

GILROY UNIFIED SCHOOL DISTRICT

Master Plan for Services To English Learners

2013-2016

Presented to the GUSD Board of Education May 9, 2013

We are grateful for the models of excellence provided by other district's Master Plans, especially Woodland Joint Unified School District. A special thanks to Sharon Groves, Consultant, for her support on this project.



Message from the Superintendent

May 2013

Gilroy Unified School District is committed to providing a rigorous and high quality educational program to ensure that *all* students achieve at the highest possible level. We believe that every student can be successful given relevant and intentional instruction, opportunities and support.

In GUSD, English Learners represent 28% of the student population. We value the language and cultural contributions of our diverse student community. We also recognize that English Learner students have unique needs and require our dedication and a strategic plan to support them in attaining English proficiency and high levels of academic achievement. Effectively serving the students requires providing district teachers, administrators, and staff with professional development specifically focused on supporting English Learners. It also requires monitoring our students' progress and ensuring that they have access to rigorous instruction while they are transitioning to English proficiency. The Master Plan for English Learners serves as a guide for this important work and represents our commitment to ensuring the success of our English Learners.

I wish to extend my gratitude for the teachers, administrators, support staff, and parents that contributed to the development of the Master Plan. With the collaboration of all members of the educational community, we will successfully implement a highly effective educational program for our English Learners.

Sincerely,

Deborah A. Flores, PhD

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CHAPTER ONE

Identification, Assessment, Parent Notification, and Program Placement

Gilroy Unified School District ensures that students are appropriately assessed, identified, and placed in the most appropriate instructional setting. Parents are notified of initial identification, program options, and are consulted for program placement.

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CHAPTER ONE

IN THIS CHAPTER:

- * Identification
- * Assessment
- * Notification
- * Program Placement
- * Notification of Annual Assessment Results and Student Placement
- * Transfer Students

Identification

Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, parents/legal guardians are required to complete, sign and date a **Home Language Survey (HLS)** for each of their school-aged children. The HLS is part of the Gilroy Unified School District's (GUSD) registration packet. The HLS information will assist schools in providing appropriate instruction for all students. All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed in English language proficiency. [If *only* question 4 on the HLS is answered with a language other than English, staff must determine whether to continue with assessment of English, or to identify student as **English Only (EO)** without such assessment. The student need not be assessed with CELDT, unless informal assessment of English indicates that the student might be an English Learner (EL).] The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English. Parents of EO elementary students may also apply to participate in the district's **Dual Immersion**

program. A description of the program can be found in Chapter Two.

Assessment

English Language Proficiency Assessment

For students who have a primary language other than English, the state approved assessment instrument, the **California English Language Development Test (CELDT)**, is administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification (by certified test administrators). However, the Gilroy Unified School District prefers to administer this assessment as soon as possible, preferably within two weeks of enrollment.

Kindergarten students who pre-register beginning in the spring may be assessed in July and August prior to the first day of school.

A student may be identified as either **Initially Fluent English Proficient (IFEP)** or as an **English Learner (EL)**. The **CELDT** is a criterion-referenced test based on the **Standards for English Language Development (ELD)** which assesses students' English language proficiency in listening, speaking, reading, and writing. The student

receives a CELDT score for each section of the test as well an overall score.

The CELDT is also administered annually to all English Learner students who are currently enrolled during the state's annual assessment testing window. Parents are notified of CELDT annual assessment results within 30 days of receipt of test results from the state test contractor. The annual CELDT assessment results are used to measure students' annual progress in English language proficiency in listening, speaking, reading, and writing.

Provisions for Special Education Students

If an Individualized Education Program (IEP) team has determined that a student is unable to take all parts or part of the CELDT, the student will be given an alternative assessment (to be determined by the IEP team according to individual need), in accordance with California Department of Education regulations. The alternative assessment must be written and documented in the IEP.

Primary Language Proficiency Assessment

If needed, identified English Learners are assessed for primary language proficiency in listening and speaking for grades K-12 within 90 calendar days of initial enrollment. Reading and writing are also administered for grades 1-12. The PRE-LAS in Spanish listening and speaking is administered to Spanish speaking Kindergartners to determine their primary language proficiency. The Spanish Woodcock-Munoz listening, speaking, reading and writing is administered to Spanish speaking students 1st-12th grades.

Test administrators who are fluent in Spanish will conduct the assessment. For languages other than Spanish, when a staff person is not available to administer the test in the student's native language, a **Primary Language Questionnaire** (EL Form -1.4) will be administered.



Notification

Notification of Initial Assessment Results and Student Placement

Parents whose children speak a language other than English must be notified no later than 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in program) of their child's initial English proficiency and program placement recommendation.

Using the assessment information and program placement recommendation, the principal and designated school staff will place the student in the most appropriate instructional setting. Preferably in a meeting, parents are provided an explanation of all available programs and alternative model options. This information is also provided to parents in writing in a language designed to be readily understandable to the parent. The required GUSD Parent Notification letters (Initial and Annual) are located in the Appendix.

The site principal or designated school staff will clarify any questions as needed and/or discuss any concerns parents may have regarding testing results or program placement recommendations. Parents are provided with the **K-12 Initial Identification, Placement and Notification (Form EL-1.2)**. The parents of IFEP students are informed of the results and given the same program options as those given to English only students. The default program is Mainstream English or the parent may request enrollment in the Dual Immersion Program. Placement is made on the same basis as for EOs (see Chapter Two for program descriptions).

Language proficiency, program placement, and services are entered for each student in the district database by the school site staff. In addition, the results are provided to the child's teacher(s). A copy of the Home Language Survey, original CELDT score report, primary language assessment or Primary Language Questionnaire, K-12 Initial Identification, Placement and Notification Form are placed in the student's **EL Language Folder** by designated school staff. The language folder is a part of the student's cumulative record file. The principal and designated school staff are responsible for monitoring the accuracy of data related to language proficiency, program placement and services.

Program Placement

Placement of Students

Gilroy Unified School District uses a number of program models to serve students who are English Learners. Placement of English Learners is based upon provisions of former **Proposition 227**, now cited in California Education Code (Sections 300-340). All English Learners shall be placed in English-language classrooms

unless a Parental Exception Waiver has been granted for an **alternative program**.

Students enter with varying levels of English language proficiency, therefore, it is imperative that each English Learner be placed in the instructional program that is best suited for his/her needs. **Parental involvement** in decisions regarding the education of their children is required and critical to the student's academic success.

Choices of Instructional Programs

Upon initial enrollment, the principal and designated staff make recommendations for the English Learner's program placement based on CELDT and primary language assessment results. Using information from these assessments and program placement recommendations, the principal and designated staff, place the student in the most appropriate instructional setting:

1. Structured English Immersion Program (SEI)
2. English Language Mainstream (ELM)
3. Alternative Program: Dual Immersion

Criteria for Placement

English language fluency is a critical factor in determining program placement of English Learners. GUSD determines that a child has **reasonable fluency** in English when his or her overall CELDT language proficiency level is Intermediate or higher and within each domain (Listening, Speaking, Reading, and Writing) scores are at Intermediate or higher. It is determined that a child has **less than reasonable fluency** in English when his or her overall score is Early Intermediate or lower.

Structured English Immersion (SEI) Program Placement Criteria

If a child has less than reasonable fluency in English by the above criteria, then the default placement is the **Structured English Immersion (SEI)** program. In SEI, the instruction is nearly all in English. Primary language support and other types of support services may be provided. Daily English Language Development (ELD) is required.

If a parent elects to have his/her child who has “less than reasonable fluency” placed in the English Language Mainstream program rather than in a Structured English Immersion program, the district will honor the parent’s informed preference. Additional information regarding a Parental Exception Waiver can be found in Chapter 3.

English Language Mainstream (ELM) Program Placement Criteria

If the child has reasonable fluency in English by the above criteria, then the default placement is the **English Language Mainstream (ELM)** program. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Instruction in the mainstream program must include daily English Language Development (ELD).

Alternative Program Criteria

If the parent selects the alternative program, then the parent must complete a **Parental Exception Waiver (Form EL-3.1)** request form. This form is available at the school sites and on the district website. All waiver requests from the parents of newly enrolling students are processed by design-

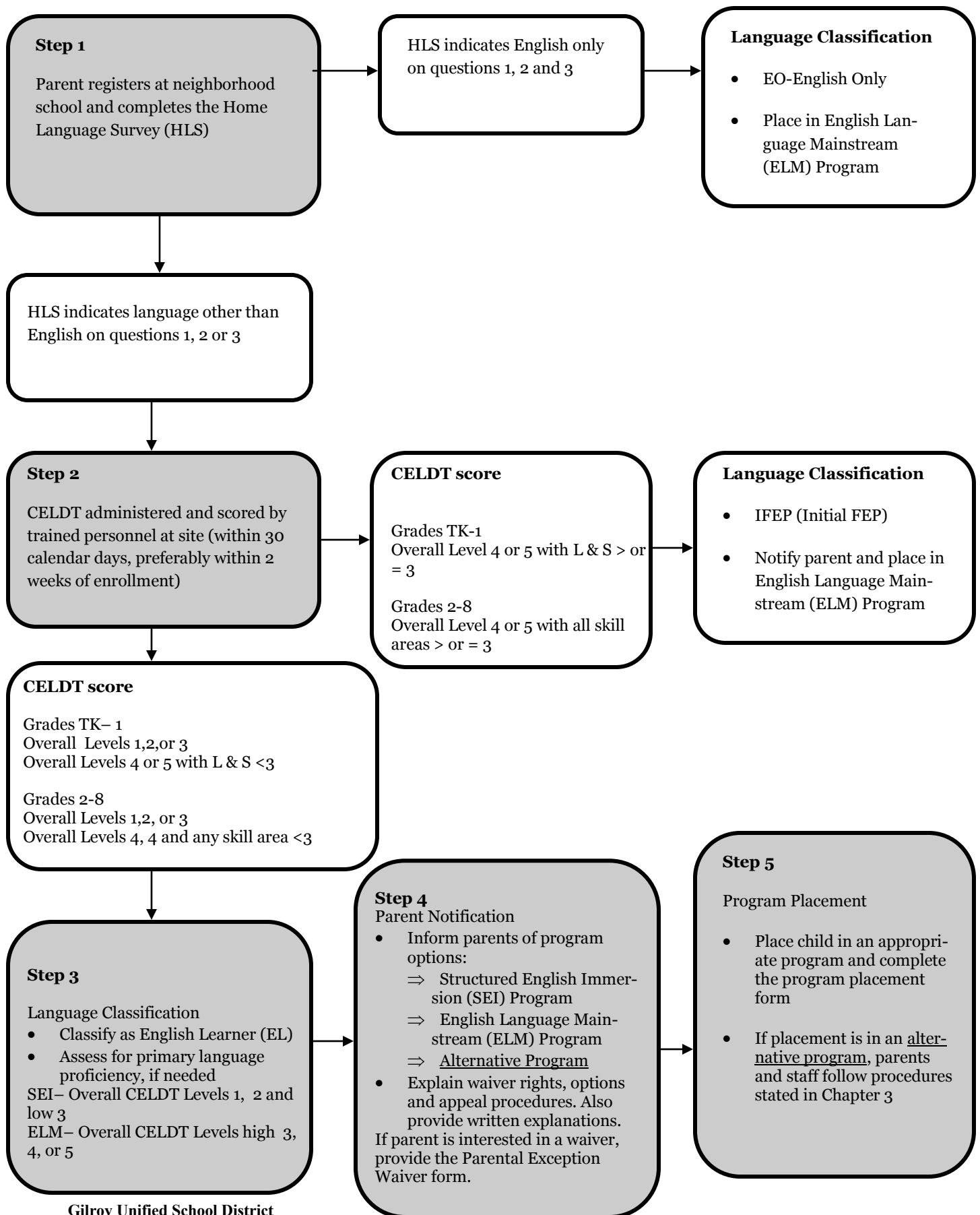
nated school staff and site principal and then forwarded to the Educational Services Department for final approval. Parental Exception Waivers must be requested and approved annually.

Parental Exception Waivers are granted unless it is determined that an alternative program would not be in the best interest of the student for his/her overall educational development. Approved annual waivers for students placed in an alternative program model are kept on file in the student’s EL Language Folder, and a copy is maintained in the Educational Services Department. Participation in a Dual Immersion program may be contingent upon grade level, prior program participation, and the student’s language proficiency levels. Students must meet entry criteria.

Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional *program* options. More than one *program* may exist within a given *classroom*. For example, a classroom may provide English Only and Fluent English Proficient students with an English Language Mainstream program of instruction while providing English Learners enrolled in the class with a program of Structured English Immersion. When more than one program exists within a classroom, it is very important that students be clearly identified as to the program to which they are assigned, and that they receive the services appropriate to that program. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed (see Chapter 2 for program descriptions)

Table 1.1: Initial Language Proficiency Assessment, Identification and Placement Process



Notification of Annual Assessment Results and Student Placement

Parents of students identified as English Learners must be notified of child's English proficiency and program placement no later than 30 calendar days after the beginning of the school year. Parents are sent a copy of the **K-12 Annual Notification of Language Assessment and Program Placement (Form EL - 1.3)**. This written notification is available in English and Spanish. Parents may request a conference with the site principal or designated school staff to address questions or concerns regarding testing results or program placement recommendations.

Language proficiency, program placement, and services are reviewed by the designated school staff for each student in the district database and any changes will be entered by the school. In addition, the results are provided to the child's teacher(s). A copy of the Annual Parent Notification Form, is placed in the student's EL Language Folder by designated school staff, is a part of the student's cumulative record file. The principal and designated school staff are responsible for monitoring the accuracy of language fluency, program placement and services data.

Transfer Students

Transfers between GUSD Schools

Parent initiated intra-district transfer requests are made through the Enrollment Office. Completed transfer applications are submitted to the Enrollment Office. If approved, the principal or designee at the receiving school is responsible for reviewing the student's records and ensuring that the student will be properly placed in the

appropriate type of instructional program.

Transfers from Other California Schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status (EO, IFEP, and EL). If the parent provides the student's records, staff will use this information to make an appropriate placement. If not, staff must contact the former district in order to obtain information regarding language proficiency, HLS and other assessment results.

Preliminary information may be obtained by phone or fax using the **CELDT Request Form (EL Form 1.3)**. Records are obtained from the previous school/district, and entered into the district's record keeping system. The district of origin is required by Education Code to provide English learner identification and assessment information. If these records or information cannot be acquired in a timely manner, language assessment proceeds and the identification/notification placement process is implemented.

Transfers from Out of State or from Other Countries

The language assessment, classification, and placement process described above will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California school and the date the student first enrolled in a US school. The student will be placed in the grade level that is aligned with the student's age.

CHAPTER TWO

Instructional Programs

Gilroy Unified School District provides instructional services to English Learners to ensure that they acquire English language proficiency and academic achievement in all areas of the curriculum

2

CHAPTER TWO

IN THIS CHAPTER:

- * Instructional Settings for English Learners
- * English Language Development
- * Accessing the Core Curriculum in Content Areas
- * GATE
- * Commitment to Special Education Services
- * K-12 Flexibility of Programming

Instructional Programs

The district will offer the following program options to English Learners: (1) English Language Mainstream, (2) Structured English Immersion, and (3) Alternative Program: Dual Immersion. Each of these options is designed to ensure that students acquire English language proficiency and to prevent and address any academic deficits that may have developed in other areas of the core curriculum. All options contain the following required components:

- Well-articulated, standards-based and researched based, differentiated English Language Development (ELD) instruction, specifically designed for ELs.
- Well-articulated, standards-based differentiated instruction in the core curriculum, featuring primary language support, front-loading of content, and/or Specially Designed Academic Instruction in English (SDAIE).
- Structured activities designed to develop cultural proficiency and positive self-esteem.

Instructional Settings for English Learners:

English Language Programs

K-12 Structured English Immersion (SEI)

This model provides instruction for all subjects in English for students with less than reasonable fluency in English. The goal of the Structured English Immersion program is for English Learners to develop a reasonable level of proficiency in English. Curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects “overwhelmingly,” but not exclusively, in English. English Learners will receive daily, leveled ELD instruction. Access to core content is accomplished through instructional strategies using Specially Designed Academic Instruction in English (SDAIE) techniques to enable English Learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

K-12 English Language Mainstream Program (ELM)

This model is designed for students with reasonable fluency in English; it provides

all instruction in English with additional and appropriate services. All English Learners will receive daily, leveled ELD instruction. In grades 6-12, English Learners will be assigned to at least one section of ELD instruction until the student has acquired proficiency in English (English Learners at levels 4 and 5 may receive ELD instruction within mainstream English Language Arts classes where the teacher is required to provide ELD and ensures progress toward re-classification). Where ELD is integrated into the English Language Arts classroom, the classes are monitored to ensure that ELD instruction is effectively implemented. Specially Designed Academic Instruction in English (SDAIE) is a major feature of this program and may include primary language support. Mainstream program teachers are responsible for providing SDAIE instruction to access core subjects so that the content knowledge is comprehensible to the student.

Alternative Program:

Dual Immersion Model (K-12)

This model is designed to develop bilingualism and bi-literacy. The goals of the Dual Immersion model are (1) academic proficiency in two languages: English and Spanish; (2) mastery of grade level core content and performance standards; and (3) in cultural awareness and sensitivity. The program strives to attain a balanced class composition of one third English dominant, one third bilingual, and one third Spanish dominant students. The GUSD Dual Immersion Program primarily maintains a 50:50 model in which 50% of instruction is taught in English and 50% of the instruction is taught in Spanish. Spanish dominant students continue in the program after attaining English language proficiency. Teachers have special authorization and training to meet the needs of English Learners. At the secondary level, students will be able to continue the development of Spanish language skills through academic

subjects taught in Spanish (6-8 grade Social Studies, Language Arts, and 9-12 grade Science, History, and AP Spanish courses). At the elementary level, the first priority for enrollment in the Dual Immersion program



will be based on students' attendance area. Enrollment will be made available to students in other attendance areas as space allows, following procedures established by the district Enrollment Office. Enrollment at the secondary level is based on Spanish language proficiency.

Table 2.1 PROGRAM OPTIONS FOR ENGLISH LEARNERS (Grades K-12)

Programs for English Learners	Program Recipients	Basic Program Elements*	Staffing
Structured English Immersion (SEI)	<ul style="list-style-type: none"> • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) • CELDT Level 3 (Low Intermediate) 	<ul style="list-style-type: none"> • Core instruction taught <u>overwhelmingly in English</u> with primary language (L1) support • Daily, leveled ELD instruction-minimum of 30 minutes (Kindergarten), 45 minutes (Grades 1-5), 2-3 periods per day (Grades 6-12) • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum 	<ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD/BCLAD or equivalent EL certification. • Non-BCLAD teachers can be paired with bilingual support personnel (when available) who, under the teacher's direction, provide primary language support as needed in the content areas.
English Language Mainstream (ELM)	<ul style="list-style-type: none"> • CELDT Levels 3 (Intermediate), 4 (Early Advanced) and 5 (Advanced) • English Learners at any level, whose parents request a mainstream placement 	<ul style="list-style-type: none"> • Core Instruction taught in English • Daily, leveled ELD instruction-minimum of 30 minutes (Kindergarten), 45 minutes (Grades 1-5), at least one period per day (Grades 6-12) • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum • Primary Language (L1) support as needed. 	<ul style="list-style-type: none"> • All teachers must be appropriately certified with a CLAD/BCLAD or equivalent EL certification.
Alternate Program: Dual Immersion (K-12)	<ul style="list-style-type: none"> • Native Spanish Speaking Students • Native English Speaking Students • Fluent English Proficient (FEP) Students (of any primary language) 	<ul style="list-style-type: none"> • Core instruction taught in Spanish and English • Daily, leveled ELD instruction-minimum of 30 minutes (Kindergarten), 45 minutes (Grades 1-5), at least one period per day (Grades 6-12) • SDAIE (Specially Designed Academic Instruction in English) strategies to access core curriculum 	<ul style="list-style-type: none"> • All teachers must be appropriately certificated with a BCLAD or equivalent.

* All students participate in activities that lead to cultural proficiency and that promote positive self-image and cross-cultural understanding.

English Language Development (ELD)

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD lessons are appropriate for students' identified levels of language proficiency. ELD lessons reflect curriculum, materials, and approaches that are designed to promote the acquisition of listening, speaking, reading, and writing skills.

Overview of English Language Development (ELD)

The English Language Development (ELD) component of the instructional program is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP). Time and explicit direct instruction of academic language is necessary for this development to occur. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

ELD is taught based on the California ELD Standards that address the teaching of the English language according to the level of English proficiency of each student. ELD provides the foundation for literacy (reading and writing) as well as a pathway to the California English Language Arts Standards. ELD can occur in a variety of instructional settings (e.g. self-contained classroom; flexible grouping, clustering of students at the same levels).

ELD must be a part of the daily core curriculum for every English Learner. ELD

must be a planned, specific, intentional and an explicit component of the total education of the EL student. District guidelines are that each English Learner receives daily ELD instruction, at minimum: 30 minutes (kindergarten), 45 minutes (Grades 1-5), and one to three periods per day in middle and high school, depending on language proficiency.

English Language Development (ELD) Instruction

The **ELD Standards** provide expectations and descriptions of achievement at the Beginning, Early Intermediate, and Intermediate, Early Advanced, and Advanced proficiency levels for English Learners. ELD Standards address skills English Learners must acquire to enable them to become proficient on the **English Language Arts (ELA) Standards**. The ELD Standards are designed to supplement the ELA Standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA Standards.

The ELD Standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading in English rather than delaying the introduction of English reading.

Under the new Common Core State Standards, all students, including English Learners, will be held to demanding content and language standards. Care will be taken so that ELs have the supports they need to acquire the skills and language for career and college readiness. Staff will receive training on how to use the newly adopted Common Core Standards in alignment with the revised ELD Standards to help ELs meet rigorous content and language goals.

A number of assessments are used to track our students' progress through the ELD Standards. These assessments include, but are not limited to:

- Curriculum embedded assessments
- Benchmark assessments
- Writing samples
- Oral language assessments

Grouping for English Language Development

Students will be grouped into their ELD instruction based on their English proficiency level. Ideally, there should be one ELD level per class. Whenever possible, no more than two levels of ELD will be combined into one class. In some district schools, there are very few English Learners enrolled. In these settings, it may be necessary to form multi-level/multi-grade combinations. (See Grouping Suggestions in Appendix).

Throughout the year, progress in ELD will be monitored and regrouping of ELD groups will be considered for the most optimal instructional setting. At the secondary level, the master schedule will vertically align ELD courses to allow year round flexibility in moving/scheduling students.

Accessing the Core Curriculum in Content Areas

It is essential that English Learners also access well-articulated, standards-based core curriculum instruction. In the Structured English Immersion and English Language Mainstream settings, this core instruction in all subjects is taught “overwhelmingly” in English with SDAIE (Specially Designed Academic Instruction in English) strategies and primary language support as needed. Primary language support can be used as appropriate to further

motivate, clarify, direct, support, and explain.

Students enrolled in the Alternative Program (Dual Immersion) receive full access to grade level core curriculum by means of direct instruction in their primary language (Spanish) and in English, using SDAIE strategies, as appropriate to their levels of English language proficiency.

What is SDAIE?

English Learners access the core curriculum through classes that “shelter” the curriculum via Specially Designed Academic Instruction in English (SDAIE). SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum. SDAIE is:

- Facilitating English Learners in accessing the same core curriculum as that of English-only students;
- Purposeful, intentional, and explicit contextualized instruction (e.g. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification)
- Task-based instruction (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries)
- Language-sensitive and culture-sensitive content teaching
- Instruction encouraging the active use of language and emphasis on big ideas
- Instruction that allows the teacher to check for understanding frequently using interactive strategies
- Integrating assessment in an ongoing and formative manner through observations, portfolios, journals, and product-development.

Gifted and Talented Education (GATE)

Gilroy Unified School District is committed to ensuring equity in the Gifted and Talented Education (GATE) program. The district ensures equal access to all English Learners through its identification, referral process, and testing and teaching methodologies in its GATE program. It is the intent of the GATE program to place special emphasis on identifying students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success.

Commitment to Special Education Services

English Learners have access to Special Education services just as all other students in the district. Careful review by the Student Study Team (SST) of all referrals takes place first. This review includes SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent interview as well as an interview with the student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country and growth being made. When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be completely individualized and described in the Individualized Education Program (IEP). When students qualify for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address ELD as well as goals that support access to the content areas through primary language instruction and/or support. To the extent that the student's ELD program relates to the student's need for Special Education services, the IEP must document the provision of these services. English Learners in grades K–12 with an IEP, as reflected on CELDT sub-scores in listening, speaking, reading, and/or writing, continue to receive ELD and SDAIE instruction in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class (SDC) staff, will receive the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Paraprofessionals may be assigned to the program to provide direct support to English Learners with an IEP. Through the Parental Exception Waiver Request Form, parents can select alternatives to the SEI program for their student. The Special Education department and the site will work together with the parent to ensure parental requests and educational goals are met. In addition, the Special Education department and site will ensure that translations are provided during IEP meetings and that IEP documents are made available to parents in their primary language as required.

Flexibility to Meet High School Needs

Program for Newly-Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. Depending on their English proficiency upon initial enrollment, they may need an additional year of high school in order to master English and meet High School Exit Examination and course requirements for graduation. Principals and other school staff will present this pathway option to students and their parents during the development of the student's academic plans to meet graduation requirements. Students with official records will be granted credit for coursework completed in their native country so that they can meet high school course requirements and graduation standards within a reasonable amount of time.

Students functioning at CELDT levels 1 and 2 will typically benefit from one or two core content classes taught in the primary language (e.g. math, science or history). A parental exception waiver for an Alternative Program is not necessary as long as the student's instructional day is overwhelmingly or nearly all in English.

Program for Newly-Arrived English Learners with Limited Formal Schooling

English Learners with little or no prior schooling typically score at the beginning level of reading and writing in their primary language and have low skill levels in mathe-

matics and other content areas as well.

Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a secondary level academic program. These students need an academic program that will address their primary language literacy needs, and a flexible high school program that will allow them to fulfill high school graduation requirements with an additional one to two years.

Newly-Arrived English Learners with limited formal schooling will receive an academic program with the following features:

- Year-long leveled ELD – 2-3 periods
- Primary language literacy; if available
- Other content classes taught in the primary language or using Content-Based ELD methods
- Electives taught in English using SDAIE strategies.

Long-Term English Learners

These students have more than six years of uninterrupted schooling in the United States. Long-term English Learners often have high oral fluency in English, and in some cases have attained “reasonable fluency,” but have not yet achieved the academic criteria to qualify for reclassification.

In determining program placement, it is important to first identify the student's academic and linguistic needs. Appropriate placement must also consider the student's educational history, in order to determine if the student's performance is related to his/her level of ELD, or to other issues that affect academic performance:

- The student's number of years in U.S. Schools
- The quality and consistency of ELD instruction the student has received

- The consistency of the student's instructional program.



Each spring, the district convenes articulation meetings between middle and high school counselors and other school staff to discuss each entering high school student's educational needs and recommend course placement. The GUSD High School Matrix (Table 2.2) assists staff in the appropriate placement and scheduling of English Learners so that students are able to matriculate into mainstream instructional programs, meet graduation requirements, and attain college and career readiness goals.

Secondary school students in this category will need the following:

- An accelerated, standards-based, ELD curriculum consisting of the following:
 - a) Specialized English Language Arts class (e.g. Transition ELA) with accommodations and interventions for the student's level of English proficiency, AND
 - b) Intervention class that addresses ELD, language and literacy skills, or both
- English Language Mainstream or SEI instruction in the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting secondary school promotion/graduation requirements
- Intervention support (before, during or after the school day).



Table 2.2 Gilroy Unified School District High School Placement Matrix

CELDT	Not Reasonably Fluent		Minimally Fluent	Reasonably Fluent	English Proficient
CELDT Levels	Overall 1-2	2	High 2, Low 3	High 3, Low 4	High 4 or 5 No subtest below 3
CST			>275	275-324	325<
Time in Program	1 to 2	2 to 3	3 to 4	4 to 7	8 or more w/ consistent fail rate
Edge Assessment	BR-485	455-675	675-840		
Reading Grade Level			Below 5	5, 6, 7	8<
Bench Mark Program Setting	Intensive ELD	Intensive ELD	Below 50% Transition ELD	50-69% Academic ELD	70%<
English Language Development	ELD 1A/1B - 2 Periods	ELD 2 - 2 Periods	Academic Language Development (ALD) + Eng I SDAIE 1 period	English 1 SDAIE	Mainstream English with structured support course (strategic placement)
	Basic Level 1—ELD Elective Support				
Math	Algebra 1	Algebra 1	Geometry	Algebra II	
Social Science	Bilingual/SDAIE Global History	SDAIE World History	SDAIE US History	Govt/Econ	
Science	None	SDAIE Environmental Science	SDAIE Biology	Marine Science/ Chemistry	
CAHSEE Support	None	7th Period Intervention—ELD CAHSEE ELA - CAHSEE MATH			

Supplemental Criteria: Teacher Recommendation, Grades Across Content, GPA, Attendance, Discipline, Previous Coursework

CHAPTER THREE

Parental Exception Waivers

Gilroy Unified School District will ensure and monitor that parents are notified annually of their right to request an alternative program.

3

CHAPTER THREE

IN THIS CHAPTER:

- * Parental Exception Waiver
- * Parent Notification Procedures
- * Annual Notification

Parental Exception Waiver

A **Parental Exception Waiver** is a request for exemption from state law which indicates that English Learners are to be provided instruction overwhelmingly in English. When approved, it provides for the student to enroll in an alternative program (bilingual instructional model).

Guidelines Regarding Exception Waivers

As per Sections 305, 306, 310, 311 of the California Education Code, English only instruction may be waived by parent request; thus, parents can waiver into a bilingual program.

1. It is required by the State of California that every district must have a waiver procedure and an alternative program design/description. The waiver requirement and process is not required for English only or Fluent English Proficient students, nor is it required of Special Education English Learner students whose Individualized Education Programs call for primary language instruction or primary language support.
2. Exception waivers are not required in order for students to receive primary language support within SEI or mainstream programs, as long as these programs are provided overwhelmingly in English.
3. Parents must be provided with written notification (English/Spanish) of the stu-

dent's placement, all educational opportunities available, and the opportunity to apply for a waiver. The site English Learners Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) receive training in the guidelines regarding Parental Exception Waivers and are given the opportunity to provide input to the district staff and the Board of Trustees on programs for English Learners.



4. GUSD staff (including, but not limited to, site administrators, classroom teachers, site EL Designees, bilingual support staff, Special Education teachers and staff) receive training regarding the policies, procedures, and forms used in explaining the parental exception waiver process to parents.

Parents are advised of their right to select an alternative program of education for their child (Dual Immersion Program).

Initial Enrollment Procedures Regarding Parental Exception Waivers

1. Parents receive information regarding the District's program options for English Learners and the parental exception waiver process. Site administrators or a designee are available to explain the program options and provide a written descriptions of the three options:

- Structured English Immersion
- English Language Mainstream Program
- Alternative Program (Dual Immersion Program)

2. Parents interested in completing the waiver process may meet with the school principal or designee to complete the waiver process. Parents will be notified when 20 or more students at a given grade level of the same language receive an approved waiver. The school shall be required to offer such a program; otherwise, students must be allowed to transfer to a school where such a program is available. The parent will be guided through the intra-district transfer process when required.

3. Parents will also be notified that:

- Every English Learner under 10 years of age must be initially placed in a classroom taught overwhelmingly in English for not less than 30 calendar days. (This is a one-time requirement.)
- The waiver requires the principal's approval.
- Each application for a waiver will be considered on its individual merits. Approval of *Parental Exception Waivers* occurs unless the school principal and educational staff determines that evidence exists that the alternative program would not be better suited for the overall educational development of the

student. An explanation, in writing, will be provided to the parent of the reason (s) for the denial of a waiver request and of the District's appeal procedures.

4. Parents may appeal the denial of a waiver. The principal will submit documentation of the reasons for denial. The Superintendent or designee will meet with the parent to discuss the child's placement, gather additional information if possible, and act on the parent's request. The decision of the Superintendent is final.

5. All *Parental Exception Waivers* are implemented within 20 instructional days of submission to the school principal, except for waiver requests for students under 10 years of age (special need), which may not be acted upon before the end of the 30-day placement in an English language instruction.

6. The Educational Services Department will return approved or denied waiver to home school and forward a copy to parents. Educational Services will maintain copies of all Parental Exception Waivers.

7. The student is enrolled at the school where the alternative program is offered and assigned to the requested instructional classroom or program. The school site will place a copy of the Parental Exception Waiver in the child's cumulative file/EL Language Folder..

Table 3.1: Parental Exception Waivers Prerequisites, Conditions and Timeframes

Waiver Type: English Learners	Prerequisites	Conditions	Timeframe*
English Learners who speak English	Knows English based on standardized tests: Must score at grade level or at the 5 th grade average (whichever is lower). If standardized assessments are not available, local Board may determine equivalent measures.	N/A	Act upon within 20 instructional days
Older Students	10 years or older	Informed belief by principal & educators that the alternative program is better suited to rapid acquisition of English	Act upon within 20 instructional days
Special Needs	Under 10 years of age. Already placed for a period of not less than 30 calendar days in an Structured English Immersion program	Informed belief by principal & educators that the alternative program is better suited to overall educational development (Approved by the Administrator of EL Services, under guidelines of local board/written description of special needs provided)	Act upon no later than 10 days after the 30 day Structured English Immersion program placement or 20 instructional days, whichever is later

*Note: At any time, including during the school year, a parent or guardian may have his or her child moved into an English Language Mainstream classroom. Should this occur, the school is still responsible for providing ELD instruction, and any needed support to ensure that the student develops English proficiency and makes academic progress in the core curriculum, so that the student is not left with any substantive academic deficits.



Table 3.2: Internal Process for Parental Exception Waivers

Students Under 10 Years of Age	Students 10 Years and Older
<p><u>Process:</u></p> <ol style="list-style-type: none"> 1. Parent must personally visit the school to apply for the waiver. <ul style="list-style-type: none"> • Parent is informed by school personnel that the student will be assigned to the Structured English Immersion Program for a minimum of 30 calendar days – during the first year of enrollment -- and that the principal and district Administrator of EL Services must approve the waiver. 2. Student is assigned to a Structured English Immersion program for a minimum of 30 calendar days during the first year of enrollment. 3. The school shall act upon all <i>Parental Exception Waivers</i> within 20 instructional days of submission to the school principal. <ul style="list-style-type: none"> • <i>Parental Exception Waivers</i> for students "Under 10 Years of Age" shall not be enforced during the 30 day placement in a Structured English Immersion classroom. • These same waivers must be acted upon no later than 10 calendar days after the expiration of the 30 day Structured English Immersion classroom or within 20 instructional days of submission of the waiver to the school principal, whichever is later. 	<p><u>Process:</u></p> <ol style="list-style-type: none"> 1. Parent must personally visit the school to apply for the waiver. 2. Student is initially assigned to a Structured English Immersion program, but bilingual instruction may begin as soon as a waiver is approved. 3. All <i>Parental Exception Waivers</i> shall be acted upon by the school within 20 instructional days of submission to the school principal.



Annual Notification

Procedures for Parent Notification Regarding Parental Exception Waivers

The district has established a procedure for granting Parental Exception Waivers for children who are already enrolled in district schools in a Structured English Immersion or English Language Mainstream program. In order to notify all parents of the District's placement options for English Learners and the opportunity to apply for a Parental Exception Waiver, each parent is informed of our program options yearly through our K-12 Annual Notification of Language Assessment and Program Placement Form (EL Form 1.4). Descriptions (in English and Spanish) of the district's programs for English Learners are a part of the form. The form also notifies parents that they have the right to request a parental exception waiver at their home school. If a parent requests an alternative bilingual program, the same process as in initial enrollment is followed.

Staff Development on the Waiver Process

Educational Services will provide in-services that are focused on the parental exception waiver process so that district personnel are informed about the program options. With a thorough knowledge of the waiver process, principals, site designees, secondary counselors and other district employees can answer questions, explain the program options, and facilitate (when necessary) a student's intra-district transfer into the school hosting the alternative program. Further, special education teachers and staff members will be trained in the district waiver process so that they can determine the appropriate placement of each special needs student regardless of the student's language proficiency. For identified English Learners in special education, instructional provisions of an Individualized Education Program do not require a Parental Exception Waiver.

CHAPTER FOUR

Monitoring Student Progress and Reclassification

Gilroy Unified School District monitors English Learners' progress toward meeting English Language proficiency and academic grade level standards. Interventions are provided to support students' progress towards academic success. GUSD ensures that the reclassification process is continually implemented to monitor students' progress in attaining criteria toward fluent English proficiency (RFEP).

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CHAPTER FOUR

IN THIS CHAPTER:

- * Assessments in Use
- * EL Intervention Catch-Up Plan
- * Reclassification Criteria
- * Reclassification Process
- * Roles & Responsibilities

Monitoring of Student Progress

Language proficiency and academic progress of English Learners will be evaluated and monitored on an ongoing basis throughout the year. Data related will be disaggregated and analyzed to ensure that English Learners are making appropriate progress.

Assessments in Use in the District

Student progress is monitored based on a set of district-adopted and state-mandated assessments. The assessments in use are shown in the Tables 4.1- 4.2. The assessments used to determine English language proficiency and evaluate students' academic performance include:

- California English Language Development Test (CELDT)
- Curriculum-embedded ELD assessments
- ELA benchmark assessments
- Math benchmark assessments
- STAR Reading
- California Standards Test (CST)
- California Standards Test in Spanish (STS)
- Grades/Transcripts

Assessment results are maintained in electronic form in the district database (Datawise). This allows district administrators, principals and teachers rapid access to results in a variety of formats. This information is used for a variety of purposes, including, but not limited to, information that relates to identification, placement, progress towards reclassification and identification of students in need of an EL Intervention Catch-Up Plan (EL Form 4.1 or 4.2). Grade level and/or department teams hold regular collaboration meetings to examine student data on the assessment used to determine short-term needs, and plan instruction accordingly.



Table 4.1: English Language Development (ELD) Assessments

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	K–12	<ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English State mandated instrument Used to measure Adequate Yearly Progress for NCLB Title III 	<u>Initially:</u> At registration (Legal allowance--within 30 calendar days from date of registration) <u>Annually:</u> July–October	<u>Initial:</u> Trained staff person from school site <u>Annual:</u> Classroom teacher; District assessment team
<i>Treasures</i> ELD assessment	K–5	•Curriculum embedded ELD assessments	According to Pacing Guide	Classroom Teacher
<i>Inside</i> assessments	6–8	•Curriculum embedded ELD assessments	According to Pacing Guide	Classroom Teacher
<i>EDGE</i> assessments	9-12	•Curriculum embedded ELD assessments	According to Pacing Guide	Classroom Teacher

Table 4.2: Academic Achievement - Assessments in English

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Standards Tests (CST)	2–11	<ul style="list-style-type: none"> Criterion referenced tests assessing student's mastery of grade level standards in <u>English Language Arts</u>, Math, Science and Social Studies State mandated instruments Used to measure Adequate Yearly Progress for federal No Child Left Behind Accountability Included in the <u>Academic Performance Index (API)</u> 	Annually in Spring	Teacher
Read 180 assessments	6–9	Phonics, decoding, site words and reading fluency	Periodically throughout the year (each trimester)	Teacher
ELA benchmark assessments	K–8	• Reading/language arts assessments based on the curriculum materials (<i>Treasures</i> K-5, <i>Holt</i> 6-8)	Periodically throughout the year (each quarter)	Teacher
STAR Results	2-8	Reading comprehension assessments from AR program	Periodically	Teacher

Provisions for Students on Individualized Education Programs (IEPs)

In some circumstances, students with IEPs may be given alternative assessments in place of the CSTs, CELDT, and district benchmark tests. The current state-approved alternative assessments to the CSTs are the California Alternative Performance Assessment (CAPA) and California Modified Assessment (CMA).

English Learner (EL) Intervention Catch-Up Plan

English Learners' academic performance is monitored K–12 using formative assessments in order to identify academic needs and develop action plans and goals to improve student academic improvement. This monitoring of academic and language proficiency will ensure that students are continuing to make expected academic growth. District formative assessments provide information that informs instruction and alerts teachers to students who may be struggling or need to be challenged.

As soon as staff identifies English Learners not making adequate progress, specific actions in the form of additional support or academic intervention are required to help them meet English language acquisition and academic achievement goals. This is known as the district's EL Intervention Catch-Up Plan. The plan identifies the areas of concern, percent levels of performance, the intervention to be provided and timelines and evaluation methods.

Developing EL Intervention Catch-Up Plans:

Fall Cycle - Identifying Students in Need of Intervention

No later than October, the school staff review STAR testing (end-of year results on

district-identified assessments for Kindergarten and first graders) and revises or develops an EL Intervention Catch-Up Plan for each student not meeting the growth expectations.

(A copy of the plan is kept in the student's EL Language Folder in the cumulative record).

No later than the fall parent conference, the EL Intervention Catch-Up Plan is reviewed with the parent, modified if necessary to include the parental input, and documented on the appropriate forms. This plan includes interventions to be provided and timelines. All records are kept in the student's EL Language Folder.

The student is provided with the intervention programs/services as specified in the EL Intervention Catch-Up Plan. His/her progress is carefully monitored throughout the school year (during Academic Conferences or similar forums). Adjustments and modifications to the plan are made when necessary based on data collected. (All records of the student's progress are kept in the student's EL Language Folder).

Spring Cycle - Identifying Students in Need of Intervention

Starting in the spring of each year, the school site staff which may include the teacher, principal, EL Designee and other staff members with relevant information, reviews the CELDT scores, benchmark assessment results, and classroom performance of all English Learners and identifies students not meeting growth expectations. At this meeting the team develops an EL Intervention Catch-Up Plan to be implemented through the first quarter of the following year.

The parents should be contacted to inform them of the lack of progress, to discuss the EL Intervention Catch-Up Plan with them

and to invite them to participate in the actions of the ensuing interventions.

In the spring of each year, the site teams assess the growth of students with EL Intervention Catch-Up Plans and the effectiveness of their plans. In some cases, a referral may be made for a more comprehensive evaluation to diagnose needs and plan an appropriate program.

If the student continues to make inadequate progress, a meeting is held with the site teams, which includes the parent. The Department of Educational Services, working in collaboration with other departments as appropriate, will provide guidance to schools on how to manage the process of developing and monitoring EL Intervention Catch-Up Plans.

English Learner Reclassification

Purpose

The purpose of reclassification is to enable English learner students that have met certain district established criteria to participate equally with native English speakers in the school's regular instructional program.

Criteria for Reclassification

The following criteria are used to determine when English Learners (grades 1-12) have developed the English language skills necessary to succeed in English-only setting and should be reclassified as Fluent English Proficient (RFEP):

A. English Language Proficiency

- Early Advanced or Advanced according to the state mandated CELDT, with no more than one sub-score at Intermediate level

B. Academic Performance

- CST or CMA grades 2-11 Basic (325 scaled score) ELA
- Benchmark score

Grades 1 & 2	4 or higher
Grades 3 - 8	3 or higher
- Grades

Grades 1-5 Reading	3 or higher
Grades 6-12 "C"	or higher
- Writing sample at grade level

C. Teacher Evaluation of Student Academic Performance

- Student academic performance indicates readiness to participate effectively in the district's grade level curriculum

D. Parent Consultation

- Parents must be consulted

E. Additional Criteria

- Other measures such as CAHSEE, teacher-created assessments, writing samples, and other work samples may be used and considered.
- School staff agree that any deficits in motivation or performance are not due to lack of English Language proficiency as determined by school staff

Gilroy Unified School District

Table 4.3 Reclassification Criteria

Area	Data Gathered	Reclassification Criteria
English Language Proficiency	Most recent CELDT test	Overall level: Advanced or Early Advanced (With no more than one subtest at Intermediate level)
Academic Achievement	Most recent California Standards Tests in English Language Arts (ELA)	<ul style="list-style-type: none"> • CST or CMA grades 2-11 Basic (325 scaled score) ELA • Benchmark score <ul style="list-style-type: none"> Grades 1 & 2 4 or higher Grades 3 - 8 3 or higher • Grades <ul style="list-style-type: none"> Grades 1-5 Reading 3 or higher Grades 6-12 "C" or higher • Writing sample at grade level
Teacher Evaluation	Teacher recommendation, student work samples, and current report card	<p>Teacher completes reclassification form:</p> <p>Grades 1–5:</p> <ul style="list-style-type: none"> • Report card indicates that student is approaching standards in core ELA/Math. • Student is meeting grade level (score basic) benchmarks in English reading, and math • Grade level writing sample <p>Grades 6–12:</p> <ul style="list-style-type: none"> • Performance at or above grade level • Minimum of "C" in language arts on most current report card • Student is meeting grade level (basic) benchmarks in English reading • Grade level writing sample <p>If there are any deficits, the school staff agrees that:</p> <ul style="list-style-type: none"> • The student is performing successfully in academic areas or • Any deficits in motivation or performance are unrelated to English language proficiency

RECLASSIFICATION PROCESS

1. The district will collect and update most recent English Learner data and EL Designees will access a reclassification criteria report from Datawise. The report will include the following data for English Learners:

- CELDT Scores
- CST Scores
- District benchmark Scores (ELA, Math, ELD, Writing)
- CAHSEE Scores
- Demographic information
- Grades

2. The principal and EL Designee will monitor the reclassification process of English learners.

3. The site staff will review student data to determine which students meet reclassification criteria and have demonstrated English Language proficiency comparable to that of average native English Speakers and can participate equally with them in the school's regular instructional program.

4. The EL Designee will complete the Reclassification of English Learner Students to Fluent English Proficient Forms (Form EL- 5.1) and provide a copy of the classification form to parent. At that time, the parent/guardian will be given a copy of the assessment results. If the student's scores indicate Fluent English Proficiency, the parent/guardian will be advised that the child meets all the qualifications to move from EL to R-FEP. The parent conference will be conducted in a language understandable to the parent or guardian. The student may be reclassified even if the parent/

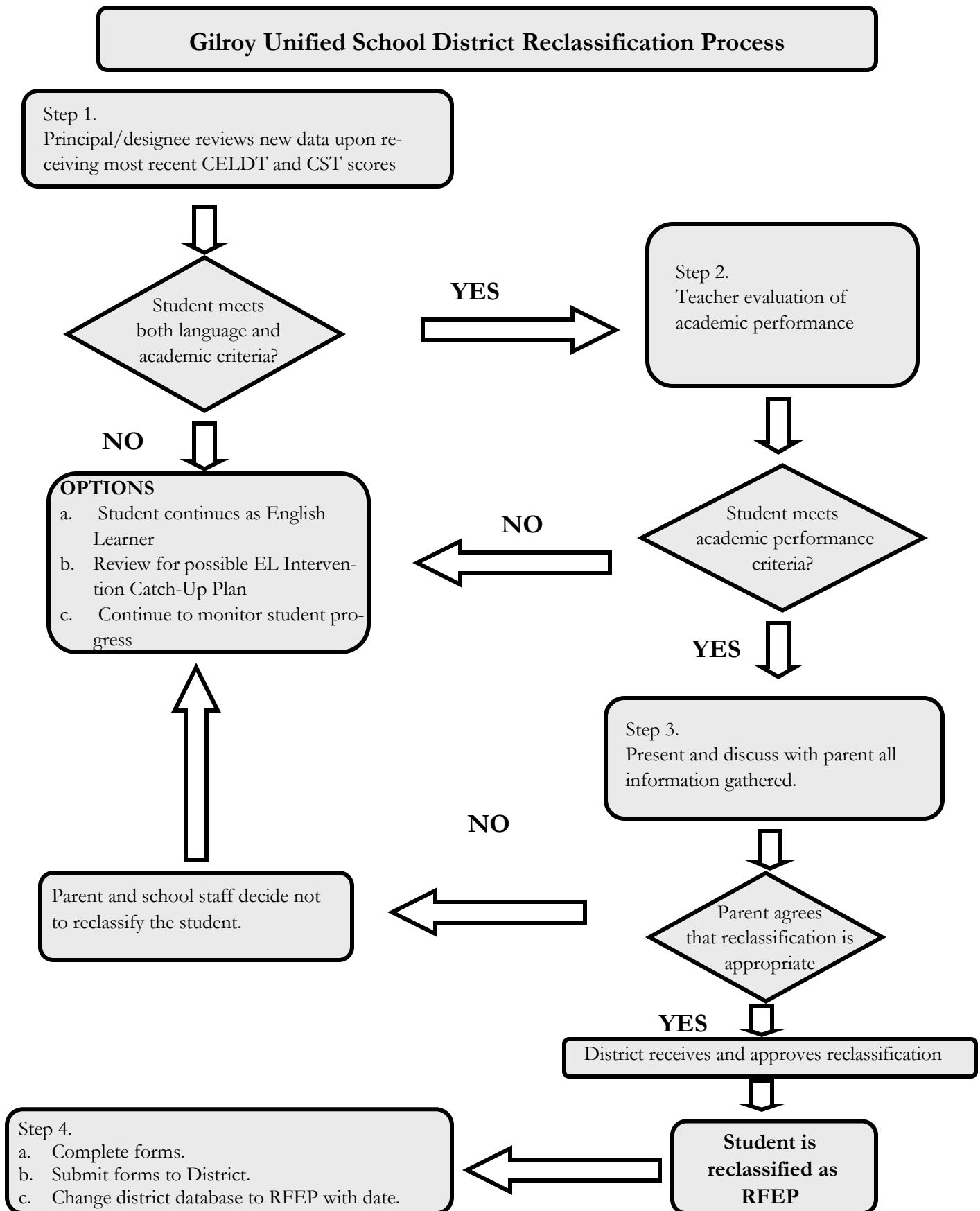
guardian does not attend a consultation meeting, or objects to the reclassification. Parents are informed that their child is eligible and invited to discuss child's reclassification.

The EL Designee will send all completed reclassification forms to the Educational Services Department for review and final approval.

5. The Administrator of English Learner Services will review, process and determine final approval of all reclassification forms for the district. The assigned office staff enters reclassification data.

6. The site EL Designees will file all reclassification forms in student EL Language Folder located in student cumulative record (CUM) folders. The EL Language Folder will be updated with RFEP status. A copy of the form will be sent to parents (even if reclassification is denied). The EL Designees must verify that all data in the student record is current regarding language fluency, language services, and program.

Table 4.4 Reclassification Process



ROLES AND RESPONSIBILITIES FOR RECLASSIFICATION

Site Administrator

- Oversees reclassification process throughout school year
- Oversees RFEP monitoring process and attends site level meetings
- Oversees that at-risk RFEP students receive appropriate interventions

Site English Learner (EL) Designee

- Creates and reviews list of eligible students per current reclassification criteria
- Attends required district reclassification training sessions for English Learners
- Schedules and coordinates English site team meetings (could be during academic conferencing)
- Completes reclassification paperwork for EL Language Folder
- Notifies parents of the recommendation for reclassification
- Ensures that RFEP codes have been updated in AERIES in preparation for R-30 reporting
- Ensures that RFEP monitoring occurs and updates AERIES with dates
- Provides data on reclassification and monitoring to Administrator of English Learner Services
- Updates EL Language Folders to reflect EL status
- Schedules meeting to create EL Intervention Catch-Up Plan if RFEP student is not progressing accordingly and monitors student progress during and after interventions

Classroom Teacher

- Evaluates student work and makes recommendations for reclassification to EL Designee
- Monitors student progress for a two-three* year period following
- Attends site team meetings as needed
- Implements recommended interventions

Educational Services Department

- Coordinates district's reclassification/monitoring procedures
- Ensures training for site administrators and site EL Designees regarding reclassification and monitoring
- Reviews and approves all reclassifications
- Oversees collection and analysis of data regarding reclassified students
- Monitors reclassification process and RFEP monitoring throughout the district to ensure compliance

RECLASSIFICATION MONITORING

RFEP Follow-up Monitoring

Students who have been reclassified as RFEP **must** be monitored for two years after the official reclassification date. (*Districts that have Title III Improvement Plan Addendum are required to conduct three years of monitoring.) Educational Services staff provides the principal or designee with a roster of students who are in this category. The school sites monitor each student using the Reclassification Form (monitoring section) as a tool to monitor academic progress each quarter or each

trimester for two-three years after reclassification. The Reclassification Form is filed by the EL Designee in the student's EL Language Folder located in the CUM. If the student's grades fall below *basic* in grades K-6 or below "C" at grades 7-12 in any core academic class, the school re-evaluates the student's progress and intervention measures are recommended. Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to:

- EL Intervention Catch-Up Plan
- Referral to a Student Study Team
- Additional diagnostic assessment
- Tutoring
- Specialized Reading Instruction
- Targeted English Language Development (ELD) instruction
- Specially Designed Academic Instruction in English (SDAIE)
- Primary Language Support
- Response to Intervention Support provided at school
- Additional Academic Counseling

The EL Designee will keep documentation and evidence of academic progress and monitoring of the student's English Learner history profile in the EL Language Folder within the cumulative record folder and will input monitoring dates and any interventions provided into AERIES.

Reclassification Provision for Special Education Students

All students on an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education

curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria within the expected time frame, the IEP team will review and reassess for appropriate language goals, modifications and accommodations. The EL Designee at the school site will be included in the IEP team.

CHAPTER FIVE

Evaluation and Accountability

Gilroy Unified School District has established a process and criteria to determine the effectiveness of the programs provided to English Learners.

5

CHAPTER FIVE

IN THIS CHAPTER:

- * Monitoring Program Implementation
- * Evaluation Design and Goals
- * Evaluating Program Effectiveness
- * Roles and Responsibilities

Evaluation and Accountability

Every employee of the Gilroy Unified School District is accountable for ensuring that programs are optimally implemented and effective (Table 5.2). All district personnel are expected to follow the procedures specified in this Master Plan. The District will continuously monitor the achievement of its English Learners to determine the effectiveness of its programs and services using the seven goals outlined below (Table 5.1)

Monitoring Program Implementation

Goal 1: Program Implementation as Described in the Master Plan for English Learners

District and site staff will periodically monitor implementation of all English Learner programs. The primary goal of monitoring is to ensure that every school in the district has effective and compliant programs for English Learners. The monitoring process is designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved

- Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation and evaluation activities
- Provide for high levels of coordination between district-level and site-level improvement efforts
- Ensure that program evaluation is an integral part of school improvement initiatives and activities
- Provide a basis for review and modification of the Master Plan for English Learners every three years

This monitoring will consist of the following activities:

English Learner Program Services Checklist (Appendix - Resource)

- Principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Throughout the academic school year, principals complete sections of the **English Learner Program Services Checklist** and submit them to the Administrator of English Learner Services according to the timeline indicated on the checklist. This facilitates ongoing communication with the Administrator of English Learner Services, and assists in the monitoring of consistent implementation of the Mas-

ter Plan throughout the District. The Administrator of English Learner Services will review the checklists annually.

- ***Instructional Schedule Reviews***
All schools will turn in ELD instructional schedules, and Master Schedules to the Assistant Superintendent of Educational Services within the first three weeks of the beginning of each school year.
- ***English Learner Document Reviews***
All schools will conduct annual monitoring by reviewing key files and documents. These reviews will include evidence of the following: parent notification, placement, assessment, ELD instruction, and parental involvement. The Educational Services staff will support principals and EL Designees in meeting these requirements.
- ***Academic Program Survey (APS) Visits*** (district-facilitated self-reviews)
These annual reviews will include evidence of standards-driven learning environment, English Language Development instruction, active-student participation and engagement, and implementation and alignment of site and district initiatives. They will be conducted by teams led by the Superintendent and the Assistant Superintendent of Educational Services and other district staff. Findings are reported to the site principal who will determine next steps for school improvement work.
- ***State Designed Self Study Instruments***
State designed self study instruments such as the **Academic Program Survey (APS)**, the English Learner Subgroup Self-Assessment (ELSSA) and the District Assistance Survey (DAS) will also be reviewed. The state instruments will be reviewed by Educational

Services. District staff and the site principals will determine the areas of focus for school improvement work.

- ***Ongoing coaching and staff development support***
EL TOSAs will help organize site staff development and assist with classroom coaching

Goal 2: English Learner Student Access to Core Curriculum

Each site principal is responsible for ensuring that English Learners have access to core curriculum.

Secondary principals will work closely with counselors and with support from district and site EL staff, the development of the Master Schedule to ensure that sections reflect the needs of English Learners.

Elementary principals or designee will determine appropriate placement and instructional setting for English Learners. EL Designees or EL TOSAs may assist teachers with creating appropriate ELD groupings by language proficiency levels to ensure that every English Learner is appropriately placed. The Assistant Superintendent of Educational Services will review ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.

Goal 3: Mastery of English

Educational Services staff, principals, EL Designees, and classroom teachers will analyze annual CELDT results and progress toward meeting criteria for reclassification. Data will be disaggregated by number of years in the district, program placement, initial CELDT level, and other relevant variables.

The Administrator of Data Management and Assessment will complete an analysis of

CELDT growth (**AMAOs**) by district, school, language group and program. The Educational Services staff will review and report findings and trends to principals and **EL Designees**, who will work with site staff to continue the development of school improvement work.

Goal 4: Academic Success

Each site principal will review and analyze CST performance data in English Language Arts and Mathematics. The analysis will include cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group. The District conducts district-wide analysis of AMAO 3 determination and reports to the School Board in September. Data on other indicators will be distributed by the Administrator of Data Management and Student Assessment.

In addition to reviewing CST and CELDT data, principals will analyze additional indicators of student progress to determine academic success. These may include:

- Benchmarks and formative assessments
- Grades
- CAHSEE results
- A-G coursework
- Participation in AP courses/AP pass rates
- College acceptance rate

Principals will analyze data with site staff to determine trends and areas of need, and develop action plans.

Goal 5: Parent Engagement

The Administrator of English Learner Services and site principals will work with the DELAC and ELACs to develop specific indicators, instruments, and procedures for evaluating parent engagement with schools and the district. Sites will report to the district on parent activities implemented dur-

ing the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites.

Goal 6: Indicators of Risk for School Failure

The Educational Services Department and site principals will review data regarding English Learners in areas shown:

- Suspensions, expulsions, and other disciplinary actions
- English Learners identified for Special Education
- Alternative Placements (Adult Education, Continuation School, etc.)
- Retention Rates
- Attendance
- Credit deficient high school students (9th-12th grade)
- Completion of A-G requirements
- Graduation and dropout rates

Goal 7: Language/Literacy Development in Two Languages for Students in the Dual Immersion Program

Site principals and school staff will analyze English Learners' reading and mathematics scores on the district's benchmarks in English and Spanish, as well as the annual results of CELDT, Aprenda, and CST scores in English Language Arts and Mathematics.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analysis performed provide a rich source of information on program implementation and outcomes. The data will be used at the district and site levels for school improvement work.

Evaluation Design and Goals

The district will conduct an annual evaluation of programs and services for English Learners. Programs and services for English Learners are structured around seven goals. The evaluation activities will focus on the guiding questions listed in the following table.

Table 5.1: Evaluation Design - Goals and Guiding Questions

Goals	Evaluation Questions
1. English Learner programs are fully implemented as described in the Master Plan for English Learners	1.1 Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (see Chapter 2 for program descriptions) 1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of English Learners and staff?
2. English Learners will have full access to the core curriculum	2.1 Are English Learners given full access to core instruction? 2.2 Are English Learners receiving daily ELD leveled instruction?
3. All English Learners will master the English language as efficiently and effectively as possible.	3.1 Are English Learners making adequate progress in ELD 3.2 Do English Learners meet the state's <u>Annual Measurable Academic Objective</u> with regard to English Learner gains on the CELDT test? 3.3 Are 75% or more of English Learners reaching reasonable fluency on the CELDT in 5 years or less? 3.4 Are 75% or more of English Learners reclassified within 6 years?
4. English Learners will achieve academic success comparable to EOs.	4.1 Are English Learners making adequate progress on benchmark assessments in content areas (ELD, ELA, and Math)? 4.2 Do English Learners (and RFEPs) meet the state Adequate Yearly Progress criterion in <u>English Language Arts</u> ? 4.3 Do English Learners (and RFEPs) meet the state Adequate Yearly Progress criterion in mathematics? 4.4 Are English Learners (and RFEPs) in high school making expected progress toward graduation? 4.5 Are English Learners proportionally represented in Special Education and GATE referrals? 4.6 Are English Learners (and RFEPs) proportionally represented in the following categories: <ul style="list-style-type: none"> •Passing the CAHSEE by the end of Grade 10; •Meeting UC/CSU requirements at high school graduation; •Taking and passing college entrance examinations; •Being admitted to two and four-year colleges/universities? 4.7 Is there an annual increase in the percentage of English Learners (and RFEPs) for each of the success factors listed in the previous bullet?

Table 5.1: Evaluation Design - Goals and Guiding Questions (cont.)

Goals	Evaluation Questions
5. Parents of English Learners and RFEPs participate meaningfully in their children's education.	<p>5.1 Are parents of English Learners and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?</p> <p>5.2 Is the rate of parent engagement increasing?</p>
6. Rates for English Learners and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	<p>6.1 Are English Learners (and RFEPs) overrepresented in the following categories:</p> <ul style="list-style-type: none"> • Excessive absences and tardies • Suspensions, expulsions, other discipline • Retentions in grades K–6 • Dropouts • Enrolled in Alternative Programs (continuation/county programs, etc.) due to graduation credit deficiencies • Percent Far Below Basic and Below Basic on <u>Calif. Standards Tests</u> <p>6.2 Is there an annual decrease in the percentage of English Learners and RFEPs for each of the risk factors defined in the previous bullets?</p>
7. Students enrolled in the Dual Immersion Program will master language skills in Spanish and English.	<p>7.1 What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score at/above Proficient in reading/language arts and mathematics on the state <u>Standards Test in Spanish (STS)</u>/District Benchmarks or a comparable measure of academic achievement in Spanish?</p> <p>7.2 What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score at/above Proficient in <u>English Language Arts</u> and Mathematics on the California Standards Tests?</p>

Site Level Use of Information

The self-review process will assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. School visitations conducted by administrators and district office personnel will provide an additional perspective on classroom implementation of recommended instructional practices. After gathering, analyzing and discussing information, each site will identify needs and develop goals to be incorporated into the school's Single Plan for Student Achievement.

The site will also be able to compare student outcomes at the site level to district goals for English Learners and use this information to plan for improved implementation of the English Learner programs. The data reviewed and conclusions reached in the process of site level planning will be shared with the site ELAC members in the Single School Plan Process.

District Level Use of Information

At the district level, the annual analyses of student outcomes will determine the level

of effectiveness of English Learner programs. Putting outcome data together with the site self reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for program improvement planning, including professional development priorities and plans.

Evaluating Program Effectiveness

The district has identified benchmarks for the academic and language progress of English Learners. These benchmarks are shown at the end of the chapter (Table 5.3). This table lists expectations for the level of achievement that students should attain as they progress through district schools. Note that the table is built around two main parameters: the student's initial CELDT level and the number of years in the program.



Table 5.2: Evaluation and Accountability: Roles and Responsibilities

Role	Responsibilities
Student	<ul style="list-style-type: none"> • Attends school daily, arrives on time, and works for high achievement • Participates in school activities • Communicates regularly with parents, teachers, and support staff
Parent	<ul style="list-style-type: none"> • Monitors and promotes English Learners progress in academics, homework, attendance, behavior • Supports English Learner in activities to promote student achievement • Communicates regularly regarding student progress with student, teachers and school • Attends parent conferences and school functions (e.g., Open House, conferences) • Participates in school committees—ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> • Implements specific English Learner programs as described in the Master Plan for English Learners and provides instruction that aligns with state frameworks and district/state standards • Ensures delivery of appropriate ELD instruction • Ensures access to core curriculum through specific and intentional and explicit use of SDAIE strategies • Monitors English Learners' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures • Determines/implements differentiated strategies for English Learners and RFEP students • Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals • Attends team meetings and informs parents of progress and strategies to support students in meeting standards • Uses data to understand and respond to student needs
Principal	<ul style="list-style-type: none"> • Monitors all aspects of staffing for and instruction in English Learner programs, according to the Master Plan • Analyzes and uses data to facilitate student progress monitoring • Is responsible for all procedures and legal requirements pertaining to English Learners at the school • Monitors placement of English Learners and oversees <u>reclassification</u> process • Reports periodically to district administrators on implementation of English Learner programs and services • Provides leadership in all aspects of the educational program
District EL Teacher on Special Assignment (TOSA)	<ul style="list-style-type: none"> • Supports site administrators and EL Designee in the implementation of the Master Plan for English Learners. • Helps organize and deliver staff development • Supports parent involvement, such as parent conferences, workshops, ELAC, and DELAC • Provides resources and support in English Language Development, <u>primary language</u> instruction, and SDAIE strategies • Is supervised by the Administrator of English Learner Services

Table 5.2: Evaluation and Accountability: Roles and Responsibilities (cont.)

Role	Responsibilities
Site EL Designee	<ul style="list-style-type: none"> • Supports site administrator by implementing and monitoring process and procedures for monitoring and documenting English Learner progress, including annual testing, primary language assessment and reclassification • Monitors the accuracy of English Learners' data in the district computer system. • Informs staff of progress of identified students toward reclassification • Serves as a resource for the Student Study Team and <u>Academic Conferences</u> • Provides input on staff development opportunities and needs for teachers of English Learners • Provides technical assistance and support to teachers • Assists with data collection and surveys • Provides support and resources for parents of English Learners
Counselor (Secondary Schools)	<ul style="list-style-type: none"> • Works in collaboration with site EL Designee with initial placements • Monitors progress of English Learners toward meeting language and academic benchmarks • Collaborates with teachers, the site EL Designees and others in devising individual program modifications and interventions, as needed • Assists EL Designee in development of EL Intervention Catch-Up Plans • Meets with students and parents to review academic program and progress using EL Intervention Catch-Up Plans
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> • Reviews program evaluation findings on an annual basis • Frames recommendations for program improvement for the following year as part of its advisory role • Advises on issues relevant to English Learners in the district • Completes requirements as outlined in Chapter 7
English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> • Advises the principal and school staff on topics related to English Learners (including advising in the development of the school plan) • May review site data on program effectiveness and student achievement • Completes requirements as outlined in Chapter 7
Assistant Superintendent of Educational Services	<ul style="list-style-type: none"> • Supervises Educational Services Department administrators • Analyzes district and school site data • Provides overall support for English Learner Programs • Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school sites • Collaborates with district staff and parent groups on annual program evaluation. • Oversees reporting of program evaluation with stakeholders (Superintendent, Executive Board, and School Board) • Works with principals and District Human Resources to ensure timely recruitment, hiring and training of teachers for EL assignments

Table 5.2: Evaluation and Accountability: Roles and Responsibilities (cont.)

Role	Responsibilities
Administrator of English Learner Services	<ul style="list-style-type: none"> • Supports sites in implementing the Master Plan for English Learners, monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan; reviews district and site English Learner data • Monitors and supports implementation of the LEA and Title III Plans • Monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners • Develops work plan for, supervises, and works closely with EL TOSAs • Meets with principals to review site plans for services to English Learners • Monitors compliance and English Learner procedures at the site and district levels • Works with other administrators to provide ongoing training for site EL Designees, teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff) • Works with Assistant Superintendent of Educational Services to prepare the English Learner annual evaluation report
Director of Human Resources	<ul style="list-style-type: none"> • Recruits and monitors placement of English Learner staff in collaboration with principals • Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for English Learners in collaboration with the Assistant Superintendent of Educational Services • Monitors credentials of all personnel working with English Learners
Superintendent or Designee	<ul style="list-style-type: none"> • Evaluates district goals relative to the LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability
Administrator of Specialized Programs	<ul style="list-style-type: none"> • In collaboration with other district Educational Services staff, monitors fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners • Monitors School Plans and budgets for services to English Learners • Monitors grants and evaluations for services to English Learners • Annual updates Title III Accountability Report • Administers the district program for migrant students
Administrator of Data Management and Student Assessment	<ul style="list-style-type: none"> • Monitors that all assessments for ELs are implemented and data is used for evaluation of EL progress • Oversees data collection, provides analysis, writes reports, and prepares charts • Prepares annual EL evaluation report in collaboration with staff in Educational Services Department • Shares results of evaluation with all stakeholders, including DELAC

Table 5.3: Expected Benchmarks for English Learners

OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1 (Beginning)	Level 2 (Early Intermediate)	Level 3 (Intermediate)	Level 4 (Early Advanced/ Not English Fluent)	Level 4 or 5 (Early Adv. or Advanced/ English Fluent)	Reclassified
Timeline toward reclassification based on CELDT overall score at time of initial enrollment	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on California Standards Test—English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Basic	Mid Basic to Proficient	High Basic to Advanced
Expected Performance Level on California Standards Test—Mathematics (CST-Math)	Far Below Basic	Far Below Basic	Below Basic	Basic	Mid Basic to Proficient	High Basic to Advanced

CHAPTER SIX

Professional Development and Staffing

Gilroy Unified School District provides high quality professional development to classroom teachers, principals, administrators, instructional support staff, and other school or community based personnel to support the teaching and learning of English Learners.

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CHAPTER SIX

IN THIS CHAPTER:

- * Professional Development of Master Plan Components
- * Professional Development to Support Instruction and Student Learning
- * Monitoring
- * Staffing

PROFESSIONAL DEVELOPMENT

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

Professional Development of Master Plan Components

The Master Plan for English Learners will be introduced to district and site staff through a carefully planned professional development process. Key features of the plan and procedures adopted by all sites will be emphasized. This training will be provided to district and site administrators as well as all EL Designees. Professional development sessions at each site for faculty and staff will be implemented by the principal in collaboration with the Department of Educational Services.

Annual training on the Master Plan for English Learners will be provided by Educational Services for all site staff members who have responsibility for implementing

the plan. This will ensure that there will be a widespread understanding of the contents of the Master Plan for English Learners and commitment to faithful and high quality implementation.

Professional development for administrators, EL Designees and other staff related to the Master Plan for English Learners will focus on the following components:

Administrators and English Learner (EL) Designees

- Review of content in Master Plan for English Learners
- Identify critical responsibilities for implementation of the Master Plan for English Learners
- Develop action plans for implementation of the Master Plan for English Learners
- Action plans will identify goals, objectives, resources needed, barriers, solutions to barriers, alignment to district/site goals, and evidence of implementation
- Facilitate site trainings

Professional Development to Support Instruction and Student Learning

Educational Services in partnership with

site administrators and staff will develop a multi-year professional development plan that addresses the implementation of the Master Plan for English Learners and offers trainings and collaborative opportunities that focus on instruction and student learning related to our English Learners' needs.

Collaborative opportunities and training efforts related to English Learners will focus on the following components:

Instructional Skills:

- Gradual Release of Responsibility
- Explicit Academic Language Instruction
- Language Objectives/Sentence Frames
- Student Engagement/Productive Group Work
- Specially Designed Academic Instruction in English (SDAIE) Strategies
- English Language Development (ELD)
- Lesson Design Related to Common Core State Standards

Collaboration Leadership Skills:

- Cycle of Inquiry: Data Analysis and Evaluation
- Operating as Professional Learning Communities
- Instructional Coaching and Support

Cultural Proficiency

- Relationship Building
- School Climate and Culture
- Culturally Relevant Curriculum
- Parent Engagement and Outreach

In addition, for all secondary teachers of EL Pathway courses, training will be focused and directed to support teacher-identified professional development needs to effectively address the needs of their students. Teacher will meet throughout the

school year for professional development, data analysis and collaborative planning.

Monitoring of Professional Development and Support

The Educational Services Department and site principals will monitor teacher professional development related to English Learner support to ensure that all staff members working with English Learners receive relevant professional development.

The Director of Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete English Learner services related requirements.



Staffing

The district ensures that all administrators and teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. All site administrators shall hold the CLAD, BCLAD, or equivalent teaching certification. All teachers within the district who provide ELD, SDAIE, or primary language instruction must be properly authorized. All

newly hired or currently employed teachers must hold the CLAD or equivalent teaching certification. All teachers who provide primary language instruction must be appropriately authorized with the BCLAD or the equivalent.

Whenever open teaching positions require BCLAD or CLAD certification, GUSD's Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. The district will not hire any teacher that is not English Learner authorized.

Teacher Credentialing

All ELD, primary language (in the event of a bilingual class) and SDAIE instruction is delivered by CTC authorized teachers or teachers in training. Annually, the district assesses the need, supply and shortage of qualified teachers and incorporates this information into a staffing plan. Where shortages exist, the district establishes timelines to recruit, hire, and train a sufficient number of qualified teachers.

Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors. The state legal requirement for authorized teachers takes priority over the district's collective bargaining agreements in filling all staffing needs. All hiring is in alignment with **Commission on Teacher Credentialing Requirements** (Appendix - Resource Section).

Hiring Priorities and Procedures

Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement, first in alternative programs and then in SEI classrooms, especially to work with Beginning and Early Intermediate students, as well as those most

in need of primary language support in core curricular areas.

The second priority is CLAD or equivalent certified teachers. These teachers should be placed in SEI and mainstream classrooms with English Learners. They may receive support from bilingual paraprofessionals who use the primary language to clarify, explain, motivate and direct students. The Human Resources Department oversees the interview and hiring process. In filling staff needs, the state legal requirements for authorized teachers takes priority over the district's collective bargaining agreements.

Requirements for Teachers on Interim Assignment Providing English Language Development (ELD), Primary Language, and SDAIE Instruction

Teachers on interim assignment longer than 30 days (20 days for Special Ed) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

EL Teachers on Special Assignment (TOSAs)

EL TOSAs have demonstrated knowledge of effective practices for educating English Learners, thorough familiarity with district programs and services for English Learners, and ability to work in a collegial manner with other teachers, administrators, parents and staff. EL TOSAs provide support to principals and staff in the form of professional development, teacher coaching, resources for staff and parents and guidance regarding services to English Learners.

Determining Staffing Needs & Recruitment Procedures

The Assistant Superintendent of Educational Services works closely with the Director of Human Resources on issues of recruitment, interviews, and recommendations to site administrators.

Each spring the Director of Human Resources, in consultation with the Assistant Superintendent of Educational Services and principals, plans for adequate numbers of qualified teachers to fully implement the English Learner programs at the school as detailed in the Master Plan for English Learners. The elements that comprise these programs include: English Language Development, content instruction with SDAIE strategies, Structured English Immersion, primary language support, and primary language instruction in schools that have a program requiring such instruction.

Recruitment and Staffing of Teachers for English Learners

When GUSD determines the number of new teaching positions estimated to be available during the next school year, job announcements may be sent to:

- Ed-Join Database
- Educational placement centers with teacher training programs at private, UC, and CSU campuses
- Major educational organizations including those associated with language minority students (directory from California Department of Education)
- County Offices of Education
- Local school sites
- Colleges/universities identified as having a pool of potential bilingual teacher candidates. At such universities, the following departments may be contacted: Teacher Education,

Chicano/Latino and Asian Studies, Bilingual Education Studies, and the offices of the California Mini-Corps and Teacher Internships

- District Web site

Job announcements will indicate that GUSD is particularly seeking bilingual certified teachers and ELD teachers.

Announcements of openings may be placed in the following newspapers and organizational newsletters when the need exists:

- Local community newspapers
- California Association of Bilingual Education (CABE), National Association for Bilingual Education (NABE), and California Association of Teachers of English to Speakers of Other Languages (CATESOL) Newsletter
- National Education Association and California Teachers Association (NEA/CTA) publications

The district may send representatives to local colleges and universities to participate in Career Day activities to provide information concerning the need for bilingual teachers and employment opportunities. The district may establish an employment booth annually at two or more of the following conferences:

- NABE - National Association for Bilingual Education
- CABE - California Association for Bilingual Education
- CATESOL - California Association of Teachers of English to Speakers of Other Languages
- CTA/NEA - California Teachers Association/National Educators Association

Paraprofessionals

As the need arises, GUSD will vigorously recruit, train and support bilingual paraprofessionals from different language groups. When students need support in their primary language and the teacher does not possess sufficient bilingual skills, a paraprofessional may be assigned to a classroom with English Learners to provide primary language support as necessary. Bilingual paraprofessionals must demonstrate their capacity to speak, read, and write fluently in the target language by an assessment through the Department of Human Resources.



CHAPTER SEVEN

Parent and Community Engagement

Gilroy Unified School District promotes the involvement of parents of English Learners by establishing and fully implementing parent advisory committees both at the school site level and district level.



CHAPTER SEVEN

IN THIS CHAPTER:

- * Site English Learner Advisory Committee (ELAC)
- * District English Learner Advisory Committee (DELAC)
- * Parent Involvement

Gilroy Unified School District believes that family and community engagement is a fundamental component of student success and achievement. When families are engaged at home and at school, student achievement increases. The engagement of families and community members in the education of our children creates a positive bond between the home and school.

Site English Learner Advisory Committee (ELAC) *Legal Requirements*

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC). The ELAC has the following legal responsibilities:

- *Advise the school site council (SSC) on the development of the school's Single Plan for Student Achievement (SPSA)*
- *Advise the principal and staff on the school's programs for English Learners*
- *Assist in the development of the school's needs assessment*
- *Assist with the annual Language Census*
- *Assist with efforts to make parents aware of the importance of regular school attendance*

ELAC Membership Guidelines

1. The proportion of ELAC members who are parents of English Learners must, at

least equal the percentage of English Learners enrolled in the school.

2. Membership will include parents and school staff. (Staff member representatives will be fewer than the number of parents).
3. All parents/guardians of English Learners have an opportunity to vote and elect ELAC officers.
4. ELAC officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the next year, an election must be held to fill the position
5. Elections for ELAC officers will be conducted at each school site *by September 30*.
6. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternative will be selected by *September 30* of each year.
7. The ELAC will appoint one member to attend school site council meetings and report back to the ELAC on development and implementation of the School Site Plan. Interpretation will be provided

by the site as needed.

8. Each year members will receive materials in their home language and training related to carrying out their legal responsibilities.

ELAC Implementation Guidelines

Principal's Responsibilities for Implementing ELAC

The site principal (or designee) is responsible for establishing the school's ELAC and ensuring that ELAC members have fulfilled their responsibilities. The principal or designee will:

1. Facilitate formation an an ELAC and conduct elections by September 30 each year
2. Facilitate election of a representative and an alternate to the DELAC
3. Assist the ELAC membership to develop meeting agendas and select meeting dates
4. Publicize meeting agenda items 72 hours in advance in English and Spanish
5. Schedule and hold planning meetings
6. Assist with providing child care arrangements, if needed
7. Consult with ELAC members to develop and provide training to assist members in carrying out their legal responsibilities
8. Arrange for additional training from the Educational Services Department or outside vendors as needed
9. Complete the **English Learners Program Services Checklist** (Appendix - Resource) and submit evidence as required to the Educational Services Department in a timely fashion
10. Review meeting minutes to ensure training, discussion, and advice is appropriately reflected for each area of responsibility

Training for ELAC Members

Each year, the school and district will provide materials and training for ELAC members to assist them in carrying out their legal responsibilities by November. ELAC members will provide input into the selection of training content.

The site principal and/or EL Designee will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC to act as liaisons between the two groups.



District English Learner Advisory Committee (DELAC)

Legal Requirements

The Gilroy Unified School District has more than 51 English Learners enrolled and is required to establish a functioning District English Learner Advisory Committee (DELAC) to advise the governing board on the following requirements related to programs and services for English Learners:

- The development of a district Master Plan for English Learner Programs and Services
- The district wide needs assessment on a school-by-school basis

- The district program goals, and objectives for English Learners services
- The plan to ensure compliance with applicable teacher or instructional assistant requirements
- The administration of the annual language census
- Review of and comment on the district's student reclassification procedures
- Review and comment on written notifications required to be sent to parents and guardians

DELAC Membership Guidelines

1. At its first or second meeting of the year, each site ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC). The DELAC representative and alternative will be selected by *September 30* each year.
2. The DELAC representatives serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the year, the ELAC will elect a new representative to fill the position.
3. The representatives will be responsible to attend all DELAC meetings and present the information received at the meetings at the school level ELAC.
4. The DELAC representatives will elect a DELAC President and Vice-President and these officers will serve for two years. If a member must be replaced during the year, the replacement will serve for the remainder of the year.

DELAC Implementation Guidelines

1. The committee will meet at least 6-8 times per year and will operate according to guidelines contained in state and federal regulations and in the **DELAC Bylaws** (Appendix - Resource).
2. DELAC will adopt and follow bylaws.
3. The DELAC President will preside at meetings and sign all letters, reports and other committee communications, with prior approval of the membership. In the President's absence, resignation or inability to perform the duties, the Vice-President will assume these duties.
4. DELAC President will assist with the preparation of the agenda and conduct the meeting. The Vice-President will conduct the meeting in the absence of the President.
5. The DELAC will communicate their ongoing advice to the Superintendent and Governing Board via the Administrator of English Learner Services.
6. Once per year, a DELAC presentation will be made to the Superintendent and the Governing Board.

District Responsibilities for Implementing DELAC

1. The district Administrator of English Learner Services or designee will serve as district liaison to the DELAC. This person will assist with agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.

2. English Learner Services Department will plan and organize the meeting details (meeting notices, childcare, translation services, refreshments, and any other reasonable expectations).
3. The district will provide all DELAC members with appropriate training, materials, and information to assist each member in carrying out his/her responsibilities and any required duties; DELAC members will have input into the content of training each year. The minutes of the DELAC meeting will clearly reflect the training areas that had been covered during the meeting.

Parent Involvement

The district is committed to promoting all levels of parental involvement. Epstein (2002) states that there are six types of parental involvement:

1. Parenting

Families provide basic support for children's health, growth, and development. Schools provide assistance and information to help parents support developmental ages and stages from preschool through high school. Events designed to foster this are:

- District's Annual DELAC Parent University
- School site parent education workshops, such as Project Inspire, Parent Institute for Quality Education (PIQE), and Early College Outreach Program for Parents (ECOPP)

2. Communicating

Two-way communication on a regular basis happens between families and schools about educational standards/expectations, children's progress, educational programs

and choices. Communication in the home language is a critical factor. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. Interpretation services will be made available for parent/teacher conferences; school meetings; SST, IEP, and retention meetings; suspension and expulsion hearings; and for all due process actions held at the district level. Activities intended to encourage communication include:

- Superintendent's Parent Advisory Committee (SPAC) meetings
- Informal gatherings of parents at school (e.g. Café Con Leche)
- Parent conferences
- Newsletters and monthly calendars
- School Loop
- Student report cards/progress reports

3. Volunteering

Develop volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children. Activities intended to encourage volunteering include:

- Parent Home & School Club
- School-wide functions
- Classroom volunteering
- Parent patrol or crossing guard
- Parent chaperones

4. Learning at Home

Provide information, resources, and materials to assist families to support and monitor their children's learning. Activities intended to encourage learning at home include:

- Homework/reading logs
- Strategies for homework help
- Family literacy/math nights
- Student-led parent-teacher conferences
- Back-to-School nights
- Home visits
- Parent information on school/grade

level requirements

5. Decision Making and Advocacy

Educators and parent leaders work together on advisory/decision making groups and develop parent leaders and parents who advocate for children. Activities intended to encourage decision making and advocacy include:

- ELAC
- DELAC
- Site Council
- District Committees
- Fiesta Educativa
- Parent surveys

6. Relationship Building/ Collaborating with the Community

Establish a welcoming school environment, celebration events, and activities that create positive relationships among families, schools and community. These can serve as a “gateway” for strengthening long-term partnerships. Activities intended to encourage relationship building/collaborating with the community include:

- Character Counts
- Celebrations of reclassifications
- Student achievement awards
- Multicultural Family Nights
- Literacy Nights
- Community Services
- Community Partnerships

The district provides ongoing staff development to all school staff on how to work with parents including communication skills and sensitivity to their backgrounds, needs and concerns. The district and schools will continue to provide parent outreach and education, including meetings, workshops, and programs for parents and families. The District’s LEA plan and school plans will outline measureable goals, objectives and activities that promote parent involvement.



CHAPTER EIGHT

Funding

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



CHAPTER EIGHT

IN THIS CHAPTER:

- * General and Categorical Funding
- * Private Schools

General and Categorical Funding

The district is committed to allocating significant funds to fully implement the EL Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the District's Business Office, Assistant Superintendent of Educational Services and by external auditors.

In preparation for the development of each school's Single Plan for Student Achievement and the District's LEA and Title III Plans, information on anticipated allocations is provided to members of the SSC, ELAC, and DELAC. The Master Plan for English Learners will be aligned program-matically and fiscally to major policy, planning and budgeting documents and requirements used at the district and site levels, including but not limited to:

- Gilroy Unified School District Board Policies
- District Board and Superintendent Goals
- Title III Improvement Plan Addendum
- LEA Plan

- Single Plans for Student Achievement
- Program Implement (PI) corrective actions
- Federal Program Monitoring (FPM) required and corrective actions
- Other relevant federal, state and local directives

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The School Board develops and annually reviews and approves the Board of Education Goals and Objectives. This is a plan to meet the needs of all students.
2. The Superintendent's Cabinet identifies and prioritizes needs, based on the Board's Goals and Objectives and data analysis, and allocates funds and other resources to support those needs.
3. The Assistant Superintendent of Educational Services in conjunction with the Business Office allocates funds based on the Consolidated Application, meets with school principals to ensure compliance, oversees the development of the school and district plans and Board approval, and monitors expenditures throughout the year.

4. The principal coordinates development of the school level plan and prioritization of needs based on data and meets with the School Site Council and ELAC groups before they approve the school plan and budget.
5. Site and District Advisory Committees take the following roles:
 - The School Site Council develops the School Site Plan and reviews annually for updates.
 - ELAC members may advise and give input on the school level plan.
 - DELAC gives input on the district level plan.

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services (for example, transportation, library, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD program materials. The district provides primary language instructional materials for students enrolled in alternative programs, such as Dual Immersion.

Supplemental Funds

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. These categorical funds should not be used to supplant general funds or other state or local resources. The table on the following pages provides information on several important sources of supplement

tal funds.

Private Schools

GUSD consults with private schools officials regarding participation in Title III programs.

Private School Outreach

Annually, Educational Services Department staff contact private non-profit schools within its attendance area to inform them about providing equitable educational services and benefits to address the needs of students, teachers and their families.

A written offer is made to the eligible private schools listing the categories of funding to which they are entitled. They accept or decline each, dependent on the needs at their site. Educational Services staff together with private school staff representative, develop a professional development plan and budget. This is mutually agreed upon and may include the following: instructional materials or supplies, contracted services, conferences and workshops, technology or equipment.

GUSD also makes it's professional development calendar available for private school teacher participation, as requested. The district offers assessment services, parent education and consultation related to these programs to participating private schools.

Table 8.1 Categorical Funding Sources: Intent, Use of Funds and Restrictions

Funding Source	Intent	Use of Funds	Restrictions
NCLB Title I, Part A Improving Achievement of Educationally Disadvantaged	The purpose of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state <u>content standards</u> and assessments. The intent of the funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.	<p>Funds may be used in a variety of ways as long as they provide supplemental services that are focused on improving student achievement. Examples of how funds may be used include, but is not limited to the following:</p> <ul style="list-style-type: none"> • Supplemental support provided by teachers and instructional aides (e.g., bilingual, resource specialists, intervention, etc.) • Extended learning time (e.g., before school, after school, pull-out focused instruction, etc.) • Parent involvement • Instructional materials and other instructional support (e.g., education-related technology) • Staff development • Health, nutrition, and other social services 	<ul style="list-style-type: none"> • 85% must be spent on direct services to pupils • An LEA must serve those areas or schools above 75% poverty before it serves any with a poverty percentage below 75% • Programs must spend funds to supplement and not supplant the existing program • A School Site Plan is required and the use of funds should be consistent with the Plan • There are requirements related to maintenance of effort and comparability of resource allocations • Funds may not be used for construction or modernization • At least 5% must be used to support highly qualified teacher requirements • 1% must be used towards parent involvement support • Schools that receive <u>Title I</u> funds are subject to meeting NCLB accountability requirements; failure to meet Annual Yearly Progress requirements results in identification as Program Improvement (PI) and requires meeting PI-related requirements • LEAs with schools identified as PI must offer choice and supplemental services options, which are funded from a set-aside equivalent to 20% of Title I funding levels

Table 8.1 Categorical Funding Sources: Intent, Use of Funds and Restrictions (continued)

Funding Source	Intent	Use of Funds	Restrictions
NCLB Title III Limited English Proficient	The purpose of Title III is to assist English Language Learner students to acquire English and achieve grade-level and graduation standards	<p>Comparable to <u>Economic Impact Aid</u>-Limited English Proficient (Resource 7090). Provides for supplementary programs and services to limited-English-proficient (LEP) students (also known as English Learners).</p> <p>Funds may be used for a variety of purposes that provide for support directed to ELs, including:</p> <ul style="list-style-type: none"> English Language Development instruction Enhanced instruction for ELs in core subject areas (e.g., ELD support) High-quality professional development for teachers and other staff Identifying and improving curriculum, materials, and assessments Tutorials or other intervention support to meet the language development needs of ELs Educational technology Providing community participation programs, including family literacy and parent outreach Coordinating language instruction program with other programs and services (e.g., Title I, EIA-LEP, Migrant Education) 	Administration (limited to 2% of the grant) and indirect cost rate (at LEA allowable rate)
Economic Impact Aid / Limited English Proficient	Provides supplemental funding to support additional programs and services for English Learners and economically disadvantaged students.	<p>Most of the funding is allocated to "direct" services and must be included in the Single Plan for Student Achievement. Examples of common uses include, but are not limited to:</p> <ul style="list-style-type: none"> Paraprofessionals Supplemental resource teachers Supplemental materials Extra assistance for low-income and/or EL students <p>Training for teachers to support the needs of low income and/or EL students</p>	<p>School sites must include how EIA funds will be used as part of Single Plan. Only those uses identified in the plan are allowed.</p> <p>Funds must be directed to support EIA-eligible pupils. EC 54004.7 requires that districts demonstrate "adequate and appropriate" support for ELs. While there is not a set-percentage of EIA funds that should be directed to ELs, be aware that districts must be able to demonstrate that the needs of ELs are met before considering other uses for EIA funds.</p>

GLOSSARY OF TERMS



Master Plan for English Learners Glossary of Terms

A

AB-507: Former State Bilingual Education Act.

Academic Conferences: Meetings facilitated by the site principal in which teachers analyze data and discuss academic progress, set goals and identify interventions for students as needed.

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

Alternative Program: A program option for English Learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English. The Alternative Program models in the Woodland Joint Unified School District include the Transitional Bilingual Program and the Dual Immersion Program, which both include primary language instruction, daily leveled ELD, and SDAIE instruction in English. These programs are currently provided with primary language instruction in Spanish.

(AMAO) Annual Measurable Academic Objective: An accountability measure related to the education of English Learners. AMAO targets, having to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT), are established for all districts in the state. Districts receiving federal Title III funds and failing to meet these targets for two or more successive years are subject to state review.

(API) Academic Performance Index: A California state accountability measure that combines results from several state assessments. Each school in the state is assigned an improvement target on the API. Schools that consistently fail to meet targets may be subject to state sanctions.

(APS) Academic Program Survey: A self-study instrument developed by the California Department of Education to assist schools in evaluating their effectiveness in implementing high-quality instructional programs in Reading/Language Arts and Mathematics; The APS focuses on nine Essential Program Components proven by research to be components of highly effective schools.

B

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

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

C

(CABE) California Association for Bilingual Education.

(CAHSEE) California High School Exit Examination: A state examination a student must pass in order to graduate from high school in California.

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

(CAPA) California Alternate Performance Assessment: A state-approved exam designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA, even with accommodations and/or modifications.

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

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

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

(CMA) California Modified Assessment: a state-approved exam designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of California content standards with or without accommodations. The CMA is developed to provide more access so that students can better demonstrate their knowledge of content standards and must be clearly identified in IEP as an alternative to the administration of the standard CST.

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

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

(CST) California Standards Test: a state-approved exam in English-language arts, mathematics, science, and history-social science administered only to students in California public schools developed specifically to assess students' knowledge of the California content standards.

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

Catch-Up Plan: A plan to assist English Learners in accessing and mastering ELD and recouping any academic deficits to mastering grade level standards in the core curriculum.

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

Cycle of Inquiry: A standardized process for reviewing student data for the purposes of informing instruction and creating interventions or enrichment plans to meet student need.

D

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

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

Dual Immersion (DI) Program: An Alternative Program in which the goal is acquisition of academic proficiency in two languages For example: English and Spanish, together with mastery of academic core content and cultural proficiency for all participating students. In Woodland instruction is currently provided in English and Spanish.

E

(EIA) Economic Impact Aid: supplemental state funding used to support EL and socioeconomically disadvantaged students.

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

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

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

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

EL Language Folder: In GUSD, a folder that contains all relevant information regarding the language and academic progress of English Learners. Stored in the student's Cumulative Records folder at the school the student attends.

EL Designee: A teacher assigned to site(s) who is trained to support the site administrator in the implementation of the EL Master Plan, including site responsibilities for initial identification of English learners, annual assessment, reclassification, monitoring of student progress, and coordination of ELAC, instructional coaching, and other duties as assigned.

EL Intervention Catch-Up Plan: A plan used to assist English Learners in accessing and mastering ELD and recouping any academic deficits to mastering grade level standards in the core curriculum.

EL TOSA: A district teacher-on-special-assignment who supports EL Specialists and the Director of English Learner Services in the implementation of the English Learner Master Plan, including the organization and delivery of staff development, supporting parental involvement, and other duties as assigned.

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

English Learner Program Services Checklist: A checklist of deadlines and duties for the principals to facilitate the needs of English Learners.

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

F

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

G

(GATE) Gifted and Talented Education: a program/designation for students who have exhibited excellence or capacity for excellence far beyond that of their peers according to district-established criteria.

GUSD: Gilroy Unified School District

H

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

I

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

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

L

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

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

LEA Plan:

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

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

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

M

Mainstream Program: An instructional model, designed for English learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with a minimum of 45 minutes of daily leveled ELD.

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

N

(NABE) National Association for Bilingual Education.

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

O

“Overwhelmingly” in English: An expression used in the former Proposition 227. Though not specifically defined, it implies that almost all instruction be in English, while some instruction may be provided in the student’s primary language.

P

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

Parental Exception Waiver: A form which is requested and signed by parents or legal guardians of English learners annually to waive the requirement to be placed in an instructional program that is “overwhelmingly” in English (i.e. SEI or ELM).

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

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

Primary Language Class (Secondary): A class where instruction in any of the content areas is in the primary language (i.e. Middle School Dual Immersion Social Studies Class).

Primary Language Questionnaire: A series of questions used to assess home language proficiency level for English Learners whose primary language is other than Spanish.

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

Proposition 227: A 1998 California ballot measure requiring children to be taught in classrooms where the instruction was “overwhelmingly” in English, essentially restricting access to bilingual programs, unless students had approved parental exception waivers.

R

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

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

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

S

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

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

(SEI) Structured English Immersion Program: An instructional model, designed for English learners with less than reasonable fluency in English. Core content is taught in English using SDAIE methodology along with a minimum of 45 minutes of daily leveled English Language Development (ELD).

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

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

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

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

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

T

Title I: A federal program from No Child Left Behind (NCLB) that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

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

U-Z

FORMS



GILROY UNIFIED SCHOOL DISTRICT STUDENT REGISTRATION

Dual Immersion
(Please complete separate application)

○

Student Name– Last, First, Initial			Birthdate: _____ Birthplace, State or Country _____		Sex _____ Grade Level _____ Registering for: _____	
<div style="display: flex; justify-content: space-between;"> LAST NAME FIRST INITIAL </div>			MEDICAL PROBLEM: <input type="checkbox"/> YES <input type="checkbox"/> NO LIST PROBLEM (ATTACH ANY ADDITIONAL INFORMATION)		SCHOOL YEAR: _____	
<div style="display: flex; justify-content: space-between;"> Mailing Address City Zip Code </div>						
<div style="display: flex; justify-content: space-between;"> Residence Address City Zip Code </div>						

Home Phone _____		Emergency Contact- if responsible adult (parent, guardian) is unavailable Name _____ Address _____ Phone _____		Month/Year _____ Moved _____ To _____ Current Address: _____	
Has this student attended Gilroy Unified Schools in the past? <input type="checkbox"/> Yes <input type="checkbox"/> No School: _____ Grade: _____ Year: _____		List any siblings living in the home attending Gilroy Schools: <div style="display: flex; justify-content: space-between;"> Name School/Grade </div> _____ _____ _____		Has this student ever received any of the following services in this or any other District? <div style="display: flex; justify-content: space-between;"> <div> GATE <input type="checkbox"/> Yes <input type="checkbox"/> No (ESL) (ELD) <input type="checkbox"/> Yes <input type="checkbox"/> No Special Education* <input type="checkbox"/> Yes <input type="checkbox"/> No </div> <div> * (if yes identify services) Resource, Speech, Special Day, 504 Plan </div> </div>	

**PLEASE FILL OUT
MOBILITY FORM**

Previous School (s) (List Pre-School if applicable)

Grades Attended	Date Enrolled	Date Left	School	Public		State	City	County
				Yes	No			

Home Language Survey

If you answer any language other than English for any of the questions below, your child will be required to take an (ESL) (ELD) Test..

1. What language did this student learn when first beginning to talk? _____ 3. What language does this student <i>most frequently</i> use at home? _____	2. What language do you use <i>most frequently</i> to speak to this student? _____ 4. What language is <i>most often spoken</i> by the adults at home? _____
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Check all that Apply <input type="checkbox"/> Mother <input type="checkbox"/> Foster Parent <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other (Specify) _____ Divorced/Legally Separated <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, Joint Custody? <input type="checkbox"/> Yes <input type="checkbox"/> No Check all that Apply <input type="checkbox"/> Father <input type="checkbox"/> Foster Parent <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other (Specify) _____ Divorced/Legally Separated <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, Joint Custody? <input type="checkbox"/> Yes <input type="checkbox"/> No	<table style="width: 100%;"> <tr> <td style="width: 50%;"> Mother/Guardian <input type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/> Other _____ Address if different from student _____ Business Phone: _____ Ext. _____ Cell Phone: _____ <input type="checkbox"/> Check if Emergency Contact </td> <td style="width: 50%;"> Education Level, College Year or Degree Obtained: <input type="checkbox"/> Not high school graduate <input type="checkbox"/> College Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Some College </td> </tr> </table> <hr/> <table style="width: 100%;"> <tr> <td style="width: 50%;"> Father/Guardian <input type="checkbox"/> Mr. <input type="checkbox"/> Other _____ Address if different from student _____ Business Phone: _____ Ext. _____ Cell Phone: _____ <input type="checkbox"/> Check if Emergency Contact </td> <td style="width: 50%;"> Education Level, College Year or Degree Obtained: <input type="checkbox"/> Not high school graduate <input type="checkbox"/> College Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Some College </td> </tr> </table>	Mother/Guardian <input type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/> Other _____ Address if different from student _____ Business Phone: _____ Ext. _____ Cell Phone: _____ <input type="checkbox"/> Check if Emergency Contact	Education Level, College Year or Degree Obtained: <input type="checkbox"/> Not high school graduate <input type="checkbox"/> College Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Some College	Father/Guardian <input type="checkbox"/> Mr. <input type="checkbox"/> Other _____ Address if different from student _____ Business Phone: _____ Ext. _____ Cell Phone: _____ <input type="checkbox"/> Check if Emergency Contact	Education Level, College Year or Degree Obtained: <input type="checkbox"/> Not high school graduate <input type="checkbox"/> College Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Some College
Mother/Guardian <input type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/> Other _____ Address if different from student _____ Business Phone: _____ Ext. _____ Cell Phone: _____ <input type="checkbox"/> Check if Emergency Contact	Education Level, College Year or Degree Obtained: <input type="checkbox"/> Not high school graduate <input type="checkbox"/> College Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Some College				
Father/Guardian <input type="checkbox"/> Mr. <input type="checkbox"/> Other _____ Address if different from student _____ Business Phone: _____ Ext. _____ Cell Phone: _____ <input type="checkbox"/> Check if Emergency Contact	Education Level, College Year or Degree Obtained: <input type="checkbox"/> Not high school graduate <input type="checkbox"/> College Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Some College				

I DECLARE UNDER PENALTY OF PERJURY UNDER THE LAWS OF THE STATE OF CALIFORNIA THAT THE FOREGOING IS TRUE AND THAT MY SUPPORTING DOCUMENTS ARE CORRECT.

PARENT/GUARDIAN SIGNATURE _____ DATE _____

Office Use Only

ID	SCH	REG-DATE	ENROLLED by	ETH	IMMUN	SPECIAL ED	HOME-SCH	Next School Code	
Verification of Residence <input type="checkbox"/> Deed <input type="checkbox"/> Insurance <input type="checkbox"/> Tax Card <input type="checkbox"/> Escrow LTR <input type="checkbox"/> Lease <input type="checkbox"/> Other		Documentation of Birthdate: <input type="checkbox"/> Baptismal Record <input type="checkbox"/> Passport <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Other		Referred to ELD _____ Primary Language _____ ELD Status _____ Test Date _____			Transitional Kdgn <input type="checkbox"/> 5 years old on or between October 2 , & December 2		

C

Primary Language Questionnaire

The Primary Language Questionnaire is designed to: 1) to determine the extent of the development of the student's primary language skills (comprehension, speaking, reading and writing); and 2) to use this information in combination with the assessment results of the student's English language assessment to determine the student's program services and placement. The Informal Assessment of Primary Language is to be used with all EL students with a home language other than Spanish.

The assessment should be completed by trained Gilroy Unified personnel based on an interview with the student's parent or guardian. In the case of secondary pupils, the student may also be consulted regarding their primary language use and abilities.

PART I GENERAL INFORMATION**DATE:** _____*Directions:* Fill in the appropriate background information as indicated:

STUDENT'S NAME _____	AGE _____	GRADE _____
SCHOOL _____	HOME LANGUAGE _____	

PART II ORAL LANGUAGE*Directions:* Make a check on the appropriate level.

To what extent does this student speak and understand the home language? Compare his/her oral proficiency with older siblings or cousins at the same age, or others who are native speakers of the language in the home country.

A. How well does your child understand the home language?

- ☐ Does not understand.
- ☐ Understands very little (a few words, phrases, or expressions).
- ☐ Understands with some limitations. He/she often or sometimes asks questions for clarification, needs statements repeated or restated, or is unable to complete tasks or follow specific directions.
- ☐ Understands the home language completely.

B. How well does your child speak the home language?

- ☐ Does not speak.
- ☐ Speaks very little. There are errors in tense or context. He/she speaks a few words, phrases or expressions. The meaning is sometimes unclear.
- ☐ Speaks with some limitations. He/she may be able to express himself/herself, but expressions are awkward and contain errors in word usage, agreement or tense.
- ☐ Speaks fluently. His/her language usage is age appropriate and in proper form.

Primary Language Questionnaire

PART III LITERACY

Directions: Make a check on the appropriate level.

To what extent does this child/student read and write the home language? Provide an estimate of literacy based on an average expectation for reading and writing of students of this age who attend school regularly in the home language.

A. How well does your child read the home language?

- ☐ Does not read.
- ☐ Reads very little. He/she has a minimal understanding of decoding and the reading process.
- ☐ Reads with some limitations. He/she may be able to read some, but lacks full comprehension and oral fluency.
- ☐ Is a competent reader.

NOTE: Most second and third graders are still at some stage of developing reading skills, and therefore may not be considered fully competent. All students should be noted as being competent based on grade level expectations. This information should appear in the "Comment" area.

B. How well does your child write the home language?

- ☐ Does not write.
- ☐ Writes very little. Sentences are awkward and/or unintelligible. There are serious mechanical and/or syntactical errors. The meaning is distorted or unclear.
- ☐ Writes with some limitations. Written materials may contain minor syntactical and/or mechanical errors which do not seriously affect meaning.
- ☐ Is a competent writer.

PART IV COMMENTS

Directions: Make any comments which will provide further information about the student's home language proficiency, academic background, and ability to function in school.

GILROY UNIFIED SCHOOL DISTRICT

INITIAL PARENT NOTIFICATION LETTER

Federal Title III State Requirements

Date:

To the Parent(s)/Guardian(s) of:

School:

Date of Birth:

Primary Language

Student ID:

Grade:

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

Language Assessment Results (CELDT)

Domain	California English Language Development Test (CELDT)* Performance Level (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced)	Primary Language Proficiency Level** Test: Date Administered: _____
Listening		
Speaking		
Reading		
Writing		
Overall		
*A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor.		
**Optional		

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

- ☐ **English learner (EL) with less than reasonable fluency in English** who will be placed in the Structured English Immersion Program.
- ☐ **English learner (EL) with reasonable fluency in English** who will be placed in the English Language Mainstream Program.
- ☐ **Initial Fluent English proficient (I-FEP) student** who will be placed in the district's general program.

Check if applicable:

- ☐ **Individualized Education Program (IEP) on file**
The program placement and EL goals are reflected in your child's most recent IEP.

Program Placement Options for English Learners

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

English Language Proficiency Levels		Program Placement
Advanced	Reasonable Fluency	English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver
Early Advanced		
High Intermediate (No subtest below Intermediate)		
Low Intermediate (With subtests below Intermediate)	Less than Reasonable Fluency	Structured English Immersion or an Alternative Program with an approved Parental Exception Waiver
Early Intermediate		
Beginning		
Additional assessment information for students with exceptional needs		Other Instructional setting based on IEP

Description of Program Placement Options and Goals for English Learners

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

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. **(District inserts full description of their alternative program(s) and process to obtain a Parental Exception Waiver.)**

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

**** Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

Reclassification (Exit) Criteria

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

Required Criteria (California Education Code Section 313[d])	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment (CELDT)	CELDT Overall of Early Advanced (4), with no subtest below Intermediate (3)
Comparison of Performance in Basic Skills	Grades 3-12: CST in ELA of 325 (mid-Basic) Grades 1-2: GUSD ELA Benchmark (Prof/Adv)
Parental Opinion and Consultation	Parental Opinion and Consultation
Teacher Evaluation	Teacher Evaluation (Benchmarks, Grades, and Grade level Writing)

Graduation Rate

The California Dept of Education graduation rate goal is 90% for all high schools. The expected rate of graduation goal for Gilroy Unified for 2011-12 is 80%, and for English Learners the goal is 64%. The district graduation rate is displayed on the Adequate Yearly Progress report, available in Dataquest. <http://dq.cde.ca.gov/dataquest/>

Please contact your child's school if you would like to schedule a parent conference to discuss your child's options for program placement.



Request Form

California English Language Development Test (CELDT) Score

To: CELDT District Coordinator

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

Receiving School's Information

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

Requestor's Name _____ District _____

Phone _____ Fax _____ E-mail _____

Mailing Address _____ City _____ Zip Code _____

Student Information

Last Name _____ First _____ Middle _____ Other Name Used (Last, First, Middle) _____

Birth Date (mm/dd/yy) _____ Current Grade _____

Previous Enrolled School District _____ Phone _____

Current Enrolling School Site _____ Phone _____ Fax _____

English Language Proficiency Assessment Information

Student's primary language: _____ SSID #: _____

Has student taken the CELDT? ☐ No ☐ Yes Date of **most recent** CELDT _____

Date of **initial** CELDT, if known _____

Date of enrollment into a California public school, if different from the initial CELDT date above: _____

Initial English Learner Acquisition Status (ELAS): ☐ IFEP ☐ EL

Most recent CELDT results for _____ grade:

<u>Domain</u>	<u>Scale Score</u>	<u>Level</u>
Listening	_____	_____
Speaking	_____	_____
Reading	_____	_____
Writing	_____	_____
Overall	_____	_____

Initial CELDT results for _____ grade, if available:

<u>Domain</u>	<u>Scale Score</u>	<u>Level</u>
Listening	_____	_____
Speaking	_____	_____
Reading	_____	_____
Writing	_____	_____
Overall	_____	_____

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

Comments: _____

GILROY UNIFIED SCHOOL DISTRICT

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

Date:

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

School:

Date of Birth:

Primary language:

Student ID #:

Grade:

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

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

Based on these results, as indicated by the "x", your child has been identified as an:

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

☐ **English learner (EL) with reasonable fluency in English** and assigned to the English Language Mainstream Program.

Check if applicable:

☐ **Individualized Education Program (IEP) on file**

The program placement and EL goals are reflected in your child's most recent IEP.

Program Placement Options for English Learners

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

English Language Proficiency Levels		Program Placement
Advanced	Reasonable Fluency	English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver
Early Advanced		
High Intermediate (No subtest below Intermediate)		
Low Intermediate (With subtests below Intermediate)	Less than Reasonable Fluency	Structured English Immersion or an Alternative Program with an approved Parental Exception Waiver
Early Intermediate		
Beginning		
Additional assessment information for students with exceptional needs.		Other Instructional setting based on IEP

2012 California Standards Tests -- Academic Achievement Results

Your child's assessment results according to the annual CA Standardized Test (CST) administered to students in grades 2 – 11 are reflected in the table below.

Skill Area	Performance Level
English Language Arts	
Mathematics	
History-Social Science	
Science	

Description of Program Placement Options and Goals for English Learners

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

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.
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- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. **(District inserts full description of their alternative program(s) and process to obtain a Parental Exception Waiver.)**

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

**** Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

Reclassification (Exit) Criteria

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

Required Criteria (California Education Code Section 313[d])	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment (CELDT)	CELDT Overall of Early Advanced (4), with no subtest below Intermediate (3)
Comparison of Performance in Basic Skills	Grades 3-12: CST in ELA of 325 (mid-Basic) Grades 1-2: GUSD ELA Benchmark (Prof/Adv)
Parental Opinion and Consultation	Parental Opinion and Consultation
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Graduation Rate

The California Dept of Education graduation rate goal is 90% for all high schools. The expected rate of graduation goal for Gilroy Unified for 2011-12 is 80%, and for English Learners the goal is 64%. The district graduation rate is displayed on the Adequate Yearly Progress report, available in Dataquest. <http://dq.cde.ca.gov/dataquest/>

Please contact your child's school if you would like to schedule a parent conference to discuss your child's options for program placement.

Gilroy Unified School District

Parent Exception Waiver Request to Enroll Student in Alternative Program

Student Name _____ Grade _____

School _____ School Year _____ Date of Visit _____

I personally visited my child's school on the date noted above. All the educational options have been explained to me, including the Structured English Immersion program required by Proposition 227. I believe that my child has special educational needs that would be better served in an alternative program. (Check all that apply and provide a brief statement.)

_____ Educational needs _____ Physical needs _____ Emotional/psychological needs

Type of Alternate Program Requested: _____

I understand that my child will receive daily instruction in English Language Development, and will also receive instruction in Spanish for a part of the day. I understand that my child (if under age 10) must be initially instructed overwhelmingly in English for a period of no less than 30 calendar days, if this is the first time attending a public school in California. I also understand that placement in the Alternative Program might require transfer to another school site.

Print Name _____

Signature _____ Date _____

School Staff Recommendation for Placement

I received the above waiver request on _____ (date). I understand that I must act upon the request within 10 instructional days. For students under ten years of age and attending public school in California for the first time, I must act upon the request within 10 days following the required 30 day period of instruction overwhelmingly in English, or 20 instructional days, whichever is greater.

Language assessment data: English Proficiency level _____ Spanish Proficiency Level _____
30 days of instruction in English has been provided: Yes _____ No _____

_____ It is my recommendation that the educational needs of the student would be best served in the alternative program named above.

_____ It is my recommendation that there is substantial evidence that the alternative program requested by the parent would not be better for the student. I understand that I must inform the parents in writing of the reasons for the denial of their request and of the procedure for them to appeal the decision to the Board of Trustees.

Administrator/Resource Teacher signature _____ Date _____

Superintendent/Designee _____ Date _____

Distrito Escolar Unificado de Gilroy

Exención de los Padres de Solicitud de Dispensa para Inscribir al Estudiante en un Programa Alternativo

Estudiante: _____ Grado _____

Escuela _____ Año Escolar _____ Fecha de visita _____

He visitado la escuela de mi hijo y se me han explicado todos los programas educativos del Distrito, incluyendo el programa de Inmersión Estructurada en Inglés, requerido por la Proposición 227.

Yo creo que mi hijo/a tiene necesidades educativas especiales las cuales serán mejor atendidas en un programa alternativo. (Marque todo lo que crea necesario y explique en forma breve)

_____ Necesidades educativas _____ Necesidades físicas _____ Necesidades emocionales/psicológicas

Entiendo que mi hijo/a recibirá instrucción diaria en Desarrollo del Lenguaje en Inglés y que también recibirá instrucción y/o apoyo en español durante una porción del día hasta que él pueda hacer sus trabajos en inglés a su nivel de grado.

Entiendo que mi hijo (siendo menor de 10 años) deberá ser iniciado en la instrucción totalmente en inglés por un periodo mínimo de 30 días. También entiendo que la colocación en un Programa Alternativo puede significar un cambio de escuela.

Nombre Impreso _____

Firma _____ Fecha _____

Recomendación del Personal Escolar para Colocación

Recibí la forma de Exención el día (fecha) _____. Entiendo que debo contestar dentro de los primeros 30 días de instrucción o dentro de los siguientes 10 días después del primer periodo.

Información de evaluación de lenguaje:

Nivel de fluidéz en inglés _____ Nivel de fluidéz en español _____

Se han ofrecido 30 días de instrucción en Inglés: SI _____ NO _____

_____ Es mi recomendación que las necesidades educativas del estudiante serán mejor atendidas en un Programa Alternativo.

_____ Es mi recomendación y habiendo suficiente evidencia, que el programa alternativo sugerido por los padres no será de ayuda para el estudiante. Entiendo que debo informar a los padres por escrito las razones sobre la negativa a su petición y de los procedimientos a seguir para la apelación de ésta desición a la Mesa Directiva

Firma del Administrador/Maestro de Recursos

Fecha

Firma del Superintendente/Persona Designada

Fecha



Gilroy Unified School District

EL Intervention Catch-Up Plan and Intervention Plan for Reclassified Fluent English Proficient Students Grades 2 -5

Student _____ Birthdate _____ ID # _____

School _____ Teacher _____ Grade _____

Date Reclassified _____ Date form completed _____

	Date	Score	
CST ELA overall score			(325 or higher)
ELA benchmark score			(3 or higher)
Overall reading grade			(2.0 or higher)
Writing Sample			

Subject	Area of Concern and Present Level of Performance	Performance Target	Interventions	Method of Evaluation	Action By

Dates of previous plans _____ Date of follow-up: Fall: _____ Spring: _____

Outcome of Intervention Plan: (Check Plan and attach evidence)

____ Successful intervention, no additional plan needed
____ Revised Plan (attach) ____ Continue Plan as written Other _____

Parent signature _____ Date _____ Principal signature _____ Date _____

☐ Copy provided to teacher

Rev 05-02-2013 sl

EL Form 4-1 English



Distrito Escolar Unificado de Gilroy

Plan de Intervención para Estudiantes EL o Alcance del Nivel para Estudiantes Reclasificados con Dominio en la Fluidez del Idioma Inglés

2° a 5° Grado

Estudiante _____ Fecha de Nacimiento _____ ID # _____

Escuela _____ Maestro/a _____ Grado _____

Fecha de Reclasificación _____ Fecha en que se llenó la forma _____

	Fecha	Resultado	
Resultado General de CST ELA			(325 o más alto)
Resultado del Exámen Periódico ELA			(3 o más alto)
Calificación General de Lectura			(2.0 o más alto)
Muestra de Escritura			

Materia	Área de Preocupación y Nivel Presente del Desempeño	Meta de Desempeño	Intervenciones	Método de Evaluación	Action By

Fechas de planes anteriores _____

Fecha de seguimiento: Otoño: _____ Primavera: _____

Resultado del Plan de Intervención: (Revisar el Plan y adjuntar la evidencia)

_____ Intervención exitosa, no se necesita un plan adicional

_____ Plan Revisado (adjuntar) _____ Continuar el Plan como está escrito Otro _____

Firma del padre _____ Fecha _____

Firma del director _____ Fecha _____

☐ Copia proporcionada al maestro/a

Rev 05-02-2013 sl

EL Form 4-1 Spanish



Gilroy Unified School District

EL Intervention Catch-Up Plan and Intervention Plan for Reclassified Fluent English Proficient Students Grades 6 -12

Student _____ Birthdate _____ ID # _____

School _____ Teacher _____ Grade _____

Date Reclassified _____ Date form completed _____

	Date	Score	
CST ELA overall score			(325 or higher)
ELA benchmark score			(3 or higher, grades 6-8)
English grade			(2.0 or higher)
Writing Sample			

Subject	Area of Concern and Present Level of Performance	Performance Target	Interventions	Method of Evaluation	Action By

Dates of previous plans _____, _____, _____

Date of follow-up: Fall: _____ Spring: _____

Outcome of Intervention Plan: (Check Plan and attach evidence)

_____ Successful intervention, no additional plan needed

_____ Revised Plan (attach) _____ Continue Plan as written Other _____

Parent signature _____ Date _____ Principal signature _____ Date _____

☐ Copy provided to teacher

Rev 05-02-2013 sl

EL form 4.2 English



Distrito Escolar Unificado de Gilroy

Plan de Intervención para Estudiantes EL o Alcance del Nivel para Estudiantes Reclassificados con Dominio en la Fluidez del Idioma Inglés

6° a 12° Grado

Estudiante _____ Fecha de Nacimiento _____ ID # _____

Escuela _____ Maestro/a _____ Grado _____

Fecha de Reclasificación _____ Fecha en que se llenó la forma _____

	Fecha	Resultado	
Resultado General de CST ELA			(325 o más alto)
Resultado del Exámen Periódico ELA			(3 o más alto)
Calificación General de Lectura			(2.0 o más alto)
Muestra de Escritura			

Materia	Área de Preocupación y Nivel Presente del Desempeño	Meta de Desempeño	Intervenciones	Método de Evaluación	Acción por

Fechas de planes anteriores _____, _____, _____

Fecha de seguimiento: Otoño: _____ Primavera: _____

Resultado del Plan de Intervención: (Revisar el Plan y adjuntar la evidencia)

_____ Intervención exitosa, no se necesita un plan adicional

_____ Plan Revisado (adjuntar) _____ Continuar el Plan como está escrito Otro _____

Firma del padre _____ Fecha _____

Firma del director _____ Fecha _____

☐ Copia proporcionada al maestro/a

Rev 05-02-2013 sl

EL Form 4.2 Spanish

Gilroy Unified School District

Reclassification of English Learner Students to Fluent English Proficient Grades 1-5

Name: _____ Student Perm ID# _____
Last First Middle

Date: _____ Grade: _____ Teacher: _____

School Name: _____ Date of Birth: _____

Primary Language: _____ Date Entered Program: _____

An English Learner must meet all four criteria to be reclassified as Fluent English Proficient.

I. Assessment of English Proficiency

California English Language Development Test (CELDT)

Student's Overall Proficiency Level is Early Advanced or higher (Level 4 or Level 5) and each skill area proficiency level is Intermediate or higher (Level 3, 4 or 5).

Date Testing Completed	Scale Score	Level
Listening		
Speaking		
Reading		
Writing		
Overall Score		

Does the student's overall score meet this criterion? ☐ Yes ☐ No

II. Performance in Basic Skills

English-Language Arts (ELA) section of the California Standards Test (CST) or California Modified Assessment (CMA)

Student must score at 325 or above in order to meet this criterion.

	<u>Date</u>	<u>Score</u>
ELA: CST <input type="checkbox"/> CMA <input type="checkbox"/>	_____	_____
Does the student's overall score meet this criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
ELA Benchmark score (4 or higher) grades 1 and 2	<input type="checkbox"/> Yes <input type="checkbox"/> No	

III. Teacher Evaluation of Student Academic Performance

1. Does the student's academic performance indicate readiness to participate effectively in the district's grade level curriculum based on report cards, classroom work and teacher observation? ☐ Yes or ☐ No

If yes, please indicate measures used:

	<u>Date</u>	<u>Score</u>
<input type="checkbox"/> ELA Benchmark score (3 or higher)	_____	_____
<input type="checkbox"/> Report card overall Reading score (3 or higher)	_____	_____
<input type="checkbox"/> Score writing assessment	_____	_____
<input type="checkbox"/> Other	_____	_____

I have reviewed the student's performance in all academic subjects and verify that the student's performance is at or above grade level standards in academic subjects (reading, language arts, math, social studies, and science).

Certificated Signature: _____ **Date:** _____

Does the student's performance meet this criterion? ☐ Yes ☐ No

Gilroy Unified School District

IV. Parent Opinion and Consultation

I understand that my child has developed English and academic skills needed to successfully learn grade level standards and curriculum in an English language mainstream program. I further understand that my child will not receive English Language Development (ELD) instruction after reclassification.

Parent/Guardian's comments: _____

Parent/Guardian's Signature: _____ Date of Meeting: _____

Does the parent/guardian approve to reclassify the student? ☐ Yes ☐ No

Recommended Action

PLEASE CHECK ONE OF THE BOXES BELOW

☐ This student fully meets all four reclassification criteria and is **recommended** for reclassification.

☐ This student meets all four reclassification criteria, but is **not recommended** for reclassification for the following reasons: _____

☐ This student does not meet all four criteria and is **not recommended** for reclassification.

Printed Name of Principal/Designee: _____

Principal/Designee's Signature: _____ Date: _____

District Approval: _____ Date: _____

Required Monitoring

Monitoring – Student performance must be monitored for three years following reclassification.

Date: _____ Student's Progress ☐ Satisfactory ☐ Unsatisfactory

Date: _____ Student's Progress ☐ Satisfactory ☐ Unsatisfactory

Date: _____ Student's Progress ☐ Satisfactory ☐ Unsatisfactory

Date: _____ Student's Progress ☐ Satisfactory ☐ Unsatisfactory

Action

Place original in CUM Folder and send a copy to Educational Services Department.

Please update the Language Fluency code "R" and the reclassification date in Aeries student information system.

Eagle entry date _____ By: _____

Gilroy Unified School District

Reclasificación de Estudiantes Aprendiendo Inglés para Completo Dominio del Inglés 1° a 5° Grado

Nombre: _____ # Identificación Permanente _____
Apellido Nombre 2° Nombre

Fecha: _____ Grado: _____ Maestro: _____

Escuela: _____ Fecha de Nacimiento: _____

Lenguaje Materno: _____ Fecha de Entrada al Programa: _____

Un Estudiante Principiante de Inglés deberá satisfacer los cuatro puntos del criterio establecido, para ser reclasificado como Estudiante con Completo Dominio del Inglés.

I.) Evaluación sobre el Dominio del Idioma Inglés

Exámen del Desarrollo del Idioma Inglés de California (CELDT)

El Promedio General del estudiante en el Nivel de Dominio es Pre-Avanzado o más alto (Nivel 4 o 5) y cada área de dominio deberán estar a Nivel Intermedio o más alto (Nivel 3, 4 o 5).

Terminación del Exámen	Resultado de la Escala	Nivel
Comprensión Auditiva		
Comunicación Oral		
Lectura		
Escritura		
Resultado General		

¿El resultado general del estudiante satisface este criterio? ☐ Sí o ☐ No

II.) El Desempeño en las Habilidades Básicas

Artes del Lenguaje en Inglés (ELA) sección del Exámen de las Normas de California (CST) o del Exámen Modificado de California (CMA)

Para que el estudiante pueda satisfacer este criterio deberá obtener un resultado de 325 puntos o más alto.

ELA: CST ☐ CMA ☐ Fecha Resultado
¿El resultado general del estudiante satisface este criterio? ☐ Sí ☐ No
El Resultado del Exámen Periódico (Benchmark) (4 o más alto) para 1° y 2° gr. ☐ Sí ☐ No

III.) Evaluación del Maestro sobre el Desempeño Académico del Estudiante

1. ¿El desempeño académico del estudiante indica su preparación para participar efectivamente en el programa educativo a nivel de grado según su reporte de calificaciones, el trabajo de clase y la observación del maestro? ☐ Sí ☐ No

Si la respuesta es sí, indique por favor las medidas utilizadas:

	Fecha	Resultado
<input type="checkbox"/> Resultado del Exámen Periódico ELA (Benchmark) (3 o más alto)	_____	_____
<input type="checkbox"/> Resultado General del Reporte de Calificaciones (3 o más alto)	_____	_____
<input type="checkbox"/> Resultado de la Evaluación de Escritura	_____	_____
<input type="checkbox"/> Otro	_____	_____

He revisado el desempeño del estudiante en todas las materias académicas y verifico que su desempeño se encuentra a nivel de grado o superior en las materias académicas (lectura, artes del lenguaje, matemáticas, estudios sociales y ciencias).

Firma del Personal Certificado: _____ **Fecha:** _____
¿El desempeño del estudiante satisface este criterio? ☐ Sí ☐ No

Gilroy Unified School District

IV.) Opinión y Consulta de los Padres

Entiendo que mi hijo ha aprendido inglés y ha obtenido las habilidades necesarias para aprender con éxito las normas a nivel del grado y del Programa General de Inglés. También entiendo que después de ser reclasificado, mi hijo ya no recibirá instrucción en el Desarrollo del Idioma Inglés (ELD).

Comentarios del Padre/Tutor: _____

Firma del Padre/Tutor: _____ Fecha de la Junta: _____

¿El padre/tutor está de acuerdo con la reclasificación de su hijo/a? ☐ Sí o ☐ No

Acción Recomendada

MARQUE UNO DE LOS SIGUIENTES CUADROS

- ☐ El estudiante satisface totalmente los cuatro criterios anteriores y se **recomienda** para reclasificación.
- ☐ El estudiante satisface los cuatro criterios anteriores, pero **no se recomienda** para reclasificación por las siguientes razones: _____

- ☐ El estudiante no satisface los cuatro criterios anteriores y **no se recomienda** para reclasificación.

Nombre Impreso del Director o Persona Asignada: _____

Firma del Director o Persona Asignada: _____ Fecha: _____

Aprobación del Distrito: _____ Fecha: _____

Monitoreo Requerido

Monitoreo- El desempeño del estudiante deberá ser monitoreado durante los siguientes tres años después de su reclasificación.

Fecha: _____ Progreso del Estudiante ☐ Satisfactorio ☐ No Satisfactorio

Fecha: _____ Progreso del Estudiante ☐ Satisfactorio ☐ No Satisfactorio

Fecha: _____ Progreso del Estudiante ☐ Satisfactorio ☐ No Satisfactorio

Fecha: _____ Progreso del Estudiante ☐ Satisfactorio ☐ No Satisfactorio

Action

Place original in CUM Folder and send a copy to Educational Services Department.

Please update the Language Fluency code "R" and the reclassification date in Aeries student information system.

Eagle entry date _____ By: _____

Gilroy Unified School District

Reclassification of English Learner Students to Fluent English Proficient Grades 6-12

Name: _____ Student Perm ID# _____
Last First Middle

Date: _____ Grade: _____ Teacher: _____

School Name: _____ Date of Birth: _____

Primary Language: _____ Date Entered Program: _____

An English Learner must meet all four criteria to be reclassified as Fluent English Proficient.

I. Assessment of English Proficiency

California English Language Development Test (CELDT)

Student's Overall Proficiency Level is Early Advanced or higher (Level 4 or Level 5) and each skill area proficiency level is Intermediate or higher (Level 3, 4 or 5).

Date Testing Completed	Scale Score	Level
Listening		
Speaking		
Reading		
Writing		
Overall Score		

Does the student's **overall score** meet this criterion? ☐ Yes ☐ No

II. Performance in Basic Skills

English-Language Arts (ELA) section of the California Standards Test (CST) or California Modified Assessment (CMA)

Student must score at 325 or above in order to meet this criterion.

California High School Proficiency Exam (CAHSEE)

Students in 11th or 12th grade also may use Passing Score on CAHSEE/English Language Arts to meet this criterion, only if the CST/ELA score is at least in the Basic range.

ELA: CST ☐ CMA ☐ Date _____ Score _____ CAHSEE / ELA Date _____ Score _____

Does the student's overall score meet this criterion? ☐ Yes ☐ No

III. Teacher Evaluation of Student Academic Performance

Does the student's academic performance indicate readiness to participate effectively in the district's grade level curriculum based on report cards, classroom work and teacher observation? ☐ Yes or ☐ No

If yes, please indicate measures used:

- ☐ ELA Benchmark score (gr. 6-8) (3 or higher)
- ☐ ELA grade (2.0 or higher)
- ☐ Scored writing sample
- ☐ Other _____

Date

Score

_____	_____
_____	_____
_____	_____
_____	_____

I have reviewed the student's grades in all academic subjects and verify that the student's performance is at or above grade level standards in academic subjects. Does the student's performance meet this criterion? ☐ Yes ☐ No

Certificated Signature: _____ **Date:** _____

Gilroy Unified School District

IV. Parent Opinion and Consultation

I understand that my child has developed English and academic skills needed to successfully learn grade level standards and curriculum in an English language mainstream program. I further understand that my child will not receive English Language Development (ELD) instruction after reclassification.

Parent/Guardian's comments: _____

Parent/Guardian's Signature: _____ Date of Meeting: _____

Does the parent/guardian approve to reclassify the student? ☐ Yes ☐ No

Recommended Action

PLEASE CHECK ONE OF THE BOXES BELOW

☐ This student fully meets all four reclassification criteria and is **recommended** for reclassification.

☐ This student meets all four reclassification criteria, but is **not recommended** for reclassification for the following reasons: _____

☐ This student does not meet all four criteria and is **not recommended** for reclassification.

Printed Name of Principal/Designee: _____

Principal/Designee's Signature: _____ Date: _____

District Approval: _____ Date: _____

Required Monitoring

Monitoring – Student performance must be monitored for three years following reclassification.

Date: _____ Student's Progress ☐ Satisfactory ☐ Unsatisfactory

Date: _____ Student's Progress ☐ Satisfactory ☐ Unsatisfactory

Date: _____ Student's Progress ☐ Satisfactory ☐ Unsatisfactory

Date: _____ Student's Progress ☐ Satisfactory ☐ Unsatisfactory

Action

Place original in CUM Folder and send a copy to Educational Services Department.

Please update the Language Fluency code "R" and the reclassification date in Aeries student information system.

Eagle entry date _____ By: _____

Gilroy Unified School District

Reclasificación de Estudiantes Aprendiendo Inglés para Completo Dominio del Inglés 6° al 12° Grado

Nombre: _____ # Identificación Permanente _____
Apellido Nombre 2º Nombre

Fecha: _____ Grado: _____ Maestro: _____

Escuela: _____ Fecha de Nacimiento: _____

Lenguaje Materno: _____ Fecha de Entrada al Programa: _____

Un Estudiante Principiante de Inglés deberá satisfacer los cuatro puntos del criterio establecido, para ser reclasificado como Estudiante con Completo Dominio del Inglés.

I.) Evaluación sobre el Dominio del Idioma Inglés

Exámen del Desarrollo del Idioma Inglés de California (CELDT)

El Promedio General del estudiante en el Nivel de Dominio es Pre-Avanzado o más alto (Nivel 4 o 5) y cada área de dominio deberán estar a Nivel Intermedio o más alto (Nivel 3, 4 o 5).

Terminación del Exámen	Resultado de la Escala	Nivel
Comprensión Auditiva		
Comunicación Oral		
Lectura		
Escritura		
Resultado General		

¿El **resultado general** del estudiante satisface este criterio? ☐ Sí o ☐ No

II.) El Desempeño en las Habilidades Básicas

Artes del Lenguaje en Inglés (ELA) sección del Exámen de las Normas de California (CST) o del Exámen Modificado de California (CMA)

Para que el estudiante pueda satisfacer este criterio deberá obtener un resultado de 325 puntos o más alto.

Exámen de Egreso de las Preparatorias de California (CAHSEE)

Los estudiantes en 11° o 12° grado también pueden usar el **Resultado de Pase** en el CAHSEE/Artes del Lenguaje para satisfacer el criterio, solamente si el resultado de CST/ELA se encuentra por lo menos en rango Básico.

ELA: CST ☐ CMA ☐ Fecha _____ Resultado ____ CAHSEE / ELA Fecha _____ Resultado ____

¿El resultado general del estudiante satisface este criterio? ☐ Sí o ☐ No

III.) Evaluación del Maestro sobre el Desempeño Académico del Estudiante

¿El desempeño académico del estudiante indica su preparación para participar efectivamente en el programa educativo del distrito a nivel de grado según su reporte de calificaciones, el trabajo de clase y la observación del maestro? ☐ Sí o ☐ No

Si la respuesta es sí, indique por favor las medidas utilizadas:

	<u>Fecha</u>	<u>Resultado</u>
<input type="checkbox"/> Resultado del Examen Periódico (Benchmark) (de 6° a 8° gr.) (3 o más alto)	_____	_____
<input type="checkbox"/> Resultado del ELA (2.0 o más alto)	_____	_____
<input type="checkbox"/> Resultado de la muestra de escritura	_____	_____
<input type="checkbox"/> Otro _____	_____	_____

He revisado el desempeño del estudiante en todas las materias académicas y verifico que su desempeño se encuentra a nivel de grado en sus materias académicas y verifico que su desempeño esta a nivel del grado o más alto, de acuerdo a las normas. ¿El resultado general del estudiante satisface este criterio? ☐ Sí o ☐ No

Firma del Personal Certificado: _____ Date: _____

Gilroy Unified School District

IV.) Opinión y Consulta de los Padres

Entiendo que mi hijo ha aprendido inglés y ha obtenido las habilidades necesarias para aprender con éxito las normas a nivel del grado y del Programa General de Inglés. También entiendo que después de ser reclasificado, mi hijo ya no recibirá instrucción en el Desarrollo del Idioma Inglés (ELD).

Comentarios del Padre/Tutor: _____

Firma del Padre/Tutor: _____ Fecha de la Junta: _____

¿El padre/tutor está de acuerdo con la reclasificación del estudiante? ☐ Sí o ☐ No

Acción Recomendada

MARQUE POR FAVOR UNO DE LOS SIGUIENTES CUADROS

☐ Este estudiante satisface totalmente los cuatro criterios anteriores y se **recomienda** para reclasificación.

☐ Este estudiante satisface los cuatro criterios anteriores, pero **no se recomienda** para reclasificación por las siguientes razones: _____

☐ El estudiante no satisface los cuatro criterios anteriores y **no se recomienda** para reclasificación.

Nombre Impreso del Director o Persona Asignada: _____

Firma del Director o Persona Asignada: _____ Date: _____

Aprobación del Distrito: _____ Fecha: _____

Monitoreo Requerido

El desempeño del estudiante deberá ser monitoreado durante los siguientes tres años después de su reclasificación.

Fecha: _____ Progreso del Estudiante ☐ Satisfactorio ☐ No Satisfactorio

Fecha: _____ Progreso del Estudiante ☐ Satisfactorio ☐ No Satisfactorio

Fecha: _____ Progreso del Estudiante ☐ Satisfactorio ☐ No Satisfactorio

Fecha: _____ Progreso del Estudiante ☐ Satisfactorio ☐ No Satisfactorio

Action

Place original in CUM Folder and send a copy to Educational Services Department.

Please update the Language Fluency code "R" and the reclassification date in Aeries student information system.

Eagle entry date _____ By: _____

RESOURCES



Gilroy Unified School District

Staff Roles for *Initial* Enrollment, Data Entry, Language Assessment, Placement and Parent Notification

Step	Task	School Staff	Assessment Team	District Staff	Other
1	Training on roles and procedures for Principals, Literacy Facilitators and EL Program Designees				
2	Receipt of enrollment/registration form and forward Home Language Survey (HLS) to Facilitator or Designee				
3	Review HLS and determine if language assessments are required				
4	Enter one of the following into the language classification field of Eagle: If language proficiency testing is required: P = Pending test results U = Unknown - need CELDT from student's previous school of attendance If language proficiency testing is Not required: E = Student classified English Only				
5	Make <u>two</u> copies of registration form, and distribute to each: <ul style="list-style-type: none"> ▪ ELD/Literacy Facilitator or Designee ▪ Assessment Para 				
6	One-on-One CELDT Administration <ul style="list-style-type: none"> ▪ All subtests – Kindergarten /1st Grade ▪ Listening & Speaking – 2nd Grade ▪ Speaking – 3rd through 12th grades 				
7	Group CELDT Administration <ul style="list-style-type: none"> ▪ Reading & Writing – 2nd Grade ▪ Listening, Reading, and Writing – 3rd through 12 Grades 				
8	Administer Woodcock-Munoz (Spanish)				
9	Score CELDT				
10	Tabulate raw scores of CELDT and Woodcock-Munoz				
11	Interpret results of CELDT and Woodcock-Munoz				
12	Complete and sign form: <i>Initial Language Classification</i> (located in Appendix A)				
13	Distribute Initial Language Classification Form to: <ul style="list-style-type: none"> ▪ Teacher ▪ Lit Facilitator/Designee ▪ EL folder inside the student's permanent record 				
14	Send Parent Notification Letter no later than 30 calendar days from the first day of school, or within two weeks of enrollment during the school year.				
15	Update the language classification field of Eagle using information from the Initial Language Classification form. Change P or U to one of the following: F = FEP L = LEP				
16	Deliver CELDT and copy of Initial Language Classification form to District Office by monthly bundling due date				

Gilroy Unified School District

Initial Language Classification

Student name _____ Birthdate _____

School _____ Grade _____ Teacher _____

Permanent Number _____ Language spoken at home _____

California English Language Development Test (CELDT)

Date of test _____

Listening scale score _____ level _____ Research-District _____

Speaking scale score _____ level _____

Reading scale score _____ level _____ School _____

Writing scale score _____ level _____

Date of test _____

Overall Proficiency scale score _____ level _____

Test Administrator/Scorer _____ Date _____

Woodcock-Muñoz Language Survey Spanish Other Tests – IPT BSM LAS ADEPT

Date of test _____ (circle one, if not W/M)

Oral Language (Listening) RPI _____ level _____ Research-District _____

Reading-Writing RPI _____ level _____ School _____

Broad Ability RPI _____ level _____ Date of test _____

(Overall Proficiency)

Test Administrator/Scorer _____ Date _____

Language Classification _____ **LEP** _____ **FEP- Initial**

Reasonably Fluent: _____ **No** _____ **Yes**

Program Placement: _____ Structured English Immersion
 _____ English Language Mainstream _____ Alternative

Date Parent Notification Letter sent _____

Certificated staff signature _____ Date _____

Program copies to: Secretary Teacher Facilitator CUM Initial Test

GILROY UNIFIED SCHOOL DISTRICT

Dual Language Program Design

Dual Language Program Design			
50:50 Model	Kinder – 5 th grade	6 th – 8 th grade	9 – 12 th grade
Subjects Taught in Spanish	Spanish Language Development, Language Arts, Writing, Social Studies, and Math.	Social Studies, Grammar, Writing, and Novels	<i>Global Studies, Environmental Science, World History, Biology AP Spanish Language, AP Spanish Lit, and Journalism</i>
Subjects taught in English	English Language Development, Language Art, Writing, Science, and Math.	Science, Math, Language Arts	All other required classes

**6th -8th: Language Arts or CORE block is taught 50:50 Spanish to English*

GUSD- Elementary ELD Grouping Suggestions

1. Grade Level Teams

- Agree on assessments/components to be used for grouping classes
- Set deadline for when each teacher should have data compiled
- Determine how data will be collected (data walls, electronically, post-its...) and who will keep data
- **Keep groups smaller for ELD levels 1, 2 & 3**, this may mean higher #'s in the EO groups during ELD time
- **Keep experienced teachers with lower groups**
- Regroup students at least once more (mid-year) during the year
- Work with another grade level if only a few students are working on a particular level
- Include **oral practice** in order for student to internalize new language
- Give students an opportunity to **WRITE** language learned

Things to consider if multi-grade grouping

- All of the above and including the following...
- Focus on the language level needs more than the Treasures' content
- Use Treasures ELD materials from lowest grade in the group
- Make connections to the theme of the other grades as much as possible
- Focus on students acquiring oral language, vocabulary and **writing**

Don'ts

- Do not group more than two proficiency levels together

2. IF THE **ONLY** OPTION IS TO GROUP WITHIN THE CLASSROOM THEN...

- Work with EL students during Universal Access time (centers)
- Keep a very **narrow focus** on what students will be working on because time will be limited if on a rotation schedule (i.e. Vocabulary or grammar)
- Include **oral practice** in order for student to internalize new language
- Give students an opportunity to **WRITE** language learned

Don'ts

- Do not group more than two proficiency levels together

3. EO groups

- Extend
- Read/discuss Wonders books, content readers and/or other suggested stories, poetry, plays, different genres
- Develop oral/academic language
 - Use higher level frames
 - Write, write, write

Don'ts

- Do not introduce any reading components or content from the unit planner that ELs will miss out on

GUSD ELD MATERIALS LIST

Elementary	TREASURES ELD Teacher's Edition and ELD Supporting Materials EL Achieve Binder and Sample Lessons from Other EL Achieve Districts GUSD Language Resource Guide
Middle School	INSIDE EL Achieve Binder and Sample Lessons from Other EL Achieve Districts GUSD Language Resource Guide
High School	INSIDE Phonics INSIDE EDGE EL Achieve Binder and Sample Lessons from Other EL Achieve Districts GUSD Language Resource Guide

Gilroy Unified School District
Timeline for Monitoring Progress of English Learners, EL Intervention Catch-up Plan,
and Reclassified Fluent English Proficient

FALL CYCLE

Timeframe	Activity	Indicators of Success	Follow-up
October November	No later than October of each year, each school's designated staff will review spring CST results and review/revise the <i>EL Intervention Catch-Up Plan</i> for each student developed in the spring.		New data may also warrant developing an <i>EL Intervention Catch-Up Plan</i> for additional students.
October November	<p>Monitoring progress of EL</p> <p>Initial and Annual CELDT scored locally, and scores entered into Eagle</p> <p>Data Team meetings using results of interim assessments will focus on</p> <ul style="list-style-type: none"> • Progress in Reading/Language Arts • Progress in Math • Progress in ELD 	<p>Students are placed into appropriate classes at the beginning of the school year.</p> <p>EL students demonstrate learning the standards and skills being taught in the classroom.</p>	<p>Plan for schedule revision at second semester.</p> <p>Regroup students into appropriate Intervention classes or programs.</p>
September October November	<p>EL Intervention Catch-up Plan</p> <p>The student is provided with the intervention programs/services as specified in the EL Catch-up plan. His/her progress is carefully monitored throughout the school year, at each assessment interval. Adjustments and modifications to the plan are made when the data continues to show slow progress or no progress. All records, including a copy of the plan, are kept in the student's EL Folder as an addendum to the permanent record.</p>		No later than the fall parent conference, the <i>EL Intervention Catch-up Plan</i> is discussed with the parent, and amended as needed to include the parental input.

FALL CYCLE (continued)

Timeframe	Activity	Indicators of Success	Follow-up
November	RFEP Monitoring Print out Individual Profile sheets for each RFEP and collect current information about academic progress: CST and CAHSEE test score histories, grades, and course credits.	RFEP students make satisfactory progress toward expected academic progress benchmarks.	Schedule RFEP students into appropriate Intervention classes or programs.

WINTER CYCLE

Timeframe	Activity	Indicators of Success	Follow-up
December January February	Monitoring progress of EL Data Team meetings using results of interim assessments will focus on <ul style="list-style-type: none"> Progress in Reading/Language Arts Progress in Math 	Students are placed into appropriate classes at the beginning of the second semester. EL students demonstrate learning the standards and skills being taught in the classroom.	Regroup students into appropriate Intervention classes or programs.
December January February	EL Catch-up Plan Students with <i>EL Intervention Catch-up Plans</i> and not making adequate progress are identified. A Language Review Team or Student Study Team meeting is held which includes the parent. Reasons for lack of progress are discussed.		Either a new <i>EL Intervention Catch-up Plan</i> is developed to include regular, systematic implementation of best practices, or a referral is made for a more comprehensive examination to diagnose needs and plan a more appropriate program.

WINTER CYCLE (continued)

Timeframe	Activity	Indicators of Success	Follow-up
March	RFEP Monitoring Print out Individual Profile sheets for each RFEP and collect current information about academic progress: CST and CAHSEE test score histories, grades, and course credits.	RFEP students make satisfactory progress toward expected academic progress benchmarks.	Schedule RFEP students into appropriate Intervention classes or programs.

SPRING CYCLE

Timeframe	Activity	Indicators of Success	Follow-up
March April May	Monitoring progress of EL Monthly Data Team meetings using results of interim assessments will focus on <ul style="list-style-type: none"> • Progress in ELD using ELD Student Report Card (WestEd) • Progress in Reading/Language Arts • Progress in Math 	EL students demonstrate learning the standards and skills being taught in the classroom.	Regroup students into appropriate Intervention classes or programs.
March April May	EL Catch-up Plan Identify all interventions that have been implemented for the students not meeting growth expectations. Develop <i>EL Intervention Catch-up Plan</i> which outlines an intervention and acceleration schedule for each individual student, and which describes modifications to instructional practices.		The plan shall also consider possible changes in: <ul style="list-style-type: none"> • Student grouping • Lesson design • Use of instructional time (intersession, summer school, after-school) The parents shall be contacted to inform them of the lack of progress, to discuss the individualized acceleration/intervention plan with them and to invite them to participate in the interventions.

California Department of Education Commission on Teacher Credentialing

Table 1

Credentials, Certificates, Permits, and Supplementary Authorizations Issued by the Commission that Authorize Instruction to English Learners¹

Document	ELD²	SDAIE²	Primary Language Instruction²
<i>Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD Emphasis</i>	■	■	
<i>Multiple or Single Subject Teaching Credential with a Bilingual authorization or BCLAD Emphasis</i>	■	■	■
<i>Education Specialist Instruction Credential with English Learner Authorization</i>	■	■	
<i>Bilingual Crosscultural Specialist Credential</i>	■	■	■
<i>CLAD Certificate</i>	■	■	
<i>Bilingual Authorization</i>	■	■	■
<i>Language Development Specialist (LDS) Certificate⁵</i>	■	■	
<i>BCLAD Certificate⁵</i>	■	■	■
<i>Bilingual Certificate of Competence (BCC)⁵</i>	■	■	■
<i>General Teaching Credential³</i>	■		
<i>Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL⁵</i>	■		
<i>University Intern Credential with English Learner Authorization or CLAD Emphasis</i>	■	■	
<i>University Intern Credential with a Bilingual Authorization or BCLAD Emphasis</i>	■	■	■
<i>District Intern Credential with English Learner Authorization</i>	■	■	
<i>District Intern Credential with a Bilingual Authorization or BCLAD Emphasis</i>	■	■	■
<i>Clear Designated Subjects Career Technical Education Credential⁷</i>		■	
<i>Emergency CLAD Permit</i>	■	■	
<i>Emergency BL Permit</i>	■	■	■
<i>Provisional Internship Permit/Short Term Staff Permit with English Learner Authorization</i>	■	■	
<i>Provisional Internship Permit/Short-Term Staff Permit with Bilingual Authorization⁸</i>	■	■	■
<i>Certificate of Completion of Staff Development⁴</i>	■	■	
<i>Certificate of Completion of Staff Development (SB 1969)^{4,6}</i>	■	■	

English Learner Advisory Committee

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

Requirement

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

Composition Requirements -- Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Elections

1. Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
3. Districts with 31 or more ELACs may use a system of proportional or regional representation.

Training -- The district shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

Legal References

- California *Education Code*, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)
- California *Code of Regulations*, Title 5, Section 11308 (b), (c), and (d)
- 20 *United States Code* Section 6312 (g)(4)

District-level English Learner Advisory Committee

An explanation of a district-level English Learner Advisory Committee role, purpose, and requirements.

Requirement

Each California public school district, grades kindergarten through 12, with 51 or more English learners must form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee.

Responsibilities

1. The DELAC, or subcommittee on English learner education, shall advise the district's local governing board (e.g., in person, by letters/reports, or through an administrator) on programs and services for English learners.
2. The DELAC shall be responsible for advising the district's local governing board on the following tasks:
 - a. Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plan for Student Achievement.
 - b. Conducting a district-wide needs assessment on a school-by-school basis.
 - c. Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
 - d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
 - e. Administration of the annual language census (e.g., procedures and forms).
 - f. Review and comment on the district's reclassification procedures.
 - g. Review and comment on the written notifications required to be sent to parents and guardians.

Composition Requirements

Parents or guardians of English learners not employed by the district must constitute a majority membership (51 percent or more) of the committee.

Elections

1. Each school's English Learner Advisory Committee (ELAC) must have the opportunity to elect at least one of its members to be a site representative in the DELAC.
2. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Trainings

The district shall provide to all DELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with DELAC members. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of DELAC members. This includes costs for child care, translation services, meals, and other reasonable expenses.

Legal References

California *Education Code*, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a)
California *Code of Regulations*, Title 5, sections 11308 (b) and (d).
20 *United States Code* Section 6312 (g)(4)

**Gilroy Unified School District
DELAC By-laws**

**DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE BY-LAWS
(DELAC)**

APPROVED by THE COMMITTEE ON JANUARY 29, 2009

ARTICLE I – GUSD DELAC

The name of this organization shall be the Gilroy Unified School District English Learner Advisory Committee (DELAC).

ARTICLE II – PURPOSE

The purposes of this council shall be to provide opportunities for parents to give advice to assist the district in the decision making process concerning programs for Limited English Proficient (LEP), also known as English Learners (EL) students.

The duties and responsibilities of DELAC are to advise the District on all of the following:

- A. Consulting with parents regarding services to English Learners related to programs to teach English, Mathematics, and other core courses.
- B. Reviewing, revising and implementing the District English Learner Master Plan that considers the SPSA.
- C. Annual update of the Local Education Agency Plan elements related to English Learners.
- D. Annual administration of the (R-30) Language Census Report.
- E. Facilitate resources to help make parents aware of the importance of regular school attendance.
- F. Present an annual report to the Board of Education that includes a summary of the activities of the DELAC and recommendations for the improvement of educational programs.
- G. Conducting a district-wide needs assessment on a school-by-school basis.
- H. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- I. Review and comment of the school district's reclassification procedures.
- J. Review and comment on the written notifications required to be sent to parents and guardians.
- K. Members of DELAC shall carry out their advisory responsibilities upon receiving appropriate training and materials from the District, planned in full consultation with the members.

ARTICLE III – MEMBERSHIP

SECTION I: Composition of Committee

- The DELAC shall be comprised of a majority of parents of students designated as English Learners in attendance at any school in the Gilroy Unified School District.
- The DELAC representatives must be elected for their positions by the English Learner Advisory Committees (ELAC) of their child's school of attendance.
- Each school in the district that enrolls 21 or more English Learners shall elect at least one representative and one alternate to the DELAC.
- The Administrator of Specialized Programs & Accountability or his/her designee is a member of the committee who functions as a facilitator, and who does not have a vote.
- The DELAC may elect to add members by a majority vote.

SECTION 2: Terms of Membership

All committee officers and members shall serve a two-year term. The representatives could be elected by their respective schools to serve additional years on the DELAC, however, each term should not exceed two years.

SECTION 3: Advisory Rights

- Each representative shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the committee.
- A motion will pass with a majority (51%) of representatives present, providing that there is a list of quorum.
- Each representative to DELAC may represent only one school during his/her term.

SECTION 4: Termination of Membership

A representative shall no longer hold membership under the following conditions:

- a) His/her child ceases to attend the school represented.
 - b) The school the member represents elects another parent to represent the school.
 - c) The representative has 3 or more unjustified absences at regularly scheduled committee meetings. An unjustified absence occurs when the committee member fails to 1) inform a committee officer of his or her absence, or 2) ensure that at least one of the school's representatives will be present at the meeting in question.
- Termination of membership shall be made by a majority vote of the committee.

SECTION 5: Resignation

Any representative may resign by submitting a written resignation to the committee's president.

SECTION 6: Vacancy

If an officer vacancy occurs, the committee will elect a new officer from the ranks of current representatives.

If a representative vacancy occurs because he/she resigns as a DELAC representative for his or her school, the **school** shall elect a replacement from the ranks of current members of the ELAC.

ARTICLE IV – OFFICERS

SECTION 1: Composition

- The officers of the DELAC shall consist of a president, vice president, **a secretary, representative to Superintendent's Parent Advisory Committee (SPAC)**, and any other officer deemed necessary by the committee.
- Officers shall be elected by the committee on a two year basis and shall be representatives in good standing of the committee.

SECTION 2: Duties

- The president shall develop the agendas with the committee facilitator and preside at all meetings of the committee. The president must be a parent of an English Learner or of a student reclassified fluent, in attendance in the Gilroy Unified School District.
- The vice-president shall assist the president and shall perform the duties of the president in his/her absence.
- The secretary with the assistance of the administrator or his/her designee, shall maintain a record of all meetings, the membership, the calendar of meetings, prepare the agendas and record and publish the minutes.

- The secretary shall perform the duties of the president in the event that both the president and the vice president are absent.
- The representative to SPAC shall attend the monthly SPAC meetings, represent the interests and concerns of the DELAC members at SPAC, ***and make a report to DELAC about SPAC activities and discussion.***

ARTICLE V – MEETINGS

- A minimum of one regular meeting per month shall be held during each school year. The date, time, and place of each meeting shall be decided by the committee.
- A calendar shall be prepared annually no later than the beginning of the school year.
- Notification of all regular and special meetings shall be duly publicized not less than three days prior to the meeting. All meetings shall be open to the public.
- A quorum is defined as the presence of 51% of the representatives of the committee and such a quorum is required for the completion of any actions requiring motions and approval by vote.

ARTICLE VI – SUBCOMMITTEES

- Subcommittees shall be appointed as required to promote the objectives of the advisory committee by a majority of representatives in attendance. Subcommittees will meet as needed. Results of subcommittee work shall be reported to DELAC Committee for approval.

ARTICLE VII – BUSINESS PROCEDURES

- DELAC meetings shall be conducted in a manner that allows every representative to be heard and for decision making.
- Roberts Rules of Order shall be used to take action on any recommendations, rule changes, or approvals.

ARTICLE VIII – AMENDMENTS OF BYLAWS

These bylaws may be amended at any regular meeting of the committee by a simple majority of a quorum of representatives.

ARTICLE IX – RATIFICATION OF BYLAWS

The by-laws shall be approved and ratified by a majority of the DELAC representatives.

English Learners Program

Kathleen Biermann, Administrator

Principals:

Please complete the checklist below and return it to the Administrator of EL Programs no later than the end of the second week of school. This tool will help you and Ed Services plan the steps to address EL program requirements and establish clear communication lines for information and support.

EL Services Principals' Fall Checklist

School : _____ Principal: _____ Date: _____

☐ CHOOSE SITE DESIGNEE FOR CELDT ASSESSMENT:

Designee: _____ Job Title: _____

Back-to-School Responsibilities:

- Meet with District EL TOSA to schedule CELDT teams to go to sites within the required timeframe.
- Prepare EL student site data for CELDT testing and work with DO staff to send out the Annual Notification Letters to parents
- Participate in CELDT training and/or testing team as needed.

☐ CHOOSE ELD DESIGNEE TO PROVIDE EL PROGRAM OR WAIVER INFORMATION TO PARENTS (New facilitators, site secretaries, assessment paraprofessionals or parent liaisons designated to fulfill these duties will need training from District Office):

Designee: _____ Job Title: _____

Duties/Responsibilities:

- Provide EL Program options and waiver information to EL parents in a language and format they can understand using the GUSD EL Parent Information Brochure.
- Collect and process waivers as they are submitted to site within the required timeline.
- Assist the Principal in scheduling back-to-school meetings or events to provide EL Program options and waiver information to parents during the first 30 days of school. Collect evidence of parent outreach for this purpose.
- Assist site clerical personnel on input of waiver information in District's Eagle database.
- Organize waivers (including Dual Immersion) and submit to DO for signatures and consultation every other week from August through October.
- Collaborate with site teachers, grade level teams, counselors and/or principal in the initial placement of EL students in leveled ELD blocks or classes and appropriate interventions.
- Assist principals with the updating of the student waiting lists for Dual Immersion Programs/classes and provide it to the District Office Enrollment and EL Programs Offices by grade level for district and public review.

❑ **CHOOSE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) DESIGNEE/FACILITATOR:**

Designee: _____ Job Title: _____

Duties/Responsibilities:

- Ensure the site has an ELAC representative attending the **first general DELAC Meeting at District Office scheduled for** _____ (even if your site ELAC elections are scheduled for later in the school year).
- Collaborate with the EL Program Administrator (Kathleen Biermann) or district TOSA to ensure the ELAC meeting agendas include the required items and training topics for the year (according to the ELAC Agenda Topics Guide published by the EL Services Office posted on the GUSD website).
- Collaborate with site ELAC representatives to schedule meeting dates and times that foster healthy EL parent participation and do not conflict with the DELAC meeting dates (see current DELAC meeting calendar). Inform EL Services Administrator of date and time of the first ELAC meeting before the first DELAC meeting.

First ELAC meeting has been scheduled for held on: _____

❑ **CHOOSE SITE DESIGNEE FOR RECLASSIFICATION AND RFEP MONITORING PROCESSES:**

Designee: _____ Job Title: _____

Duties/Responsibilities:

- Prepare Reclassification forms and required documentation for each qualifying student for the Fall and Spring Reclassification Cycles
- Schedule conference date with parents, the student's homeroom/core teacher and administrator to gather the required signatures
- Collect all paperwork; place it in the students Cum Folder and forward copies to the English Learners Services Department for District Office signatures and record keeping
- Work with site personnel to update student classification in Eagle to RFEP and record date
- Fill out monitoring form for students reclassified to RFEP status during the prior three years
- Assist District Office in preparing site students for Annual Reclassification Ceremonies.

❑ **SUBMIT SITE ELD BLOCK SCHEDULE FOR EACH GRADE LEVEL - OR ELD CLASSES FOR SECONDARY SITES (DUE TO D.O. BEFORE END OF FIRST MONTH OF SCHOOL)**

Designee: _____ Job Title: _____

Principal's Signature _____

LEGAL REFERENCES



Legal References

State and Federal Law

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

are not limited to, the following:

Federal Law

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

Public Law 107–110

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

State Law

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

Williams Settlement

Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: <http://www.cde.ca.gov/fg/fo/profile.asp?id=1040>

Legal and Programmatic Information

CALIFORNIA DEPARTMENT OF EDUCATION

English Learners:

<http://www.cde.ca.gov/sp/el/>

Categorical Programs Monitoring:

<http://www.cde.ca.gov/ta/cr/cc/>

CPM monitors local educational agencies (LEAs) for compliance with categorical program and fiscal requirements. LEAs are responsible for maintaining compliant categorical programs.

English Language Development Standards - California Department

<http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf#search=eld%20standards&view=FitH&pagemode=none>

Common Core State Standards

<http://www.cde.ca.gov/re/cc/><http://www.cde.ca.gov/re/cc/>

US DEPARTMENT OF EDUCATION

National Clearinghouse for English Language Acquisition:

<http://www.ncela.gwu.edu/>

Information on materials, programs, research, and other resources to help language-minority students.

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA):

<http://www2.ed.gov/about/offices/list/oela/index.html>

Office in the U.S. Department of Education responsible for the administration of Title III, NCLB.

Office for Civil Rights:

<http://www2.ed.gov/about/offices/list/ocr/index.html>

The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

Gilroy USD

Board Policy

Education For English Language Learners

BP 6174

Instruction

The Governing Board 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 district English Learner Master Plan fully describes how the policy and Administrative Regulation will be implemented.

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. The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

(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)

The district has defined the term "nearly all" as follows:

To provide that all classroom instruction be conducted in English, except for clarification, explanation, English Language Development, Dual Immersion and additional support as needed.

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)

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

1. Ability to compete effectively with English-speaking peers in mainstream academic classes
2. Performance on CELDT described as "English Proficient"
3. Performance on CST/ELA at proficient level or above
4. Passing score on CAHSEE/ELA

(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.

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
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54028 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sunseting 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
COURT DECISIONS
Valeria G. v. Wilson, (9th Circuit) 2002 U.S. App. Lexis 20956
California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (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
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Guidelines for Reclassification of English 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 GILROY UNIFIED SCHOOL DISTRICT

adopted: November 20, 2008 Gilroy, California

Gilroy USD

Administrative Regulation

Education For English Language Learners

AR 6174
Instruction

Definitions

English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a limited English proficient or LEP child. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5 CCR 11511)

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the

student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The district shall notify parents/guardians of their child's results on the CELDT within 30 calendar days. (5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (former Education Code 52164.1, 62002)

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the student's classification as English language learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
 - a. The manner in which the program will meet the educational strengths and needs of the student
 - b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
 - d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program

5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:

1. Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))

2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))

3. Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))

The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)

Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)

1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices

2. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Governing Board guidelines

Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (5 CCR 11309)

When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to Education Code 311(c) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

The principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.

Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20

instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers
2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English language learner shall be

reclassified as fluent English proficient: (5 CCR 11303)

1. Assessment of English language proficiency utilizing the CELDT as the primary criterion, and objective assessment of the student's English reading and writing skills
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions
3. Parent/guardian opinion and consultation during a redesignation interview

Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

4. Comparison of performance in basic skills, including performance on the English-Language Arts section of the California Standards Test
5. Objective data on the student's academic performance in English

The Superintendent or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Superintendent or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

Advisory Committees

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308)

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis

3. Establishment of a district program, goals and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures
7. Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Regulation GILROY UNIFIED SCHOOL DISTRICT
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