews <input type="checkbox"/> LEA Administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Others: _____	Observations <input type="checkbox"/> Classroom <input type="checkbox"/> Other: _____
Findings: 		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

III-EL 11. (Previously III-CP 9 in 2008-09) The LEA disburses categorical funds including EIA-LEP in accordance with the approved Consolidated Application. (EC 62002, 64000[b], [c], 64001[g])

11.1 For programs funded by Economic Impact Aid (EIA), the LEA uses no less than 85 percent of those apportionments at school sites for direct services to students.

(EC 8200, 54400, 63000)

Evidence Reviewed

Document

- ☐ Consolidated Application
- ☐ Fiscal records
- ☐ Single Plan for Student Achievement
- ☐ Other: _____

Interview

- ☐ Administrators
- ☐ Others: _____

Findings:

Conclusion

- ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

III-EL 12. (Previously III-CP 10 in 2008-09) For the following programs EIA-LEP and Title III, the LEA uses categorical funds only to supplement, and not supplant, state and local funds:	
(20 USC 6825[g]; 5 CCR 4320[a]; EC 52168 [b]1-6,[c]) (EC 54025[c])	
Evidence Reviewed	
Document <input type="checkbox"/> Position duty statements <input type="checkbox"/> Criteria and allocation formula (62002) <input type="checkbox"/> Single Plan for Student Achievement <input type="checkbox"/> LEA fiscal records <input type="checkbox"/> LEA Plan Addendum <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Administrators <input type="checkbox"/> Others: _____
Findings:	
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed	

III-EL 13. (Previously III-CP 11 in 2008-09) The LEA properly assesses administrative charges for direct or indirect costs of federal funds for salaries and wages in proportion to an allowable quantity and duties of the employee. (*California School Accounting Manual [CSAM]*; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2)(20 USC 6825 [b])

13.1 Each employee paid in part from a single cost objective and in part from other revenue, or an employee paid from multiple cost objectives, completes a Personnel Activity Report (PAR) each pay period, or an approved sampling method is used.

13.2 Employees funded under a single cost objective, and employees funded with state funds under the School-Based Coordinated Program, complete a semiannual certification of such employment.

(*CSAM*; OMB Circular A-87, Attachment B, 8.h; OMB Circular A-133, ED Cross-Cutting Section, III.B.2) (EC52853[a][7])

Document

- ☐ Semiannual certification
☐ Position duty statements
☐ Time-accounting records
☐ Personnel activity reports
☐ Payroll records
☐ Other: _____

Interview

- ☐ Staff
☐ Others: _____

Findings:

Conclusion

- ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

IV	Standards, Assessment, and Accountability Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.	
IV-EL 14. The LEA implements a process and criteria to determine the effectiveness of programs for English learners, including:		
<p>(a) A way to demonstrate that the programs for English learners produce, within a reasonable period of time:</p> <ul style="list-style-type: none"> English language proficiency comparable to that of average native speakers of English in the district Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English <p>(b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level.</p> <p>(20 USC 1703[f], 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009–1011, EC 64001[f])</p>		
Evidence Reviewed		
Document <input type="checkbox"/> LEA Plan and Addendum <input type="checkbox"/> Title III Action Plan or English Learner Subgroup Self-Assessment (ELSSA) <input type="checkbox"/> Other evaluation reports <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Advisory committee members	
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

IV-EL 15. The LEA reclassifies a pupil from EL 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 pupil's performance in basic skills against an empirically-established range of performance such as: 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) Opportunities for parent opinion and consultation during the reclassification process (*EC 313[d][3]; 5 CCR 11303[c]*)

15.1 The LEA maintains in the pupil's permanent record documentation of the following:

- 1. Language and academic performance assessments
- 2. Participants in the reclassification process
- 3. Decision regarding reclassification

15.2 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (*20 USC 6841; 5 CCR 11304*)

Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> LEA-established criteria/procedures for reclassification <input type="checkbox"/> List of students reclassified as fluent English-proficient, including academic achievement data <input type="checkbox"/> List of English learners by time spent in program, including CELDT scores and academic achievement data <input type="checkbox"/> Documentation that verifies that reclassified students have met the LEA reclassification criteria <input type="checkbox"/> Documentation that verifies that students who meet LEA reclassification criteria have been reclassified <input type="checkbox"/> Student records (selected) <input type="checkbox"/> IEPs (selected students)	<input type="checkbox"/> Administrators <input type="checkbox"/> Site administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____

<input type="checkbox"/> Records of reclassification follow-up monitoring for two years, including evidence of interventions, as applicable. <input type="checkbox"/> Other: _____		
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

Staffing and Professional Development		
V Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.		
V-EL 16. Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization.		
16.1 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], 6826[c]; EC 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5 th Cir. 1981] 648 F.2d 989, 1009-1011)		
Evidence Reviewed		
Documents <input type="checkbox"/> List of teachers assigned to teach English learners and their EL authorization or training status <input type="checkbox"/> LEA policy or plan to assure that all teachers are appropriately authorized <input type="checkbox"/> For teachers in training, documentation verifying commitment to complete authorization (such as Memorandum of Understanding [MOU]) <input type="checkbox"/> Other: _____	Interviews <input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Counselors <input type="checkbox"/> Administrators <input type="checkbox"/> Others: _____	Observations <input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____
Findings: 		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

V-EL 17. 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])
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher’s performance in the classroom. (20 USC 6825[c][2][D])

(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> Professional development policies <input type="checkbox"/> Professional development records for teachers, paraprofessionals, counselors, administrators <input type="checkbox"/> Other: _____	<input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Counselors <input type="checkbox"/> Administrators <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VI	Opportunity and Equal Educational Access Participants have equitable access to all programs provided by the local educational agency, as required by law.	
VI-EL 18. All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.		
18.1 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. (5 CCR 11301)		
18.2 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 305, 306, 310, and 311)		
Evidence Reviewed		
Documents <input type="checkbox"/> LEA policies/procedures <input type="checkbox"/> Student records <input type="checkbox"/> IEPs (selected students) <input type="checkbox"/> Written notifications sent to parents <input type="checkbox"/> Descriptions of SEI and ELM program designs <input type="checkbox"/> Other: _____	Interviews <input type="checkbox"/> Staff <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____	Observations <input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____
Findings: 		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

VI-EL 19. 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.

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

- (a) Parents and guardians are provided, on enrollment and annually, full written and, on request, spoken descriptions of the structured English immersion program, English language mainstream 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])
- (b) 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])
- (c) 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])
- (d) Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under *EC* 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. (5 CCR 11309[c] [4])

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

19.3 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. (5 CCR 11309[d])

19.4 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.

(20 USC 6312[g][1][A]; *EC* 310, 311, and 48985; 5 CCR 11309[a])

Note: The IEP team determines placement of each special education student regardless of language proficiency.

Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> LEA policies/procedures <input type="checkbox"/> Alternative program(s) description(s) <input type="checkbox"/> Written notifications to parents <input type="checkbox"/> Records of waivers (list of	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> ELAC/DELAC members and other parents <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____

students whose waivers were approved/denied) <input type="checkbox"/> Copies of waivers approved/denied <input type="checkbox"/> List of students in alternative program (if applicable) <input type="checkbox"/> IEPs (selected students) <input type="checkbox"/> Other: _____		
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

VI-EL 20. (Previously VI-CP 17 in 2008-09) For participating private schools, the LEA provides equitable educational services and benefits to address the needs of eligible school students, their teachers, and their families. 20 USC 6320[a][1], 7881[a][1])		
<p>(a) Teachers of Title I and Title III students in private schools participate on an equitable basis in professional development activities. (20 USC 6320[a][1], 7881[a][1])</p> <p>(b) Parents participate on an equitable basis in parental involvement services and activities. (20 USC 6320[a][1])</p> <p>(c) The LEA assesses identified students annually for English language proficiency using a valid and reliable instrument. (20 USC 6320)</p>		
Evidence Reviewed		
Document <input type="checkbox"/> LEA Plan <input type="checkbox"/> ConApp, Part II reservations page <input type="checkbox"/> Private school Title I program description <input type="checkbox"/> Fiscal records <input type="checkbox"/> Third-party service provider contracts (if applicable) <input type="checkbox"/> Title I program evaluation report <input type="checkbox"/> Professional development <input type="checkbox"/> Parent involvement <input type="checkbox"/> Dated notice to private schools of NCLB eligibility <input type="checkbox"/> Other: _____	Interview <input type="checkbox"/> Private school officials <input type="checkbox"/> Public school officials <input type="checkbox"/> LEA staff <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Others: _____	Observation <input type="checkbox"/> Private school instructional settings <input type="checkbox"/> Other: _____
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

VII	Teaching and Learning	
	Participants receive core and categorical program services that meet their assessed needs.	
VII-EL 21. Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. (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)		
Evidence Reviewed		
Documents <input type="checkbox"/> ELD curriculum/course descriptions <input type="checkbox"/> List of all English learners by time in program, including CELDT and CST data <input type="checkbox"/> Class lists, daily schedules, or master schedule <input type="checkbox"/> Student records (including CELDT and CST assessment data) for selected students <input type="checkbox"/> IEPs (selected students) <input type="checkbox"/> Other: _____	Interviews <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors <input type="checkbox"/> Administrators <input type="checkbox"/> Others: _____	Observations <input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____
Findings:		
Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed		

VII-EL 22. 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.

22.1 The LEA 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.

(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)

Evidence Reviewed

Documents	Interviews	Observations
<input type="checkbox"/> Grade-level course descriptions <input type="checkbox"/> Class lists or master schedule <input type="checkbox"/> List of English learners by time in program, including CELDT and CST data <input type="checkbox"/> Student records (including assessment data and report card grades) for selected students <input type="checkbox"/> IEPs (selected students) <input type="checkbox"/> List of students who have been retained, with English language proficiency status (English Learner, reclassified fluent English-proficient, initially fluent English-proficient [IFEP], English only) indicated <input type="checkbox"/> Records of students participating in intervention programs and selection criteria <input type="checkbox"/> LEA plan for monitoring student progress (including criteria/benchmarks) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors <input type="checkbox"/> Administrators <input type="checkbox"/> Others: _____	<input type="checkbox"/> Classrooms <input type="checkbox"/> Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

