PORTERVILLE UNIFIED SCHOOL DISTRICT

COMPREHENSIVE EDUCATIONAL PLAN

FOR

ENGLISH LEARNERS

The District Governing Board approved this revision of the *CEP* on November 13, 2014.

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I .
INTRODUCTION

A. Statement Of Purpose

In the development of the Comprehensive Educational Plan for English Learners, the Porterville Unified School District has endeavored to meet the requirements of the United States Supreme Court and the needs of English Learners. In preparing the Comprehensive Educational Plan for English Learners, the school staff adhered to the following purposes:

1. The School District must identify and implement an acceptable process for the identification and assessment of students whose primary or home language is other than English.

2. The School District must develop a Comprehensive Educational Plan for English Learners with programs designed to serve the educational needs of all students who speak little or no English.

3. The Comprehensive Educational Plan for English Learners programs within the district must develop the students' knowledge in cognitive subject areas so that students will not be retained simply because they are not fluent in the English language.

4. The Comprehensive Educational Plan for English Learners must, therefore, identify the process and programs whereby educational inequalities between English Learners and native-English speakers are addressed in order to ensure that all students within Porterville Unified School District receive equal educational benefits. The plan must provide a meaningful and comprehensive instructional program for all English Learners and must be consistent with local policies, as well as state and federal laws requiring school integration.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS
Instruction BP 6174(a)

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

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

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

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

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

(cf 6190 - Evaluation of the Instructional Program)

Type of Instruction

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

In the structured English immersion program, classroom instruction shall be in English. However, clarification, explanation and support, as needed, may be in a student's primary language.

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

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

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

a. Level 3 on CELDT

b. District Holistic Writing Test — Level 2 or above

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

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

Parental Exception Waivers

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

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

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

Legal Reference: (see next page)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

Legal Reference:

EDUCATION CODE
300-340 English language education for immigrant children
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 Notices to parents in language other than English 51101
Rights of parents to information
51101.1 Rights for parents of English learners 52015
Components of school improvement plan 52130-52135
Impacted languages act of 1984 52160-52178
Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program 54000-
54041 Programs for disadvantaged children 60810-60812
Assessment of language development 62001-62005.5 Evaluation
and sunsetting of programs CODE OF REGULATIONS. TITLE 5
4320 Determination of funding to support program to overcome the linguistic difficulties of English learners
11300-11316 English Language Learner Education 11510-11517
California English Language Development Test UNITED STATES
CODE. TITLE 20
1701-1705 Equal Educational Opportunities Act 6312
Local education agency plans
6801-6871 Title III, Language instruction for limited English proficient and immigrant students
COTIRT *DECISIONS*
Valeria G. v. Wilson, (9th Circuit) 2002 US. App. Lexis 20956
Teachers Association et al. v. (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Trustees (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989
41:MILYEISEEMBALQM1(213a
83 Ops.CatAtty.Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Guidelines for Reclassification ofEnglish Learners September 2002
Accommodations for the California English Language Development Test, Revised 8/13/01 WEB SITES
CDE: http://www.cde.ca.gov
CSBA: http://www.csba.org

Policy adopted:

PORTERVILLE UNIFIED SCHOOL DISTRICT
Porterville, California

C. Overview

In order to respond effectively to the educational needs of all linguistic minority students, Porterville Unified School District has established the following procedures for the development and implementation of the Comprehensive Educational Plan for English Learners:

1. Identification of all students whose primary or home language is other than English will be accomplished through a systematic process; the process will include completing a Home Language Survey at the time the child is registered at school.

2. Assessment for language dominance of each student whose primary or home language is other than English will be accomplished by personnel fluent in the student's primary or home language when possible. The assessment instrument to be used will be the Bilingual Syntax Measure (BSM) or other state adopted test. Results of the assessment will identify every student who must have an educational program to meet his/her particular needs. Each school will develop the strategies and program in which the English Learner will participate. School site programs will comply with local policies and state and federal laws.

3. In The Comprehensive Educational Plan for English Learners implemented by the district, each English Learner must:

   a. Receive daily English Language instruction 30 to 45 minutes.

II.

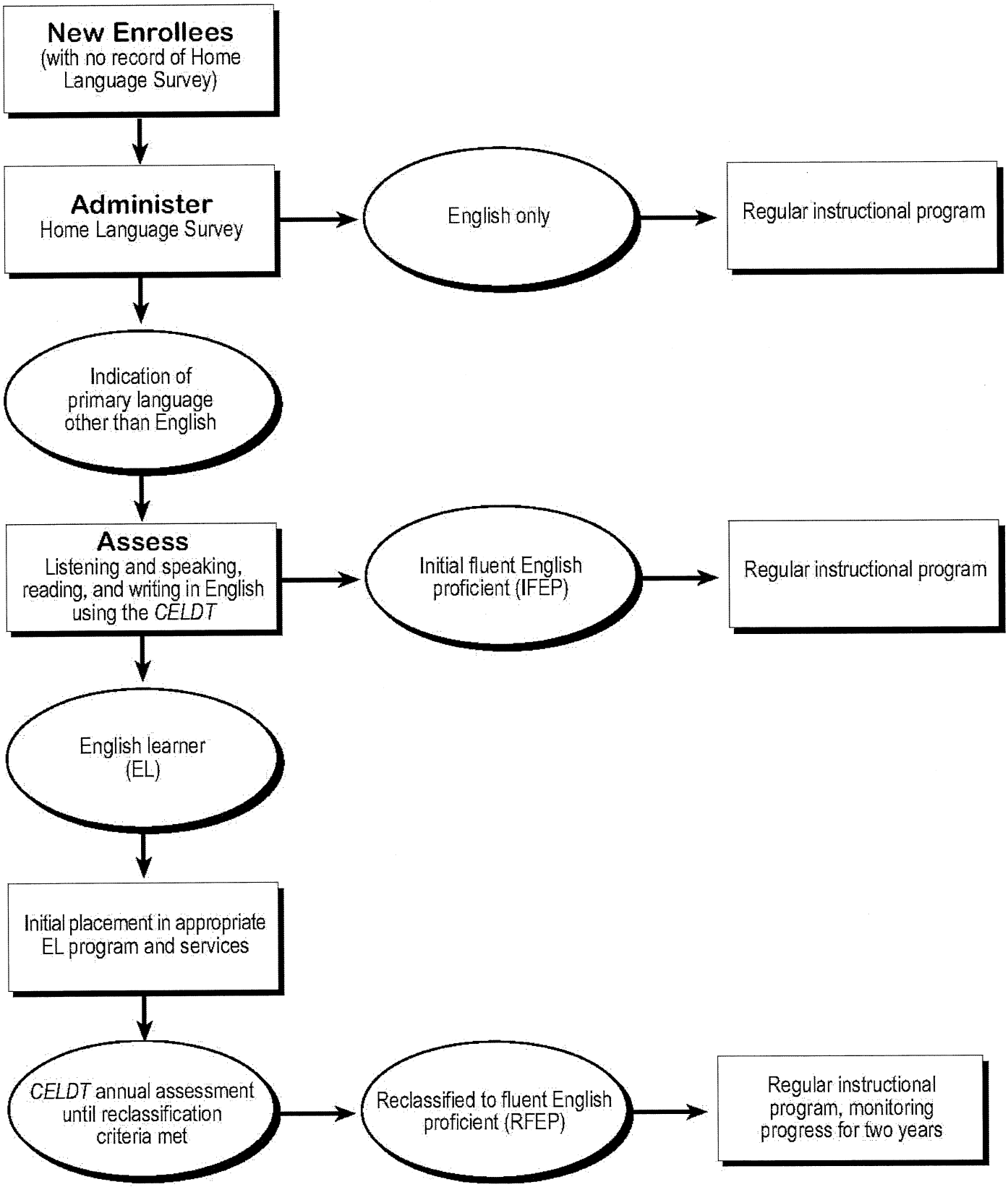
STUDENT

IDENTIFICATION

AND

REDESIGNATION

Initial Identification and Placement Procedure



A. INITIAL IDENTIFICATION PROCEDURES

1. Home Language Survey (HLS)

a. Site personnel provide Home Language Survey

(1) Site administrator designated staff explain to parents of, new to the district, English learners, the home language survey and the initial parent letter, which includes the federal, state and district laws, requirements, testing, results, programs options and answer questions, in the primary language of the parents in Spanish and other languages to the extent possible if parents do not understand the home language survey or initial parent letter.
(2) Assistance if requested or needed is accommodated.
(3) Parent or guardian completes Home Language Survey (answers all four questions, signs and dates) as part of enrollment package. The Home Language Survey is available in a total of thirty-seven languages including Spanish and English.

b. Responses other than English to any of the first three questions on the Home Language Survey require the student to be identified as Pupil whose Home Language is Other Than English (PHLOTE).

c. Every student with only English responses for all four questions is identified English Only (EO).

d. A student with only English for the first three answers and a language other than English for the fourth answer may be identified as English Only if qualified personnel at the enrollment site see no probable cause for assessing English proficiency.

e. Site personnel will determine if Pupil whose Home Language is Other Than English (PHLOTE) has been previously enrolled elsewhere in the United States and determine whether to call previous school for English language proficiency assessment results or to assess the student using the following guidelines.

(1) Site personnel will assess the student if he/she comes from:
(a) a foreign country
(b) out of state
(c) within the state but scores are unavailable

(2) Call previous school for assessment results if he/she comes from:
(a) within the state, but cumulative file has not arrived
(b) a school within the area.

f. By December 31 of each year, the District will request that each feeder school

complete and send to the District a form for each entering ninth grade student which provides information including the following:

(1) The results of the Home Language Survey
(2) The student's most recent proficiency scores for oral, reading and writing skills in English and in the student's native language
(3) The student's most recent achievement test scores and grades
(4) Any other information the District deems necessary to correctly place the student.

g. If, by March 1 of each year, the necessary information is not received from the feeder school, or is incomplete, the District will contact the school in writing again and state that the District is required to obtain the necessary information and that if the information is not forthcoming; the District is required to report the situation to Office for Civil Rights.

h. Home Language Survey results and English language proficiency (if obtained from another school) are entered into a district database and kept on file in the student's cumulative file.

2. Initial Assessment Procedures

a. General Information

(1) Each Pupil whose Home Language is Other Than English (PHLOTE) for whom no English language proficiency assessment was done, no results could be obtained or for whom the results obtained were not reliable must have his/her English language proficiency and primary language comprehension and speaking proficiency assessed that day, or as soon as possible, but within thirty calendar days of initial enrollment.

(2) Kindergartners must be tested within the 30 calendar days of placement in Structured English Immersion. Extroverted, outgoing, uninhibited, verbal students can be tested earlier than introverted, shy, quiet, reserved students who may take longer to warm up enough to a tester to allow for accurate test results.

(3) All kindergartners will be tested within the thirty calendar days even if they are still non-communicative by the deadline. Any student who is still non-communicative by the thirty day deadline will be tested, the test scores are not used for placement or progress purposes, and a note in the data base "comments" "Retest - student non-communicative, language proficiency undeterminable at this time."

(4) Kindergarten Pupils whose Home Language is Other Than English (PHLOTE) are tentatively placed according to the tentative placement guidelines until testing is completed.

(5) Based on the results of the proficiency assessments, each Pupil whose Home Language is Other Than English (PHLOTE) will be identified as English Learner (EL), Initially Fluent English Proficient (IFEP), Reclassified Fluent English Proficient (RFEP).

(6) All students identified as English Learners are further assessed for primary language proficiency in reading and writing upon entering the classroom as soon as possible by a qualified assessor, but no later than thirty calendar days of initial enrollment.

(7) Assessments must be administered by trained testers.

3. English Language Assessments

a. The primary English language proficiency assessment is the California English Language Development Test - CELDT, alternate listening/speaking assessment includes:
(1) Bilingual Syntax Measure - English (BSM-E) for comprehension and speaking Grades K-2
(2) BSM II-E for comprehension and speaking Grades 3-12

b. Secondary English reading and writing assessment may be done with the following:
(1) Reading placement tests: STAR, Reading placement assessments, Informal Reading Inventory, or teacher evaluation.
(2) District Holistic Writing assessment Grades 2-12.

c. Initial English Language Proficiency Designation

(1) English Learners: Students are designated English Learners as listed below:

(a) Primary identification based on CELDT:
"California state law (Education Code, Section 60810) requires districts to use CELDT as the primary indicator of English proficiency for the initial identification of English learners."
A student, grades Kindergarten through 12th grade, levels 1 and 2,
(i) Beginning and Early Intermediate "should probably be identified as an English Learner".
(ii) In that a student with Intermediate proficiency level 3 "may actually be fluent" the student will be further evaluated to determine proficiency

via assessments which may include STAR district holistic writing test, graded class work, the BSM in English, the SOLOM.

(b) Secondary identification:

(i) In general, the decision to identify a student as an English learner should not be based on a single test score but on all available relevant information.

(ii) If a classroom teacher or site administrator has cause to believe that a student identified by CELDT levels 1 or 2 who should probably be identified as an English learner" is actually fluent, then further evaluation will take place "including but not limited to, other test scores (STAR, district holistic writing test, graded class work, the BSM in English, the SOLOM), report card grades, and input from parents and teachers. Documentation... retained for accountability purposes."

BSM Levels of English Learners

Grades Kindergarten-1st (through 6 years old)	BSM E Levels 1-3
Grades 1-2	BSM E Levels 1-4
Grades 3-12	BSM II E Levels 1-5

(iii) If a classroom teacher or site administrator has cause to believe that a student identified by CELDT levels 4 or 5, Early Advanced or Advanced who "should probably be identified as fluent English proficient" is actually limited English proficient, then further evaluation will take place "including but not limited to, other test scores STAR, district holistic writing test, graded class work, the BSM in English, the SOLOM), report card grades, and input from parents and teachers. Documentation... retained for accountability purposes."

(2) (a) Initially Fluent English Proficient - IFEP (Only for students who have not attended school in the United States.) A student is designated IFEP if upon entering a US school for the first time in Kindergarten through 12th grade, having a CELDT level of 4 or 5, Early Intermediate or Advanced "should probably be identified as fluent English proficient". An additional measure being BSM E Level of Fluent English proficient in grades Kindergarten-through 1st grade (through 6 years old): BSM E Level 4 or above.

(b) A special note on first year kindergarteners who score CELDT Level 2 with other evidence of English proficiency higher than what the test scores indicate:

these students are tentatively identified as EL, English learners, pending the performance and evaluations during the first year in kindergarten at which, if it is determined that they are fluent English proficient, they will be officially and permanently identified as IFEP, Initially Fluent English Proficient. Parents will be notified of such official and permanent identification.

(3) English language proficiency is entered into the district database and kept on file in the student's cumulative file. School Secretary/Counselor, parent/guardian, Compensatory Education Director and teacher(s) are all notified of the designation.

4. Primary Language Assessments

a. Oral Language Assessments
Spanish Oral Language Proficiency (comprehension and speaking ability) is assessed with the BSM Spanish.
-If the student scores BSM 1 or 2 in Spanish, then a parent/guardian is contacted. If the parent/guardian verifies that the student has no proficiency in his/her primary language, then the student is designated English Only, any deficits in English are noted and addressed appropriately.
(1) Oral primary language proficiency for languages other than Spanish is assessed using the SOLOM if we have personnel who speaks that language .

b. Reading and Writing Assessments
(1) English Learners whose primary language is Spanish, Grades 2-12, are assessed in Spanish reading and writing by a bilingual teacher or bilingual instructional aide in the following manner:
(a) Primary language publisher's placement test, Informal Reading Inventory, or teacher evaluation.
(b) District Holistic Writing Assessment.

5. Parent Notification

a. Parents of English Learners and Fluent English Proficient students are notified in writing of the results of their child's English and primary language proficiency assessments, using the Districts' notification letters. Notification of proficiency assessments will be in English and Spanish or English and the student's primary language.

b. If their child is identified as needing SEI and is eligible for a waiver to the programs available, the parents must go to the school to apply in person.

c. The results of the assessments are communicated orally when the parent or guardian is unable to read.

d. Not later than 30 days after the beginning of the school year a parent letter will inform a parent or the parents of a limited English proficient child, identified for participation in a Title III language instruction program, of –

(1) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

(2) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(3) the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;

(4) how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;

(5) how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;

(6) the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children.

(7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and

(8) information pertaining to parental rights that includes written guidance –
(a) detailing –
(i) the right that parents have to have their child immediately removed from such program upon their request; and
(ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
(b) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

e. APPLICABLE DURING SCHOOL YEAR- For a child who was not been identified as an English learner prior to the beginning of the school year, the parent or the parents

will be notified of all of the above within 2 weeks of the child being placed in a program.

f. SEPARATE NOTIFICATION - In addition, a separate parent letter will be sent to inform a parent or the parents of each English learner that has failed to make progress on the annual measurable achievement objectives, not later than 30 days after such failure occurs.

6. Documentation of Assessment Results

Assessment results for all Pupils, whose Home Language is Other Than English (PHLOTE), are recorded in a district database. These records are accessible at each site and, at the District Office.

B. IDENTIFICATION AND ASSESSMENT OF RETURNING STUDENTS

1. Site personnel review the Data Base to see if the Home Language Survey (HLS) is on record.

   a. If the Home Language Survey (HLS) is on record then skip down to Assessment of Returning Students (#2).

   b. If the Home Language Survey (HLS) is not on record then the Cumulative file will need to be checked for the Home Language Survey (HLS).

   c. If there is no Home Language Survey (HLS) in the Cumulative file, then a Home Language Survey (HLS) will need to be completed and the results recorded.

2. Assessment of Returning Student

   a. General Information

   (1) Review data base to see if assessment and language proficiency identification are on record.

   (2) If assessment and language proficiency identification are on record, then proceed to appropriate program placement and Language of Instruction charts on pages 11-12.

   (3) If assessment and language proficiency identification are not on record, then return to Initial Identification Procedures on pages 3-7.

   (4) If not previously assessed in English, follow Initial Identification for Assessing Students in English on page 5.

   (5) If not previously assessed in primary language, follow Initial Identification for Assessing Students in Primary Language on page 7.

3. Annual Assessment

   a. English Assessment: "California state law (Education Code, Section 60810, d, (3) requires districts to use CELDT to "assess the progress of limited-English-proficient pupils in acquiring the skills of listening, reading, speaking, and writing in English." CST (Grades 2-11) and STAR, K -1 are used for annual academic assessments.

   b. Teachers, Instructional Assistants or Administrators who have been trained in the administration of the CELDT may administer the CELDT.

   c. Dates for evaluations are: By October 31st all English learners grades 1st through 12th grade (and retained Kindergarteners) will have been given an annual CELDT.

   d. Primary Language Assessment
   District adopted, standardized, norm referenced tests if English Learners have been in Spanish reading/readiness for at least 3 months.

4. Additional Assessment

   a. Site Administrators may require additional language proficiency testing for anyone they choose over and above the State requirements.

   b. Any time a teacher or appropriate personnel requires a verification or update, he/she may request additional assessment.
   c. Minimum Competency Exams in Reading, Writing and Math may be given annually for students in Grades 9-12.

C. PLACEMENT

1. All English Learners

   a. Program Placements Grades K-12:

      (1) CELDT level 1 and 2 in SEI, eligible for waiver to Alternate Transitional Bilingual program
      (2) CELDT levels 3 - 5 determined to be English learners in Mainstream + ELD/SDAIE

   b. All English learners will receive English Language Development and Specially Designed Academic Instruction in English regardless of program or class placement*.

ELD/SDAIE Instruction with Primary Language Support (PLS)

k-12	Read/Lang. Arts	Math	Science	Social Studies	Arts, Music, P.E
CELDT 1-2 (as needed for comprehension via teacher, IA or peers)	PLS	PLS	PLS	PLS	PLS

ELD/SDAIE Instruction

k-12	Read/Lang. Arts	Math	Science	Social Studies	Arts, Music, P.E
CELDT 1-3	SDAIE	SDAIE	SDAIE	SDAIE	Main Eng
CELDT 4-5	SDAIE	Main Eng*	Main Eng*	SDAIE	Main Eng

SDAIE for CELDT 4 or higher must be done using core textbooks.

*Mainstream English without ELD/SDAIE for core subjects other than English if student scored CELDT Listening, Speaking 4 or higher, Reading 3 or higher, Writing 3 or higher and averaged a "C" or better in SDAIE for that subject last semester taken with teacher recommendation, including any other core subject or subject required for graduation (other than P.E.) such as Health, Civics, Economics, etc.

D. RECLASSIFICATION

Reclassification is the process of changing the classification of an English Learner - EL to Fluent English Proficient - FEP. The task is to determine and document that a student is truly Fluent English Proficient.

Reclassification is not recommended for students in grades K-2 if they entered as non-English speakers and were correctly assessed. In Porterville Unified School District approximately 80% of Spanish speaking English Learners in kindergarten were born in the United States and of those, about 25% have tested as Intermediate or higher. These students may reach fluency sometime during 1sr or 2nd grade and may need to be reclassified at that time.

Once the student has been reclassified, the student needs to be properly placed in the mainstream program, any academic deficits incurred in the process of reaching English fluency identified and recouped, and progress monitored to further document reclassification as well as to watch for signs of problems with the mainstream program which would indicate premature reclassification.

If a student has been prematurely reclassified, then appropriate assistance needs to be provided and the student monitored.

1. Procedures for Identification of Potential Students to be Reclassified:

a. Identification of Potential Students to be reclassified:

(1) When:
English Learner students should be reviewed to find potential Students to be Reclassified:
(a) At the beginning of the school year
(b) January (only those close to reclassification at the beginning of the school year but didn't quite qualify)
(c) Near the end of the school year

(2) Who:
(a) Students who have reached CELDT Level 4
(b) Students who have reached the point of fluency for their age group/grade level in the English Language Development program
(c) Students recommended by their teacher(s) based on classroom performance
(d) Students recommended by their parents

(3) Potential Students to be Reclassified in K-12, are found through a search of the CST, CMA, CELDT and report card grades and online teacher recommendation forms of all English learners k-12.
   (a). These are reviewed by the Director of Programs and Assessments or designated specialist.
   (b) Forms are printed out for K-8 for those approved by the Director of Programs and Assessments and sent to the schools, 9-12 forms can be completed on site and sent to Director of Programs and Assessments for review.
   (c) These are presented to the parents for parental consultation and opinion along with an invitation to a meeting to go over the reclassification form and information.
   (d) reclassified student forms are signed by the site administrator or designee confirming the reclassification of the student.
   (e) All uncompleted reclassification forms are returned to the district office for review of teacher and/or parent comments.

2. Reclassification Criteria: (Transitional period-SEE TEMPORARY CRITERIA)

a. Performance in Basic Skills
   (1) CST: Level 3 Basic or higher on the California Standards Test of English Language Arts.
   (2) For students scoring below Level 3 Basic on the California Standards Test of English Language Arts, IF it can be determined those factors other than English language proficiency are responsible for low performance on the CST in English-Language Arts AND that it is reasonable to reclassify the student.

b. Assessment of English Language Proficiency
   (1) Overall performance on the CELDT of Level 4 or above and all four subtests, Listening, Speaking, Reading and Writing, are each at Level 3 or above.
   (2) Overall proficiency level is in the upper end of intermediate level IF additional measures determine the likelihood that a student is proficient in English.

c. Teacher Evaluation of Student Academic Performance and Recommendation
   (1) Performance at a satisfactory level (C/3 or better) in Language Arts as documented by the most current report card.
   (2) Performance below satisfactory level (C/3) in Language Arts as documented by the most current report card: If the online teacher recommendation explains that the incurred deficits in motivation and academic success are unrelated to English language proficiency.

d. Reclassification of students with learning disabilities who do not meet state reclassification guidelines.

(1) Formal documentation of the student's learning disability is required. The documentation must identify the area of the student's disability and subsequent assessment data.

For some it refers to the ability to take State adopted exams for English language development (CELDT) and academic assessment (CST OR CMA).

(2) Are English language skills commensurate with student's ability level? Student's developmental age and grade level equivalent must be included if it is LOWER then the chronological age and/or grade level.

(3) Documentation must include:

(a) The area of the disability and its impact on grade level performance and/or performance on State exams.

(b) That the student is performing to his/her ability level in the classroom and/or on State exams.

(4) The student must pass the Listening and Speaking parts of the CELDT or BSM in English if there is no disability that affects his/her ability to perform on these tests. A student whose disability affects reading decoding or processing cannot be reclassified until the student is able to speak and understand spoken English proficiently.

(5) If a student is capable of performing at an identified level but is not doing so, due to a limited knowledge of English, we cannot reclassify the student because the student still has limitations that are due to limited English proficiency.

(6) If a student still has limitations that are due to limited English proficiency and is not performing at their expected level, the student cannot be reclassified.

e. Parental Opinion and Consultation

(1) Reclassification form must be signed by parent indicating that he/she understands that the child has successfully met all of the above applicable criteria.
(2) Provide notice to parents/guardians of their right to participate and encourage them to participate in the reclassification process.
(3) Provide an opportunity for a face-to-face meeting with parents/guardians.
(4) If the parent/guardian approves the recommendation, the parent/guardian signs the Reclassification Form, they may add comments in the appropriate section.

(5) If the parent/guardian rejects the recommendation, the parent/guardian's reason is put in writing and considered by the Director of Programs and Assessments or designated specialist.
   (a) If the Director of Programs and Assessments or designated specialist finds the parent/guardian concern valid then the recommendation is rejected until the student meets parent expectations.
   (b) If the Director of Programs and Assessments or designated specialist finds the parent/guardian concern not valid:
      (i) The Director of Programs and Assessments or designated specialist will provide evidence of validity of reclassification for parent/guardian approval.
      (ii) If parent/guardian rejects reclassification, the Director of Programs and Assessments or designated specialist may reclassify the student providing a written explanation on the Reclassification Form.
      (iii) Parent/guardian is informed that he/she may appeal decision to the Assistant Superintendent.

f. All documentation must be attached to the Reclassification Form and must be in the Cumulative file when the student transfers to another school.

g. The student is classified as Reclassified Fluent English Proficient (RFEP) and the data base is updated.

3. Follow-up for Reclassified Students:

a. The student's performance will be reviewed three months, six months and at two years after being reclassified, regardless of where the student attended at the time of reclassification.

b. For the purpose of determining if the student is progressing satisfactorily, the following information will need to be reviewed:
   (1) Most recent report cards
   (2) Most recent CST or CMA test scores

c. The three month, six month and 2 year follow-ups will be reviewed through a review of report card grades and test performance by the Director of Programs or designee. In the event that the data is inconclusive, the classroom teacher will be asked to complete an online follow-up form which will be reviewed to determine student success. The site administrator or designee monitors the teachers to make sure they complete the process.

d. If the student is making satisfactory progress in the mainstream program, then it will be so noted in the district data base by appropriate site personnel.

e. If the student is not making satisfactory progress in the mainstream program, Director of Programs and Accountability will notify the classroom teacher and will request information on what intervention the teacher is using to strengthen the area(s) of weakness.

(1) If the failure to succeed is due to factors not related to a lack of English proficiency, then the district data base will be so noted.

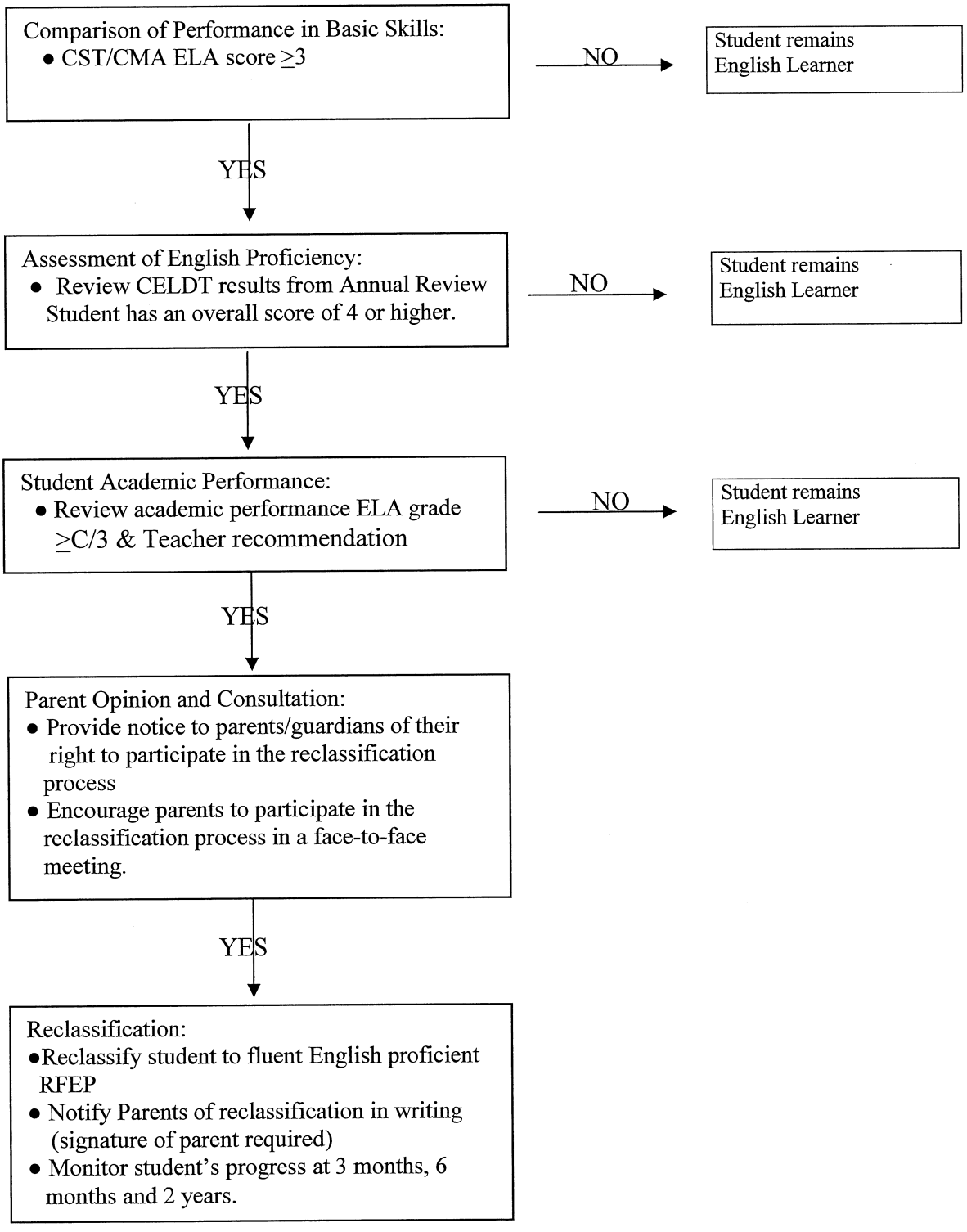
(2) The general criteria for determining a student's lack of progress:

(a) Semester grades in Language Arts is below "C or 3".

(b) CST, CMA test scores below Basic and Far Below Basic.

Reclassification Procedure

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



TEMPORARY RECLASSIFICATION

"AB 484 Suspended California Standards Test (CST) and California Modified Assessment. In the absence of a state- administered test of student performance on basic skills in 2014, local agencies (LEAS) will need to select another measure for the fourth criterion. Existing state guidance permits LEAS to use locally available assessments when considering students for reclassification. For the 2014-15 school year, three of the four reclassification criteria remain unchanged:"

1. Assessment of English Language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of student's curriculum mastery
3. Parent opinion and consultation

2014 - 2015 Temporary Reclassification Criteria:

Grades 11th and 12th

- CELDT : Overall score 4 or above (all domains: L S R W, 3 or above)
- Teacher evaluation - Language Arts: Most current grade with a score of **C** or above.
- Parent Opinion and consultation
- **Teacher Recommendation form (Google doc. Form)**
- **CAHSEE –ELA score of 350**

Grade 10th

- CELDT : Overall score 4 or above (all domains: L S R W, 3 or above)
- Teacher evaluation - Language Arts: Most current grade with a score of **C** or above.
- Parent Opinion and consultation
- **Teacher Recommendation form (Google doc. Form)**
- **HSPE2 score of 45 or above**
- **Review of Successful performance on Academic enrichment courses.**

Grade 9th

- CELDT : Overall score 4 or above (all domains: L S R W, 3 or above)
- Teacher evaluation - Language Arts: Most current grade with a score of **C** or above.
- Parent Opinion and consultation
- **Teacher Recommendation form (Google doc. Form)**
- **HSPE2 score of 45 or above**

Grades 7th - 8th

- CELDT : Overall score 4 or above (all domains: L S R W, 3 or above)
- Teacher evaluation - Language Arts: Most current grade with a score of **C** or above.
- Parent Opinion and consultation
- **Teacher Recommendation form (Google doc. Form)**
- **STAR**
-

Grades 3rd – 6th

- CELDT : Overall score 4 or above (all domains: L S R W, 3 or above)
- Teacher evaluation - Language Arts: Most current standards average grade with a score of **3** or above.
- Parent Opinion and consultation
- **Teacher Recommendation form (Google doc. Form)**
- **STAR**

III.

INSTRUCTIONAL

PROGRAMS

GRADES K-12

A. English Language Development/Specially Designed Academic Instruction in English Program and Staffing

1. Elementary Program Grades K-6

a. English Language Development/Specially Designed Academic Instruction in English Grades K-6

(1) Program Requirements

(a) Structured English Immersion

(i) Each English Learner receiving Structured English Immersion instruction receives ELD focused on survival English skills and grade level content vocabulary with primary language explanation for comprehension provided by teacher, bilingual instructional assistant or a peer as necessary and possible.

(ii) Each English Learner receiving Structured English Immersion instruction receives SDAIE with a focus on the grade level skills and concepts that can reasonably be taught with the limited knowledge of English with primary language explanations for comprehension provided by teacher, bilingual instructional assistant or a peer as necessary and possible.

(iii) All students receive instruction and materials, which promote a positive self-image and a multicultural education.

(iv) Appropriate materials must be available for teacher and student use.

(b) Mainstream English + ELD/SDAIE

(i) Each English Learner receiving mainstream English + ELD/SDAIE receives SDAIE with primary language explanations for comprehension provided by teacher, bilingual instructional assistant or a peer as necessary and possible for comprehension, focused on the learning of concepts and skills not learned before as well as grade level content and standards.

(ii) Each English Learner receiving mainstream English + ELD/SDAIE Receives ELD focused on the grade level content, standards and reclassification requirements with primary language explanation for comprehension provided by teacher, bilingual instructional assistant or a peer as necessary and possible for comprehension.

(iii) All students receive instruction and materials, which promote a positive self-image and a multicultural education.

(iv) Appropriate materials must be available for teacher and student use.

(2) Classroom Composition/Organization

(a) English Learners in a designated English Language Development/Specially Designed Academic Instruction in English (SDAIE) class do not have to have the same primary language.

(b) Students at beginning levels of English acquisition receive Specially Designed Academic Instruction in English, primary language support (as necessary and possible) and English Language Development for up to 80% of the school day. For a minimum of 20% of the day, these students receive integrated instruction in Art, Music, and Physical Education. Academic instruction in Specially Designed Academic Instruction in English with primary language support (as necessary and possible) decreases as proficiency in English increases.

(c) Schools may choose to group students for English Language Development and/or Language Arts instruction, based on the students' diagnosed needs.

(d) Grouping English Learners with the same primary language will make it easier to provide primary language explanations as necessary and possible but is not required.

(3) Staffing

(a) English Language Development will be taught by teachers who have the certificates or credentials approved for such instruction by CTC, LDS/CLAD, BCC/BCLAD, CTEL or the equivalent, or who are currently in the process of acquiring such a credential or certificate. "Currently in the process of acquiring such certificate" means to be currently enrolled in a district or college program that leads to BCLAD/CLAD or equivalent certification, while providing instruction to English Learners.

(b) Specially Designed Academic Instruction in English (SDAIE) will be provided by teachers who have the LDS/CLAD, CTEL certificates or credentials approved for such instruction by CTC or equivalent, or who are currently in the process of acquiring such a credential or certificate.

(c) Bilingual Instructional Assistants must have the following minimum requirements for qualifications:

(i) Have passed the District Test for Bilingual Instructional Assistants.

(ii) Be able to read and comprehend the textbooks used in the primary language.

(iii) Be able to translate verbal and written communications including school text books between the parent/student and a teacher/administrator.

(d) Each site administrator or designee is responsible for:
(i) Ensuring that all English Learners are assigned to classes with teachers who have the appropriate certification for their language assistance needs.
(ii) Submitting a report at the end of each school year to the Director of Programs and Assessments on the status of staffing needs at his/her school, the training completed that school year by each teacher in training, and the efforts the administrator is making to address remaining shortages of qualified staff.

2. Middle School and High School Programs Grades 7-12.

a. English Language Development/Specially Designed Academic Instruction in English Grades 7-12.
(1) Program Requirements
(a) Structured English Immersion
(i) Each English Learner receiving Structured English Immersion instruction receives ELD focused on survival English skills and grade level content vocabulary with primary language explanation for comprehension provided by teacher, bilingual instructional assistant or a peer as necessary and possible.
(ii) Each English Learner receiving Structured English Immersion instruction receives daily English Language Development (ELD) instruction based on the district adopted and/or developed program and reclassification requirements from an appropriately certified teacher. This program is designed for students whose primary language is other than English and includes reading and writing in English.
(iii) All students receive instruction and materials, which promote a positive self-image and a multicultural education.
(iv) Appropriate materials must be available for teacher and student use.

(b) Mainstream English + ELD/SDAIE
(i) Each English Learner receiving mainstream English + ELD/SDAIE receives SDAIE with primary language explanations for comprehension provided by teacher, bilingual instructional assistant or a peer as necessary and possible for comprehension, focused on the learning of concepts and skills not learned before as well as grade level content and standards.

(ii) Each English Learner receiving mainstream English + ELD/SDAIE receives ELD focused on the grade level content, standards and reclassification requirements with primary language explanation for comprehension provided by teacher, bilingual instructional assistant or a peer as necessary and possible for comprehension.
(iii) All students receive instruction and materials, which promote a positive self-image and a multicultural education.
(iv) Appropriate materials must be available for teacher and student use.

(2) Classroom Composition/Organization
(a) English Learners in a designated English Language Development/Specially Designed Academic Instruction in English classroom do not have to have the same primary language.
(b) Students at beginning levels of English acquisition receive Specially Designed Academic Instruction in English, primary language support (as necessary and possible) and English Language Development for up to 80% of the school day. For a minimum of 20% of the day, these students receive integrated instruction in Art, Music, and Physical Education. Academic instruction in Specially Designed Academic Instruction in English with primary language support (as necessary and possible) decreases as proficiency in English increases.
(c) Schools may choose to group students for English Language Development and/or Language Arts instruction, based on the students' diagnosed needs.
(d) Grouping English Learners with the same primary language will make it easier to provide primary language explanations as necessary and possible but is not required.

(3) Staffing
(a) English Language Development will be taught by teachers who have the certificates or credentials approved for such instruction by CTC, LDS/CLAD, BCC/BCLAD, CTEL), or the equivalent, or who are currently in the process of acquiring such a credential or certificate. "Currently in the process of acquiring such certificate" means to be currently enrolled in a district or college program that leads to BCLAD/CLAD or equivalent certification, while providing instruction to English Learners.

(b) Specially Designed Academic Instruction in English (SDAIE) will be provided by teachers who have the LDS/CLAD certificates or credentials approved for such instruction by CTC or equivalent, or who are currently in the process of acquiring such a credential or certificate.

(c) Bilingual Instructional Assistants must have the following minimum requirements for qualifications:

(i) Have passed the District Test for Bilingual Instructional Assistants.
(ii) Be able to read and comprehend the textbooks used in the primary language.
(iii) Be able to translate verbal and written communications including school textbooks between the parent/student and a teacher/administrator.

(d) Each site administrator or designee is responsible for:
(i) Ensuring that all English Learners are assigned to classes with teachers who have the appropriate certification for their language assistance need
(ii) Submitting a report at the end of each school year to the Director of Special Services on the status of staffing needs at his/her school, the training completed that school year by each teacher in training, and the efforts the administrator is making to address remaining shortages of qualified staff.

B. Alternate Transitional Bilingual Program and Staffing

1. Elementary Program Grades K-6

a. Alternate Transitional Bilingual Program (Spanish) Grades K-6
(1) Program Requirements
(a) Each SEI English Learner with an approved waiver, when there are 20 or more such students at a grade level at a school, receives a combination of primary language instruction and Specially Designed standards based Academic Instruction in English in the content areas from an appropriately certified teacher in content subject areas for up to 80% of the school day. For a minimum of 20% of the day, these students receive integrated instruction in Art, Music and Physical Education.

(c) All SEI English Learners receive daily English Language Development (ELD) instruction based on the ELD standards based district adopted program from an appropriately certified teacher. This program is designed for students whose primary language is other than English and includes reading and writing in English.

(e) All students receive instruction and use materials, which promote a positive self-image.

(f) Appropriate materials must be available for teacher and student use.

(2) Classroom Composition/Organization

(a) English Learners in each designated Alternate Transitional bilingual classroom must have the same primary language.

(b) Students at beginning levels of English acquisition receive transitional academic explanations in their primary language and English Language Development for up to 80% of the school day. For a minimum of 20% of the day, these students receive integrated instruction in Art, Music, and Physical Education. Academic instruction in the primary language decreases as English proficiency increases.

(c) In order to eliminate the need for each student to study each subject twice (once in the primary language and once in English) and to prevent an academic deficit in English, the key vocabulary for each subject taught in the primary language is also taught in English as appropriate (once a day, once a week, etc.).

(d) Schools may choose to group students for English Language Development and/or Language Arts instruction, based on each student's diagnosed needs.

(3) Staffing

(a) Specially Designed Academic Instruction in English (SDAIE) will be provided by teachers who have the LDS/CLAD, CTEL certificates or credentials approved for such instruction by CTC or equivalent, or who are currently in the process of acquiring such a credential or certificate.

(b) English Language Development will be taught by teachers who have the certificates or credentials approved for such instruction by CTC, (LDS/CLAD, BCC/BCLAD, CTEL), or the equivalent, or who are currently in the process of acquiring such a credential or certificate.

(c) Alternate Transitional bilingual primary language explanations will be provided by teachers who have bilingual certificates or credentials approved for such instruction by CTC or who are currently in the process of acquiring such certificates, and who are assisted by Bilingual Instructional Assistants. "Currently in the process of acquiring such certificate" means to be currently enrolled in a district or college program that leads to BCLAD or equivalent certification, while providing instruction to English Learners.

(d) Bilingual Instructional Assistants must have the following minimum requirements for qualifications:

(i) Have passed the District Test for Bilingual Instructional Assistants.

(ii) Be able to read and comprehend the textbooks used in the primary language.
(iii) Be able to translate verbal and written communications, including school textbooks, between the parent/student and a teacher/administrator.

(e) Each site administrator or designee is responsible for:
(i) Ensuring that all English Learners are assigned to classes with teachers who have the appropriate certification for their language assistance needs.
(ii) Submitting a report at the end of each school year to the Director of Special Services on the status of staffing needs at his/her school, the training completed in that school year by each teacher in training, and the efforts the administrator is making to address remaining shortages of qualified staff.

2. Middle School and High School Program Grades 7-12

a. Alternate Transitional Bilingual Program (Spanish) Grades 7-12

(1) Program Requirements

(a) Each English Learner with an approved waiver when there are 20 or more such students at a grade level at a school receives daily primary language instruction from an appropriately certified teacher in content and graduation requirement subject areas.

(b) All English Learners receive daily English Language Development (ELD) instruction based on the ELD standards based district adopted and/or developed program from an appropriately certified teacher. This program is designed for students whose primary language is other than English and includes reading and writing in English.

(c) All students receive instruction and use materials, which promote a positive self-image.

(d) Appropriate materials must be available for teacher and student use.

(2) Classroom Composition/Organization

(a) English Learners in each designated Alternate Transitional bilingual classroom must have the same primary language.

(b) Each English Learner receives a combination of Specially Designed Academic Instruction in English and transitional primary language explanations and English Language Development for up to 80% of the school day. For a minimum of 20% of the day, these students receive integrated instruction in Art, Music, certain electives and Physical Education.

(c) In order to eliminate the need for each student to study each subject twice (once in the primary language and once in English) and to prevent an academic deficit in English, the key vocabulary for each subject taught in the primary language is also taught in English as appropriate (once a day, once a week, etc.) as part of ELD instruction.

(d) Schools may choose to group students for English Language Development and/or Language Arts instruction, based on each student's diagnosed needs.

(3) Staffing

(a) Alternate Transitional bilingual primary language explanations will be provided by teachers who have bilingual certificates or credentials approved for such instruction by CTC or who are currently in the process of acquiring such certificates, and who are assisted by Bilingual Instructional Assistants. "Currently in the process of acquiring such certificate" means to be currently

enrolled in a district or college program that leads to BCLAD or equivalent certification, while providing instruction to English Learners.

(b) Specially Designed Academic Instruction in English (SDAIE) will be provided by teachers who have the LDS/CLAD, CTEL certificates or credentials approved for such instruction by CTC or equivalent, or who are currently in the process of acquiring such a credential or certificate.

(c) English Language Development will be taught by teachers who have the certificates or credentials approved for such instruction by CTC, (LDS/CLAD, BCC/BCLAD, CTEL), or the equivalent, or who are currently in the process of acquiring such a credential or certificate.

(d) Bilingual Instructional Assistants must have the following minimum requirements for qualifications:
   (i) Have passed the District Test for Bilingual Instructional Assistants.
   (ii) Be able to read and comprehend the textbooks used in the primary language.
   (iii) Be able to translate verbal and written communications including school textbooks between the parent/student and a teacher/administrator.

(e) Each site administrator or designee is responsible for:
   (i) Ensuring that all English Learners are assigned to classes with teachers who have the appropriate certification for their language assistance needs.
   (ii) Submitting a report at the end of each school year to the Director of Special Services on the status of staffing needs at his/her school, the training completed in that school year by each teacher in training, and the efforts the administrator is making to address remaining shortages of qualified staff.

C. Curriculum and Instruction K-12

1. Structured English Immersion

   a. The goal of Structured English Immersion is to teach survival English skills Content English as a Second language due to the limitations of how much can realistically be taught and elaborated on through English with students at these levels within the time limitations of the classes. Survival English skills include:
      (1) The ability to understand and express themselves with simple, present progressive sentences, classroom directions, personal needs.
      (2) The letters and sounds needed for beginning reading (long vowel sounds).
      (3) The ability to write the letters for the English sounds.

   b. Structured English Immersion incorporates a variety of instructional strategies and methods such as: whole language; cooperative learning; primary language support and comprehensible input to help make the core academic instruction in English understandable for English Learners; and developed with sensitivity to the linguistic needs; learning styles and culture of the students.

   c. Primary language support is a vital part of Structured English Immersion (Content English as a Second Language) for increasing comprehension and providing equal access to the core curriculum for English Learners who have not reached early intermediate fluency. Primary language support is provided in Spanish through Bilingual Instructional Assistants. Primary language support for all other languages is provided through Bilingual Instructional Assistants (if qualified individuals are available to be hired for the time needed); cross-age or peer tutors (if available).

2. Specially Designed Academic Instruction In English

   a. The goal of the Specially Designed Academic Instruction in English (SDAIE) is to teach grade-level subject matter in the English language to English Learners including all key concepts, vocabulary and phrases in a manner that facilitates and assures student comprehension. Students with less than intermediate fluency receive Content English as a Second Language due to the limitations of how much can realistically be taught and elaborated on through English with students at these levels within the time limitations of the classes.

   b. Specially Designed Academic Instruction English incorporates a variety of instructional strategies and methods such as: whole language; cooperative learning; and comprehensible input to help make the core academic instruction in English understandable for English Learners; and developed with sensitivity to the linguistic

needs; learning styles and culture of the students. Individual catch-up/intervention plans are addressed as specified in each plan.

c. Primary language support is a vital part of Specially Designed Academic Instruction English (Content English as a Second Language) for increasing comprehension and providing equal access to the core curriculum for English Learners who have not reached intermediate fluency. Primary language support is provided in Spanish through Teachers, Bilingual Instructional Assistants, peer and cross age tutors. Primary language support for all other language groups is provided through Bilingual Instructional Assistants (if qualified individuals are available to be hired for the time needed), peer and cross age tutors (if available in the language needed) and materials (if available in the English Learner's primary language).

3. English Language Development

a. The goal of English language development is to facilitate the acquisition of English in keeping with the student's English language development level and ability to develop language.

b. In order to provide a more effective English language development program and to meet the California State ELD Standards, the English Language Development program must become an in-class contextualized English language development program. The State adopted core curriculum is the primary vehicle for teaching English Language Development. Additional State approved ELD programs are used to supplement the English Language Development program.

c. Identification of English Language Development instructional needs.
   (1) Teachers review district and site data on the English Learners in their classroom and their level of fluency.
   (2) Review students' schedules to find subjects and teachers from whom to obtain lists of key vocabulary to tie in with and establish a regular communication system.
   (3) Teachers review:
      (a) descriptions of the levels.
      (b) the needs of the students at each level including individual catch-up/intervention plans.
      (c) appropriate techniques for each level.
   (4) Teachers review feedback from English Language Development Instructional Assistants (if any):
      (a) English Language Development instruction/reinforcement provided.
      (b) individual student progress.
      (c) comments, if any, by Instructional Assistants.

d. Preparation
   (1) Teachers review the material from the core curriculum they will be teaching the following week for:
      (a) key concepts and standards.
      (b) skills.
      (c) the vocabulary and phrases English Learners will need to learn in order to learn the lessons.
   (2) Teachers choose appropriate strategies and techniques for instruction for each level in the class including individual catch-up/intervention plans.
   (3) Teachers determine what instruction/reinforcement needs to be carried out by the English Language Development Instructional Assistant and notify Instructional Assistant on feedback form with comments, directions, and materials.
   (4) Teachers select and prepare visuals, scenarios and/or demonstrations that will be needed to help English Learners to understand the lessons and to learn the vocabulary including individual catch-up/intervention plans.
   (5) Teachers teach the vocabulary and phrases before the lessons are taught or as part of the lessons.
   (6) Teachers plan and provide an additional 30 to 45 minutes of daily level appropriate differentiated English Language Development to develop communication skills and English language proficiency.
   (7) Teachers' lesson plans reflect the above with notes for vocabulary, levels, techniques and materials.

e. Instruction
   (1) Lessons are differentiated taught with English Learners participating according to their established level abilities including individual catch-up/intervention plans.
   (2) English Language Development Instructional Assistants provide the designated instruction/reinforcement as per a teacher created feedback form.
   (3) English Learners are learning the vocabulary and phrases before or as part of the lessons and are using them or responding to them appropriately during the lessons. This is the contextualized English Language Development (ELD) reinforced by use in the lessons.
   (4) Teachers monitor comprehension of English Learners by using frequent appropriate questioning techniques and/or review of the students' work.
   (5) Appropriate independent practice and homework are assigned in keeping with English Learners' levels of development, including individual catch-up/intervention plans, requiring or fostering a variety of situations that require interactive communication with fluent English speaking models.

f. Evaluation
   (1) Teachers evaluate student progress academically and in terms of English Language Development through:
      (a) Observation of the content and the language skills used by English Learners as compared with the ELD Standards.
      (b) Assignments - reviewed for Standards, content and language skills.
      (c) Appropriate assessments including but not limited to CELDT and CST - reviewed for Standards, content and language skills.
      (d) Teacher created feedback form from English Language Development Instructional Assistant.
      (e) Feedback form from the students' other teachers.
   (2) Teachers use the results of their evaluations to plan lessons for the following week, both in terms of content and English Language Development.

g. Remediation and Catch-up
   Students identified as not meeting the AMAOs and, therefore, defined as not making adequate progress have individual Catch-up Intervention plans which specify classroom instruction, before and after school instruction and summer school instruction as specified in the individual plan. High school EL students completing High Point are placed in Read On to remediate academic deficits not covered by High Point.

h. Follow-up
   (1) The Principal or Vice Principal (or, at Grades 7-12, a designee) reviews lesson plans, observes classroom instruction and reviews English Language Development scores to verify that English Learners are being appropriately served and are progressing, including those with individual catch-up/intervention plans.
   (2) Teachers team and group as appropriate to discuss techniques, strategies, materials, scenarios and demonstrations as well as meet with Principal, Vice Principal and Director of Programs and Accountability (and as needed District Bilingual Resource Teacher) to discuss results of observations, end-of-the-year scores and strategies for the following year.
   (3) A report will be filed annually with the Director of Programs and Accountability and the District Assistant Superintendent of Instruction containing data, comments and plans for the next year.

i. In the Alternate Transitional Bilingual Program, while the students are getting content instruction through the primary language, some of these procedures cannot be done through primary language content instruction and, therefore, must be a regular part of, or a supplement to, the daily 30 to 45 minute English Language Development program. All key content vocabulary and phrases of the core curriculum (Grades K-12) and graduation requirements (Grades 7-12) must be taught in addition to the

packaged English Language Development program Grades K-6 at least once a week and English Language Development class Grades 7-12 completely each semester.

j. Appendix D may be used by site administrators to assist teachers who have difficulty with the English Language Development program.

3. Primary Language Instruction Transitional Bilingual Program

a. Goals for the development of English Learners' primary language include:
   (1) Transitional Bilingual Program
      (a) Develop cognitive proficiencies in the first language to transfer to similar proficiencies in English.
      (b) Develop and sustain academic achievement through the primary language until it can be developed and sustained in English.
      (c) Maximize comprehension to enhance and accelerate learning.

b. To strengthen the English Learners' self-image by developing pride in their culture and linguistic heritage.

c. Instruction delivered in the students' first language has the same outcomes as instruction for English speakers. Instruction is based on the students' level of fluency and academic development.

d. Academic instruction in the primary language is based on the District's core curriculum.

e. English Learners' equal opportunity for access to the core curriculum is based on the availability of suitable instructional materials of similar quality to district mainstream program materials and usable to teach the District core curriculum through the primary language. The following are some possible types of instructional materials in order of preference:
   (1) Publisher developed identical texts in both languages - if at all possible when the District adopts a text it should give preferential treatment to texts with Spanish versions developed by the publisher. This relieves teachers of the burden of matching the primary language curriculum to the English.
   (2) Texts that can be used to teach the core curriculum through the primary language even if not primary language versions of the English texts used by the District.
   (3) Supplemental materials that can be used to teach the core curriculum through the primary language.

4. Transitions

a. Reading and Writing can begin in English through the Language Experience Approach.
   (1) Principles of the Language - Experience Approach:
      (a) Uses student's experience background.
      (b) Uses student's language.
      (c) Produces "text" materials that are high utility, non-threatening, and guarantee success.
      (d) Easily integrated with other instructional areas.

b. Reading Transition for Students who have not had Spanish Reading
   For an outline of the Reading Transition for English Learners not in a Bilingual Program, see Appendix D.

c. Writing Transition
   Appendix E

d. Self-Image and Multicultural Education
   (1) Educating students through the home language and culture is the focus of bilingual programs. The Specially Designed Academic Instruction in English program focuses on educating students using primary language support and developing understanding and respect for the cultures of all students in the program. The District's mainstream program includes educating students with exposure to, understanding of and respect for the language and culture of all students in the District specifically and people in the world in general.
   (2) Goals that enable students to:
      (a) Develop a positive self-image to enhance their academic success.
         (i) Prepare students for productive citizenship within the English speaking society as well as in the multilingual and multicultural society both in the United States and world.
         (ii) Prepare students for economic success with the development of and confidence in academic, linguistic, social and technological skills.
         (iii) Prepare students to cooperate with others and function harmoniously in a multicultural society.
         (iv) Provide all students with the opportunity to participate fully in every school activity.
         (v) Use methodologies that promote inclusion for all students.
      (b) Develop a positive self-image based on pride in and value of students' culture and primary language.
         (i) Create a sense of belonging by providing a multicultural school site which gives dignity and respect to all languages and cultures. The

cultural groups in the community are the primary source for culturally relevant, developmentally appropriate curriculum.

(ii) Support the students' right to maintain their own identity (language and culture) while acquiring the skills required to function in a diverse society.

(c) Develop a positive attitude toward others through an appreciation and understanding of other languages and cultures.

(i) Allow students the opportunity to recognize differences and share information about various cultures. Support the development of an appreciation of the cultures of others in a diverse society.

(ii) Help students to recognize the strengths in diversity.

(iii) Provide professional development to help staff members become aware of culturally relevant information.

e. Alternate Programs, or Methods of Instruction

Teachers, administrators or schools wanting to provide a program or instruction different from what is required by this Comprehensive Educational Plan must submit a written proposal which includes:

(1) Alternate Service, or Methods of Instruction
   (a) Clear and concise description of alternate program.
   (b) Brief reason for needing the alternate program.
   (c) Duration of alternate program (in consultation with Principal).
   (d) Theoretical research on which alternate program is based. (Optional)
   (e) Documentation of success if available. (Optional)
   (f) Compliance issues, both State and Federal. (Optional)

(2) Comprehensive Educational Plan
   Requirement(s) from the Comprehensive Educational Plan for which the alternate program is being proposed, including page number(s).

(3) Group of identified students to be served by the alternate program.

(4) Review and/or approvals by:
   (a) Director of Programs and Accountability
   (b) Assistant Superintendent of Educational Services
   (c) Site Principal

(5) For a copy of the form, see Appendix F.

D. Staff Development

The goal of Staff Development programs is to enhance the teacher's ability to teach and work effectively with English Learners.

1. The Assistant Superintendent of Personnel will recruit and employ staff who is certificated/credentialed and highly qualified to teach English Learners, or willing to become so.

2. The District Administration will assign staff to schools, and principals will assign staff to classrooms where their bilingual and/or English language development expertise and qualifications are required and used to meet the needs of English Learners.

3. Staff without appropriate certification or credentials to teach English Learners will complete an approved college/university, County or District program culminating in a certificate or credential authorizing them to teach English Learners.

4. Staff needs assessment will be done annually by the Director of Programs and Accountability to determine types of in-services needed to improve instruction and services to English Learners and provide such in-services.

E. Basic and Supplemental Resources

1. English Language Development
   a. Basic English Reading/Language Arts Program with Content based, contextualized English Language Development:
      (1) District adopted English Reading/Language Arts Program Houghton Mifflin
      (2) High Point
      (3) Realia
      (4) Visuals

   b. Supplementary Programs:
      (1) English at Your Command
      (2) Language for Learning, Language for Thinking
      (3) EDGE
      (4) Inside

   c. Supplementary Materials selected by teachers
      (1) Carousel of IDEAs
      (2) Avenues
      (3) Rosetta Stone
      (4) English in a Flash
      (5) Practice Planet
      (6) Study Island

(7) Let's Go Learn
(8) Reading Plus
(9) Accelerated Read

2. Spanish Reading
   a. Basic Program:
      (1) Houghton Mifflin Spanish Reading Program
      (2) Core Literature in Spanish

   b. Supplementary Programs:
      (1) A Cada Paso
      (2) Santillana
      (3) Others as selected by teachers and approved by site administrators

   c. Supplementary Materials selected by teachers.

3. Spanish Language Development
   a. Basic Program:
      (1) IDEA Kit
      (2) Others to be selected

   b. Supplementary Program:
      To be selected

   c. Supplementary Materials selected by teachers.

4. For all other languages see resources at the Curriculum Center, school sites or contact Director of Programs and Assessments for assistance.

IV.

ADVISORY COMMITTEES AND PARENT EDUCATION

IV. Advisory Committees and Parent Education

The goal is to ensure that parents are involved in the education of their children through training, committees and volunteer work.

A. Each school is informed of its responsibility to communicate with parents regarding all school activities in a language the parents can understand including, when necessary, phone contacts, home visits and school meetings.

B. Parents are informed of the programs and their rights.

C. Parent conferences are held to inform parents of their children's progress Grades K-8, and via progress reports and report cards Grades 9-12.

D. The District English Learner Advisory Committee (DELAC) offers representatives from each school an opportunity to consult and participate in the implementation and revision of the Comprehensive Educational Plan.

1. Selection Procedures:

a. The District English Learner Advisory Committee (DELAC) includes in its membership representatives from District/school administration, faculty, classified personnel, as well as parents of English Learners, community members and other interested parties.

b. The majority of the membership is made up of parents of English Learners.

c. The actual selection process for committee members will be followed in the following manner:
   (1) Each local school English Learner Advisory Committee (ELAC) will elect a parent representative.
   (2) The District will appoint appropriate personnel.

d. This process ensures parents of the opportunity for input through their representatives on the District English Learner Advisory Committee (DELAC).

2. Responsibilities:

a. Meet regularly - each quarter as needed.

b. Participate in the monitoring and evaluation of the program.

c. Advise on The Comprehensive Educational Plan, needs assessment, goals and objectives, Language Census, Reclassification, waivers.

d. Assist in District activities.

e. Develop and modify District English Learner Advisory Committee (DELAC).

E. English Learner Advisory Committee
Each school with at least 21 English Learners is required to have a site English Learner Advisory Committee.

1. Selection Process:

a. Parents of English Learners comprise majority membership for site English Learner Advisory Committees.

b. The selection process is:
(1) School personnel is selected by teaching staff.
(2) Parents of English Learners elect parent members of the committee.

2. Responsibilities:

a. Meet regularly.

b. Assist school site in the development and application of the school's English Language Proficiency program.

c. Advise school site on the Comprehensive Educational Plan, needs assessment, census, and attendance.

d. Assist in school activities.

e. Assist school site in the monitoring and evaluation of the English Language Proficiency program.

f. Participate in in-service programs.

F. Other Parent Involvement

1. Parents of English Learners are encouraged to participate in the following areas:

a. As volunteers in the classrooms.

b. As volunteers in supervising school activities (field trips, fund raisers, etc.).

c. As resources for cultural, historical, artistic and linguistic activities.

G. Parent Participation in Evaluation
Parents are encouraged to participate in an evaluation of the school's English Learner program and needs assessment of the school.

H. Parents will be trained in the following areas:

1. As committee members.

2. In English Language Proficiency program.

3. In parenting skills.

4. In parents' rights.

5. How to work with the school in order to maximize their children's educational opportunities.

V.

SPECIAL NEEDS

V. Special Needs

A. Special Education

1. An English Learner will not be identified as in need of Special Education services until:

   a. An assessment has been made of the student's proficiency in both English and in his/her primary language, and of the student's academic achievement.

   b. Assessment of the student's suspected disability is made by appropriate personnel trained to be cognizant of the effects of the student's culture and language background.

   c. As a result of the above assessment it is determined that the student's area of need is not due to his or her current stage of English Language development or cultural differences between the home and school.

2. Identified students are served by personnel (teachers or instructional assistants directed by teachers) knowledgeable in the student's primary language and culture. Non-bilingual personnel servicing identified English Learners will be CLAD certified or currently in training.

3. Program description:

   a. Teacher will review both the English language proficiency of the student and the student's special needs diagnostic/placement/services information to determine the most appropriate English Language Development/primary language/ Specially Designed Academic Instruction in English strategies for the student. This can be done in conjunction with a bilingual teacher if the teacher the student is assigned to is not a bilingual teacher.

   b. The teacher together with a bilingual teacher or bilingual instructional assistant will provide primary language instruction as appropriate and the teacher will provide English Language Development/Specially Designed Academic Instruction in English as appropriate for the student's handicap/learning disability.

c. Student will participate in annual assessments. If the student is on an IEP or a Section 504 Plan, accommodations, modifications, or alternate assessments will be noted on the current IEP/505 Plan.

d. Annual evaluations will include and take into consideration the student's English Language Development/primary language and/or Specially Designed Academic Instruction in English needs.

B. Gifted and Talented Education (GATE)

Neither English Learner nor reclassified English Learner will be denied GATE services due to his/her stage of development in English language acquisition and/or cultural differences affecting performance on standardized assessments. The District guidelines are:

1. The District, using multiple indicators, will effectively identify gifted and talented students.

2. Identified Spanish speaking students will be given appropriate instruction in their primary language if in a primary language instruction program.

3. GATE English Learners who are not in a primary language program will be provided appropriate instruction for their abilities or talents through Specially Designed Academic Instruction in English and English Language Development.

VI.

EVALUATION

VI. Evaluation

Program evaluation will consist of 2 basic sets of evaluations: A.) annual formal overall evaluations of the program for English Learners by site and overall district, using the State ELSSA B.) evaluations of additional data collections to determine specific areas of need to precisely define changes needed.

A. Annual Formal Site and District Evaluations:

1. Site Evaluations

a. Data required for the ELSSA is provided to the site administrator along with a list of all EL students who did not make the expected progress along with the end of the year teacher online determination of why each student did not meet State expectations. The site administrator reviews the EL students who did not make progress and available data to determine if the failure to progress is an individual need or evidence of a need to make change(s) in the program. Observations made by the site administrator after reviewing the list along with change(s) to be made are included in the evaluation and delivered to the Director of Programs and Accountability.

b. The completed site evaluations will be sent to the Director of Programs and Accountability.

2. District Evaluations

a. The Director of Programs and Accountability or designee will compile site data into a District report. The District report will be made available to School Site Councils, District Advisory Committee and the School Board.

b. The Director of Programs and Accountability will review site and district evaluations and may make additional recommendations that require changes to the Comprehensive Educational Plan.

c. In addition, the District will monitor the following areas of concern:
(1.) Reclassification rates and success of reclassified students.
(2.) English Learners' academic progress (Individual and group).
(3.) Drop-out rates.
(4.) Parent, teacher, staff concerns and attitudes regarding English Learners' program (from site ELACs and DELAC).

d. Any changes made in the Comprehensive Educational Plan will be distributed throughout the District.

e. The Director of Programs and Accountability will make a report to the District English Learner Advisory Committee on the outcomes of their recommendations.

f. District English Learner Advisory Committee members will report to their sites, in regard to the results of their recommendations.

B. Data collections and evaluations to determine specific areas of need to precisely define changes needed.

1. Site administrators make sure that intervention/catch-up plans are made and monitored for each EL student at the site who did not meet the State expectations and enter interventions on the Aeries. The monitoring of these plans may reveal a need for specific change(s). If so, these are made at the site and the Director of Programs and Accountability is informed of them. The Director of Programs and Accountability is also informed about any change(s) that may need to take place district-wide or may need change(s) in the Comprehensive Educational Plan.

2. Areas of concern which appear in the site evaluations (less than 70 of the EL students met State expectancies for a specific number of years in the program) or in other areas of concern monitored may generate the need for specific data collections and evaluations to determine the specific change(s) that need(s) to be made.

   a. teacher(s) of students who fail to make progress are required to complete an online form to better identify the cause of the failure to progress

   b. surveys of the students who did not meet the benchmarks and their parents may also be made for additional information to identify specific change(s) that may need to be made for the individual or for a cluster

   c. in order to define specific change(s) needed, data may need to be disaggregated by any one or more of the following: feeder school, years in the program, socio economic standing, parent education, special programs, rate of academic development, rate of ELD development, gender, years in US schools, years in district schools, number of schools attended, specific instructional programs used at sites attended, place of birth, parents place of birth

3. The Director of Programs and Accountability will review the results of any and all evaluations to determine the change(s) needed and will inform site administrators of any required at their sites as well as see to the modification of the Comprehensive Educational Plan if necessary.

a. The Director of Programs and Accountability will also inform the ELACs, DELAC and School Board of any change(s) that may require their review.

b. The Director of Programs and Accountability will decide if data collections and evaluations that prove to provide important information should become annual and/or should become part of the formal evaluation.

VII

Appendices

Appendix A

Approximate Equivalence Chart:

Stages of Language Acquisition		BSM	SOLOM	CELDT
	I	1	1	1
	II	2-3[0](3)	2	2
	III	3[0](3)-4	3	2-3
	IV	5	4	3-4
		6	5	4-5

Appendix B

Factors to be considered by the Language Proficiency Assessment Committee:

1. Parent and student's attitudes toward student's learning English and primary language.
2. Place of birth and years in US schools.
3. Assessments:
    a. CELDT, BSM English and Spanish or SOLOM.
    b. English Language Development program assessments.
    c. Ability or academic achievement, CST.
    d. Reading and writing.
4. Age appropriate placement of student.
5. Schooling to date:
    a. Years in English.
    b. Years in primary language.
6. Student's achievement and learning ability.
7. Relationship of student to Middle or High School graduation.
8. Effects placement may have on student's future in and out of school.
9. Availability of programs, materials and personnel.
10. Mobility of student in school setting.
11. Characteristics of student's language and culture and their influence on learning English.

Appendix C
(To be completed by teachers at the request of site administrators)

Please describe what you will do in each area to make English Language Development an integral part of core curriculum instruction and submit for approval.

Grade_____

I. Identification:
(List of EL students, students' data pertinent to instruction and state standards)

II. Preparation:
(Materials and schedule of ELD instruction including the pre-teaching of key vocabulary and concepts needed to understand the lesson and when they will be pre-taught)

III. Instruction:
(Include state ELD, ELA and content standards to be addressed)

IV. Evaluation:

V. Follow up:

SUBMITTED BY:_____ POSITION:_____

SCHOOL:_____ DATE:_____

Appendix D

E. Reading Transition for Non-Bilingual Spanish Classrooms

1. In general, English Learners have:

   a. A language (but may not know how to read or write in it).

   b. Experiences to build on relate to and share.

   c. A desire to be involved, included and a part of the class (not to be any more of a stranger than they have to be) to feel as at home, welcome and accepted as possible.

   d. A dread of being laughed at or stared at for doing something dumb or wrong.

   e. A dislike for doing nothing and for boredom.

   f. A curiosity—a desire to know and to communicate.

2. Reading Transition:

   a. Takes a child from what he/she knows about oral and written communication.

   b. Uses his/her experiences.

   c. Creates experiences about which he/she has read to help bridge the elements of written language.

3. Reading Transition Requires:

   a. A knowledge of, or watch for, what the students bring with them in their primary language sounds, syntax, etc.

   b. A knowledge of, or watch for, what the students bring with them in terms of experiences.

   c. A validation of students' language and cultural experiences by inclusion as much as possible.

d. The teaching of English vocabulary, sounds and symbols through literature or textbooks. Starting with the whole, breaking it down into selected sentences, phrases, words and phonetic elements. Finally, reintegrating them through writing into a retelling of the whole via the writing process.

e. Freedom to make mistakes—a feeling that communication is more important than perfect expression.

f. The feeling of equality and inclusion.

g. Developing fluency in the shelter of echo reading and choral reading.

4. Task Analysis:

a. Review which students are at which stages, the characteristics of those stages and the activities that can be used and the ELD standards to be met).

b. Review characteristics of students' primary language as related to English.

c. Review story to be read, looking for:
   (1) Key points in the story plot.
   (2) Key words that must be understood.
   (3) Vocabulary the English Learner students may not know.
   (4) Concepts or experiences necessary to understand the story.
   (5) Phonetic elements of the vocabulary used that will be difficult for the English Learner students based on their primary language.

5. Plan and Collect Materials:

a. Plan how to help English Learners understand the vocabulary (English as a Second Language Techniques & Sheltered Instruction).

b. Plan how to help English Learners understand the key concepts and/or experiences necessary to understand the story (Sheltered Instruction).

c. Decide how you will address the phonetic elements you select to teach (refer to Aspects of the Student's Primary Language that Affect the Learning of English for phonetic elements of the language (s) your student(s) speak).

6. Anticipatory Set:
   Introduce the concepts, experiences and vocabulary necessary to understand the story.

7. Direct Instruction:
   Read the selection to the students (or let English Learners sit in a group where other students read the selection).

8. Guided Practice:
   (Small group of students, preferably, on grade level but who have difficulty reading)

   a. Echo reading by phrase or sentence.

   b. Small group choral reading.

   c. Discuss story—identify key points in story plot to develop comprehension.

   d. Students retell story using as much of the vocabulary as is comfortable.

   e. Write the retelling on sentence strip, chart tablet or a piece of paper that will be copied and distributed to all in the group.

9. Direct Instruction:

   a. Identify specific words.
      (1) Verify meaning.
      (2) Classify.
      (3) Tackle phonetic elements, letter sound associations and pronunciation problems.

10. Guided Practice:

   a. Choral read the story and let students who feel comfortable read aloud alone.

11. Independent Practice Activities:

   a. Students copy retold story
      (1) Students copy selected sentences from story with one class of words underlined (nouns, verbs, adjectives, etc.).
      (2) Students should rewrite the selected sentences with other words in place of the underlined word(s) selected from a word bank (QSE vocabulary or content vocabulary).

(3) These need to be shared—read to and/or by others.
(4) Students (in a cooperative learning group) compile their new sentences into a new story of their own (they may choose to rewrite some sentences to fit their story) using the "writing process."
(5) The new story is shared with—read to and/or by the class.

b. GATE or expressive English Learners & slow readers may wish to write their own story after the preceding activity and should be encouraged to do so. Their stories should go through the "writing process", be published and read to and/or by the class. If possible, one copy of the story written by a group should become the property of each student in the group and one copy should become part of the class library (could be kept in a ring binder) for the school year. Individual authors should have one copy of their story and one copy should become part of the class library. The best stories should make it into the school newspaper and other contests and finally be bound with other "best" stories of the same grade level and kept in the school library.

c. Let students take home their version of the story and read it to someone who will sign or initial a note to verify the student completed this assignment.

12. Evaluation:
Observe students as they read, watching for the development of fluency and comprehension in discussions.

Appendix E

TRANSITIONAL WRITING

I. Oral

A. Direct Instruction Orally by the teacher. (5 minutes)

B. Vocabulary, using target structures

1. Word introduction.

2. Use in sentences (target structures).

II. Independent Practice during class writing time (Teacher or aide)

A. Using direct instruction.

1. Words written and spelled on the board or chart).
   Students copy the words into a folder or note book.

2. Words written into target structure sentences. Students copy sentences.

3. Homework or independent work assignment.
   Students make sentences using the target structure with a given list of review words or student chosen words, three to five sentences.

III. Application

A. Depending on grade level expectancies, model sentences, paragraphs, essays, etc. are modeled for the students involved on a chart using words and structures targeted in the current lesson.

1. Teacher reads the model to students.

2. Teacher reads phrase by phrase, students echoing.

3. Teacher and class choral read the model.

4. Students copy the lesson.

5. Increasing in difficulty, the students will begin to generate and write, sentences,

paragraphs and essays on their own as an application of the ELD lessons.

IV. The "writing process" is implemented into this lesson structure on a regular basis. It is not advisable that the writing process be utilized for every single lesson as it will tend to slow down the pace of the ELD program. It should be applied about once a week.

Appendix F
Alternate Services Or Instruction For English Learners - Request
(Available on disk from Director of Programs and Assessments)

Purpose: To allow for services or instruction different from those described in the Comprehensive Educational Plan for the English Language Proficiency Program.

Complete and submit for:

Review and comment to: Signatures

Site Compensatory Education Director _____

District Bilingual Resource Teacher _____

Review and approval to:

Site Principal _____

District Director of Programs and Accountability _____

Final Approval to:

Assistant Superintendent of Instruction _____

And, if required, to School Board _____

I. Alternate service or Instruction Include the following:

A. Clear and concise description of alternate.

B. Brief reason for needing the alternate service.

C. Duration of alternate (in consultation with Principal).

Optional or by Request:

D. Theoretical research to support alternate service.

E. Documentation of success if available.

F. Compliance issues, both State and Federal.

II. Comprehensive Educational Plan For English Learners Reference

III. Student(s) to be so served

IV. Considerations for approval of Alternate Services Request

A. Does the proposed alternate service have a sound theoretical base?

B. Is there valid documentation of success available?

C. Is the alternate service legal?

D. Does the alternate service meet the needs of the student(s) better than what is in the Comprehensive Educational Plan For English Learners?

E. Does the alternate service create foreseeable administrative problems?

F. Will the alternate service require parent approval?

G. Will the alternate service require approval by other affected programs? Personnel? Administrators?

V. Approved alternate services or instruction

A. For how long_____

B. Beginning when_____

C. Who will monitor the alternate_____

D. How often will it be monitored_____

E. Documentation required for evaluation_____

SUBMITTED BY:_____ POSITION:_____

SCHOOL:_____ DATE:_____

Appendix G

Porterville Unified School District
English Language Development Progress Profile K-12

Last Name_____ **First Name**_____ **Student I.D. Number**_____

Beginning (B)-Level 1

Date	Grade	Teacher	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exit Criteria (Initial when completed)

Listening-Student consistently:

_____ Demonstrates understanding by responding to simple instructions and/or directions.
_____ Participates in group activities.
_____ Comprehends simple social conversation.
_____ Actively listens to stories.

Speaking-Student consistently:

_____ Responds with yes/no or one word responses.
_____ Uses language in a group setting.
_____ Names principal locations/familiar objects.
_____ Gives basic personal information.

Reading (r)-Student consistently:

_____ Demonstrates basic concepts of print: Front and back cover, title, directionality L→R, T↓B.
_____ Responds to stories using physical actions and other forms of non-verbal communication.
_____ Identifies some words and letters.

Writing (w)-Student consistently:

_____ Uses "writing to convey" meaning.
_____ Writes first name, simple words or phrases.
_____ Copy simple text and/or environmental print to communicate.
_____ Writes to describe a drawing or illustration.

EXIT:

Date	Grade	Teacher	School
_____	_____	_____	_____

The instructional tasks in the ELD profile should be appropriate for the student's grade level.

Early Intermediate (EI)-Level 2

Date	Grade	Teacher	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exit Criteria (Initial when completed)

Listening-Student consistently:

_____ Demonstrates increasing understanding of instructions and/or directions.
_____ Demonstrates understanding of social interaction/ conversation.
_____ Demonstrates comprehension of stories through active listening/participation.

Speaking-Student consistently:

_____ Responds in phrases and simple sentences.
_____ Recites simple poems, songs, chants, rhymes.
_____ Participates in group discussion and/or conversation.
_____ Expresses personal/safety needs.

Reading (r)-Student consistently:

_____ Reads/follows simple text and/or repetitive patterns.
_____ Participates in shared reading.
_____ Demonstrates increased comprehension of story using simple language (one/two word responses).
_____ Responds to text in various models such as drawing, mapping and diagramming.
_____ Sequences events by using keywords/phrases.

Writing (w)-Student consistently:

_____ Uses initial steps of writing process to convey meaning.
_____ Writes simple sentence statements/questions independently on familiar topics.
_____ Uses some conventions of print (spacing, punctuations, and capitalization).

EXIT:

Date	Grade	Teacher	School
_____	_____	_____	_____

Intermediate (I)-Level 3

Date	Grade	Teacher	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exit Criteria (Initial when completed)

Listening-Student consistently:

_____ Demonstrates understanding of 3 to 4 step directions.
_____ Demonstrates understanding of story elements in an unfamiliar story.
_____ Demonstrates understanding of social/academic language.

Speaking-Student consistently:

_____ Engages in social and academic conversations; may lack organization.
_____ Identifies main topic/details of stories/lectures. Retells sequence of events.

Reading (r)-Student consistently:

_____ Recognizes main idea supporting details of a reading selection. Make predictions using simple sentences.
_____ Chooses appropriate reading materials independently.
_____ Demonstrates comprehension by responding in at least two ways.
_____ Locates/identifies specific facts in a text.

Writing (w)-Student consistently:

_____ Writes across the curriculum for a variety of purposes/audiences.
_____ Writes series of sentences on a topic.
_____ Demonstrates beginning ability to use all stages of the writing process. (Participates n revising and editing own work).
_____ Demonstrates understanding the conventions of print. (Use capital letters and punctuation with some regularity).

EXIT:

Date	Grade	Teacher	School
_____	_____	_____	_____

Porterville Unified School District
English Language Development Progress Profile K-12

Last Name_____

First Name_____

Early Advanced-(EA)-Level 4

Student now received SDAIE as well as ELD.

Date	Grade	Teacher	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exit Criteria (Initial when completed)

Listening-Student consistently:

____ Demonstrates understanding of academic language/concepts at a near native English fluency level.

____ Demonstrates understanding of social language at near native English fluency level.

Speaking-Student consistently:

____ Uses near native English fluency in academic and social discussions and learning activities.

____ Articulates feelings, observations and experiences during social and academic interactions.

Reading (r)-Student consistently:

____ Reads across a variety of genres; identifies features of different reading materials (e.g. theme, plot, character, solution, genre).

____ Reads with considerable fluency and comprehension; begins to comprehend highly decontextualized text/complex vocabulary.

Writing (w)-Student consistently:

____ Writes in at least two domains for a specific audience using all stages of the writing process with a passing score on the grade appropriate District rubric.

EXIT:

Date	Grade	Teacher	School
_____	_____	_____	_____

The instructional tasks in the ELD profile should be appropriate for the student's grade level.

Advanced (A)-Level 5

Date	Grade	Teacher	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exit Criteria (Initial when completed)

Listening-Student consistently:

____ Demonstrates understanding of academic language/concepts at native English fluency level.

____ Exhibits understanding of social langue at native English fluency level.

Speaking-Student consistently:

____ Demonstrates fluency in academic and social situations.

Reading (r)-Student consistently:

____ Reads comprehends and responds to literacy works in a wide variety of genres beyond a literal level at native English fluency.

____ Reads and responds independently in the content area.

____ Demonstrates ability to compare, contrast and analyze similar works of literature.

____ Uses a variety of reading strategies to construct/examine/extend the meaning of diverse materials

Writing (w)-Student consistently:

____ Writes in at least four domains for a specific audience using all stages of the writing process with a passing score on the grade appropriate District rubric.

EXIT:

Date	Grade	Teacher	School
_____	_____	_____	_____

REDESIGNATION

Criteria:

Performance in Basic Skills
CST: Level 3 Basic or higher on the California Standards Test of English Language Arts.

Assessment of English Language Proficiency
Overall performance on the CELDT of Level 4 or above and all three subtests, Listening/Speaking, Reading and Writing are each at Level 3 or above.

Teacher Evaluation of Student Academic Performance
Performance at a satisfactory level (C or better) in each of the core curricular areas (reading, language, mathematics) as documented by the most current report card.

Parental Opinion and Consultation
Reclassification form must be signed by parent indicating that s/he understands that the child has successfully met all of the above criteria.
Provide notice to parents/guardians of their right to participate and encourage them to participate in the reclassification process.
Provide an opportunity for a face-to-face meeting with parents/guardians.

DATE:

_____

Document extrapolated from FUSD ELD Profile and amended to meet Porterville Unified School District requirements.