



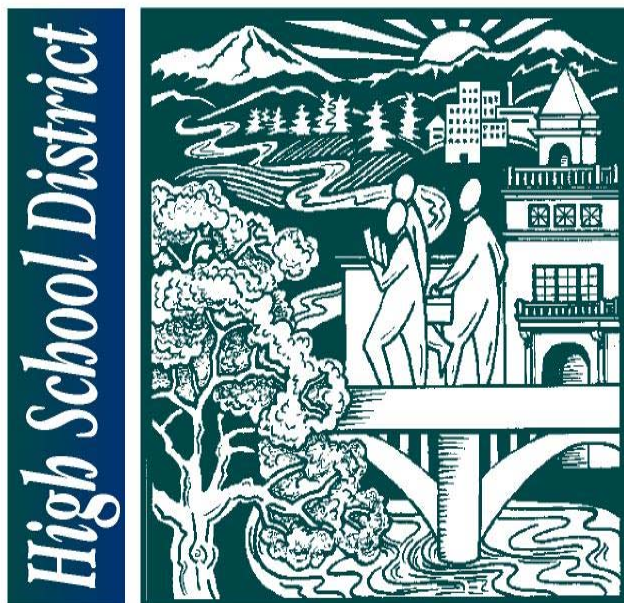
Shasta Union

High School District

**English Language
Learner**

MASTER PLAN

A Guide to Services



Since 1899:
A Tradition of Quality Education

Shasta Union
High School District
Instructional Services
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Programs for English
Language Learners

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Preface

Shasta Union High School District English Language Learners

During the past six years, the Shasta Union High School District has experienced a minimal decrease in English Language Learner (ELL) students. English Learners comprised 1% of the district’s student population in 2004/05, down from 1.7% in 1998/99.

In 2004/05 47% of the English Language Learners reported Mien as their primary language, 32% Spanish, 9% Russian, 4% Lao, and 8% other non-English (three languages). In 1998/99 65% of English Language Learners reported Mien as their primary language, 17% Lao, 5% Vietnamese, 4% Spanish, and 9% other non-English (seven languages).

| 1998-99 | | | 2004-05 | | |
|--------------------------|------|------|--------------------------|------|------|
| SUHSD Enrollment | 5192 | | SUHSD Enrollment | 5659 | |
| English Learner Students | 88 | 1.7% | English Learner Students | 55 | 1.0% |

Enrollment by Ethnicity

| | | |
|----------------------|------|------|
| American Indian | 173 | 3.3% |
| Asian | 299 | 5.8% |
| Pacific Islander | 20 | 0.4% |
| Filipino | 13 | 0.3% |
| Hispanic | 205 | 3.9% |
| African American | 65 | 1.3% |
| White | 4415 | 85% |
| Multiple/No Response | 2 | 0% |

Enrollment by Ethnicity

| | | |
|----------------------|------|------|
| American Indian | 190 | 3.4% |
| Asian | 200 | 3.5% |
| Pacific Islander | 67 | 1.2% |
| Filipino | 41 | 0.8% |
| Hispanic | 284 | 5.0% |
| African American | 65 | 1.1% |
| White | 4742 | 84% |
| Multiple/No Response | 70 | 1.0% |

District Profile



Achievement

Compliance Items

- * Parent Notification
- * District Assurances

Parent Notification in Primary Language

The Shasta Union High School District makes every effort to communicate with non English speaking parents in their native language through the use of bilingual staff member and community volunteers.

When 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 through 12 speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in such primary language, and may be responded to either in English or the primary language. (Added by Stats. 191, Ch. 219) (EC 48985)

District Assurances

District Consolidated Application* State Program for English Language Learners

1. The district has properly identified, assessed, and reported all students who have a primary language other than English and are English Language Learners. (EC 62002)
2. The district has completed and submitted annual language census reports (R30-LC) which include all ELL and FEP students. (EC 62002 and 62003)
3. All parents of ELL and FEP students have been notified in writing of their child's English and primary language proficiency assessments results. (EC 2002)
4. A procedure exists which ensures that the participation of each student enrolled in a EL program is voluntary on the part of parent or guardian. (EC 62002)
5. The district has assigned an adequate number of qualified teachers to implement the required English language instruction in order to develop proficiency in English. (EC 62002; Castaneda v. Pickard; and Keyes v. School District No. 1)
6. The district has assigned an adequate number of qualified teachers to implement the required instruction through the primary language for each ELL student when it has been determined to be necessary. (EC 62002; Castaneda v. Pickard; and Keyes v. School District No. 1)
7. Classroom teachers who are being assisted by instructional aides retain their responsibility for the instruction and supervision of the pupils in their charge. (EC 45344 (a))
8. Instructional aides who are assisting classroom teachers have educational qualifications appropriate to their assigned responsibilities. (EC 45344(b))
9. The district is in the process of providing an inservice program to qualify existing and future personnel with the cross-cultural skills necessary to serve ELL students. (EC 62002)

District Assurances (continued)

10. There are adequate basic and supplemental resources to provide ELL students with EL learning opportunities in an appropriate program to sustain academic achievement. (EC 62002)
11. Objective criteria to change a student's designation from ELL to FEP status have been established. (EC 62002)
12. The district has met the requirements of EC 62002.5 regarding the advisory functions of the district and school committees on EL education. (EC 62002.5)
13. Each ELL student receives a program of instruction in English Language Development in order to develop proficiency in English (EC 62002)
14. Each ELL student whose diagnosis makes academic instruction through the primary language necessary receives such instruction. (EC 62002)
15. Each ELL student whose diagnosis makes it necessary to receive specially designated academic instruction in English receives such instruction. (EC 62002)



Achievement

EL 1

Reclassification

Program Process/Procedures

- * Monitoring Process
- * Redesignation Procedures
- * Reclassifying Decision Guide
- * Reclassification Criteria

EL1: District Monitoring Process for Redesignation

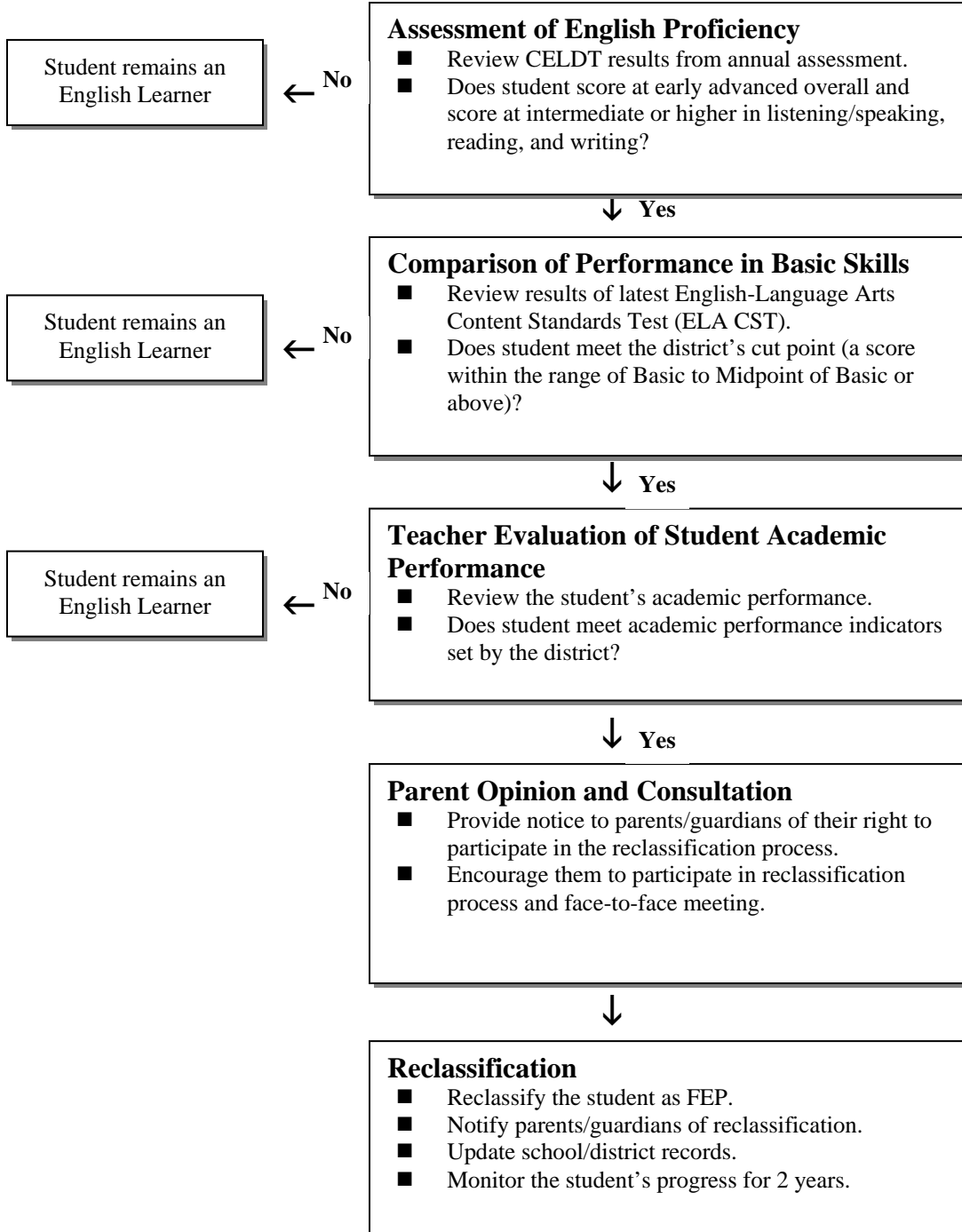
The Instructional Services department's curriculum analyst in the fall of each school year sends a list of EL students whose spring standardized scores trigger the redesignation process. The curriculum analyst will also send a packet containing a parent notification letter and recording form for school information regarding redesignation for each student. The school EL teacher will process the redesignation candidates by contacting the parent to make an appointment for redesignation assessment. At the end of the assessment, the EL teacher will conduct a parent conference during which parents are informed as to the results of the assessment. At that time, the parent is asked if the child meets all redesignation criteria, and the parent signs a form to change his/her child from LEP to FEP. Copies of all forms are sent to the district office and all original documents are forwarded to the school site counseling center for filing in student's permanent record file.

EL1: Redesignation Procedures

| Primary Function | Instrument | Target Group | Responsibility | Time Line |
|--|--|---|--|--|
| To determine level of English language proficiency (reading, language arts and mathematics) | CELDT (CST) | All ELL pupils considered for redesignation | Classroom Teacher ELL Teacher | When student is considered for redesignation |
| To determine level English language proficiency (understanding and speaking) | CELDT | All ELL pupils considered for redesignation | Classroom Teacher ELL Teacher Other Personnel | When student is considered for redesignation |
| To determine level of English language proficiency (comprehension, fluency, vocabulary, pronunciation and grammar) | California Standards Test | All ELL pupils considered for redesignation | Classroom Teacher ELL Teacher Other Personnel | When student is considered for redesignation |
| To determine level of English language proficiency (writing) | CST Writing sample from English Teacher OR CAHSEE Essay | All ELL pupils considered for redesignation | Classroom Teacher English Teacher ELL Teacher | When student is considered for redesignation |
| To notify parents of pending redesignation and to invite them to redesignation meeting | Parent Notification Letter | All ELL pupils considered for redesignation | ELD Coordinator with designated Site Program Administrator | When student is considered for redesignation |
| To follow-up on educational success of redesignated pupils | RFEP Reclassification Monitor List | All redesignated pupils | Classroom Teacher ELL Teacher Site Administrator | Quarterly for 2 year minimum time frame |

SHASTA UNION HIGH SCHOOL DISTRICT

Decision Guide: Reclassifying a Student from EL to FEP



SHASTA UNION HIGH SCHOOL DISTRICT
English Language Learners RECLASSIFICATION CRITERIA

9th and 10th Grade Students

PRIMARY INDICATOR:

A score of early advanced overall and scoring at intermediate or higher in each of the following categories of the California English Language Development Test (CELDT): Listening and Speaking, Reading, Writing and Overall.

PLUS THE FOLLOWING CRITERIA:

1. A score on the California English Language Arts Standards Test at the Basic, Proficient or Advanced Level
2. Teacher Evaluation of Student Academic Performance
3. Parent Opinion and Consultation

11th and 12th Grade Students

PRIMARY INDICATOR:

A score of early advanced overall and scoring at intermediate or higher in each of the following categories of the California English Language Development Test (CELDT): Listening and Speaking, Reading, Writing and Overall.

PLUS TWO OF THE FOLLOWING CRITERIA:

1. A score on the California English Language Arts Standards Test at the Basic, Proficient or Advanced Level
2. Passing the California High School Exit Exam in English Language Arts
3. Teacher Evaluation of Student Academic Performance
4. Parent Opinion and Consultation



Achievement

EL 2

Evaluation & Accountability

- * Program Evaluation
- * SPSA CELDT Data Sample
- * Site level Monitoring Resources
- * Description of Student Evaluation Forms

EL2: Program Evaluation

The Shasta Union High School District utilizes a variety of indicators to monitor the effectiveness of instructional programs. In the overall instructional program along with the EL program, the assessment and accountability system allows for the collection and reporting of data using a standards based and multiple measures system. The Instructional Services Department identifies district-wide trends and individual student deficits that may occur within instructional programs. The effective use of assessment data on English Learners, as well as other special need student populations is an important factor in achieving program goals.

The SUHSD has adopted three program goals for English Learners. The first goal is to develop English and literacy in each student as effectively and efficiently as possible. The second goal is to provide students an equal opportunity for academic achievement through Specially Designed Academic Instruction in English (SDAIE), Structured English Immersion (SEI), or primary language instruction. The third goal is to promote a positive self-concept and cross-cultural understanding among all students. In the areas of gender, English language proficiency levels, and language groups disaggregated data will be collected to determine progress toward attaining program goals.

Program Goals

Goal I Increase English language proficiency

English language development data will be collected to determine:

- The extent EL students are progressing in ELD levels according to the district standards for gaining English language proficiency.
- Annual gains in SABE/2 test scores among students tested the previous year.
- Annual number of R-FEP

Goal II Provide equal opportunity for academic achievement, progress in the core curriculum and participation in district curricular programs.

Achievement data will be collected to determine:

- The percentage of EL and redesignated students making normal progress toward graduation by accumulating grade-appropriate high school credits.
- The percentage of EL and redesignated students meeting high school proficiency standards in language arts and mathematics.
- Annual gains on the ELA CST among EL and redesignated students.
- The percentage of EL and redesignated students enrolled in GATE and Career Technical Education courses.
- The percentage of EL and redesignated students enrolled in a course that satisfies admission requirements for the University of California.

Goal III Promote positive self-concept and cross-cultural understanding

- The percentage of EL students who are involved in extra curricular/co-curricular activities
- The percentage of EL students with post secondary education plans.
- Differences in school dropout rates.

Single Plan for Student Achievement

CELDT DATA

- Students tested 2003 Annual 23 Initial 13

- Students moving one level in the Overall Student Proficiency Designation 15
- Goal 80 % Actual 65 Goal Reached? Y N
- *5 Students not CELDT Tested in 2003/2004

Table 1

Total student enrollment at State Language Census Collection date

| Home Language | English Learner #4 | FEP Redesignated #3 | FEP Initial # 2 | Monolingual (Native) English #1 |
|--------------------|-----------------------|------------------------|--------------------|------------------------------------|
| English | | | | |
| Spanish | 11 | 4 | 23 | |
| Mien | 11 | 3 | 92 | |
| Lao | 1 | | 13 | |
| Hmong | | | 3 | |
| Other | 7 | | 6 | |
| GRAND TOTAL | 30 | 7 | 137 | |

Table 2

Redesignation Rate by Year-In-School

| # of Years in US School | # of EL Students | # of Redesignated |
|----------------------------|------------------|-------------------|
| 8+ | 11 | 4 |
| 7 | | |
| 6 | | |
| 5 | 2 | |
| 4 | 2 | |
| 3 | 2 | |
| 2 | 4 | 1 |
| 1 | 4 | 2 |

Source: Cum File

SASI / CELDT

SASI / District Criteria

EL2: Student Monitoring Resources

At the school site level a number of resources are available to monitor individual student progress and provide assistance to schools for meeting accountability goals. The following table summarizes reports and data sources available to schools to increase the academic success of English Learners.

| Goals | Measures | Analysis | School Accountability and Student Monitoring Resources |
|--|---|---|--|
| Increase English and proficiency | <ul style="list-style-type: none"> ✓ LAS ✓ English language development profile ✓ CAT 6 ✓ SABE/2 | <ul style="list-style-type: none"> ✓ Disaggregate gains by ELD level, language group, instructional program and grade level. | <ul style="list-style-type: none"> ✓ Annual student achievement and school Report. ✓ District ELS benchmarks. ✓ Diagnostic Data Sheets ✓ Language Development Curriculum Guide, ✓ Secondary English Language Development Program. |
| Provide equal opportunity for academic achievement | <ul style="list-style-type: none"> ✓ Accelerated Mathematics scanner sheets ✓ CAT 6 ✓ Student schedules and placement data | <ul style="list-style-type: none"> ✓ Compare standardized test scores of EL, redesignated and English Only students, ✓ Disaggregate test data by grade levels, ELD levels, and language groups. ✓ Compare placement rates of EL redesignated, and English only students meeting grade level standards in English language arts and mathematics | <ul style="list-style-type: none"> ✓ Accelerated reader results ✓ Accelerated math results ✓ District writing sample results. ✓ Data-Wise diagnostic data sheets ✓ Various district Instructional Services data analysis charts ✓ CAHSEE |
| Promote positive self-concept and cross-cultural understanding | <ul style="list-style-type: none"> ✓ EL student Survey ✓ Attendance records | <ul style="list-style-type: none"> ✓ Disaggregate survey data by ELD levels, grade levels, language groups and instructional program. ✓ Compare participation rates | <ul style="list-style-type: none"> ✓ School Accountability Report Card ✓ Annual Parent Survey |

EL2: Description of Student Evaluation Forms

Through use of the ELL File Content Checklist, the progress of each ELL student is monitored on a quarterly basis.

Once a student is re-classified-RFEP, then the RFEP Reclassification Monitor List is used to follow student progress on a quarterly basis.

The teaching staff utilizes an ELL Student Language Observation Form to communicate in writing with all of the teachers of the ELL and RFEP students. If any interventions, modifications or adaptations are necessary, specific prescriptions are outlined for the teacher to use for assisting ELL and RFEP students. The form Education Services is utilized for this purpose.

The Single Plan for Student Achievement analyzes Student Performance Data and the ELL population is one of the sub-groups identified for analysis. The areas analyzed include the Academic Performance Index and the California High School Exit Exam. Additionally, CELDT data is analyzed along with the Redesignation Rate by year-In-School.

Program adjustments are determined based on the data from all of the above resources.

*Sample evaluation forms can be found in the appendix section pages 65-68.



Achievement

EL 3

Instructional Programs

- * Knowledge & Fluency in English
- * Program Objectives
- * Quality Criteria Guidelines
- * Curriculum Development Factors
- * Second Language Teaching Strategies

EL3: Knowledge and Fluency in English (§11301)

- (a) For purposes of a “good working knowledge of English” pursuant to *Education Code* Section 305 and “reasonable Fluency in English” pursuant to *Education Code* Section 306(c), an English learner shall be transferred from a structured English immersion classroom to an English language mainstream classroom when the pupil 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 instruments.

A reasonable level of English is interpreted by SUHSD to be:

CELDT – Overall and sub-tests (Listening & Speaking, Reading, and Writing) results scored at 3 or above.

Students mainstreamed into English language classrooms are eligible to participate in other additional and appropriate educational services for the purposes of overcoming language barriers until the English language learners have demonstrated English-language proficiency comparable to that of the school district’s average English-language speakers; and recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

SUHSD programs meeting these criteria include English Language Learner (ELD) programs (grade 9-12) and English Language Mainstream classes (grades 9-12).

- (b) 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.
- (c) An English learner may be re-enrolled in a structured English immersion program not normally intended to exceed one year if the pupil has not achieved a reasonable level of English proficiency, unless the parents or guardians of the pupil object to the extended placement.

EL3: Program Objectives

- ~ All EL pupils will receive instruction in the regular program and the sheltered core curriculum.
- ~ EL pupils will receive individualized tutorial instruction as appropriate.
- ~ All EL pupils eligible for sheltered core curriculum will be assigned as needed.
- ~ All EL pupils will be provided support for ELD science and social science instruction through the sheltered core curriculum.
- ~ All pupils will receive instruction pertaining to the development and enhancement of their self-esteem.
- ~ All parents of pupils, will be encouraged to participate in their child’s education.
- ~ All pupils will be expected to meet all SUHSD grade level competencies and graduation requirements as defined in the district policy.

Instructional Design

| <i>Level of English Acquisition Language</i> | <i>Sheltered Instruction</i> | Mainstream Instruction |
|---|--|--|
| Pre-production to Early Production Pre-literate in L ₁ | Beginning ELD* (Lang Arts) | PE Visual and Performing Arts Math Voc Ed |
| Pre-production to Early Production ** Literate in L ₁ | Beginning ELD* (Lang Arts) Social Science Science | PE Visual and Performing Arts Math Voc Ed |
| Speech Emergence | Beginning ELD* Social Science Science | PE Visual and Performing Arts Math Voc Ed |
| Intermediate Fluency to CALP*** | Intermediate ELD Language Arts Social Sciences ELD-Transitional Language Arts | Science, Social Science, Music, PE Visual and Performing Arts Math Voc Ed |
| English Fluency | | All Subjects |

* Pre-literate – Does not exhibit characteristics of a fluent reader in L₁

** ELD should be meaning-centered and literature based. For literate students incorporate reading and writing strategies.

*** Cognitive Academic Language Proficiency

EL3: English Language Development Quality Criteria*

The English Language Development (ELD) program is planned with clearly stated goals and objectives for having students acquire native-like communicative competence in English. The program enhances students' self-confidence and promotes language proficiency for personal, social, and educational purposes. The curriculum moves students from early to advanced levels of proficiency in listening, speaking, reading, and writing. Through both the curriculum and instruction, students learn to accommodate the socio-cultural similarities and differences between the native language setting of the home and the second language environment of the school.

ELD instruction develops students' abilities to use English as a means of gaining knowledge, acquiring skills, and communicating with others. It enhances higher order thinking across the ELD and the core curriculum, promotes academic skills in the content areas and strengthens students' abilities to listen actively, speak fluently, read efficiently, and write effectively. Students engage in both teacher-directed and student-centered activities which are or simulate authentic uses of English by native speakers. Teachers and students approach learning as developmental and do not make unreasonable demands for grammatical accuracy over communicative function and the natural stages of second language acquisition.

Qualified teaching and support staff are sensitive to students' needs. Materials accommodate students' interests, backgrounds, and levels of language proficiency. Identification and assessment practices ensure recognition of students' strengths and result in proper placement. Assessment for achievement is holistic and competency-based and is aligned closely with the content and format of the ELD curriculum and instruction. There is active collaboration and staff development among professional, paraprofessional, and volunteer staff members in the program.

- ~ The ELD program is meaning-centered and literature-based; it is supplemented, when necessary, with direct instruction in vocabulary, grammar, and pronunciation related in meaningful ways to and in the context of the ELD and academic core curriculum.
- ~ For parents of Non-English speaking students who request a Bilingual program, access to the core curriculum through both materials and instruction in the home language.
- ~ The ELD curriculum, materials, instructional practices, and expectations reflect high standards and are consistent across classrooms.

Instruction

- ~ ELD instruction is developmental in nature and allows students to acquire English to their fullest potential at a pace appropriate to their ages and developmental levels.

- ~ Various approaches appropriate to students' language levels, academic proficiency, and communicative needs are used. Approaches include frequent student-centered, activity based instruction.
- ~ Direct instruction is based on assessed need and is provided in the context of the communicative, meaning-based ELD curriculum.
- ~ Students' home languages and cultural experiences are incorporated into the curriculum and instruction.
- ~ Methods and materials of instruction instill self-confidence and self-esteem.
- ~ A range of thinking skills is taught in the context of worthwhile literature. A wide range of thinking develops as students read, write about, and discuss the meanings they discover through this literature.
- ~ Students in all subjects learn to use the writing process flexibly, with attention to the different strategies necessary for the different kinds of writing people actually do. Writing instruction begins with encouraging fluency and content before correctness of form, handwriting, and spelling. Students focus on making sense of what they can read, write, and discuss, and teachers assess progress in terms of function and fluency rather than correctness.
- ~ Oral language proficiency is encouraged through a variety of listening and speaking activities for individuals and groups in settings where meaning is sought and negotiated from literature and real-life experiences.

School Environment

- ~ All adults responsible for the instruction of ELL students encourage the use and mastery of the language arts in all subject areas. They introduce and model the listening, speaking, reading, writing and thinking strategies that students are to employ. Planned curricular and extra curricular experiences facilitate positive student interactions inside and outside class with native speakers of English.
- ~ ELL students receive general fund services supplemented by categorical funding for enrichment. There is a wide variety of printed, audiovisual, and manipulative materials for all ELL students at all levels of development and in all subject areas.

Home Environment

- ~ Parents are encouraged to use their most fluent language when communicating with their children at home. There is frequent, systematic, and purposeful communication between the school and homes of the ELL students.

Staff Development

Schools that serve EL Learners will have an in-service program that addresses:

- ~ Communication-based aural-oral skills development for ELL students
- ~ Literature-based curriculum and methods for teaching ELL students
- ~ The nature of learning and development of higher order thinking processes
- ~ ELD teaching competencies, including knowledge of language acquisition, assessment, cross-cultural and interpersonal communication skills and content-based instruction.
- ~ Writing process approaches
- ~ Collaborative implementation of staff development and new teaching strategies, collegial problem-solving, and coaching across curriculum areas.

Assessment

- ~ Staff members are trained in and employ assessment practices which authentic holistic measures aligned with the modes through which students learn the knowledge and skills being assessed. The evaluation of students' individual and group work in class over time is as important as formal testing in assessing student progress.

Auxiliary Support

- ~ All adults who interact with ELL students demonstrate high expectations for these students and frequently recognize these students' strengths and progress publicly.
- ~ The school library contains an extensive collection of materials which provide access to the core curriculum for ELL students, including supplementary and audiovisual materials.
- ~ The school's guidance services, health services, and extracurricular activities are accessible to students still acquiring English.
- ~ The special nature of ELL populations in terms of their refugee or immigrant status and possible migrant conditions are addressed by the school to minimize their negative effects on student learning.
- ~ Teachers of other subjects recognize the special needs of ELD students and adjust their teaching accordingly by providing sheltered instruction.

EL3: Curriculum Development Factors

The following factors should be taken into consideration during the planned development, acquisition and application of primary language and shelter core ELD curricula.

Student Input Factors

- 1) Level of language proficiency in understanding, speaking, reading, and writing in both English and the primary language.
- 2) Self-confidence and attitude toward oral language use in various classroom contexts.
- 3) Previous academic background in the specific content area.
- 4) Student experiences in the U.S. and other countries.
- 5) Values, customs and ideals common to the student's home culture.
- 6) Student interests, concerns, and aspirations in the specific content area.

Teacher Education Background Factors

- 1) Language competencies and placement of the staff
- 2) Staff competencies and methodological preferences related to bilingualism.
- 3) Staff training in cooperative learning, classroom simulations, questioning techniques, and sheltered English.
- 4) School policies on the use of languages other than English in various school contexts.
- 5) Articulation between the classroom content area program and the ELD as well as the primary language development program.
- 6) Availability of primary language materials which are analogous to those used in English version of the curriculum, as well as sheltered or out-of-level materials in English.
- 7) Availability of support staff (i.e., aides, volunteers ...) to facilitate language proficiency level and/or language dominant grouping when necessary.
- 8) Ability of the program to assess progress through the curriculum in English and the primary language.
- 9) School and district budget priorities.

Community Background Factors

- 1) Ethnic composition of the community.
- 2) Relationship between the cultural values and experiences of the ELL community and the U.S. mainstream community.
- 3) Linguistic, economic, political, and educational aspirations of the ELL community.

- 4) Parents' ability to promote high-quality language interactions between themselves and their children first in the primary language and eventually, if possible, in English.
- 5) Attitudes of the majority population towards the use of the primary language of the ELL students.
- 6) Ethnic minority persons working in the specific content area-related fields in the community.
- 7) Educational preparation of, and capacity for student support and motivation by, the ELL parents.
- 8) Primary language literacy resources in the community; e.g., library, community language schools, organizations, biliterate adults, etc.

Instructional Treatment Factors

- 1) Application of the specific content area curriculum at the student's diagnosed level of language and previous academic preparation.
- 2) Primary language instruction and assessment with appropriate and varied materials in the more abstract literacy-related cognitively demanding, language-dependent areas of the curriculum.
- 3) Sheltered English instruction for intermediate and advanced ELL students characterized by a focus on subject matter rather than grammatical form, the use of extensive contextual clues during instruction, native-to-non-native modifications of teacher speech and English written materials, and the promotion of extensive student-centered interdependent interactions.
- 4) Preview of language needed in upcoming lessons provided in the ELD and/or the primary language development program.
- 5) Presentation of a variety of ethnic minority persons who are interested in, work in, or have made contributions to the specific fields represented in the curriculum.
- 6) Focus on the contributions and influences of other cultures on the U.S. government, culture and society.
- 7) Synthetic (phonics, decoding only) and analytic (reading for meaning, language experience) approaches to reading.
- 8) Amount of pleasure reading promoted for students.

The Shasta Union High School District adopted English Language Development Program is Longman's Shining Star. This English as a Second Language Program is research based and standards-driven and specifically designed for secondary students.

EL3: Second Language Teaching Strategies

| Strategies | Introduction | Teacher/Practice | Conclusion |
|----------------------|---|---|---|
| Direct Instruction | <ul style="list-style-type: none"> • Objective of lesson | <ul style="list-style-type: none"> • Teacher presents lesson • Students demonstrate new knowledge for understanding | <ul style="list-style-type: none"> • Students relate objective of lesson |
| Brainstorming | <ul style="list-style-type: none"> • Review procedure for brainstorming session through practice | <ul style="list-style-type: none"> • Chairperson states problem • Group proposes ideas in an “anything goes” manner | <ul style="list-style-type: none"> • Follow-up |
| Concept Attainment | <ul style="list-style-type: none"> • Explanation of purposes and procedures | <ul style="list-style-type: none"> • Presents positive and negative examples • Students generate and test Hypothesis • Hypothesis confirmed; rules and examples elicited; concept verbalized | <ul style="list-style-type: none"> • Analyze thinking |
| Cooperative Learning | <ul style="list-style-type: none"> • Orients students to group procedures | <ul style="list-style-type: none"> • Students work in small groups to produce a group product • Teacher monitors and intervenes as needed | <ul style="list-style-type: none"> • Teacher elicits information and provides feedback regarding content objective and process objective |
| Group Discussion | <ul style="list-style-type: none"> • Set standards and procedures for group discussion | <ul style="list-style-type: none"> • Group arranged in circle • Teacher becomes part of group • Members of group discuss-listen-speak | <ul style="list-style-type: none"> • The group reviews the outcome of the discussion as to process and content |
| Inquiry | <ul style="list-style-type: none"> • Discuss inquiry process • Set standards | <ul style="list-style-type: none"> • Students work to find a possible solution for a perplexing discrepant problem • Students formulate and test theories | <ul style="list-style-type: none"> • Discuss the problem solving and thinking processes used to work toward a solution (metacognition) |

Second Language Teaching Strategies

| Strategies | Introduction | Teacher/Practice | Conclusion |
|-------------------------|--|--|---|
| Math Problem Solving | <ul style="list-style-type: none"> Orients students to process and thinking rather than to solutions | <p style="text-align: center;">-4 Step Model-</p> <ul style="list-style-type: none"> Understand a plan Devise a plan Carry out the plan Reflect | <ul style="list-style-type: none"> Teacher elicits information regarding process |
| Synectics | <ul style="list-style-type: none"> Activities to stimulate the release of creative thinking Anticipatory set | <ul style="list-style-type: none"> Student will make simple comparisons Student will become “The Thing” Student will make comparisons in varied opposing ways | <ul style="list-style-type: none"> Student will access his/her thinking Student will discuss outcomes |
| Total Physical Response | <ul style="list-style-type: none"> Establish low anxiety environment | <ul style="list-style-type: none"> Meaning of words shown by movement or pictures Students respond with body language first Correct responses by modeling | <ul style="list-style-type: none"> Teacher often summarizes |
| Written Language | <ul style="list-style-type: none"> Explanation of purpose and procedures | <ul style="list-style-type: none"> Prewriting-Building a data base for writing Prompt-Giving requirements of assignment Precomposing-Generating ideas specific to the prompt. Providing form and writing model (defining, modeling, framing, planning) Writing-Emphasizing fluency on rough draft Sharing-utilizing pairs, group, whole class Revising-Adding, subtracting, rearranging Editing-Imposing correctness Rewriting-Polishing the final draft | <ul style="list-style-type: none"> Evaluation based on rubric |

Second Language Teaching Strategies

| Strategies | Introduction | Teacher/Practice | Conclusion |
|---------------------------|---|---|---|
| Natural Language Approach | <ul style="list-style-type: none"> • Establish low anxiety environment • Anticipatory set | <ul style="list-style-type: none"> • Functional or simulated real-life circumstances • Hands-on (concrete) experiences (i.e. science experiment, field trip, math manipulatives ...) • Emphasis on functional communicative skills rather than specific language forms • Comprehensible input • Students are grouped by L₂ comprehension levels | <ul style="list-style-type: none"> • Students will discuss outcomes without restrictions being placed on students use of L₁, especially during initial stages • Development of comprehension skills and the communication of messages in L₂ • Speech becomes a product of “opportunity” vs. “needs,” therefore, it emerges naturally in progressively longer and more complex utterances |
| Preview/ Review | <ul style="list-style-type: none"> • Establish low anxiety environment Overview in L₁ of lesson to follow | <ul style="list-style-type: none"> • Comprehensible in put • Students are grouped by L₂ comprehension levels • Natural language approach | <ul style="list-style-type: none"> • Debrief lessons in L₁ (elicit information regarding process as well as content) • Fosters balanced bilingualism (labels for concepts presented are stored in L₁ and L₂) • Development of comprehension skills and the communication of messages • Development of cognitive skills |

Credit: “A Practical Guide for Instructional Supervision: A Tool for Administrators and Supervisors”



Achievement

EL 4

Identification

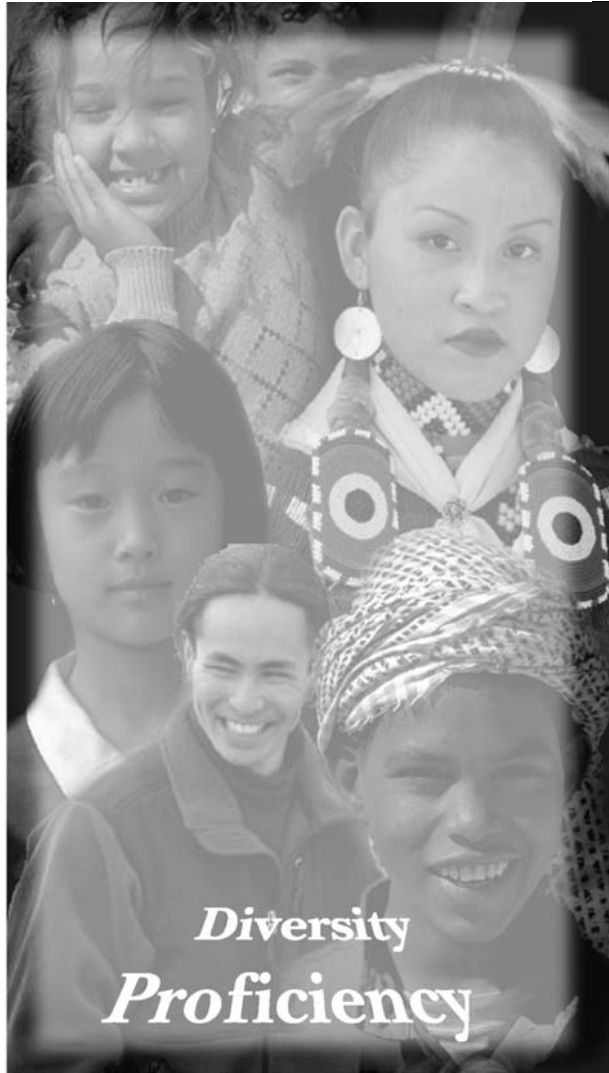
- * Initial Identification Process
- * Initial Identification Procedures

EL4: Initial Identification Process

| Initial Identification (complete within 30 school days of enrollment) | Notes |
|---|--|
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 20px;"> <p>1. New Enrollees</p> </div> <div style="margin-bottom: 20px;"> <p>2. Administer Home Language Survey (HLS)</p> </div> <div style="margin-bottom: 20px;"> <p>4. Assess English comprehension, speaking, reading, and writing</p> </div> <div style="margin-bottom: 20px;"> <p>6. FEP</p> </div> </div> <div style="display: flex; justify-content: space-around; margin: 20px 0;"> <div style="text-align: center;"> <p>English Only (items 1–3)</p> </div> <div style="text-align: center;"> <p>EL</p> </div> </div> <div style="display: flex; justify-content: space-around; margin: 20px 0;"> <div style="text-align: center;"> <p>3. Any appropriate program</p> </div> <div style="text-align: center;"> <p>5. Any appropriate program (see Program Options)</p> </div> <div style="text-align: center;"> <p>Any appropriate program (see Program Options)</p> </div> </div> | <ol style="list-style-type: none"> 1. Review Cumulative Records for Home Language Survey (HLS). 2. Administer Home Language Survey to any pupils without HLS in records. 3. If English Only (EO), terminate Identification Process and Place pupil in appropriate program. 4. Administer the California English Language Development Test (CELDT) to any pupil with a primary language other than English. 5. EL = English Language learners whose CELDT score is 1 or 2. 6. FEP=EL learners whose CELDT score is 3 or higher and has met the district criteria of multiple assessments. |

EL4: Initial Identification Procedures

| Primary Function | Instrument | Target Group | Responsibility | Time Line |
|--|---|--|--|--|
| To determine a primary language other than English | Home Language Survey (HLS) | All pupils, grades 9-12. | Registration Personnel Registration personnel will immediately deliver designated non-native speaker HL Surveys to ELD Coordinator. | Within 30 school days of enrollment |
| To notify parents of initial identification process | Parent Notification Letter | All pupils having a home language other than English | ELD Coordinator with designated Site Program Administrator | Within 30 school days of receipt of Home Language Survey |
| To determine level of English language proficiency | CELDT | All pupils having a home language other than English | ELD Teacher Other Qualified Personnel | Within 30 school days of enrollment |
| To determine level of reading proficiency in English | CELDT | Pupils having a home language other than English | ELD Teacher Other Qualified Personnel | Within 30 school days of enrollment |
| To determine level of writing proficiency in English | District Grade Level Writing Proficiencies (proficiency = score of 6 or better) | Pupils having a home language other than English and a CELDT score of level 4 or 5 | ELD Teacher Classroom Teacher | Within 30 school days of enrollment |
| To notify parents of initial identification results | Parent Notification Letter | All pupils having a home language other than English | ELD Coordinator with designated Site Program Administrator | Within 45 school days of enrollment |



Achievement

EL 5

Placement of Students

- * Description
- * Program Options

EL5: Narrative Descriptions

1. Structured or Sheltered English Immersion

An English-language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language.

2. English-language, Mainstream Classroom

Represents the program requirements for English Language Learners enrolled in a mainstream classroom. The program is designed to provide equal educational opportunities for English Language Learners by promoting English language development.

ELD instruction integrates listening, speaking, reading and writing. Students learn to recognize and appreciate the interdependence of oral and written language. ELD should be meaning-centered and literature-based. For literate students, incorporate reading and writing strategies. Student language levels are observed and evaluated and instruction is planned to meet student needs. Students who successfully complete instruction in English Language Development should be able to:

- ❑ Function well enough in English to be successful in programs designed for English speakers.
- ❑ Function successfully in the general school curriculum as appropriate for age ability and experience.
- ❑ Demonstrate improved self-confidence and self-esteem.

3. Alternative Program

Is for English learners with approved waivers submitted by parents. Instruction includes daily English Language Development (ELD) and instruction in core content subjects using English and the student's primary language based on student's need and language proficiency. English language instruction is increased as students acquire proficiency and skills in the English language.

Note: The AP Program may not be available in your school if there are less than 20 approved waiver requests for a specific level. To request a waiver parents must visit in person the school and: a) receive information on all program options including a description of the school's Alternative Program; (b) Request and sign a waiver application per district policies and procedures; and (c) be informed of the process used by the school to approve, deny, or appeal a waiver request. The school will review each waiver and notify parents on the results (approval or denial) of the parent's waiver request.

**EL5: Program Options:
Elements and Staffing following *Education Code* Sections 305 and 306**

| Program Options | Required Content | Permitted Content | Authorization for Staffing |
|---|--|---|--|
| <p>Structured English Immersion <i>English-language Classroom</i></p> <p><i>ELD 1 , ELD 2</i></p> <p><i>ELD 3, Transitional English</i></p> | <p>English-language development, based on CDE ELD Content Standards</p> <p>Nearly all instruction in English</p> <p>Plan for recouping academic deficits (Only required if students are incurring academic deficits)</p> | <p>Content instruction</p> <p>Specifically Designed Academic Instruction in English (SDAIE), primary-language instruction, support</p> | <p>CLAD Certificate (Cross-cultural, Language, and Academic Development)</p> <p>BCLAD Certificate (Bilingual Cross-cultural, Language, and Academic Development)</p> <p>Senate Bill 1969</p> |
| <p>English-language Mainstream classroom <i>Additional and appropriate services</i></p> | <p>English-language development, based on CDE ELD Content Standards</p> <p>Strategies to overcome academic deficits if students incur deficits (Only required if students have incurred academic deficits).</p> | <p>Approaches</p> <p>SDAIE</p> <p>Primary-language support</p> | <p>CLAD Certificate</p> <p>BCLAD Certificate</p> <p>Senate Bill 1969</p> |
| <p>Alternative Course of study: <i>(1) Bilingual education (as requested by parents) or</i> <i>(2) Other method permitted by law</i></p> | <p>English-language development, based on CDE ELD Content Standards</p> <p>Primary-language instruction (for bilingual students only)</p> <p>Strategies to overcome academic deficits</p> | <p>Approaches</p> <p>SDAIE</p> <p>Primary-language instruction (via bilingual paraprofessional)</p> <p>Primary-language support</p> | <p>CLAD Certificate</p> <p>BCLAD Certificate</p> <p>Senate Bill 1969</p> |

EL 6

Qualified Staff

* Teacher Credentialing



Diversity
Proficiency

Achievement

EL6: Teacher Credentialing

Depending on the program of instruction, one of the following credentials is currently required to teach English Language Learners:

| | |
|---|--|
| Bilingual Classroom Program: | Bilingual Credential, Bilingual Certificate or BCLAD |
| Two-Way Immersion Program: | Bilingual Credential, Bilingual Certificate or BCLAD |
| Structured English Immersion Classroom: | Bilingual Credential, Bilingual Certificate, Language Development Specialist Certificate, BCLAD, CLAD, or SB1969 Certificate |

Elementary English language mainstream teachers that have English language learners assigned to their classrooms are required to have one of the following:

- Bilingual Credential/Certificate/BCLAD
- Language Development Specialist Certificate
- CLAD
- SB 1969 Certificate

Note: For current credentialing information, see *Teacher Credential Overview* in the appendix.

Shasta Union High School District will continue to provide staff training that leads to the proper credentialing of teachers working with English Language Learners. At the May 9, 2000 SUHSD Board of Trustees Meeting, a hiring practice was adopted to require that all new certificated staff members will either possess a CLAD (Cross-Cultural Language and Academic Development)/BCLAD certificate at the time they are hired, or certify that they will acquire the certification within one year of their initial employment with the District. In addition, training is being provided for current teachers who do not yet possess this certification



Achievement

EL 7

Professional Development

- * Goals/Objectives
- * Target Group

EL7: Staff Development

Goal

The district will provide appropriate training to increase staff awareness and sensitivity to cultural diversities of our student populations as well as strategies to access students to the total curriculum.

Objective

District staff development programs will provide opportunities for administrators, teachers and support personnel that will assist culturally and linguistically diverse students.

Recommended topics for the staff development training include topics selected by school site staff from some or all of the topics listed below:

Recommended topics

| | |
|--|--|
| Language Acquisition/Academic Learning: | The subconscious process of acquiring a language for communicative purposes and its relationship to cognitive academic learning. |
| Student Assessment and Identification: | Awareness of testing procedures regarding initial assessment, placement, and redesignation of ELL students. |
| Primary Language Development: | The instructional programs for ELL students whose diagnosis makes it necessary to receive instruction in the primary language. |
| Multicultural Awareness/Sensitivity/Self-Esteem: | Strategies and techniques to create positive social relations within the classroom and school. |
| Sheltered English: | Strategies and techniques designed to meet academic need of ELL students in the content areas as they continue to develop English language skills. |
| Parent Involvement: | Strategies and techniques to involve parents in the program designed for their children. |
| School Climate: | Strategies and techniques to create positive social relations within the classroom and school to ensure student acceptance and learning. |

EL7: Staff Development Target Group

| Description of Training Activity | ELD Teacher | Teacher of Mainstream Class | Parent | Aides |
|---|----------------|-----------------------------------|--------|-------|
| A. Curriculum: Bilingual | X | | | |
| ~ define grade level curriculum | | | | |
| ~ methodologies to deliver curriculum | | | | |
| ~ review materials, resources | | | | |
| ~ transition and maintenance | | | | |
| B. General Program Overview | X | X | X | X |
| ~ legal history | | | | |
| ~ ELD Master Plan | | | | |
| ~ demographics | | | | |
| ~ record keeping | | | | |
| C. Methodologies/Strategies/Techniques | X | X | | X |
| ~ sequential steps of language acquisition | | | | |
| ~ identifying resources, materials, personnel | | | | |
| ~ introduction/training in methodologies | | | | |
| ~ total physical response | | | | |
| natural language | | | | |
| peer tutoring | | | | |
| D. Cultural Awareness | X | X | X | X |
| ~ demographics | | | | |
| ~ background | | | | |
| E. Utilization of Aides | X | X | | X |
| ~ techniques | | | | |
| ~ management | | | | |
| F. Parent Education | | | X | X |
| ~ translations, notifications | | | | |
| ~ involvement | | | | |
| ~ educational programs | | | | |
| G. Pre-service (New English-language teachers)-overview | X | | | |
| ~ curriculum | | | | |
| ~ record keeping | | | | |
| ~ parent involvement | | | | |
| ~ resources | | | | |
| H. Resources | X | X | | X |
| ~ Local colleges and universities | | | | |
| ~ BTSA Program | | | | |
| ~ Migrant Education | | | | |
| ~ ELD Program Coordinator | | | | |
| ~ ELD teacher | | | | |

EL 8

Parental Exception Waivers

- * Parental Exception Waivers
- * Conditions for Granting Waivers



*Diversity
Proficiency*

Achievement

EL8: Parental Exception Waivers

§11303 of *California Code of Regulations, Title 5* stipulates that parents and guardians must be informed of the placement of their children in a Structured English Immersion Program and must be notified of an opportunity to apply for a parental exception waiver. SUHSD will adhere to the following regulations:

- (1) Parents will be provided with a full written description, and upon request, a spoken description of the structured English immersion program and other alternative programs offered by the district and made available to the pupil.
- (2) Parents and guardians will be informed 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 according to the following guidelines set by the Board of Education:
 - a. Parent exception waivers shall be granted unless the school principal and educational staff have substantial evidence the alternative program requested by the parent would not be better suited for the pupil.
 - b. Parental exception waivers shall be acted upon by the school within 20 instructional days of submission to the school principal, however, parental exception waiver requests will not be acted upon during the 30 day placement in an English language classroom. The waivers must be acted upon no later than 10 calendar days after the expiration of the 30 day placement.
 - c. If a parental exception waiver is denied, the parents and/or guardians must be informed in writing of the reason(s) for denial, and of their right to appeal the decision to the Shasta Union High School District Board of Education.
- (3) Any parent or guardian who applies for a waiver may request a review of the district's guidelines or procedures by the State Board of Education. The sole purpose of this review shall be to make a determination as to whether those guidelines comply with the parental exception waiver guidelines set forth in Education Code §11303.

Conditions for Granting Parental Exemption Waivers (Ed. Code Section 310)

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

Parents may request a waiver on one of three grounds:

1. Children who already possess good English language skills as measured by standardized tests of English vocabulary, comprehension, reading and writing, in which the child scores at or above the statewide average for his or her grade level, or at or above the fifth-grade average, whichever is lower.
2. Children age 10 and older where it is the informed belief of the school principal and educational staff that an alternative course of educational study would be better suited to the child's rapid acquisition of basic English language skills.
3. Children with special needs. It requires that the student has, for at least 30 calendar days during the schools year, been placed in an English language classroom, and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternative course of educational study would be better suited to the child's overall educational development.



Achievement

EL 9

Parent Advisory Committees

- * Parent Involvement/Education
- * School Advisory Committee
- * Districtwide Advisory Committee

EL9: Parent Involvement / Education

The parent involvement model should demonstrate exemplary approaches in English-language learner education. Encouraging the English Language Learner parents' participation in their children's education can be one of the most important factors for success in school.

Parent Involvement

Legal Requirements:

- 1) Completion of Home Language Survey
- 2) Notification of initial identification and diagnostic assessment results
- 3) Concurrence when no primary language proficiency has been found
- 4) Involvement in redesignation
- 5) Participation in EL Advisory Committee
- 6) Right to withdraw from program
- 7) Right to visit class(es)
- 8) Participation in Language Census (R-30LC)
- 9) Information on the importance of school attendance

Parent Involvement Approaches:

- 1) Positive attitudes on English-language learner education
- 2) Proportionate representation on advisory committees
- 3) Regular dissemination of information
- 4) Ongoing training
- 5) Participation in decision-making
- 6) Input into curriculum development program implementation and evaluation
- 7) A home support system, reinforcing school activities

Parent Education

District Requirements:

- 1) Explanation of existing laws and guidelines pertaining to ELL pupils
- 2) Plan and budget development
- 3) Understanding of language identification and assessment procedures
- 4) Development of needs assessment and establishment of goals and objectives
- 5) Understanding of parents' rights and responsibilities
- 6) Clarification of educational "jargon"
- 7) Understanding of evaluation and program review reports

Optional Parent Education Activities:

- 1) Cultural interaction
- 2) Understanding of the educational system
- 3) Etc.

EL9: School Advisory Committee on English Language Learners Education*

Formation

Each school with 21 or more students of English Language Learners (ELL) in attendance, regardless of language, must form a functioning English Language Advisory Committee (ELAC) or subcommittee of an existing committee.

Composition requirements

On the committee, the percentage of parents of ELL students is to be at least the same as that of ELL students at the school.

The school **may designate** its responsibility to an existing School Advisory Committee or subcommittee if it meets this parent composition requirement.

Elections

Requirements for ELAC elections include:

1. Parents or guardians of ELL students elect parent members of the school committee or subcommittee.
2. Parents or guardians shall be provided the opportunity to vote.
3. Each school committee shall have the opportunity to elect at least one parent member to the District English Language Advisory Committee (DELAC).

Major Function

The purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and staff on EL programs and services to ELL students.

Tasks

At a minimum, the ELAC:

1. Advises the principal and staff on development of a detailed master plan for EL education for the individual school and submits the plan to the district governing board for its possible consideration and inclusion in the district's master plan.
2. Assists in the development of the school's needs assessment.
3. Assists in the administration of the school's language census.
4. Assists in finding ways to make parents aware of the importance of regular school attendance.

Training

The district shall provide for all ELAC members:

1. Appropriate training and training materials to assist each member to carry out his or her responsibilities for all required tasks.
2. Training which is planned in full consultation with ELAC members. EIA-LEP or district funds may be used to cover the costs of training and attendance of ELAC members (e.g., costs associated with child care translation services, meals, and other reasonable expenses).

* Legal references: EC Sec 62002.5; Former E.C. Section 52176; 52168; and CCR Title 5, Section 4312.

EL9: Districtwide Advisory Committee on EL Education*

Formation

Each district with 51 or more students of English Language Learner (ELL) in attendance, regardless of language, must form a functioning District English Language Advisory Committee (DELAC) or subcommittee of an existing districtwide advisory committee.

Composition Requirements

Parents or guardians of ELL students **not employed** by the district must constitute a majority membership of the committee. The district **may designate** an existing districtwide advisory committee to serve as the DELAC if the percentage of parents and guardians of ELL students is at least the same percentage as that of ELL students in the district.

Elections

Each school English Language Advisory Committee (ELAC) must have the opportunity to **elect** at least one parent member to the DELAC.

Major Function

The DELAC or subcommittee on EL education is to advise the district governing board (in person and/or in writing) on EL programs and services to ELL students)

Tasks

The DELAC **advises** (reviews and comments) the district governing board on at least:

1. A timetable for and development or revision of a district master plan for EL education, taking into consideration each of the school site plans.
2. Conducting a districtwide needs assessment on a school-by-school basis.
3. Setting district EL education goals and objectives.
4. Administration of the annual language census, e.g., procedures and forms.
5. ** The written parent notification of initial school enrollment.
6. ** The district's redesignation procedures.
7. ** Any waiver request affecting services to ELL students

Training

The district shall provide for all ELAC members:

1. Appropriate training **and** training materials to assist each member to carry out his or her responsibilities for all required tasks.
2. Training which is planned in **full consultation** with ELAC members. EIA-LEP or district funds may be used to cover the costs of trainings and attendance of ELAC members (e.g., costs associated with child care, translation services, meals, and other reasonable expenses).

* Legal references: EX Sec 62002.5; Former E.C. Sections 52176; 52168; and CCR Title 5, Section 4312.

** The DBAC, as advisor to the governing board, reviews and comments on items 5-7 listed above

Shasta Union High School District

District English Learner Advisory Committee (DELAC) Sample Minutes

Date: _____

MEMBERS PRESENT: See attached list, which represents _____ parent DELAC representatives, _____ additional parent guests, _____ district teachers/staff, and _____ district administrators, two of whom were guest speakers.

Legal Requirement/Training Covered: (Check areas covered at this meeting.)

| | |
|--|---|
| | Development/revision of the district English Learner Master Plan |
| | Conducting of a district-wide needs assessment |
| | Establish district program, goals, objectives for EL programs/services |
| | Development of plan to ensure compliance with applicable teacher and/or aide requirements |
| | Administration of annual language census |
| | Review/comment on district reclassification procedures |
| | Review/comment on written parent notification of initial school enrollment |
| | Waiver request affecting EL programs/services |

The meeting was called to order at _____ by _____ (name) _____ (title) _____
_____ welcomed all DELAC representatives as well as _____

_____ presented the Board of Education report. S/he also referenced the Board of Education Sign-Up Sheet and reminded representatives to attend the Board of Education meetings, where simultaneous translation in Spanish occurs.

Guest Speakers: Explain the name and title of the guest speaker as well as his/her topic.

Summary of discussion(s) taken on Legal Requirement(s) – (What and by whom)

1. Training Activity:
2. Training Activity:
- 3.

Parent Input/Advice: The following topics and questions were shared by parents during our discussions:

1. One/several/many parents asked about _____.
2. One/several/many parent(s) suggested/offered/commented that _____.

Follow-up on Topic(s)

- 1.
- 2.

Wrap-up Activities: Representatives handed in cards on which they had written additional questions for future responses. Representatives also completed the meeting's Evaluation form and submitted them to _____.

Meeting adjourned at _____, with a reminder that our next DELAC meeting is on _____.

Respectfully submitted,

Xxxxx, DELAC Secretary



Achievement

EL Special Education

- * Identification
- * Referral Process/Procedures

English Learners Identified as Special Education Students

Background Information

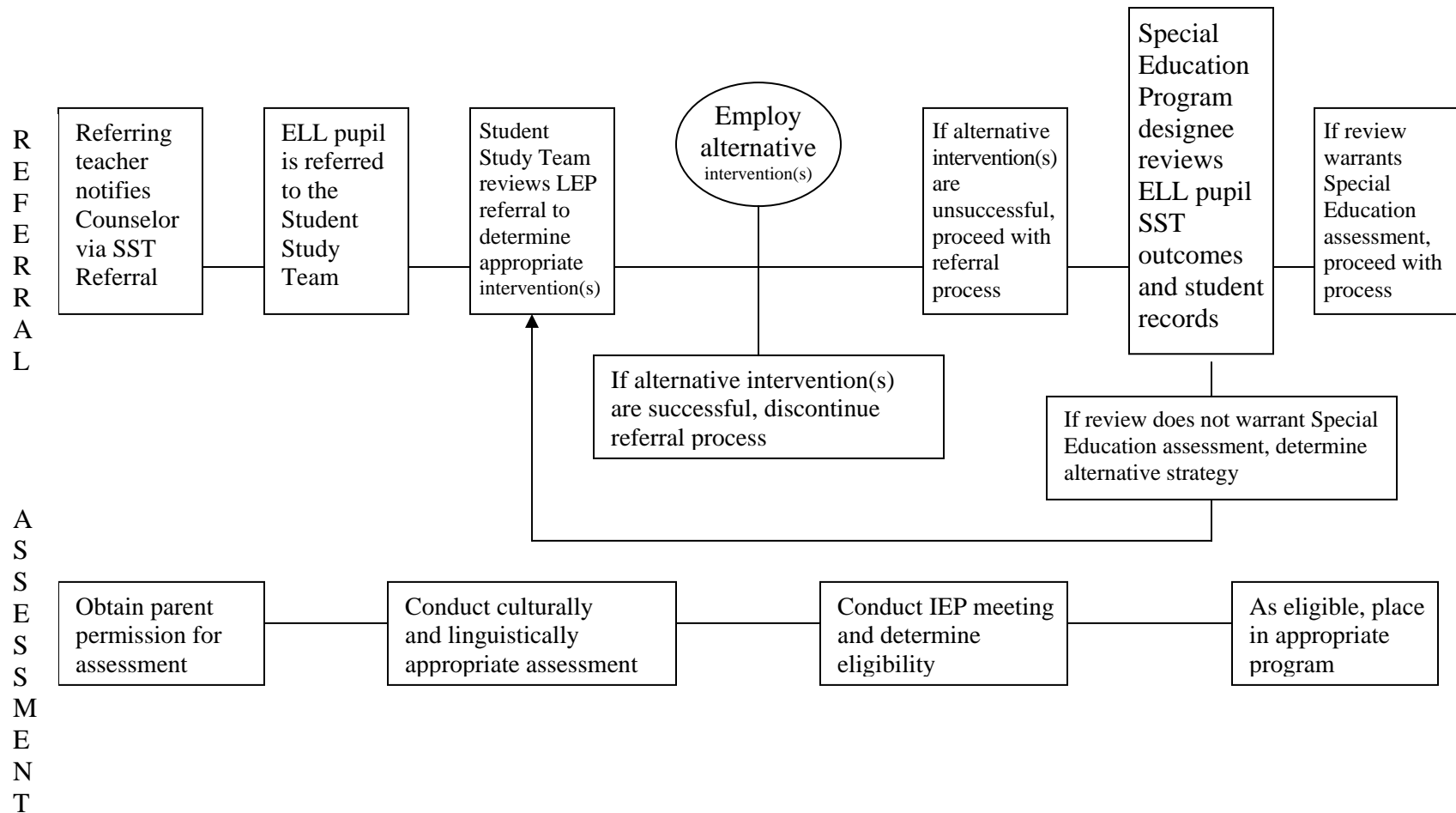
“At this early stage in the implementation of *Education Code* sections 300 – 340, there is negligible research or information regarding the law’s impact on English learners who are identified as students with disabilities.

Even though Prop. 227 became state law, the federal statutes under the Education for All Handicapped Children Act (Public Law 94-142) and its reauthorization, Individuals Disabilities Education Act (IDEA) (Public Law 105-17), supersede *Education Code* sections 300-340 and its accompanying regulations. With passage of the Education for All Handicapped Children Act in 1975, an individualized education program (IEP) has been a document of central importance to children with disabilities who are receiving special education and related services. The IDEA 1997 reauthorization increased the significance of the IEP. The IEP is a *written-contract* for each child with a disability, and it is developed, reviewed, and revised in accordance with *Education Code* Part 30, Special Education Programs, sections 56340-56381; *California Code of Regulations, Title 5*; and *Code of Federal Regulations*, parts 1-399. The parental exception waiver process in *Education Code* 300-340 does not apply to English learners with an IEP or to students with accommodation plans under Section 504 of the Rehabilitation Act of 1973.

The IEP must be implemented without undue delay following the IEP meeting. Thus, school districts will be found noncompliant with federal law if schools attempt to apply *Education Code* sections 305-311 and *California Code of Regulations, Title 5*, Section 11303, to English learners in special education.” *Educating English Learners for the 21st Century, The Report of the Proposition 227 Force*, California Department of Education (1999).

English Learner Identified as Special Education “Process”

Referral – Assessment - Placement



English Learner Identified as Special Education “Procedure”

Referral – Assessment – Placement

| Referral | Assessment | Placement | Notes |
|--|---|--|-------|
| <ul style="list-style-type: none"> ~ ELL pupil is referred to the Student Study Team ~ Student Study Team reviews ELL referral to determine appropriate interventions ~ Employ alternative intervention(s) ~ If alternative intervention(s) are successful, discontinue referral process ~ If alternative intervention(s) are unsuccessful, proceed with referral process ~ Special Education Program design reviews SST outcome and student records ~ If review does not warrant Special Education assessment, determine alternative strategy ~ If review warrants Special Education assessment, proceed with process | <ul style="list-style-type: none"> ~ Obtain parent permission for assessment ~ Conduct culturally and linguistically appropriate assessment ~ Conduct IEP meeting and determine eligibility ~ As eligible, place in appropriate program | <ul style="list-style-type: none"> ~ Transition Program ~ Resource Specialist Program ~ Regular Program ~ Designated Instructional Services ~ Non-Public School Program | |



Achievement

Appendices

- * CELDT Test Results Interpretation Guide
- * EL District Forms
- * Glossary of Terms



TEST RESULTS INTERPRETATION GUIDE

This brief guide is designed to provide general information about the California English Language Development Test (CELDT), how the results are reported, and what these results mean.

Test Format

CELDT is a test of English Language Proficiency required in California public schools each year for English learners. The test is aligned with the English Language Development standards approved by the State Board of Education. More information can be found at the California Department of Education Web site, <http://www.cde.ca.gov/ta/tg/el/>.

CELDT measures a student's proficiency of English language skills in

- **Reading**
- **Writing**
- **Listening**
- **Speaking**

In the Reading section the student answers these types of questions:

Word Analysis: patterns and structure of words

Fluency and Reading Vocabulary: a range of word definitions

Reading Comprehension and Literary Analysis: facts, inferences, and critical analysis of written stories.

The Writing section includes these types of tasks:

Grammar and Structure: using standard English grammatical structure and writing conventions

Writing Sentences: constructing sentences on specific topics

Writing a Paragraph: composing short paragraphs on specific topics

The Listening and Speaking sections include these types of questions and tasks:

- **Following Oral Directions:** responding to social and classroom commands
- **Teacher Talk:** understanding spoken information in academic settings
- **Extended Listening Comprehension:** answering questions about a short story
- **Oral Vocabulary:** knowing how to use nouns, action words, adjectives, and adverbs
- **Speech Functions [Grades 3-12]:** using language for specific tasks
- **Choose and Give Reasons:** stating a preference and giving two reasons

- **Four-Picture Narrative:** telling a story based on a series of pictures

Test Scores

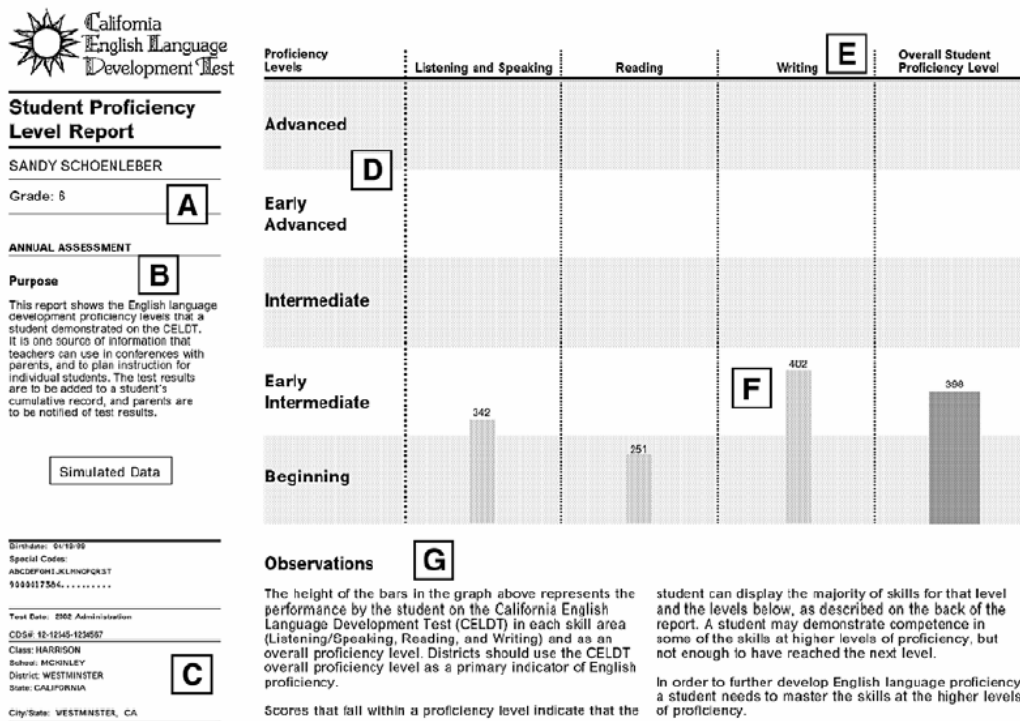
CELDT is one measure that teachers use in combination with other school information to make decisions about classification of English learners.

The scores define five levels of proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Separate scores are determined for the Reading, Writing, and Listening/Speaking sections, and these scores are combined to give an Overall test score, using the following rule:

$$\text{Overall score} = (.25)X \text{ Reading score} + (.25)X \text{ Writing score} + (0.5)X \text{ Listening/Speaking score}$$

The Student Proficiency Level Report indicates the student's level of English language proficiency in each of the skill areas and the overall proficiency level. The sample report below shows how the information is displayed.



10/02/02

- A - Student's name and grade
- B - Purpose of report
- C - District and school information
- D - CELDT Proficiency Levels

- E - Skill Areas assessed by CELDT
- F - Scale Score for each Skill Area and Overall
- G - How to interpret Scale Score information

Proficiency Level Definitions

The following are general descriptions of students' skills at each of the proficiency levels.

Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Early Advanced

Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

*Note: Access to the CELDT Interpretation Guide in languages other than English can be found on the World Wide Web at:

http://www2.ctb.com/state/CA/celdt/formd/reports_2004_formd.shtml

**Shasta Union High School District
English Language Development
Course Description Proposals for Curriculum Committee
2004-2005**

ELD 1

GRADE LEVELS: 9-12

LENGTH OF COURSE: 2 semesters

CREDITS: 5 units per semester

PREREQUISITE: To be taken by newly arrived immigrants; those with little experience in English. Placement test may be given at district office.

COURSE WORK REQUIRED BEYOND THE CLASSROOM:**

DESCRIPTION: The purpose of this course is to develop the student's skills in reading, writing, listening and speaking English. Students will acquire the basic language tools needed to communicate in academic as well as community settings. Considerable time will be devoted to the acquisition of survival skills in English such as language needed in visiting doctors, taking public transportation, getting and keeping a job and buying things in the community. Instruction in grammar, spelling, pronunciation, punctuation and related skills will be given as needed in order to facilitate and advance the communicative proficiency of the students.

ELD 2

GRADE LEVELS: 9-12

LENGTH OF COURSE: 2 semesters

CREDITS: 5 units per semester

PREREQUISITE: Completion of ELD 1 or equivalent level as determined by district office testing or approval of counselor or ELD teachers.

COURSE WORK REQUIRED BEYOND THE CLASSROOM:**

DESCRIPTION: The goal of ELD 2 is to expand and refine the speaking, listening, reading and writing skills necessary to attain competence in more complex communicative situations both in the community and in the academic setting. Students will be exposed to higher level literature and will participate in discussions and write compositions in a number of subject areas concerning U.S. customs, history, geography, health, science and creative writing. Additionally, specific instruction will be given to prepare for the competency tests.

ELD 3

GRADE LEVELS: 9-12

LENGTH OF COURSE: 2 semesters

CREDITS: 5 units per semester

PREREQUISITE: Completion of ELD 2 or an equivalent level of skill in reading, writing, listening and speaking.

COURSE WORK REQUIRED BEYOND THE CLASSROOM:**

DESCRIPTION: Through the use of a variety of resources we will continue to develop and refine the students' skill in reading, writing, listening and speaking through the study of literature, current events, essays, poetry, songs and other assorted writing. Study skills and critical thinking skills will be further honed to prepare the students for transition into mainstreamed classes. Particular attention will be given to the analysis of text, expressing of the student's opinion and to the development of writing skills. Further instruction for the competency tests will also be given as part of this course.

TRANSITIONAL ENGLISH 9-12

GRADE LEVELS: 9-12

LENGTH OF COURSE: 2 semesters

CREDITS: 5 units per semester

PREREQUISITE: Completion of ELD 3 or verified equivalent

COURSE WORK REQUIRED BEYOND THE CLASSROOM:**

DESCRIPTION: This course is for students who have passed ELD 3 and are ready for a structured transition in English 9. We will emphasize higher level reading skills such as inference, synthesis and analysis, as well as practical approaches to decoding complex vocabulary, metaphor and dialect. We will provide students structure that will assist them to work into core English 9. We will focus on writing communication, expression and research. We will provide specific skill instruction to assist students in passing District Competency exams and tests for Redesignation to Fully English Proficient. We will emphasize interaction between speaking, reading, writing and listening.

Date: _____ Social Security: _____ School Year: _____ School ID: _____

Student's **Legal** Name: _____
Last Name First Name Middle Name (AKA/also known as)

Student's Date of Birth: _____ Age: _____ Gender: Male Female

Father's Name: _____ Employer: _____ Employer Phone: _____

Step-Father: _____ Employer: _____ Employer Phone: _____

Mother's Name: _____ Employer: _____ Employer Phone: _____

Step-Mother: _____ Employer: _____ Employer Phone: _____

Guardian's Name: _____ Employer: _____ Employer Phone: _____

Check which adults have **legal custody**: Father Mother Step-Father Step-Mother Guardian Other

Check which adults **with whom you live**: Father Mother Step-Father Step-Mother Guardian Other

Primary Home Phone: _____ Alternate Parent's Home Phone (if applicable): _____

Residence Address: _____ Zip: _____

Primary Mailing Address (if different than above): _____ Zip: _____

If alternate parent wishes to receive school information as well, please list 2nd address below:

2nd Mailing Address/Relation: _____ Zip: _____

Do you own/rent your home or apartment: Yes No

If "NO", is this a temporary situation: Yes No Are you trying to locate a permanent place to live: Yes No

Foster Home placement: Yes No Group Home placement: Yes No If Yes, name of Group Home : _____

Please check the appropriate educational level for each Parent/Guardian below:

Father: Non High School Grad High School Grad Some College College Grad Post Grad/Higher Decline to State/Unknown

Mother: Non High School Grad High School Grad Some College College Grad Post Grad/Higher Decline to State/Unknown

Note: "Some College" is defined as a 2 year degree or actively pursuing a 2 year degree or higher

Please indicate primary Ethnicity for student: American Indian Chinese Japanese Korean Vietnamese Asian Indian Laotian Cambodian Other Asian/Asian American Black/African American Native Hawaiian Guamanian Samoan Tahitian Other Pacific Islander Filipino Hispanic White/Caucasian Other Decline to state

Is the student currently in Special Education: Yes No If "Yes" please indicate type of placement: RSP SDC/Transitional

Has the student previously been in Special Education: Yes No If "Yes" please indicate date exited from Special Education: _____

Does your student have a 504 Plan currently in place Yes No

Federal Law requires districts to release student directory information to the military unless parents notify the District that such information is not to be released. (EC 49061-49076). Please check the appropriate box concerning the release of this information:

Yes/Okay to Release Information No/Do Not Release Information

If you are unable to be reached **in the event of an emergency**, please list additional name(s) and telephone number(s) of people the school can contact:

Name: _____ Phone: _____ Name: _____ Phone: _____

Name/address of last school attended: _____

HOME LANGUAGE INFORMATION: California Education Code requires all schools to determine the language(s) spoken at home by each student in order to provide the appropriate learning program. Please answer questions 1 - 4 in order to assist us in this process.

1. What language did your child learn when he/she first learned to talk? _____
2. What language does your child use most frequently at home? _____
3. What language do you use most frequently when you speak to your child? _____
4. What language is spoken most often by the adults in your home? _____

Parent's/Guardian's Signature: _____

OFFICE USE ONLY: 1/English Only 2/Initial Fluent English Proficiency 3/Redesignated English Fluent English Proficiency 4/English Learner

Annual Parental Notification Form

Date: _____

Dear Parents of _____

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English. This notification is to inform you of the most recent CELDT results for your child as:

- Initial Identification Annual

The items circled indicate your child’s results on the most recent CELDT:

| Overall CELDT English Proficiency Level-Based on CELDT Student Report | | | | |
|---|------------------------|------------------|--------------------|--------------|
| Beginning (1) | Early Intermediate (2) | Intermediate (3) | Early Advanced (4) | Advanced (5) |

| CELDT Sub-test Results | | | | | |
|--------------------------------------|-----------|--------------------|--------------|----------------|----------|
| Listening/Speaking Proficiency Level | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| Reading Proficiency Level | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| Writing Proficiency Level | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |

Based on the results of the CELDT and your child’s current English language proficiency growth, your child will be placed in one of the program options described below. Placement in an Alternative Program (AP) is made only if Parents of English learners request and have an approved Parental Exception Waiver. The AP program provides ELD and instruction using the student’s primary language.

- Structured English Immersion (SEI) with daily English Language Development (ELD).** This model provides an English acquisition process in which nearly all classroom instruction is in English but some native language support and Specially Designed Academic Instruction in English (SDAIE) is provided to make all instruction comprehensive for English learners at the beginning or early intermediate levels. English Language Development (ELD) is provided daily.
- English Mainstream Classroom (EMC)** is for students whose initial test results identify them as Fluent English Proficient (I-FEP) students. This class is designed for students who are native English language speakers and students who have “reasonable fluency in English, such as those students designated as EL, FEP, and RFEP. All instruction is provided in English and designed to meet the educational needs of EL students by including ELD and the use of SDAIE strategies. EL students continue to receive appropriate instruction until they are reclassified.
- Alternative Program (AP)** is for English learners with approved waivers submitted by parents. Instruction includes daily English Language Development (ELD) and instruction in core content subjects using English and the student’s primary language based on student’s need and language proficiency. English language instruction is increased as students acquire proficiency and skills in the English language.
Note: The AP Program may not be available in your school if there are less than 20 approved waiver requests for a specific grade level. To request a waiver parents must visit in person the school and: a) receive information on all program options including a description of the school’s Alternative Program; (b) Request and sign a waiver application per district policies and procedures; and (c) be informed of the process used by the school to approve, deny, or appeal a waiver request. The school will review each waiver and notify parents on the results (approval or denial) of the parent’s waiver request.

For more information on any program option described above, or further information on the process to apply for a Parental Exception Waiver, please contact your student’s school.

You are invited to request a conference to discuss your student’s CELDT results and instructional program. To schedule a conference, call _____. If you have other questions regarding the CELDT results or your student’s instructional placement, please feel free to contact the school office.

You are also welcome to participate in the District’s English Learner Advisory Committee.

SHASTA UNION HIGH SCHOOL DISTRICT

English Language Learner Program Placement Process Letter

Enterprise High School
3411 Churn Creek Road
Redding, CA 96002
(530) 222-6601

Shasta High School
2500 Eureka Way
Redding, CA 96001
(530) 241-4161

Date: _____

Dear Parents of _____

Shasta Union High School District is committed to excellence in education and student success as well as celebrating the cultural diversity of the students in our schools.

The standardized **California English Language Development Test (CELDT)**, published by CTB/McGraw-Hill, will measure your child's English language proficiency skills based on three sub-tests: *Listening and Speaking, Reading, and Writing*.

The results of these assessments as well as program options will be reviewed with the parent/guardian of the student. Annual assessments will be given to assess your child's English language proficiency growth until which time he/she can be reclassified as a Fluent English Proficient student learner.

We invite your family to take an active role in the education of your child and take advantage of various ways in which parents can be involved throughout the district. We will be happy to provide you with information about parent involvement opportunities.

We look forward to servicing the needs of your child throughout his/her years of schooling in Shasta Union High School District.

Sincerely,

Principal

Date

SHASTA UNION HIGH SCHOOL DISTRICT

Notification of Possible Reclassification Letter

Enterprise High School
3411 Churn Creek Road
Redding, CA 96002
(530) 222-6601

Shasta High School
2500 Eureka Way
Redding, CA 96001
(530) 241-4161

Date: _____

Dear Parents:

State and Federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are on the attached Student Proficiency Level Report. The bar graphs on the report shows the student's proficiency level in listening, speaking, reading, and writing as well as the overall level of English. Based on the proficiency level your student achieved on this test, he/she may be reclassified as Fluent English Proficient. In addition to the CELDT results, criteria used to make this decision include evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and performance on the California Standards Test in English-Language Arts (given as part of the STAR Program).

You are invited to attend a special meeting to discuss the reclassification process and the recommended school program for your student on _____ at _____
In _____. Please contact the school office at _____ to
tell us if you are able to attend.

We urge you to attend this important meeting and continue to be active in your student's learning.

Sincerely,

Principal

Date

SHASTA UNION HIGH SCHOOL DISTRICT
2200 Eureka Way
Redding, CA 96001
(530) 241-3261

Parental Exception Waiver

EDUCATION CODE 311 (a): Children who know English

Name: _____ Grade: _____

School: _____ Date of Birth: _____

Language Designation: _____

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

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

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

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

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

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

Waiver Granted/Denied: _____ Date: _____

Signature

Enterprise High School
STUDENT STUDY TEAM

Student Name: _____ DOB: _____ Grade: _____ Date: _____

EL RFP Socioeconomic

Address: _____

Parent/Guardian Name: _____

Review requested by: _____ Title: _____

Reason for Request: _____

Academic history (attaché transcript, current grades): _____

Attendance history (attach attendance report): _____

Behavior history (attach documentation): _____

Goals: Academic _____

Vocational/Career Tech _____

Student Study Team recommendations:

Responsibilities:

Student: _____

Parent: _____

School: _____

Follow-up review date: _____

Student

Parent

Administrator

Counselor

Teacher

Other

Original :Student file

copy: Parent

copy: Counselor file

**SHASTA HIGH SCHOOL
STUDENT STUDY TEAM**

DATE _____

I. STUDENT PARENT INFORMATION

- A. Student _____ I.D. # _____
Grade _____ D.O.B. _____ Sex M _____ F _____
- B. Address _____
Street _____ City _____ Zip Code _____
- C. Parent/Guardian _____ Phone: Hm. _____
Wk. _____
- D. Probation/Social Worker _____

II. REVIEW REQUEST

- A. Review Requested by _____
- B. Reason for request _____
- C. Counselor recommendation _____

III. INFORMATION FROM CUM FOLDER

- A. Behavioral history _____

- B. Standardized and proficiency test scores (report total scores national percentiles, not g.e.):

- C. Summary of junior high and high school grades. _____

- D. Referrals to psychologist or special programs (if any, request this information.) _____

- E. Credits to date _____ Current G.P.A. _____ Overall G.P.A. _____
- F. Attendance history (attach history: (comment if necessary) _____

IV. ADDITIONAL INFORMATION

V. CONTACTS:

A. Summary of parent contacts to date: correspondences, conferences (give dates if available).

B. Summary and date of student contact(s): _____

VI. PROGRAM MODIFICATION TO DATE

____ Intensive Reading Lab

____ Math Lab

____ Monitor by weekly green sheet

____ Independent Study

____ Other _____

____ Teacher/class change

____ None, appropriately placed

____ Tutoring recommended

____ Counseling (community resources)

VII. STUDENT STUDY TEAM ASSESSMENT AND RECOMMENDATIONS:

Follow-up/review date _____ Monitor _____

Parent accepts recommendation _____ Date _____

Signature

Parent requests further review _____

Parent Signature

Psychologist Date

Student Date

Counselor Date

Teacher Date

Administrator Date

Single Plan for Student Achievement

CELDT DATA

- Students tested 2003 Annual _____ Initial _____

- Students moving one level in the Overall Student Proficiency Designation _____
- Goal _____% Actual _____ Goal Reached? Y N

Table 1

Total student enrollment at State Language Census Collection date

| Home Language | English Learner #4 | FEP Redesignated #3 | FEP Initial # 2 | Monolingual (Native) English #1 |
|--------------------|-----------------------|------------------------|--------------------|------------------------------------|
| English | | | | |
| Spanish | | | | |
| Mien | | | | |
| Lao | | | | |
| Hmong | | | | |
| Other | | | | |
| GRAND TOTAL | | | | |

Table 2

Redesignation Rate by Year-In-School

| # of Years in US School | # of EL Students | # of Redesignated |
|----------------------------|------------------|-------------------|
| 8+ | | |
| 7 | | |
| 6 | | |
| 5 | | |
| 4 | | |
| 3 | | |
| 2 | | |
| 1 | | |

Source: Cum File

SASI / CELDT

SASI / District Criteria

ELL FILE CONTENT CHECKLIST

Name: _____

Date Entered EL Program: _____ **Date Entered School:** _____

Comments: _____

Date Reclassified to FEP: _____

Home Language Survey: _____ **Date Entered US School** _____

Parent Notification Letter: Year 1 ____ Year 2 ____ Year 3 ____ Year 4 ____

Current Transcript: _____

Current Class Schedule: _____

Progress Report: _____

Report Cards: _____

Discipline Items: _____

CELDT Results:

9th _____ Date: _____
10th _____ Date: _____
11th _____ Date: _____
12th _____ Date: _____

Accelerated Reader – STAR:

9th _____ Date: _____
10th _____ Date: _____
11th _____ Date: _____
12th _____ Date: _____

CST ELA Results:

9th _____ Date: _____
10th _____ Date: _____
11th _____ Date: _____

CAT6 ELA:

9th _____ Date: _____
10th _____ Date: _____
11th _____ Date: _____

Writing Proficiency:

9th _____ Date: _____
10th _____ Date: _____
11th _____ Date: _____
12th _____ Date: _____

Comments:

CAHSEE:

10th _____ Date: _____
11th _____ Date: _____
12th _____ Date: _____

RFEP RECLASSIFICATION MONITOR LIST

Name: _____

Date Reclassified to FEP: _____

D, F & I list (Quarter):

Comments

Date: _____ Y or N _____

Date: _____ Y or N _____

Date: _____ Y or N _____

Date: _____ Y or N _____

Date: _____ Y or N _____

Date: _____ Y or N _____

Date: _____ Y or N _____

Date: _____ Y or N _____

Transcripts:

**Grade Level
Year in School:**

Date: _____ Units _____

Date: _____ Units _____

Date: _____ Units _____

Date: _____ Units _____

English Language Learner Student Language Observation

Name: _____

Grade: _____

Quarter: _____ Date: _____

Observer: _____

| Comprehension | Speech | Vocabulary | Pronunciation | Grammar | Oral | Written |
|---|--|--|---|--|---|---|
| Cannot understand simple conversation. <div style="text-align: right;">1</div> | Speech broken. Unable to converse. <div style="text-align: right;">1</div> | Vocabulary limited. <div style="text-align: right;">1</div> | Speech cannot be understood <div style="text-align: right;">1</div> | Speech cannot be understood because of errors in grammar. <div style="text-align: right;">1</div> | Reads select letters. <div style="text-align: right;">1</div> | Writes name and some letters <div style="text-align: right;">1</div> |
| Difficulty understanding what is said. "Social" conversation only. <div style="text-align: right;">2</div> | Speech difficult with pauses or silence. <div style="text-align: right;">2</div> | Student difficult to understand because of incorrect word use and limited vocabulary. <div style="text-align: right;">2</div> | Hard to understand. Frequently repeats to be understood. <div style="text-align: right;">2</div> | Errors in grammar and word order make understanding difficult. <div style="text-align: right;">2</div> | Reads select words. <div style="text-align: right;">2</div> | Correctly writes some words. <div style="text-align: right;">2</div> |
| Understands most of what is said at slow speed or with repetition. <div style="text-align: right;">3</div> | Speech broken by students' search for the correct words. <div style="text-align: right;">3</div> | Frequently uses the wrong words and has limited vocabulary. <div style="text-align: right;">3</div> | Pronunciation causes some misunderstanding. <div style="text-align: right;">3</div> | Errors in grammar and word order make understanding at times difficult. <div style="text-align: right;">3</div> | Reads and follows simple directions and some text. <div style="text-align: right;">3</div> | Correctly writes two sentences related to a given topic. <div style="text-align: right;">3</div> |
| Understands almost everything at normal speed. <div style="text-align: right;">4</div> | Speech generally fluent with some pauses while searching for correct words. <div style="text-align: right;">4</div> | Sometimes uses wrong words and/or must rephrase because of limited vocabulary. <div style="text-align: right;">4</div> | Pronunciation clear with an accent. <div style="text-align: right;">4</div> | Speech understood with few errors in grammar and word order. <div style="text-align: right;">4</div> | Can identify the main idea from a passage. <div style="text-align: right;">4</div> | Correctly writes a paragraph related to a given topic. <div style="text-align: right;">4</div> |
| Understands all conversation. <div style="text-align: right;">5</div> | Speech fluent and effortless. <div style="text-align: right;">5</div> | Use of vocabulary and idioms is fluent. <div style="text-align: right;">5</div> | Pronunciation and intonation understood with appropriate patterns. <div style="text-align: right;">5</div> | Grammar and word order at appropriate level. <div style="text-align: right;">5</div> | Reads and understands all text. <div style="text-align: right;">5</div> | Correctly writes essays or answers to homework problems. <div style="text-align: right;">5</div> |

Teacher Credential Overview

| SITE | CLAD | BCLAD | SB 395 | ELL | ELD/SDAIE | In Progress | Totals |
|-------------|-------------|--------------|---------------|------------|------------------|--------------------|---------------|
| EHS | 14 | 1 | 1 | 1 | | 3 | 20 |
| FHS | 12 | 2 | | | | 3 | 17 |
| SHS | 14 | 1 | 2 | 1 | 1 | 2 | 21 |
| PHS | 2 | | 1 | | | | 3 |
| NSIHS | 3 | | | | | | 3 |
| UPREP | 3 | | | | | | 3 |
| Total | 48 | 4 | 4 | 2 | 1 | 8 | 67 |

Updated January 2005

Glossary of Terms

| | |
|--|---|
| Assessment | The process by which information is used and gathered to describe a person, group or activity being studied. The information gathered by the assessment process is often used to provide information needed for evaluation. |
| Basic Interpersonal Communication Skills (BICS) | Language used in everyday social interactions. |
| Bicultural | Able to function in two distinct cultures. |
| Bilingual | Able to use two languages with native or near-native ability. |
| Appraisal Team | A team composed of the classroom teacher, ELD teacher, resource teacher (if applicable), principal and parent. The purpose of the Appraisal Team is to evaluate ELL student's progress. |
| Bilingual Education | Educational instruction provided to English Language Learners whose dominant language is other than English. |
| Biliterate | A person who is able to read and write in two languages with native or near-native ability. |
| CELDT | California English Language Development Test |
| Cognitive Development | Relates to the development of intellectual abilities and skills. It includes all levels of thinking in all academic areas. The results of cognitive development are measured through tests and student-made products. |
| Compliance | The term is used to indicate whether or not a district is operating within the state and federal laws and regulations. |
| Content-Based Instruction | An approach that employs language instructional strategies to subject-matter classes. |
| Criteria | The minimum standards by which a performance is measured. |
| CST | California Standards Test |
| DAC | District Advisory Council. |
| DELAC | District English Language Advisory Committee. |
| Early-Production | Students begin to express themselves in English and respond to questioning with single words or short phrases. |
| ELL | English Language Learner |
| ELAC | English Language Advisory Council |
| EO | English-Only. A classification that identifies a child as having no primary language other than English. |
| Evaluation | A measurement of the results of a program or the success of a project. |
| FEP | Fluent-English-Proficient. Pupils whose English proficiency is comparable to that of the majority of pupils of the same grade or age whose primary language is English. |
| HLS | Home Language Survey. A document that is used to identify the language (s) spoken at home by each student. |
| Intermediate Fluency | Students function in normal conversation but lack sufficient academic language to compete with native English speakers. |
| Language Acquisition (LA) | Development of language proficiency without conscious recourse to rules. |
| Language Development Specialist (LDS) | A person who holds the LDS Certificate and who is trained in second language acquisition techniques, bilingual methodology, and cultural needs of ELL students. |
| LAS | Language Assessment Survey. An assessment used to determine the level of English language proficiency. |
| Language Census (R-30LC) | The census report required by the state that identifies number of English Language Learner and fluent-English-proficient students by grade and school. |

| | |
|---------------------------------|---|
| L₁ | Primary Language-the first language the student learns to speak at home. |
| L₂ | Secondary Language-the second language a student learns to speak. |
| Maintenance Program | After the transition to English is made, the native language skills are maintained. |
| Multicultural Education | A curriculum area designed to enhance the development of appreciation for the contributions of all ethnic groups. |
| Natural Approach (NA) | The process of determining the educational needs of children in preparation for planning action designed to meet those needs. |
| Objective | An accomplishment that can be verified within a given time and under specific conditions. |
| Pre-Literate | Students who speak in their native language or English but do not read or write. |
| Pre-Production | Students with little or no experience in English. |
| Primary Language | The language other than English that has been identified by the Home Language Survey as the language the student first learned, the language most used by the student at home, or the language spoken most frequently by the parents. |
| Proficient English (PRO) | Refers to the highest level of language proficiency on state-designated assessment instruments. |
| R-30 LC | Language Census-determines bilingual teacher requirements. |
| Redesignation | The process of changing a student's classification from English Language Learner to fluent-English-proficient. In cases where student's academic performance is lagging and language is determined to be the problem, the process may be revised. |
| SAC | Student Advisory Council |
| SAT | Stanford Achievement Test. A nationally normed test used to measure student achievement in reading, mathematics, and language. |
| Sheltered English | An instructional process that simplifies the use of English to meet academic needs of ELL students. The use of this process allows students to gain mastery in content area knowledge while improving their English language skills. |
| Speech-Emergence | Students respond to questions and converse in English using more complete phrases and sentences. |
| SSL | Spanish-as-a-Second Language. |
| Transitional Program | A program where students move from primary language instruction to mainstream education after attaining appropriate levels in English. |