Master Plan
for
English Learner Programs

Board of Education

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Approved by the Board of Education:
September 28, 2004
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Acknowledgements

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Language Development Resource Teachers (LDRTs)

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1. BOARD POLICY AND ADMINISTRATIVE REGULATIONS

Board Policy 6174

The program for English Learners (ELs) is founded on the Board’s commitment to provide them equal access to the educational opportunities afforded all students. The District shall establish a Master Plan for English Learner Programs to ensure that ELs become fluent in English, attain their highest academic potential, and develop self-esteem and intercultural understanding. The Master Plan shall be based on state and federal law and current research by experts in the field. Significant attention shall be paid to the program’s implementation, including provisions for adequate resources; standards-aligned curriculum and assessments; selection of appropriate instructional materials; allowance of sufficient instructional time; and appropriate staffing and training of personnel.

The District Master Plan shall establish complete program descriptions and procedures which provide for: identification, placement, assessment, and monitoring of progress; reclassification of ELs to Fluent English Proficient (FEP) based on District criteria; related parental involvement; translation and interpretation; and Parental Exception Waivers in accordance with the law.

The District Master Plan shall ensure that ELs are provided with instruction that develops fluency in English as effectively and efficiently as possible. To accomplish this goal, the English instruction shall be designed to meet the needs of students at all levels of English proficiency and be aligned with State English Language Development and English Language Arts Standards. All ELs shall have full access to the core curriculum through a simultaneous program using Specially Designed Academic Instruction in English (SDAIE) with primary language support as needed. To assess the adequacy of programs which serve ELs, the District shall establish procedures to analyze data in order to determine the effectiveness of programs that teach English language proficiency, as well as students’ overall academic achievement.

The Board is committed to a program for all students which shall reflect the contributions of all ethnic groups to the common culture and shall be designed to promote positive self-concepts and crosscultural understanding. All students will learn to respect and work cooperatively with persons of all backgrounds. Instruction shall assist students in realizing the value of individual differences as well as the human dignity and the worth of all people, providing students with the foundation for basic understanding, trust, and effective communication.

The District shall establish a parent/guardian District English Learner Advisory Committee (DELAC). At each school site with 21 or more ELs, a parent/guardian English Learner Advisory Committee (ELAC) shall be established.

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

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

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

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

To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the English Learners’ academic achievement and their progress towards proficiency in English and the progress of students who have been reclassified as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELACs).

(cf. 6190 - Evaluation of the Instructional Program)

Type of Instruction:
In order to provide equal opportunity for academic achievement and prevent and substantive academic deficits, English Learners in elementary schools will be placed in an appropriate educational setting:

Program 1:
- English Learners at Levels 1-2 on the California English Language Development Test (CELDT) will:
  1. Be placed in a Structured English Immersion (SEI) classroom.
  2. Receive thirty (30) minutes of English Language Development (ELD) daily.
  3. Be assured of accountability for placement and ELD instruction by the site principal, Language Development Resource Teacher and Language Assessment and Development Department.

Program 2:
- When an English Learner has acquired a reasonable level of English proficiency as measured by CST (Level 3 or above) and/or CELDT (Levels 3, 4 or 5), EL students will receive instruction in an English Mainstream classroom with ELD and Specially Designed Academic Instruction in English (SDAIE) for support. These specialized services for
English Learners will continue until reclassification occurs. After reclassification, their academic progress will be monitored for two years.

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

The site Principal and Resource Staff carry the primary responsibility for ensuring the implementation and monitoring of daily ELD instruction to identified English Learners.

All District teachers of English Learners shall have their Crosscultural, Language and Academic Development (CLAD) or California Teacher of English Learner (CTEL) certificate or its equivalent. Teachers without proper certification shall be actively engaged in obtaining this certification within a specified period of time.

Instruction for English Learners shall be designed to promote positive self-concepts and crosscultural understanding.

Parental Exception Waivers

At any time during the school year, the parent/guardian of an English Learner may have his/her child moved into an English language mainstream program.
(5 CCR 11301)

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

Legal Reference:

EDUCATION CODE
300-340 - English language education for immigrant children
430-446 - English Learner and Immigrant Pupil Federal Conformity Act
33308.5 - CDE guidelines not binding
44253.5-44253.10 Certification for bilingual-cross-cultural competence
48985 - Notices to parents in language other than English
51101 - Rights of parents to information
51101.1 - Rights for parents of English learners
52130-52135 - Impacted languages act of 1984
52160-52178 .4- Bilingual Bicultural Act
52180-52186 - Bilingual teacher training assistance program
54000-54028 - Programs for disadvantaged children
60810-60812 - Assessment of language development
62000-62005.5 - Evaluation and sunsetting of programs
CODE OF REGULATIONS, Title 5
4320 - Determination of funding to support program to overcome the linguistic difficulties of English learners
11300-11316 - English Language Learner Education
11510-11516 - California English Language Development Test
UNITED STATES CODE, TITLE 20
1701-1705 - Equal Educational Opportunities Act
6312 Local education agency plans
6801-6871 Title III, Language instruction for limited English proficient and immigrant students
COURT DECISIONS:
California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989
ATTORNEY GENERAL OPINIONS

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Guidelines for Reclassification of English Learners, September 2002
Accommodations for the California English Language Development Test, Revised 8/13/01

WEB SITES
CDE:  http://www.cde.ca.gov
CSBA:  http://www.csba.org

Policy
Adopted: July 9, 1996
Revised: September 27, 2005
Revised: June 28, 2011

Pasadena Unified School District
Pasadena, California
ADMINISTRATIVE REGULATION 6174

Definitions

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

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

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

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

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

Identification, Assessment and Placement

Upon enrollment, each student’s primary language shall be determined through the use of a home language survey. (5 CCR 11511.5)

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

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

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student’s individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student’s individual needs. (5 CCR 115156.5)

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

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

(cf. 5145.6 - Parental Notifications)

These notifications shall be written in English and in the student’s primary language. (Education Code 48985)

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

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

1. The reason for the student’s classification as English Learner

2. The level of English proficiency

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

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

5. Information designed to assist a parent/guardian in selection among available [programs, if more than one program is offered].
Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parent Exception Waivers

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

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

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

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

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

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

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

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

2. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Governing Board guidelines.
Pursuant to Education Code 311(b) and 311 (c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310 (5 CCR 11309).

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

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

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

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

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

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311 (c) for students with special needs shall not be acted upon during the 30 day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

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

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

1. Demonstrated English language proficiency comparable to that of the district’s average native English language speakers

2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

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

This proficiency shall be assessed by means of the following criteria: (5 CCR 11303)

1. Assessment of English language proficiency utilizing the CELDT as the primary criterion, and objective assessment of the student’s English reading and writing skills.

2. Participation of the student’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions.

3. Parent/guardian opinion and consultation during a reclassification interview

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

4. Comparison of performance in basic skills, including performance on the English Language Arts section of the California Standards Test.

The Pasadena English Language Learner Master Plan will set forth practices so that a plan for improvement will be written for each student who has not met criteria for reclassification after five (5) years from the date of initial identification as an English Language Learner. This English Learner Individual Plan will specify the interventions and support that shall be provided and monitored until reclassification criteria is met.

The Superintendent or designee shall provide subsequent monitoring and support of reclassification students, including but not limited to monitoring the performance of reclassified students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassification and ensuring correct classification and placement.
The Superintendent or designee shall develop a process to monitor the effectiveness of the district’s program for English Learners. The district’s program shall be modified to help ensure language and academic success for each English Learner.

Advisory Committees

At the district level when there are more than 50 English language learners and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308) Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school (Education Code 52176, 62002.5)

The District English Learner Advisory Committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a District Master Plan of education programs and services for English Learners, taking into consideration the school site plans for English Learners.

2. The districtwide needs assessment on a school-by-school basis

3. Establishment of a district program, goals and objectives for programs and services for English Learners

4. Development of a plan to ensure compliance with applicable teacher or aide requirements

5. Administration of the annual language census

6. Review of and comment on the district’s reclassification process

7. Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

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

(cf. 0420 – School Plans/Site Councils)
(cf. 1220 – Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 – Parent Involvement)

Regulation
Approved: July 9, 1996
Revised: June 28, 2011

PASADENA UNIFIED SCHOOL DISTRICT
Pasadena, California
2. DISTRICT VISION, MISSION AND VALUES

The government and the public schools of California have a moral obligation and a constitutional duty to provide all of California’s children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important.

Vision

We are the internationally recognized leader in public education. We have marshaled the vast resources and assets of our region to engage students in broad-based, world-class, relevant educational experiences. All students graduate prepared for college and career success and to contribute to our democratic society.

Mission

Providing a caring, engaging, challenging experience for students every day.

Values

Our students come first. Our decisions are driven by what is best for them. Our policies, programs and behaviors are based on:

Integrity and Respect

We say what we mean and we do what we say. We meet or exceed professional standards and legal requirements.

Our behaviors, policies, and programs affirm the worth and personal dignity of all students, employees and community members. We foster a climate of civility, collegiality, tolerance and reasoned debate, embracing our diversity as a strength that adds vibrancy and creativity to our perspectives, deliberations and decisions.

Transparency

We encourage diverse input and differing opinions. We make our decisions openly. We make information easily accessible to everyone.

Equity

We believe that every child is entitled to the same, high quality education, no matter what school he or she attends. We also believe that different needs require different levels or resources to enable all children to achieve their full potential.
Accountability

We take responsibility for our actions, decisions and outcomes. We are committed to continuous improvement and use evidence-based approaches to identify improvements that support student success.

Collaboration

We encourage the participation of parents and the entire community in all aspects of PUSD. We actively seek mutually-beneficial partnerships with the people and organizations in our communities and region.

Honoring our Fiscal Responsibility

We maintain the public trust by providing high quality services and buy using our resources prudently, efficiently and equitably. Preserving the longest term financial viability of the District is always a key factor in our decisions.
3. THE LANGUAGE ASSESSMENT AND DEVELOPMENT DEPARTMENT
   (LADD)

The Language Assessment & Development Department serves English Learners and their families. The LADD Office offers the following services:

- The Assessment Center administers the California English Language Development Test (CELDT) to students who are new to the District and who have a primary language other than English. In addition, parental rights are explained, and placement recommendations are provided for the schools. Staff also assists with required assessments at school sites.

- District Resource Teachers provide instructional support to the schools and work directly with the schools’ Resource Teachers and Coaches.

- A Spanish-speaking Community Liaison Specialist provides a link with parents, community members and community organizations and is an advocate for the parents and provide access to community and school services needed by the families. The Community Liaison Specialist serves as an advisor to the District English Learner Advisory Committee.

- Translation services are provided to the District and school sites by Bilingual Technicians. Written translation of district communications to parents/community, school documents, and transcriptions of legal proceedings are provided. (Please see Interpretation and Translation Request Forms at the end of this chapter.)

- Additional programs coordinated by the LADD Office include the Cesar Chavez Art and Essay Contest, the Seal of Biliteracy Program and Adult ESL (English as a Second Language) Program.

The Pasadena Unified School District receives both state and federal funding to support English Learners. These funds include:

- Title III of the federal No Child Left Behind (NCLB) Act provides supplemental funding to implement programs designed to assist English Learners and Immigrant students to attain English proficiency and meet State Academic Standards.

- Economic Impact Aide-Limited English Proficient (EIA-LEP) provides basic state supplemental funding for English Learner programs.
The Translations Unit offers simultaneous and consecutive interpreting. We will work with you to determine the most appropriate technique for your meeting. We offer interpretation in Spanish and a limited number of other languages.

Submit completed forms to the Translations Unit via email to translations@pusd.us or fax to (626) 795-3609 15 business days before your event. We will contact you before the scheduled meeting to discuss the availability of interpreters and interpreting equipment. Only District-wide meetings and events are covered.

**INTERPRETATION REQUEST FORM**

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Signature of principal or department head is required.

_________________________  __________________________  ___________
Name  Signature  Date
PUSD’s Translations Unit provides translation of written documents for District schools and departments. Due to the high volume of requests, please submit documents 10 business days in advance. Please complete this Translation Request Form and submit it with a legible copy of the document to be translated via e-mail to translations@pusd.us or fax: (626) 795-5309. We will contact you if any further information or instructions are necessary.

**Guidelines for Requesting Written Translation**

- Check the online library of pre-translated documents at www.pusd.us
- Submit documents **10 business days in advance**. Allow more time for documents that are:
  - longer than 5 pages
  - technical or legal
- Format:
  - Microsoft Word only
  - with 12 point font
  - All documents are returned in PDF format
- Highlight updates of revised documents that have been translated by PUSD in the past
- All documents are subject to review before approval for translation. Only PUSD-related documents are covered.
- Avoid acronyms or write out the full meaning at least once. Include contact phone number in case we need to clarify concepts, acronyms or context.

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**For Translations Unit Use Only**

Date Received  
Approved  

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4. IDENTIFICATION, INITIAL ASSESSMENT & PLACEMENT

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete the Home Language Survey (HLS) for each of their school-aged children. When the parent/legal guardian enrolls his/her child in the District for the first time, an HLS is completed as a part of the District’s enrollment procedure. The District will use the HLS to determine the primary language of each student. The HLS will be dated, have a signature of parent/guardian, have each state-authorized question answered, and be kept on file at the school. If a signature cannot be obtained after reasonable efforts by the District, alternative documentation will be on file.

All students whose Home Language Survey indicates a language other than “English Only” for one or more of the first three questions on the HLS must be assessed in English language skills within thirty calendar days of initial enrollment. For initial testing, the District will use the state authorized California English Language Development Test (CELDT). CELDT is a criterion-referenced test based on the ELD Standards that assesses students’ English language proficiency in listening, speaking, reading and writing. CELDT contains tests for the following grade spans:
- Grades K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

There are no parent waivers for taking the CELDT (CELDT State Board Adopted Guidelines October 2008).

When school personnel determines through the Home Language Survey that the CELDT test is warranted, an appointment is made with the LADD Office for an initial assessment by the Assessment Center Technicians. Students at all grade levels (K-12) are given the initial CELDT in the LADD Office. Kindergarten students may also be tested at their school sites by the Language Development Resource Teacher. Assessment Center staff will collect the CELDT tests, score and compile results as required, and submit data to the CDE and school sites according to state regulations.

A score indicating “less than fluent” based on the cut scores established by the CELDT publisher identifies the student as an EL.

Parents whose children speak a language other than English must be notified within thirty calendar days of the completion and results of their child’s initial assessment. If the child is evaluated at the District Assessment Center, the initial results are shared with the parent/legal guardian in a conference with an Assessment Center staff member immediately after testing. The purpose of the conference is to explain the English proficiency results, program options, student recommended placement, and the waiver process for an alternative program. The Assessment Center staff will prepare a student portfolio with all initial assessment results, placement recommendations, and parent notification forms for the school. Assessment results are entered for each student in the District database by the Assessment Center staff.
Using this assessment information and program placement recommendation, the site Principal and LDRT place the student in the most appropriate classroom setting. The Principal or LDRT may meet with the parent/legal guardian to clarify any questions they may have, or to review any concerns they may have regarding testing results or program placement recommendation.

When English Learners transfer between schools in the District, all relevant data regarding their assessment history including current scores, current placement, academic progress, and interventions are sent to the receiving school. The Principal, Assistant Principal and/or LDRT are responsible for reviewing the information in the student data system to make sure the student is placed in the proper class(es).

English Learners who are transferring from another district and have been assessed in that district will have their data entered in the District database and will be placed based on the information from the sending district. If assessment data is incomplete or missing from the cumulative record, the school will send the student to the District Assessment Center for assessment.
English Language Development Program

Home Language Survey
(Completed during enrollment)

If there is a language other than English indicated on question 1-3.

English Only (EO)
(No language assessment necessary.)

Kindergarten
- CELDT administered at individual schools or Assessment Center

Grades 1-12
- CELDT (Assessment Center)
- Language Assessment info from previous California public school

I-FEP (Initial Fluent English Proficient)
English Mainstream (no ELD)
New to CA school or IFEP from previous district.

R-FEP (Reclassified Fluent English Proficient)
R-FEP upon entering district (meets PUSD R-FEP criteria and was reclassified in prior district.)

English Learner (EL)

Program 1 - Structured English Immersion
CELDT Levels
- Beginning
- Early Intermediate
Daily ELD/ELA
SDAIE content area

Program 2 - English Mainstream with Instructional Support
CELDT Levels
- Intermediate
- Early Advanced
- Advanced
Daily ELD
ELA with Support
SDAIE support in content classes

Program 3 - Primary Language (Available through parent waiver)

Program 4 – Dual Immersion

Reclassification to R-FEP
As measured by:
- CELDT
- CST (Or CAHSEE)
- Unit Assessment
- Teacher Evaluation
- Parent Consultation

Monitoring R-FEPs
- 6 months
- 1 year
- 2 years
5. PARENT EXCEPTION WAIVERS

The District has established procedures for parental exception waivers, which include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The District provides full descriptions of the different educational program choices and of all the educational opportunities available to the student as well as descriptions of the educational material to be used. The different educational program choices offered may not consist exclusively of courses taught only in English. Note: The Special Education team determines the placement of each Special Education student, regardless of the student’s language proficiency. No provision of an IEP requires a parental exception waiver.

§ 11303. Parental Exception Waivers.

(a) 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. School districts will establish procedures for granting parental exception waivers as permitted by Education Code Sections 310 and 311 which include each of the following components:

(1) Parents and guardians must be provided with a full written description and, upon request from a parent or guardian, a spoken description of the Structured English Immersion program and any alternative courses of study and all educational opportunities offered by the school district and available to the pupil. The descriptions of the program choices will address the educational materials to be used in the different options.

(2) Pursuant to Education Code section 311(c), parents and guardians must be informed that the student must be placed for a period of not less than thirty (30) calendar days in an English language classroom and that the school district superintendent must approve the waiver pursuant to guidelines established by the local governing board.

(3) Parental exception waivers will be granted unless the school principal and educational staff have substantial evidence that the alternative program requested by the parent would not be better suited for the pupil.

(b) All parental exception waivers will be acted upon by the school within twenty (20) instructional days of submission to the school principal. However, parental waiver requests under Education Code section 311 (c) will not be acted upon during the thirty-(30)-day placement in an English language classroom. These waivers must be acted upon either no later than ten (10) calendar days after the
expiration of that thirty- (30)-day English language classroom placement or within twenty (20) instructional days of submission of the parental waiver to the school principal, whichever is later.

(c) In cases where a parental exception waiver pursuant to Education Code Sections 311(b) and(c) is denied, the parents and guardians must be informed in writing of the reason(s) for denial, and if relevant, advised of any procedures that exist to appeal the decision to the local board of education.

(d) For waivers pursuant to Education Code section 311(a) and students for whom standardized assessment data is not available, school districts may use equivalent measures as determined by the local governing board.

§ 11304. State Board of Education Review of Guidelines for Parental Exception Waivers

(a) Upon written request of the State Board of Education, school district governing boards will submit any guidelines or procedures adopted pursuant to Education Code section 311 to the State Board of Education for its review.

(b) Any parent or guardian who applies for a waiver under Education Code Section 311 may request a review of the school district’s guidelines or procedures by the State Board of Education. The sole purpose of the review will be to make a determination as to whether those guidelines or procedures comply with the parental exception waiver guidelines set forth in Section 11303.

Parental exception waivers are available for the following three categories of students:

Children who already know English:
The child already possesses average or above average English-language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing. The child must score at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.

Parents of students who already know English (as demonstrated by a score at or above the state average on a standardized test of grade level English vocabulary, comprehension, reading and writing) may request primary language (Spanish) instruction for their children.

Action Timeline: The Principal must document the date of receipt of the completed waiver application and submit the application to the Language Assessment and Development Department which will review the waiver application and recommend approval or denial of the waiver request. The Superintendent of Schools or designee will act upon the waiver request within twenty instructional days of the request being submitted to the site.
Older children:
The child is ten years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited for the child.

Action Timeline: The Principal must document the date of receipt of the completed waiver application and submit the application to the Language Assessment and Development Department which will review the waiver application and recommend approval or denial of the waiver request. The Superintendent of Schools or designee will act upon the waiver request within twenty instructional days of the request being submitted to the site.

Children with exceptional needs:
The child has been placed in a Structured English Immersion classroom for a period of not less than thirty days and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child’s overall educational development due to the child’s special physical, emotional, psychological or educational needs.

A written description of the child’s special physical, emotional, psychological, or educational needs must accompany the waiver request. The child must remain in the Structured English Immersion Program for a minimum of thirty instructional days.

Action Timeline: The Principal must document the date of receipt of the completed waiver application and submit the application to the Language Assessment and Development Department that will review the waiver application and recommend approval or denial of the waiver request. The Superintendent of Schools or designee will act upon the waiver request within ten calendar days after the thirty day placement in Structured English Immersion has ended or within twenty instructional days of submission to the principal, whichever is later.

Waiver Procedures for Parents

Upon initial enrollment at our District’s Assessment Center, all parents receive an orientation to the District’s program options for English Learners and the parental exception waiver process. Assessment Center staff explains the program options and give each parent written description of the three options: Structured English Immersion, English Mainstream, and Alternative Program (Bilingual classroom or Dual Language Program).

When the English Learner is enrolled at the school site, the Language Development Resource Teacher and/or the Principal will again give the parent/guardian a full description of the three instructional program choices and the educational materials used in each program at the site. In addition, Parental Exception Waivers are made available to them. Those interested in completing the
The waiver process will meet with the Principal or LDRT to complete the waiver process. Parents will be notified that when twenty students or more at a given grade level of the same language receive an approved waiver, the school shall be required to offer such a program; otherwise, students must be allowed to transfer to a school where such a program is available. The parent will be guided through the intra-district or inter-district transfer process when required.

The procedure for requesting a waiver is as follows:
1. Waivers must be requested annually;
2. Parents must personally visit school sites to apply for waivers;
3. Parents must be provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the generally recognized methodologies permitted by law;
4. Parents must be informed that individual schools will be required to offer a primary-language class if twenty students or more at a grade level (or two consecutive grade levels) receive waivers. If there are insufficient numbers of students receiving waivers, the schools must allow the students to transfer to a public school where such a class is offered.

All sites must have the following in place:
1. Parental Exception Waiver Forms for each of the three categories available for parents.
2. Procedure to ensure that parents understand the three waiver conditions and their right to refuse to consent to a waiver from Structured English Immersion.
3. Procedure to ensure that parents understand the waiver timelines.
4. Office procedure for receiving and processing parental exception waivers;
5. Procedure for informing parents of the following in writing:
   A. approval of waiver request and child’s placement or
   B. reasons for any parental exception waiver denial, including the right to appeal the procedure for appeal.

If a parental exception waiver is denied, the following must take place in a timely manner:
1. The parent/legal guardian must be provided with a copy of the completed Approval/Denial of Request for Waiver of Structured English Immersion Requirement Form with documentation.
substantiating the denial (evidence must be provided that approving the waiver would not meet the child’s educational needs);

2. The parent/legal guardian must be informed of the right to appeal to the Board of Education if he/she is not in agreement with the decision made by the Superintendent of Schools/Designee.
6. INSTRUCTIONAL PROGRAM

The instructional program for English Learners is based on current research and is designed so that all EL students will attain English proficiency and master grade level standards. Students will receive adequate support in order to recoup any academic deficits that may develop in other areas of the core curriculum while learning English. Program options comply with state EC 300-340 and federal legal requirements.

The Pasadena Unified School District offers the following options to English Learners:
   1. Structured English Immersion Program (Program 1)
   2. Mainstream English Program (Program 2)
   3. Primary Classroom Program (Program 3)
   4. Dual Language Program (Program 4)

Each program requires the following components:
- Well-articulated, standards-based, differentiated English Language Development (ELD), specifically designed to teach English to non-English speakers;
- Well-articulated, standards-based differentiated instruction in the core curriculum with primary language instruction, primary language support and/or Specially Designed Academic Instruction in English (SDAIE); and
- Structured activities designed to develop cultural proficiency and positive self-esteem. Cultural proficiency is defined as having the ability to interact effectively with those of different cultures. This includes having an awareness of one's own cultural perspective, acknowledging cultural differences, and developing cross-cultural skills. Cultural proficiency allows one to understand, communicate with, and effectively interact with people across cultures.¹

Primary Language Support vs. Primary Language Instruction

Primary Language Support

Primary language support is not the same as primary language instruction as it does not include directed lessons, in-class assignments or assessments in the primary language. Primary language support

support in the Structured English Immersion or Mainstream Classroom means use of support materials in the primary language by the teacher or instructional assistant in order to increase access to core curriculum taught in English, to enable students to access prior knowledge, transfer skills, use cognates, and so on. This support is used to motivate, clarify, direct, support or explain concepts.

Cross-age bilingual tutors, parent or community volunteers and other bilingual teachers at the school should also be utilized to provide primary language support. Classroom libraries should have bilingual dictionaries and primary language books to be used as resources by students and families.

When 15 percent or more of the students enrolled in the school speak a single primary language other than English, all notices, reports, statements or records sent by the school or district to the parent/guardian must be written in English as well as in the primary language.

The District provides services to ELs including a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and effectively as possible, and an opportunity to learn, including access to a challenging core curriculum and instruction that promotes each student’s self-image and cultural proficiency.

**Primary Language Instruction**

Primary language instruction consists of use of the primary language by the teacher to deliver lessons, and by the students in their participation. This instruction makes use of grade-level materials in the primary language (textbooks, audio-visuals, electronic media, and internet resources) that meet state content standards. Assignments and assessments are in the primary language.

Primary language instruction is used in the alternative programs as the vehicle for providing access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are acquiring English. For students in the Dual Language Immersion Alternative Program (Program 4), primary language instruction is both an avenue to meeting grade level standards and a means of continuing to build full literacy in that language.

In the alternative program models, English can be used to preview, transfer or review information but is not to be used by the teacher during the lesson in the primary language.

Some use of the primary language may be appropriate in Structured English Immersion and English Mainstream settings (Programs 1 and 2), as long as instruction overall is nearly all, or overwhelmingly, in English.
English Language Development (K-12)

English Language Development (ELD) is a component of all program options for English Learners. The ELD component is aligned with the California English Language Development Standards.

*English Language Development (ELD) is the systematic, explicit instruction of English that takes place during designated ELD periods in organized, regularly scheduled time blocks as part of the English Learner program. The primary goal of ELD is to ensure that students develop levels of English proficiency required to succeed academically. This includes both academic and social language development.*

Current research shows that English Learners are most successful when
- ELD is carefully planned with specific language objectives and is implemented daily.
- It occurs during a separate block of time.
- It emphasizes listening and speaking, with explicit instruction on vocabulary (both academic and conversational), syntax, grammar, language functions and conventions.
- Teachers provide immediate corrective feedback to students.
- Students are grouped according to proficiency levels during ELD instruction (no more than two adjacent proficiency levels during ELD) but are in mixed classrooms for other instruction throughout the day.
- ELD continues at least until students reach Level 4 (Early Advanced) or Level 5 (Advanced).

ELD instruction occurs daily for all EL students until reclassified to fluent English proficient. There is no maximum amount of time that might be devoted to ELD. However, the following are the minimum daily ELD times:
- Elementary – 1 hour per day in addition to reading/language arts;
- Secondary – at least one period per day.

**Instructional Grouping for ELD at the Elementary School Level (Placement)**

At schools with a high number of ELs, students might be grouped by proficiency level within their grade level. At schools with fewer ELs, students might be grouped within adjacent grade levels but at the same ELD level. While ELs are in ELD sessions, English Only students might participate in activities that develop English language proficiency, such as writing. Each teacher within the grade level or grade-span is then responsible for teaching a specific leveled student group, and bringing them to the next identified level.

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Instructional Groupings for ELD at Secondary School Level (Placement)
English Learners in grades 6-12 will be grouped according to a number of data points. Students with less than 1 year of schooling in the U.S. and at CELDT levels 1 and 2 may participate in the District’s Newcomer Center program. All other English Learners will be grouped according to their performance data on the CSTs, CELDT, and ELD Diagnostic tests. Students in need of intensive support will be placed in double-blocked (2-hour) ELD courses. ELs in need of only limited additional support will be placed in a SDAIE English courses within a mainstream course. ELs approaching grade level will be placed in a mainstream English course. Students placed in ELD courses may be grouped by proficiency levels and across grades.

Instructional Materials
The district has adopted materials for use in the delivery of ELD instruction, K-12, to teach the ELD standards. Current lists of district-adopted materials are available at the school site and from the District Office.

Monitoring Student Progress
Assessments are used within the district to monitor the progress of English Learners in acquiring English skills. These include, but are not limited to, the following:
- California English Language Development Test (CELDT)
- Curriculum-embedded assessments from the leveled ELD materials;
- Benchmark Assessments;
- Student work samples (for example, student writing, oral reports, and so on, evaluated using standards-based rubrics).

Access to Grade Level Core Content, K-12
Because English Learners are required to master grade level content while acquiring English Proficiency skills, it is imperative that Specially Designed Academic Instruction in English (SDAIE) strategies are employed for these students during content instruction. The following table shows how these approaches work together with ELD to provide a comprehensive approach to academic language development.
The approaches outlined above use the following to help make instruction comprehensible and meaningful to students as well as providing access to core curriculum:

- Teachers contextualize instruction by using non-verbal language, visual support materials, demonstrations, realia, graphic organizers, scaffolding and building background knowledge. Students use a variety of resources in the environment so they construct meaning;
- Teachers modify language to deliver instruction such as slower or modified speech with few idioms; and allow for wait time before eliciting responses, questioning, pacing and highlighting;
- Teachers provide student-centered instruction, allow students to work with concepts and the language of those concepts in a variety of ways to demonstrate mastery of the content standard (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc);
- Content teaching and assessment is linguistically and culturally responsive;
- Teachers use language structures (sentence frames and linguistic patterns), active reading and robust vocabulary instruction to increase student comprehension;
- Accommodations are planned and purposeful in the learning environment;
- Activities encourage, engage and support active engagement to allow students to have multiple opportunities to develop language skills (for example, use of Kagan Cooperative Structures);
- Teachers emphasize and repeat key skills, major ideas and/or organize principles that underlie the content so students access concepts in an organized, logical sequence;
- Teachers frequently check for understanding and allow equitable student participation in demonstrating knowledge (use of equity sticks and cooperative structures);
• Teachers assess informally (check for understanding) throughout instruction to diagnose and remediate deficits. Teachers provide immediate corrective feedback. Informal assessments include student observations, portfolios, journals and analysis of student work;
• Classroom assessments allow for accurate measure of the mastery of grade level core content standards and/or use of academic language structures taught. If appropriate, teachers may use the following assessment variations: hear test directions translated into primary language, additional supervised breaks; be tested separately with other ELs in supervised setting and have access to word glossaries without definitions or formulas.
• Students are provided access to large collections of appropriate age-level literature within the student’s assessed Zone of Proximal Development, in classroom and school libraries.
• Teachers ensure that the physical arrangement of room environment promotes learning.
• Primary language is used strategically to clarify learning.

The EL Intervention Catch-Up Plan-Overcoming Academic Deficits

The Pasadena Unified School District monitors the academic performance of English Learners K-12 using formative and summative assessments. English Learners are expected to reclassify within five to seven years of entering the District. Their progress is also monitored for two years following reclassification. The chart below shows performance expectations based on years in the District as well as formative and summative assessments used to monitor their progress.
PERFORMANCE EXPECTATIONS IN ELD/DISTRICT & STATE ASSESSMENTS*
And Intervention (Catch-Up) Plan

<table>
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<tr>
<th>Timeline based on student’s ELD level upon entry into District</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year</th>
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<th>3&lt;sup&gt;rd&lt;/sup&gt; Year</th>
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<td>5&lt;sup&gt;th&lt;/sup&gt; Year</td>
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CELDT Level (ELD Standards) | Beginning Level 1 | Early Intermediate Level 2 | Intermediate Level 3 | Early Advanced Level 4 | Advanced Level 5 | Reclassified (Levels 4-5) |
|--------------------------|-------------------|-----------------------------|---------------------|------------------------|-----------------|---------------------------|

Classroom Placement | Program 1 (SEI) | Program 1 (SEI) | Program 2 (Mainstream) | Program 2 (Mainstream) | Program 2 (Mainstream) | Mainstream (Program 2) |
|-------------------|-----------------|-----------------|------------------------|------------------------|------------------------|-------------------------|

CST ELA | Far Below Basic | Below Basic | Basic | Basic or Proficient | Basic or Proficient | Proficient or Advanced |
|-------|----------------|-------------|--------|---------------------|---------------------|------------------------|

CST Math | Far Below Basic | Below Basic | Basic | Basic or Proficient | Basic or Proficient | Proficient or Advanced |
|--------|----------------|-------------|--------|---------------------|---------------------|------------------------|

Elementary Assessments (ELA and ELD) | Meets Grade Level Benchmarks | Meets Grade Level Benchmarks | Meets Grade Level Benchmarks |
|-----------------------------------|-----------------------------|-----------------------------|

Secondary Inside or Edge Assessments | The Basics (K-3)** | Level A (4)** | Level B (5)** | Level C (6)** | Holt | Holt |
|-----------------------------------|----------------------|------------------|------------------|------------------|-----|-----|

*Timeline and expectations may vary based on grade level at entry, L1 literacy, prior formal schooling, etc.
CELDT: California English Language Development Test
CST: California Standards Test
**Reading Level

Students who do not meet all benchmark criteria for the year are considered to be making insufficient progress in language acquisition and/or academic achievement as evidenced by the data.
Elementary English Learners who are not making progress based on the above criteria will be evaluated by the Language Development Resource Teacher annually using the English Learner Individual Learning Plan (EL-ILP). Interventions to remediate deficits will be indicated on the EL-ILP. Interventions may include additional classroom support, extended day and/or extended year programs. A School Study Team (SST) meeting will be convened to discuss the student’s EL-ILP and follow up meetings will be held at six and twelve weeks or as specified in the SST or until all benchmark criteria for the year are met. SST meetings will be held on all Grade 5 students who have been in the District since Kindergarten and who have not reclassified. These meetings will begin during the second semester of Grade 4. Copy of EL-ILP will be placed in student’s English Learner folder.

Secondary English Learners who are not making progress on the above criteria will be evaluated by the Language Development Resource Teacher in conjunction with the student’s counselor. The LDRT and/or counselor will then meet with the parents to inform them about the student’s progress in passing the California High School Exit Examination (CAHSEE) as well as in fulfilling requirements for high school graduation. The LDRT and/or counselor will review placement to make sure student is receiving sufficient classroom support (instructional assistant support, etc.). The LDRT and/or counselor will identify intervention options that are available, including, for example, CAHSEE boot camp, summer school opportunities, after school or lunch tutoring/coaching/homework help opportunities, and so on. The LDRT and/or counselor will follow up on student progress as needed to ensure academic deficits are being sufficiently remediated. Documentation describing intervention plan will be placed in student’s English Learner folder.

Group data are disaggregated and examined at school and district level to measure the effectiveness of the various intervention programs for different groups of English Learners.

The Language Assessment and Development Department, working with other departments as appropriate, provides ongoing guidance and professional development to schools on how to manage the process of developing and monitoring effective catch-up plans, including the development of forms to be used. The LADD also provides training on how to conduct monitoring reviews and implement planning sessions. Each school will submit a written needs assessment or catch-up plan according to guidelines provided by LADD.
English Language Program Options - Elementary

The following descriptors and charts describe the English Language classroom programs and alternative model options available in the Pasadena Unified School District.

**Elementary Structured English Immersion (Program One)**

Program 1 (Structured English Immersion) is designed for students who are not reasonably fluent in English and are at beginning proficiency English levels (Level 1 or Level 2). A teacher instructing English Learners in Program 1 will utilize Specially Designed Academic Instruction in English (SDAIE) strategies to make learning comprehensible and to enable students to move towards mastery of grade level content standards. Primary language support is provided if necessary to make instruction comprehensible, but instruction is overwhelmingly in English. Program 1 is designed to not normally exceed one year, therefore is an accelerated program of English Language Development. Instruction emphasizes listening, speaking, reading and writing in English. Students may be re-enrolled in Program 1 if the criterion for “reasonable fluency” is not attained and if parents consent. Program 1 may take place within the English Language Mainstream Classroom.

At any time, including during the school year, the District will respect a parent or guardian’s request to have his or her EL child moved into an English Language Mainstream EM (Program 2) classroom. The District will ensure that every EL student will be placed in a Program 2 whose parent or guardian has requested it. The school will document all such requests.

**Elementary English Language Mainstream with Instructional Support (Program 2)**

Program 2 (English Language Mainstream with Instructional Support) is designed for English Learners who are reasonably fluent in English and are at CELDT proficiency levels of Intermediate (Level 3), Early Advanced (Level 4) and Advanced (Level 5). The classroom may also contain English Only students, Fluent English Proficient students and some English Learners with less than reasonable fluency whose parents have requested this program and will benefit from instruction in a mainstream program with additional support.

English Learners will continue to learn English (daily ELD) in Program 2 and will have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction will continue to include Specially Designed Academic Instruction in English (SDAIE). Primary language support is provided for comprehension if needed, but instruction is overwhelmingly in English. The objective of Program 2 is for English Learners to attain sufficient...
proficiency in English to meet grade level and core content standards that will lead to reclassification and promotion.

**Primary Language Classrooms (Program 3)**

Program 3 offers instruction in the primary language to English Learners who qualify under the Parental Exception Waiver Option. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English-language skills. As the students transition to English-language content instruction, they receive SDAIE techniques to obtain clarity and a greater access to the core curriculum in the ELs’ second language. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.

**Dual Language Program (Program 4)**

The District offers two dual language programs. A Spanish Dual Language Program is available at San Rafael School and a Mandarin Dual Language Program is available at Field Elementary School. Dual language teaches literacy and content in two languages. The District utilizes the 90/10 model of instruction whereby in kindergarten 90% of instruction is in the target language and 10% in English. The percentage of instruction in the target language decreases by 10% per year until at Grade Five 50% of the instruction is in the target language and 50% is in English. This model of 50/50 instruction continues throughout the remainder of the program.
Program Options at the Elementary School Level

Program 1: Elementary Structured English Immersion Program (SEI)

Program 1 is a specialized process of teaching the English Language to students whose first language is not English. This program is designed to develop the acquisition of English language as rapidly and effectively as possible. It is for English Learners with less than reasonable fluency in English (CELDT Levels 1 or 2). It is designed to not normally exceed one year. The goal is for students to acquire English, meet grade level expectations in the academic core content, and attain cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is nearly all in English. Research-based methods are utilized for instruction.

<table>
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<tr>
<th>EL Students Served and Exit Criteria</th>
<th>Program Components</th>
<th>Staffing</th>
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| • ELs with “Less than reasonable fluency” in English (CELDT Levels 1 or 2)  
• This is the state default placement for English Learners who are not reasonably fluent and do not have an approved parental exception waiver for an alternative program.  
• Students will be transferred to Program 2 when they meet Program 1 Transfer Criteria (Early Intermediate on ELD standards assessment and Intermediate on CELDT)  
• School or parent may recommend re-enrollment in Program 1 if Program Transfer Criteria are not met. A Student Study Team (SST) meeting must be held and an English Learner Individual Learning Plan (EL-ILP) must be written. | • Minimum 1 hour daily of structured and uninterrupted English Language Development instruction in Listening, Speaking, Reading and Writing at the students’ assessed level of English acquisition.  
• Instruction is almost all in English (2/3 or day minimum)  
• Team teaching as required to meet student needs.  
• Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state approved, District-adopted, standards-based materials. ELD instruction is embedded in content subjects.  
• Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct and explain instruction.  
• Use of State and District adopted ELD materials  
• Student progress is monitored each quarter  
• Additional services are listed below. | • Appropriate subject matter authorization.  
• Multiple or Single Subject Teaching Credential  

Cross-cultural, Language and Academic Development (CLAD) or equivalent  
• SB 395 or SB1969 that include an ELD and SDAIE component  
• Language Development Specialist Certificate  
• General teaching credential or supplementary ESL authorization (ELD only)  

Bilingual Cross-cultural (BCLAD) is required when primary language content instruction is a part of this program.  
• Bilingual Certificate of Competence (BCC) Preference is for a teacher who is bilingual/biliterate.

Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.

Additional Support Service option for English Learners in an Elementary School SEI Program:
• Tutoring from Instructional Assistants, peers or cross-age tutors  
• Specialized instruction by Language Development Resource Teacher or Curriculum Resource Teacher  
• Participation in Benchmark, Strategic and/or Intensive Intervention  
• Before and/or after school intervention programs  
• Primary language support  
• Limited use of primary language instruction  
• Other appropriate services
**Program 2: Elementary English Language Mainstream with Instructional Support**

Program 2 is a program for English Learners with reasonable fluency. ELs in Program 2 receive instruction with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students Reclassified from English Learners to Fluent English Proficient (RFEP). Other participants may include English Learners (ELs) who are not reasonably fluent in English whose parents have requested that they participate in a mainstream program. The goal is for students to master academic core content, to attain sufficient proficiency in English to reclassify to fluent English proficient, and to attain cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is overwhelmingly in English. Research-based methods are utilized for instruction.

<table>
<thead>
<tr>
<th>EL Students Served and Exit Criteria</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
</table>
| • ELs are reasonably fluent in English (CELDT Levels 3, 4 or 5)  
• EL students who have “less than reasonable fluency” in English and whose parents/guardians have requested participation in a Mainstream English classroom.  
• After three years in Program 2, all students will be expected to meet Reclassification criteria. If they do not, a Student Study Team (SST) meeting must be held. The SST will determine program placement, interventions needed and a complete rationale and English Learner Individual Learning Plan (EL-ILP) must be written and implemented. | • Minimum 1 hour daily of structured and uninterrupted English Language Development instruction in Listening, Speaking, Reading and Writing at the students’ assessed level of English acquisition.  
• Differentiated instruction in reading, writing, math, science and social science, delivered in English, using decreasing SDAIE strategies.  
• Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct and explain instruction.  
• Use of State and District adopted ELD materials  
• Student progress is monitored each quarter on benchmark assessments  
• Overall student progress is monitored annually on cumulative assessments  
• Additional Support is listed below. | • Appropriate subject matter authorization.  
• Multiple or Single Subject Teaching Credential  
• Cross-cultural, Language and Academic Development (CLAD) or equivalent  
• SB 395 or SB1969 that include an ELD and SDAIE component  
• Language Development Specialist Certificate  
• General teaching credential or supplementary ESL authorization (ELD only)  
• Bilingual Cross-cultural (BCLAD) is required when primary language content instruction is a part of this program.  
• Bilingual Certificate of Competence (BCC) |

**Additional Support Service option for English Learners:**

• Tutoring by Instructional Assistants, peers or cross-age tutors  
• Specialized instruction by Language Development Resource Teacher or Curriculum Resource Teacher  
• Participation in Benchmark, Strategic and/or Intensive Intervention  
• Before and/or after school intervention programs  
• Primary language support  
• Limited use of primary language instruction  
• Other appropriate services

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Pasadena Unified School District  
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Program 3: Primary Language Classroom

Program 3 is a program for English Learners offering primary language classroom instruction. The goals of Program 3 are to ensure that students (1) meet grade level and content and performance standards; (2) become fully bilingual and biliterate in Spanish and English; (3) reclassify to Fluent English Proficient and become successful in a Mainstream English Program; and (4) attain cultural proficiency. ELs in Program 3 receive primary language instruction while English Language Development is provided on a daily basis. Instruction in the first year is approximately 70% in the primary language and 30% in English. As the child increases in English fluency, instruction in English increases until the ratio is 50-50. Students are expected to meet all grade level standards and assessments in their primary language across all content areas. Students are expected to be at grade level in English at least by the third year. Teachers have specialized authorization and training to meet the needs of English Learners.

<table>
<thead>
<tr>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ELs with an approved parental exception waiver</td>
<td>• Minimum 1 hour daily of structured and uninterrupted English Language Development instruction in Listening, Speaking, Reading and Writing at the students’ assessed level of English acquisition.</td>
<td>• Appropriate subject matter authorization.</td>
</tr>
<tr>
<td></td>
<td>• Team teaching for ELD as necessary to meet student’s ELD level needs.</td>
<td>• Multiple or Single Subject Teaching Credential</td>
</tr>
<tr>
<td></td>
<td>• A standards-based English literacy component.</td>
<td>• Bilingual Cross-cultural Language and Academic Development (BCLAD) Equivalents to BCLAD</td>
</tr>
<tr>
<td></td>
<td>• Beginning students are taught English literacy skills learned in L1 and some that exist in English and do not transfer from their primary language.</td>
<td>• Bilingual Certificate of Competence (BCC)</td>
</tr>
<tr>
<td></td>
<td>• As students achieve a reasonable level of primary language literacy, a well planned and purposeful transfer to the full English literacy component is implemented highlighting relationship between the two languages.</td>
<td>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</td>
</tr>
<tr>
<td></td>
<td>• Differentiated instruction in reading, writing, math, science and social science, delivered in primary language and/or through Specially Designed Academic Instruction in English (SDAIE), utilizing State-approved and District adopted standards-based materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Purposeful and deliberate use of primary language to motivate students and to support, clarify, direct, explain instruction.</td>
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<td></td>
<td>• Additional services as listed below.</td>
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</tbody>
</table>

Additional Support Service option for English Learners in a Primary language Program:
- Content instruction using SDAIE techniques
- Tutoring by Instructional Assistants, peers or cross-age tutors
- Specialized instruction by Language Development Resource Teacher or Curriculum Resource Teacher
- Participation in Benchmark, Strategic and/or Intensive Intervention
- Before and/or after school intervention programs
- Other appropriate services
Program 4: Dual Language Immersion Classroom

The Pasadena Unified School District currently offers Program 4 (Dual Language Immersion) in Spanish/English and Mandarin/English.

The goals of this enrichment model for the English Learner are (1) acquisition of academic proficiency in target language and English; (2) mastery of grade level core content and performance standards; (3) attainment of cultural proficiency and (4) reclassification to Fluent English Proficient.

Program 4 utilizes a model that begins with 90-10 and gradually increases to 50-50. Students are expected to meet grade level standards in both languages. Students typically continue in the program after attaining proficiency in their second language. Teachers have specialized authorization and training to meet the needs of English Learners.

<table>
<thead>
<tr>
<th>Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District will attempt to create balanced classrooms with the following student composition:</td>
<td>• Grade level standards-based program (including language arts and math) provided to all students in both languages.</td>
<td><strong>Appropriate subject matter authorization.</strong></td>
</tr>
<tr>
<td>• 50% of each classroom: ELs with an approved parental exception waiver</td>
<td>• Separation of languages by time and space, with special attention given to language allocation.</td>
<td>• Multiple or Single Subject Teaching Credential</td>
</tr>
<tr>
<td>• 50% of each classroom: EOs, IFEPs and RFEPs, based on parental choice, prior participation, language proficiency and space availability.</td>
<td>• Team teaching model is preferred.</td>
<td><strong>Bilingual Cross-cultural Language and Academic Development (BCLAD)</strong></td>
</tr>
<tr>
<td></td>
<td>• Daily language development for all students in their second language. For ELs, ELD is a required minimum of 1 hour daily.</td>
<td>Equivalents to BCLAD</td>
</tr>
<tr>
<td></td>
<td>• Differentiated instruction in reading, writing, math, science and social science, delivered through both languages.</td>
<td>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan</td>
</tr>
<tr>
<td></td>
<td>• Use of specially designed academic instruction techniques for non-native speakers of each language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Utilize state-approved, District-adopted, standards-based materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Purposeful and deliberate uses of language to motivate students and to support, clarify, direct and explain instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Additional support as indicated below.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Support Service option for English Learners in a Dual Language Immersion Classroom:

• Content instruction using SDAIE techniques
• Tutoring by Instructional Assistants, peers or cross-age tutors
• Specialized instruction by Language Development Resource Teacher or Curriculum Resource Teacher
• Participation in Benchmark, Strategic and/or Intensive Intervention
• Before and/or after school intervention programs
• Other appropriate services
Program Options at for Secondary English Learners

English Learners at middle and high school have diverse needs and cannot be served by a single program, setting or approach. Middle and high schools should assess individual English Learners’ assets and needs, and flexibly adapt instructional programs and settings accordingly while meeting state and federal English Learner requirements. The student assessment process will include an analysis of information in the following areas: (1) language proficiency; (2) prior education; (3) academic strengths and needs; (4) mobility and continuity of participation in prior school programs and/or settings; (5) career and educational goals. Individual schools have site and district level specialists to assist in appropriate analysis of the information collected.

Once the English Learners’ assets and needs have been identified, efforts will be made to develop an individualized program that takes them into account when placing students into a schedule of classes. Programming must remain flexible to allow for unforeseen circumstances such as the need to work while allowing acceleration through the program. Master schedules and courses, as well as materials selected and teacher assignments should be designed to meet student needs and parent choice. Each program option is research-based and able to support district-wide initiatives and designs. English Learners are provided with course of study options that meet college prep and Career/Technical Educational requirements.

The following charts describe the English language classroom programs and alternative program model options available in the District.

Secondary Program Options

The three program options for secondary English Learners are the Newcomer Center (Program 1A: Structured English Immersion), Secondary Structured English Immersion (Program 1B: For students who opt out of the Newcomer Center and for ELs requiring continued intensive ELD), and Secondary English Language Mainstream (Program 2).
Secondary English Learners in grades 6 through 12 who (1) have been enrolled in a U.S. school for twelve months or less and (2) whose English language proficiency is CELDT Level 1 have the option of enrolling in the Newcomer Center (located on the Blair International Baccalaureate campus). Program 1(A) for Newcomers is a specialized process of teaching the English Language to students whose first language is not English. This program is designed to develop the acquisition of English language as rapidly and effectively as possible. It is for English Learners with less than reasonable fluency in English (CELDT Levels 1 or 2). It is designed to not normally exceed one year. This option provides orientation to the United States and U.S. schooling as well as literacy skills for students with interrupted schooling in their home countries. The goal is for students to acquire English, meet grade level expectations in the academic core content, and attainment of cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is nearly all in English. Research-based methods are utilized for instruction.

<table>
<thead>
<tr>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ELs with “Less than reasonable fluency” in English (CELDT Levels 1 or 2)</td>
<td>• Minimum 1 hour daily of structured and uninterrupted English Language Development instruction in Listening, Speaking, Reading and Writing at the students’ assessed level of English acquisition.</td>
<td>• Appropriate subject matter authorization.</td>
</tr>
<tr>
<td>• EL students who are new to the country and may have little or no formal schooling in their primary language</td>
<td>• Instruction is almost all in English (80% of a day minimum)</td>
<td>• Multiple subject credential</td>
</tr>
<tr>
<td>• Students will be transferred to Program 2 when they meet Program 1 Transfer Criteria (Early Intermediate or Intermediate on LAS (Language Assessment Scales) and/or Intermediate on CELDT).</td>
<td>• Team teaching as required meeting student needs.</td>
<td>• Single Subject Teaching Credential in Math for Algebra</td>
</tr>
<tr>
<td>• Teachers or parent may recommend re-enrollment in the Newcomer Center if students enrolled in the Newcomer Center during second semester and/or if students have low literacy skills in their home language.</td>
<td>• Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state approved, District-adopted, standards-based materials. ELD instruction is embedded in content subjects.</td>
<td>• Cross-cultural, Language and Academic Development (CLAD) or equivalent</td>
</tr>
<tr>
<td>• Participation in this program requires a parent waiver if Blair is not the student’s home school.</td>
<td>• Purposeful and deliberate uses of the primary language is used to motivate students, and to support, clarify, direct and explain instruction.</td>
<td>• SB 395 or SB1969 that include an ELD and SDAIE component</td>
</tr>
<tr>
<td></td>
<td>• Instruction using the primary language as needed.</td>
<td>• Language Development Specialist Certificate</td>
</tr>
<tr>
<td></td>
<td>• Use of State and District adopted ELD/ELA materials</td>
<td>• General teaching credential or supplementary ESL authorization (ELD only)</td>
</tr>
<tr>
<td></td>
<td>• Student progress is monitored each quarter</td>
<td>• Bilingual Cross-cultural (BCLAD) is required.</td>
</tr>
</tbody>
</table>

**Additional Support:**
- Tutoring
- Specialized instruction by Language Development Resource Teacher
- Participation in CST or CAHSEE Intervention Program
- After school intervention programs, including summer intervention
- Primary language support
- Limited use of primary language instruction
- Additional year in high school to master English, meet high school course requirements or to pass the CAHSEE (Exit Exam)
Program 1(B): Secondary Structured English Immersion Program (SEI) for students who opt out of the Newcomer Center or students who need continued ELD support

Program 1(B) is a specialized process of teaching the English Language to students whose first language is not English and who have been enrolled in a U.S. school for twelve months or less. This program is designed to develop the acquisition of English language as rapidly and effectively as possible. It is for English Learners with less than reasonable fluency in English (CELDT Levels 1 or 2). It is designed to not normally exceed one year. The Program 1B option is available for students who elect not to attend the Newcomer Center. The goal is for students to acquire English, meet grade level expectations in the academic core content, and attainment of cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is nearly all in English. Research-based methods are utilized for instruction.

<table>
<thead>
<tr>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
</table>
| - ELs with “Less than reasonable fluency” in English (CELDT Levels 1 or 2)  
- This is the state default placement for English Learners who are not reasonably fluent and do not have an approved parental exception waiver for an alternative program.  
- Students will be transferred to Program 2 when they meet Program 1 Transfer Criteria (Early Intermediate on ELD standards assessment and Intermediate on CELDT). | - Minimum 1 hour daily of structured and uninterrupted English Language Development instruction in Listening, Speaking, Reading and Writing at the students’ assessed level of English acquisition.  
- Instruction is almost all in English (80% of day minimum)  
- Team teaching as required meeting student needs.  
- Students will be clustered within content classes and/or will receive support from a bilingual instructional assistant if possible.  
- Differentiated instruction in content area will be delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state approved, District-adopted, standards-based materials.  
- Primary language is used to motivate students; and to support, clarify, direct and explain instruction.  
- Instruction is used in the primary language as needed.  
- Use of State and District adopted ELD/ELA materials  
- Student progress is monitored each quarter.  
- Additional services listed below. | - Appropriate subject matter authorization.  
- Single Subject Teaching Credential in the subject being taught  
- Cross-cultural, Language and Academic Development (CLAD) or equivalent  
- SB 395 or SB1969 that include an ELD and SDAIE component  
- Language Development Specialist Certificate  
- General teaching credential or supplementary ESL authorization (ELD only)  
- Bilingual Cross-cultural (BCLAD) is required when primary language instruction is a part of this program.  
- Bilingual Certificate of Competence (BCC) Preference is for a teacher who is bilingual/biliterate.  

Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.

Additional Support:
- Tutoring  
- Participation in CST or CAHSEE Intervention Program  
- Before and/or after school intervention programs  
- Summer program  
- Primary language support  
- Limited use of primary language instruction  
- Other appropriate services
Program 2: English Language Mainstream

Program 2, English Language Mainstream, is for English Learners with reasonable fluency. The English Learner receives instruction with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students and Reclassified English Learners (RFEPs). Other participants may include English Learners (ELs) who are not reasonably fluent in English, whose parents have requested that they participate in a mainstream program.

The goal is for English Learners to master academic core content, reclassify to fluent English Proficient and attain cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is nearly all in English. Research-based methods are utilized for instruction.

<table>
<thead>
<tr>
<th>EL Students Served</th>
<th>Program Components</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Default placement for EL students who are “reasonably fluent: in English (CELDT Levels 3, 4 or 5).</td>
<td>• Minimum 1 hour daily of structured and uninterrupted English Language Development instruction in Listening, Speaking, Reading and Writing at the students’ assessed level of English acquisition. (Grades 6-8, 1 hour daily; Grades 9-12, 1 to 2 periods daily).</td>
<td>• Appropriate subject matter authorization.</td>
</tr>
<tr>
<td>• ELs with “Less than reasonable fluency” in English (CELDT Levels 1 or 2) but whose parents/guardians have requested participation in a mainstream English program. (EO, IFEP and RFEP students are in this setting, but do not receive services designed for English Learners.)</td>
<td>• Grade-level content courses (math, science, social science, etc.) delivered in English using SDAIE strategies and other techniques to provide differentiated instruction.</td>
<td>• Single Subject Teaching Credential in the subject area being taught.</td>
</tr>
<tr>
<td></td>
<td>• Additional support as needed (see below).</td>
<td>• Cross-cultural, Language and Academic Development (CLAD) or equivalent</td>
</tr>
<tr>
<td></td>
<td>• Primary language is used to motivate students, and to support, clarify, direct and explain instruction.</td>
<td>• SB 395 or SB1969 that include an ELD and SDAIE component</td>
</tr>
<tr>
<td></td>
<td>• Instruction is used in the primary language as needed.</td>
<td>• Language Development Specialist Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• General teaching credential or supplementary ESL authorization (ELD only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bilingual Cross-cultural (BCLAD) is required when primary language instruction is a part of this program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bilingual Certificate of Competence (BCC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preference is for a teacher who is bilingual/biliterate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this Master Plan.</td>
</tr>
</tbody>
</table>

Additional Support:
- Tutoring
- Participation in CST or CAHSEE Intervention Program
- Before and/or after school intervention programs
- Summer Program
- Primary language support
- Limited use of primary language instruction
- Other appropriate services
Flexibility of Programming to Meet Secondary EL Student Needs

At the secondary level, there are four distinct groups of EL students:

- Newly arrived ELs (Newcomers) with adequate formal schooling;
- Newly arrived ELs (Newcomers) with limited formal schooling;
- Long term ELs (more than 6 years as ELs) who are not meeting benchmarks or expected progress; and,
- ELs who are meeting benchmarks and are making expected progress toward language and academic goals.

Newcomer Students

The Newcomer Center strives to meet the needs of the newly arrived with adequate formal school as well as newly arrived students with limited formal schooling. Those with adequate formal schooling benefit from an accelerated program of English Language Development as well as the SDAIE support in sheltered content classes. Students with official records will be given credit for coursework completed in their home countries so that they can meet high school course requirements and graduation standards within a reasonable amount of time. Additional support will be given to enable these students to pass the California High School Exit Examination (CAHSEE). Students may require additional time to complete coursework.

Newcomers with little prior schooling will also receive support from the Newcomer Center. Additional tutoring is offered for these students during and after school as well as during the summer so that their learning can be accelerated. These students may also benefit from an additional year in high school. Staff works to put these students in touch with community resources so that they can continue to develop their skills after leaving the high school setting. See Newcomer Center Program at the end of this section for more information.

Long Term English Learners (LTELs)

Of concern to educators across the nation are English Learners who do not reclassify within five years of enrollment in school (Long Term English Learners or LTELS). LTELs often have high oral fluency in English, but lack adequate academic proficiency in English as well as the academic skills to meet reclassification criteria. In determining placement, it is important to first analyze the student’s academic and linguistic assessment data and then consider the following in regard to the student’s educational history, in order to determine what academic deficits have been incurred due to the time spent learning English:

- The student’s number of years in U.S. schools;
- The history of the ELD instruction the student has received; and,
- The history of the student’s instructional program.
Students in this category will receive the following:

- An accelerated standards-based articulated ELD curriculum, either through an English Language Arts class with accommodations and interventions for the student’s level of English proficiency, or an intervention class that addresses both ELD, language and literacy skills.

- Placement in an English Language Mainstream or SEI setting for the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher using SDAIE strategies.

- Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet high school graduation and post-secondary requirements.

- Intervention support (at least during the school day but may include before and/or after the school day).

ELs Who Are Meeting Benchmarks

ELs in Grades 6-12 are offered ELD for each of the five levels of proficiency as part of the SEI and Mainstream English settings. Student placement in a given ELD course is based on initial assessment scores on the CELDT for new students, annual CELDT, CST results and curriculum embedded tests. Each ELD course is designed to take one semester. Flexibility for students to move up during the year, when assessment results indicate they met the criteria for entry into the next level is built into the school’s master schedule. Students may need additional support to avoid repeating the course. At the high school, students receive credit toward graduation for all ELD courses. ELD courses shall be monitored for effective implementation to ensure students are progressing through the courses within the timeframe of the design.

The goal of ELD is for students to develop proficiency in English as rapidly as possible. Students are supported to develop at their own pace to move up ELD levels whenever necessary. Change in ELD levels will be based on the data including, but not limited to, the following:

- District approved CELDT progress indicators;
- District-wide end of semester ELD standards-aligned Mastery Test results;
- Classroom performance samples;
- ELD curriculum-embedded assessments; and,
- Teachers’ anecdotal recommendations based on daily observations and student work examples.

The principal or designee conducts periodic reviews (at least twice within the semester) to collect and analyze the above data to identify English learners who meet or exceed course benchmarks.
Newcomer Center Program

LEADERSHIP AND FUNDING

Goals
The District’s goals for students and their families at the Newcomer Center include:
- An orientation to U.S. schools, community and district;
- Meaningful social and academic integration with the larger school community;
- Preparation for transition to their comprehensive middle or high school within four semesters;
- Provide a program that addresses students’ academic, social, and health needs.

Program Administration
Administration of the Newcomer Center is the responsibility of the site administrator, the Coordinator of English Learner Programs with support provided by the site Language Development Resource Teacher (LDRT).

Funding
Funding for the Newcomer Center is provided from the following sources: Title III LEP, Title III Immigrant and EIA/LEP. Funding from grants and community partnerships will also be explored.

PROGRAM DESIGN

Entrance Criteria and Definition
Students admitted to the Newcomer Center are those who have been in the country for less than twelve months and who score at CELDT Levels 1 or 2. A Newcomer may have limited literacy skills in the home language.

Students who were enrolled in U.S. schools previously and then had an extended leave of absence may be eligible for admittance into the Newcomer Center. These students will be considered on a case by case basis if they are at CELDT Levels 1 or 2.

Orientation
An orientation to U.S. schools is embedded during the English Language Development (ELD) block and during U.S. History. This orientation includes the following topics:
- Understanding U.S. schools, and
- Becoming familiar with your community.

Coursework
Students will
- Receive English Language Development and English Language Arts instruction through Hampton Brown’s *Inside* and *Edge*;
- Be mainstreamed into Physical Education (including JROTC) and Performing Arts classes;
- Receive instruction in science, history, and math with an emphasis on ELD and Academic Language Development (graduation credit given for these courses).

**Site/Location Options**
The Newcomer Center is housed at Blair High School. This is a school within a school model for students in grades 6-12.

**Transportation**
Middle and High School students are given bus tickets for the ARTS Bus.

**Access to Extra Curricular Activities**
Students are integrated into the Blair community in order to participate in extra-curricular activities such as sports, music, clubs, and ASB.

**Access to Technology**
Access to technology is provided three times a week. Students participate in ESL Reading Smart, a web-based reading tutorial regularly. Newcomers also use the computer lab for research purposes.

**Interaction with Native English Speakers**
Students attending the Newcomer Center interact with native English speakers in Physical Education (including JROTC), Performing Arts, and during extra-curricular activities.

**Support Service (Academic, Social, & Health)**
The academic needs of students are determined during the intake process at the Assessment Center. The Teacher and LDRT identify students who may need a referral to Special Education. The District’s health department screens students for health concerns and provides referrals, if necessary. The LDRT and Newcomer Center teachers meet with families to provide community referrals and inform them of community services. Additionally, PUSD’s *Families in Transition* provides resources for families experiencing economic hardships.

The *Young and Healthy* program helps students obtain medical and dental care for those eligible through Medi-Cal.
STAFFING

Teaching Staff
The Newcomer Center will be staffed at minimum, in the following manner:

- Teacher qualified to teach ELD English, Pre-Algebra, and Algebra
- Teacher qualified to teach ELD English and elective sciences
- Teacher qualified to teach high school social sciences

Guidance and Counseling
The counseling team will work in conjunction with the Newcomer Center staff to oversee Newcomer services during the students’ time at the Newcomer Center. The services provided include:

- facilitating students’ transition to their home schools upon completion of the program;
- official evaluation and translation of transcripts from students’ home countries;
- monitoring the completion of graduation credits;
- conducting a comprehensive graduation check;
- working with school staff to coordinate SSTs (Newcomer Center staff makes contact home and confirms attendance);
- supporting students in college application process
- Identifying students eligible for scholarships and awards (including, but not limited to the Seal of Biliteracy).

Classified
If funding permits, the Newcomer Center will receive the following support from classified personnel:

- Para-professionals: every effort is made to recruit bilingual instructional assistants who reflect the languages spoken by the Newcomers.

Translation and interpretation services are available through PUSD’s Communications Department – Translations Unit. If these services are required, funding will be provided by LADD.

Professional Development
Professional Development includes the following:

- Initial and ongoing teacher and paraprofessional training in the use of adopted Language Arts materials, secondary curriculum, and the use of effective instructional strategies for English Learners;
- Additional training for Para-professionals will include use of primary language support, strategies in small group learning and individual tutoring under the supervision of the classroom teacher;
Cultural awareness training will be provided for all classified and certificated personnel working with Newcomers and their families.

PLACEMENT

Identification Procedures
Please refer to the Initial Identification and Assessment section in PUSD’s Master Plan for English Learners

Enrollment Procedures
Upon completing the initial CELDT assessment in the Language Assessment and Development Department, students will continue their registration process at Blair High School. In order to complete the registration process, Newcomer Center families must provide:

- Student Birth Certificate and/or valid passport
- Proof of Address (gas, electric or water bill)
- Transcripts from home country
- Proof of vaccinations (Students will be referred to PUSD Health Clinic to ensure that this requirement has been met.)
- Parent Identification and/or valid passport

Newcomer Center families meet with the LDRT to register.

Transcripts
When at all possible, students will provide translated transcripts from home country. If transcript is not translated:

- Spanish transcripts will be translated by LADD or Blair LDRT and counselor
- Non-Spanish transcripts will be translated with a service at parents’ expense.

Older Students entering US Schools
The following criteria will be used to determine if an older student is eligible to enroll in the Newcomer Center:
<table>
<thead>
<tr>
<th>Age Entering District</th>
<th>Placement Recommendations</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Student will be placed in the program. The school will conduct an SST with parents upon entering district to assess if the student will have enough units to graduate. The school will conduct another SST at age 18 to determine graduation status.</td>
<td>District is legally required to enroll student at age 17. The student will be referred to an alternative educational setting if they are not on track to graduate.</td>
</tr>
</tbody>
</table>
| 18                   | Registration in District will depend on graduation credits:  
  - If a student arrives with credits, he/she will be registered. SST will be conducted upon registration.  
  - If a student has no credits, he/she will be referred to Pasadena City College – Community Education Center. | |
| 19                   | Student will not be registered. Student will be referred to Pasadena City College – Community Education Center. | |

**CURRICULUM AND INSTRUCTION**

*Courses Offered*

Content Areas taught in the Newcomer Center are:

- English Language Arts
- English Language Development
- ELD Science
- ELD World History
- ELD U.S. History
- ELD Pre-Algebra
- ELD Algebra
Credit for Coursework
Every effort is made to obtain transcripts from previous schools attended whether they are U.S. or are schools from outside the country. Credit is given for comparable coursework taken in students’ countries of origin.

Students receive graduation credits for all courses taken at the Newcomer Center.

Electives
Newcomer students participate in available electives at Blair in performance based subjects such as art, music, culinary arts and computer classes.

Monitoring of Student Progress
Students’ progress is monitored using CTB McGraw’s LAS (Language Assessment System) test which measures English language proficiency in listening, speaking, reading and writing. This assessment is used as a pre- and post-test for entry and exit from the Newcomer Center.

SST
Students deemed not to be making adequate progress as measured by assessments, grades, or teacher observations, have a Student Study Team (SST) convened. With parent consent, students may be tested for a learning disabilities and/or special needs. Otherwise, a plan for academic intervention is developed.

All eleventh grade students also have an SST to determine their final academic plan for graduation or to plan for a transition to the Pasadena City College - Community Education Center.

Special Education
During an SST, a student may be referred to mental health services or testing for special needs. If a student does require additional services, an Individualized Education Plan will be developed which will include language development.

Extended Learning Time
Participants in the Newcomer Center are required to attend Summer School (Summer LEARNS).

PROGRAM EVALUATION

Baseline Data
The following data is collected by Language Assessment and Development Staff:

- Initial California English Language Development Test (CELDT)
**Data Collection and Analysis Program Effectiveness**

Initial data collected by the Assessment Center is distributed to Newcomer Center LDRT. Classroom teachers, the LDRT and administrators periodically analyze formative data in order to make sound instructional decisions regarding the effectiveness of the program. The classroom teachers administer the assessments and LDRT will be responsible for maintaining a database on each student.

**Formative Evaluation**
- *Inside* and *Edge* Assessments
- Periodic progress assessments (Language Assessment System)
- Writing Portfolio
- District Quarterlies

**Summative Evaluation**
- Annual California English Language Development Test (CELDT)
- California Standards Tests (CST)
- STAR STS (Standards-based Test in Spanish)
- California High School Exit Exam (CAHSEE)

**PARENTAL INVOLVEMENT**

**Parental Consent Procedure**
Parents are informed that enrollment in the Newcomer Center is voluntary and requires a waiver. After the assessment process has been completed, parents are counseled as to all the options available to their child and are presented with the benefits of enrollment in the Newcomer Center.

**Communication Plan**
Written and oral translations of all materials are provided in the prominent languages represented at the Newcomer Center. Translation and interpretation services are available through PUSD’s Communications Department – Translations Unit. If these services are required, funding will be provided by LADD.

**Parent Participation**
The Newcomer Center offers a variety of services to parents of Newcomers including:
- Adult ESL Classes
- PUSD Parent Education Workshops
- CABE
- ELAC
Community Outreach
The Newcomer Center links parents with information concerning community resources within the private and public sector such as:

- El Centro de Acción Social
- Villa Esperanza Services
- Neighborhood Connections
- And other resources listed in the *Survival Guide For Individuals, Families and Organizations*

Access to Health, Social, and Education Services
Parents are provided with information about the following, as needed:

- Partnership Opportunities with community agencies (Social Services, Medical and Mental Health Programs, and so on)
- PUSD Special Education Services
- Educational resources itemized in the Parent Participation section above
- Young and Healthy (access to doctors, nurses, dentists and psychological services)
- USC Mobile Dental Clinic (annual)
7. STAFFING AND PROFESSIONAL DEVELOPMENT

Pasadena Unified School District is committed to recruiting, hiring, developing and retaining the highest qualified individuals to meet the educational goals and aspirations of our diverse student population, including English Learners. As is required by California State Law, all teachers must have English Learner authorization if even one English Learner is enrolled in their classroom. Staffing requirements for English Learner Programs are included in the Instructional Program Chapter. The Pasadena Unified School District is in nearly full compliance for English Learner authorization as less than 2% of teachers do not have authorization. Those without EL authorization are reimbursed by the District for coursework leading to authorization.

As ninety percent of the District’s English Learners speak Spanish, fluency in Spanish is highly desirable for all staff members, especially those working with students in Program 1, i.e., students at Beginning and Early Intermediate levels of English proficiency.

Pasadena Unified School District is committed to ensuring that all staff members are knowledgeable about the needs of English Learners. The Language Assessment and Development Department, in conjunction with the Professional Development Department, endeavors to provide ongoing professional development in a three year cycle is provided on A Mondays, during the summer or during the school year with release time to be provided by substitute teachers. This training will include, but is not limited to, the following:

**Year 1**
- Kagan Cooperative Structures (Day One and Day Two)
- Explicit Direct Instruction (Modeling and Guided Interaction)
- SDAIE Strategies including developing academic language (Text Talk)
- English Language Development

**Year 2**
- Kagan Cooperative Structures (Day Three and Day Four)
- Explicit Direct Instruction (Checking for Understanding and Meaningful Contextualization/Scaffolding)
- Developing academic language (Sentence Frames)

**Year 3**
- Kagan Cooperative Structures (Day Five)
- Explicit Direct Instruction (Metacognitive - strategies to increase comprehension and higher level thinking skills)
- Developing academic language (Writing)
In addition, the Language Assessment and Development Department provides annual training on the following topics:

- Use of instructional materials for English Learners (Santillana’s *Intensive English*, Open Court Reading’s *English Learner Support Guide*, Hampton Brown/National Geographic’s *Inside*, Hampton Brown/National Geographic’s *Edge*), including use of publisher assessments.
- Ongoing English Language Development Training
- School site training with ELAC
- DELAC training for District Officers
- Informational sessions on *Master Plan for English Learner Programs*
- CELDT training for test administrators and teachers
- Data analysis, specifically R-30, CELDT, CST, CAT-6
- Analysis of Adequate Yearly Progress (AYP), Academic Performance Index (API) and *No Child Left Behind* as related to the English Learner Program
- Goal Writing Training for *Single Plan for Student Achievement*

Monthly Resource Teacher Meetings allow both elementary and secondary Language Development Resource Teachers to be updated and trained on current practices and procedures. Monthly meetings may include training on California English Language Development Standards, training on examination procedures for CELDT testing, analysis of CELDT data, how to prepare school site information on the School Organization Chart for R-30 report, Reclassification Procedural Training, Writing EL Goals for the School Plans. These monthly meetings also allow LDRTs to meet and discuss practices with their colleagues from schools throughout the district. Often these Resource Teachers collaborate in developing instructional plans for classroom teachers.

In addition to this, new Language Development Resource Teachers meet monthly with District Resource Teachers for explicit training on Language Development Resource Teacher duties at the school site. During these meetings, new LDRTs learn, how to establish and maintain files on EL students, how to obtain new student information from the Registration Information form, how to reclassify students, how to meet the needs of Level 1 (beginning) EL students, the procedures to follow if parents decide not to enroll their students in a Program 1 (SEI classroom), and so forth.
8. RECLASSIFICATION

English Learners (ELs) will be reclassified as fluent English proficient (R-FEP) when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular English-only instructional program and make academic progress at a level substantially equivalent to that of similar students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English Language and equal participation in the school’s regular instructional program. The reclassification criteria validate each student’s readiness to exit from specialized English Learner programs by demonstrating achievement and mastery of grade-appropriate standards. This proficiency will be assessed by means of the following criteria:

1. Assessment of English language proficiency based on the California English Language Development Test (CELDT). The student’s listening, speaking, reading comprehension, and writing skills will be included in the assessment, according to grade level.

2. Performance in basic skills based on the California Standards Test (CST), California Modified Assessment (CMA) or California Alternative Performance Assessment (CAPA) in English Language Arts. The District will determine a cut-score that falls within the Basic or above range. The student will achieve or exceed the cut-score to meet the basic skills criteria.

3. Teacher evaluation of curriculum mastery will be based on objective criteria including English Language Development Profile, criterion reference tests, observations, middle and high school grades in the core subjects and other measures.

4. Parent opinion and consultation obtained during a reclassification interview in person or by phone.

The reclassification process includes three alternatives to the standard reclassification process. A separate form is used for each alternative. These alternatives vary the criteria while still meeting the basic standard established by the state. Flexibility will be provided in those cases where a student is ready for reclassification based on English proficiency but does not meet all regular reclassification criteria. The student study team process will be required for the alternatives.

When a student meets the English language proficiency and academic criteria for reclassification, a recommendation for reclassification is made. This process requires the participation of the teacher(s), Language Development Resource Teacher (LDRT), support staff, school administrators, District EL Coordinator and parents. Although District guidelines allow for the reclassification of ELs in grades 1-12, the majority of reclassifications occur beginning in grade three. The District’s English
Learner Program stipulates at least three years of English Language Development with academic support in core content classes allowing students to develop sufficient English proficiency to perform academically as well as of their English-only peers.

District and school personnel will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for ELs.

1. The Language Assessment and Development Department identifies English Learners who may be considered for reclassification.
2. In addition, the classroom teacher, the parent, and/or the LDRT may make the recommendation that a student be considered for possible reclassification.
3. Student identification for reclassification may occur at any time during the school year.
4. The LDRT begins the process by completing the Reclassification Form and checking to make sure that all criteria are met.
5. The Principal reviews the form.
6. Parents are consulted and/or notified that the student is eligible for reclassification. Translation services will be provided when needed. If the parent is unable to come to the school, a telephone consultation can take place, in the primary language of the parent. Documentation of the phone consultation will be noted on the form.
7. The LDRT will maintain a file for the reclassified student, with all completed forms included. A copy of the form will be sent to the Language Assessment & Development Department, Education Center and staff will change the student’s classification on the Student Information System and enter pertinent data.
8. The LDRT will monitor the progress of the reclassified student for two years after the change to an EM classroom. While changes in placement can be made at any time, the normal procedure is to make the change at a natural instructional break—the beginning of a semester.

If an EL has been enrolled in the District’s English Learner Program for five or more years and has been unable to meet the regular criteria in one or more areas, a student by student investigation is conducted to identify the reason(s) as to why the student has been unable to reclassify. At that point, it may be determined that the student may qualify for an Alternative reclassification. In some cases, ELs may need to be considered for a Student Study Team (SST). For example, the team, after careful consideration, may determines that factors other than language are influencing the student’s ability to reach selected reclassification standards, the team may complete an Alternative form and proceed with the process.

Students who have been reclassified as FEP (R-FEP) receive follow-up monitoring for two years after reclassification. Follow-up forms are generated by the Language Assessment and Development Department.
Department (LADD) and sent electronically to the LDRTs of each school site. The LDRT maintains files of R-FEP students to be monitored at their site. R-FEPs having difficulty in the core curriculum will have access to support services offered at the site. Those support services are outlined in the School Plan. Parents will be notified of the extra help the student will receive. The SST can be reconvened if necessary. Appropriate interventions may include: Student/parent/teacher conference; Tutoring; additional English language development instruction; after school program instruction; Saturday School placement; and, so on.
# RECLASSIFICATION CRITERIA

Regular, Alternative #1, Alternative #2, and Alternative #3

**Elementary Schools Grades 1-5**

<table>
<thead>
<tr>
<th>Reclassification Criteria</th>
<th>Regular Reclassification (Gr. 1-5)</th>
<th>Alternative #1 Reclassification (Gr. 3-5)</th>
<th>Alternative Reclassification #2 (Gr. 3-5)</th>
<th>Alternative Reclassification #3 Special Circumstance (SST Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT: Overall Listening/Speaking Reading (Gr. 2-5) Writing (Gr. 2-5)</td>
<td>Early Advanced Intermediate Intermediate</td>
<td>Intermediate Intermediate Intermediate</td>
<td>Early Advanced Intermediate Intermediate Intermediate</td>
<td>CELDT: Intermediate or lower in all domains or <strong>Alternative Language Proficiency Instrument (ALPI)</strong></td>
</tr>
<tr>
<td>Basic Skills: ELA Unit Assessments California Standards Test (STAR) (Gr. 3-5) English/Language Arts</td>
<td>Benchmark or abv. Benchmark or abv. Benchmark or abv.</td>
<td>300 or above</td>
<td>350 or above</td>
<td>California Standards Test (CST) or California Modified Assessment (CMA) or California Alternative Performance Assessment (CAPA)</td>
</tr>
<tr>
<td>Teacher Evaluation: Report Card Reading/Writing (Gr. 1) Core Subjects (Gr. 2-5)</td>
<td>Developing or abv. Satisfactory or abv. Average “C” or abv.</td>
<td>Average “C” or abv.</td>
<td>Grade Average D or above in core subjects Required (See Below)</td>
<td>In reviewing class work performance, does student show progress?</td>
</tr>
<tr>
<td>Other Criteria: Parent Consultation Student Study Team</td>
<td>Required</td>
<td>SST in collaboration with Special Education Staff Required</td>
<td>Other Criteria: Must be verified by teacher that grades lower than C are unrelated to English proficiency.</td>
<td>SST Team in collaboration with the Special Education Staff and parents must determine that the student’s deficiencies are unrelated to the acquisition of English.</td>
</tr>
</tbody>
</table>

- CELDT: Overall Listening/Speaking Reading (Gr. 2-5) Writing (Gr. 2-5)
  - Early Advanced
  - Intermediate

- Basic Skills: ELA Unit Assessments California Standards Test (STAR) (Gr. 3-5) English/Language Arts
  - Benchmark or abv.
  - 320 or above

- Teacher Evaluation: Report Card Reading/Writing (Gr. 1) Core Subjects (Gr. 2-5)
  - Developing or abv.
  - Average “C” or abv.

- Other Criteria: Parent Consultation Student Study Team
  - Required

- Alternative #1 Reclassification (Gr. 3-5)
  - Intermediate

- Alternative Reclassification #2 (Gr. 3-5)
  - Intermediate

- Alternative Reclassification #3 Special Circumstance (SST Required)
  - Intermediate

- CELDT: Intermediate or lower in all domains or **Alternative Language Proficiency Instrument (ALPI)**

- Basic Skills: ELA Unit Assessments California Standards Test (STAR) (Gr. 3-5) English/Language Arts
  - Benchmark or abv.
  - 320 or above

- Teacher Evaluation: Report Card Reading/Writing (Gr. 1) Core Subjects (Gr. 2-5)
  - Developing or abv.
  - Average “C” or abv.

- Other Criteria: Parent Consultation Student Study Team
  - Required

- Alternative #1 Reclassification (Gr. 3-5)
  - Intermediate

- Alternative Reclassification #2 (Gr. 3-5)
  - Intermediate

- Alternative Reclassification #3 Special Circumstance (SST Required)
  - Intermediate

- CELDT: Intermediate or lower in all domains or **Alternative Language Proficiency Instrument (ALPI)**

- Basic Skills: ELA Unit Assessments California Standards Test (STAR) (Gr. 3-5) English/Language Arts
  - Benchmark or abv.
  - 320 or above

- Teacher Evaluation: Report Card Reading/Writing (Gr. 1) Core Subjects (Gr. 2-5)
  - Developing or abv.
  - Average “C” or abv.

- Other Criteria: Parent Consultation Student Study Team
  - Required

- Alternative #1 Reclassification (Gr. 3-5)
  - Intermediate

- Alternative Reclassification #2 (Gr. 3-5)
  - Intermediate

- Alternative Reclassification #3 Special Circumstance (SST Required)
  - Intermediate
# RECLASSIFICATION CRITERIA

**Regular, Alternative #1, Alternative #2 and Alternative #3**

**Secondary Schools Grades 6-12**

<table>
<thead>
<tr>
<th>Reclassification Criteria</th>
<th>Regular Reclassification (Gr. 6-12)</th>
<th>Alternative #1 Reclassification (Gr. 6-12) IEP or 504 Plan only SST Required</th>
<th>Alternative #2 Reclassification SST Required (Gr. 6-12)</th>
<th>Alternative Reclass. #3 (Special Circumstances-Gr. 6-12) SST Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CELDT:</strong> Overall</td>
<td>Early Advanced&lt;br&gt;Listening/Speaking&lt;br&gt;Intermediate&lt;br&gt;Reading&lt;br&gt;Intermediate&lt;br&gt;Writing&lt;br&gt;Intermediate</td>
<td>Intermediate&lt;br&gt;Intermediate&lt;br&gt;Intermediate&lt;br&gt;Intermediate&lt;br&gt;Intermediate&lt;br&gt;Intermediate</td>
<td>Early Advanced&lt;br&gt;Intermediate&lt;br&gt;Intermediate&lt;br&gt;Intermediate&lt;br&gt;Intermediate&lt;br&gt;Intermediate</td>
<td>CELDT: Intermediate or lower in all domains or Alternative Language Proficiency Instrument (ALPI)</td>
</tr>
<tr>
<td><strong>Basic Skills:</strong> California Standards Test English (STAR)/Language Arts or CAHSEE ELA</td>
<td>320 or above&lt;br&gt;(This criterion will increase by 5 points each January until reaching 350.)&lt;br&gt;PASS</td>
<td>300 or above&lt;br&gt;PASS</td>
<td>350 or above&lt;br&gt;380 on CAHSEE</td>
<td>CST or California Modified Assessment (CMA) or California Alternative Performance Assessment (CAPA)</td>
</tr>
<tr>
<td><strong>Teacher Evaluation:</strong> Report Card Core Subjects</td>
<td>Average 2.0 or above&lt;br&gt;Average 2.0 or above&lt;br&gt;Average 2.0 or above&lt;br&gt;Teacher Evaluation&lt;br&gt;Grade 1.0 or above in core subjects.&lt;br&gt;See Below.</td>
<td>Teacher Evaluation&lt;br&gt;Grade 1.0 or above in core subjects.&lt;br&gt;See Below.</td>
<td>Teacher Evaluation&lt;br&gt;Grade 1.0 or above in core subjects.&lt;br&gt;See Below.</td>
<td>In reviewing class work performance, does student show progress?</td>
</tr>
<tr>
<td><strong>Other Criteria:</strong> Parent Consultation Years Enrolled as EL Student Study Team</td>
<td>Required</td>
<td>Required&lt;br&gt;5 or more years - SST Required (in collaboration with Special Education staff)</td>
<td>Other Criteria: Must be verified by English teacher that GPA below 2.0 is unrelated to English proficiency. English Teacher’s Signature Required</td>
<td>Teacher in collaboration with Special Education Staff and parents must determine that the student’s deficiencies are unrelated to the acquisition of English. SST Required</td>
</tr>
<tr>
<td>Reclassification Criteria</td>
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<tr>
<td>---------------------------</td>
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<td></td>
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</tr>
<tr>
<td><strong>1.</strong> Assessment of English Language Proficiency: California English Language Development Test (CELDT) Grades 1-5:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall:</strong> <em>Early Advanced</em> or higher (Level 4 or 5)</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Listening/Speaking:</strong> <em>Intermediate</em> or higher (Level 3-5)</td>
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<tr>
<td><strong>Reading:</strong> <em>Intermediate</em> or higher (Level 3-5)</td>
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<tr>
<td><strong>Writing:</strong> <em>Intermediate</em> or higher (Level 3-5)</td>
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<tr>
<td>Level: _______ _______ _______ _______</td>
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<tr>
<td>Date Met: _______ _______ _______ _______</td>
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<tr>
<td><strong>2.</strong> Performance in Basic Skills:</td>
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<tr>
<td>Grades 1-2:</td>
<td></td>
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<tr>
<td><strong>ELA Unit Assessments</strong></td>
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<tr>
<td>The student meets the benchmark criteria for CA State Standards</td>
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<tr>
<td>Grades 3-5:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>California Standards Test (CST), English-Language Arts</strong></td>
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<tr>
<td>The student has a scale score of 320 or higher (within the range of Basic or above) to meet the Basic Skills criteria.</td>
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<tr>
<td>Met Benchmark (√):</td>
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<td></td>
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<tr>
<td>Scale Score: _______</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Date Met: _______ _______</td>
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</tr>
<tr>
<td><strong>3.</strong> Teacher Evaluation of Curriculum Mastery: <strong>Report Card</strong></td>
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<td></td>
</tr>
<tr>
<td>Grade 1: Skills are at Developing Level or above in Reading and Writing</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 2-3: Satisfactory grade (S) or above in core subjects</td>
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<tr>
<td>Grades 4-5: Average grade (C) or above in core subjects</td>
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<tr>
<td>Met (√): _______ _______ _______</td>
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<td></td>
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<tr>
<td>Date Met: _______ _______</td>
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<tr>
<td><strong>4.</strong> Parent Opinion and Consultation:</td>
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</tr>
<tr>
<td>Parent/Guardian has been notified of the right to participate in the reclassification process. Consultation with the parent/guardian was achieved by:</td>
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<td></td>
</tr>
<tr>
<td>Meeting</td>
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<tr>
<td>Conference via telephone</td>
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<tr>
<td>Letter sent home</td>
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</tr>
<tr>
<td>Check (√) Date</td>
<td></td>
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</tbody>
</table>

The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient (R-FEP).

---

Signature of Principal/Designee

Signature of Language Development Resource Teacher

Signature of Classroom Teacher

Signature of Coordinator, English Learner Programs

Distribution: Original- EL File; Copy - LADD
### Alternative #1 Reclassification Form

**Based on Years Enrolled as English Learner\nSpecial Education Students or Students with 504 Plan**

**SST Required**

Elementary School: Grades 4-5

---

**Reclassification Criteria**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level</th>
<th>Date Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment of English Language Proficiency: California English Language Development Test (CELDT) Grades 4-5: Overall: Intermediate or higher (Levels 3-5) Listening/Speaking: Intermediate or higher (Level 3-5) Reading: Intermediate or higher (Level 3-5) Writing: Intermediate or higher (Level 3-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Performance in Basic Skills: Grades 4-5: California Standards Test (CST) English-Language Arts California Modified Assessment (CMA) English-Language Arts (Sp.Ed. only) The student has a scale score of 300 or higher (within the range of Basic or above) to meet the Basic Skills criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher Evaluation of Curriculum Mastery: Report Card Grades 4-5: Average grade (C) or above in core subjects</td>
<td>Met (√):</td>
<td>Date Met</td>
</tr>
<tr>
<td>4. Parent Opinion and Consultation: Parent/Guardian has been notified of the right to participate in the reclassification process. Consultation with the parent/guardian was achieved by:</td>
<td>Check (√)</td>
<td>Date</td>
</tr>
</tbody>
</table>

---

The student has met ALL of the criteria (1-5) and has been reclassified as fluent-English proficient (R-FEP).

Please note: SST Meeting is Required.

---

Signature of Principal/Designee

Language Development Resource Teacher

Special Ed Teacher

Classroom Teacher

Coordinator, EL Programs

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---
### Reclassification Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level</th>
<th>Date Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment of English Language Proficiency: California English Language Development Test (CELDT) Grades 4-5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall: Early Advanced or higher (Level 4,5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening/Speaking: Intermediate or higher (Level 3-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: Intermediate or higher (Level 3-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing: Intermediate or higher (Level 3-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Performance in Basic Skills: Grades 3-5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Standards Test (CST), English-Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student has a scale score of 350 or higher (Proficient or Above).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher Evaluation of Curriculum Mastery: Report Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 4-5: Below Average grade (D) or above in core subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student Study Team Consultation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom teacher must verify that student’s below average grades are not related to student’s proficiency skills in English (e.g. low grades are due to motivation issues, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signatures Required (see below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient (R-FEP).

Signatures of SST Participants:

Signature of Principal/Designee: ____________________________

Language Development Resource Teacher: ________________________

Parent/Guardian: ____________________________

Classroom Teacher: ____________________________

Coordinator, English Learner Programs: ________________________
# Reclassification Form

## Secondary Schools: Grades 6-12

**Date** ____________________

<table>
<thead>
<tr>
<th>Student Name: Last, First, M.I.</th>
<th>Student I.D. #:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Date of Birth:</td>
<td>Home Language:</td>
</tr>
</tbody>
</table>

### Reclassification Criteria

1. **Assessment of English Language Proficiency:** CELDT
   - **Overall:** Early Advanced or higher (Level 4 or 5)
   - **Listening/Speaking:** Intermediate or higher (Level 3-5)
   - **Reading:** Intermediate or higher (Level 3-5)
   - **Writing:** Intermediate or higher (Level 3-5)
   
   **Level:** _______  _______  _______  _______
   **Date Met:** _______  _______  _______  _______

2. **Performance in Basic Skills:** California Standards Test (CST), English-Language Arts
   - *The student has a scale score of 320 or higher (within the range of Basic or above) to meet the Basic Skills criteria.*
   
   **Scale Score:** _______  _______
   **Date Met:** _______  _______

   OR
   - California High School Exit Exam (CAHSEE), English-Language Arts
     *The student has achieved a PASS on the CAHSEE ELA section to meet the Basic Skills criteria.*

3. **Teacher Evaluation of Curriculum Mastery:** Grades in Core Subjects
   - The student has a grade of 2.0 or higher in at least three core subjects.*
     
   **Grade/Subject:** _______  _______  _______  _______  _______  _______
   **Date Met:** _______  _______  _______  _______  _______  _______

   *Core subjects include English/ELD, History/Social Science, Mathematics and Science/Health.

4. **Parent Opinion and Consultation:**
   - Parent/Guardian has been notified of the right to participate in the reclassification process.
   - Consultation with the parent/guardian was achieved by:
     - Meeting
     - Conference via telephone
     - Letter sent home
   
   **Check (✓) Date** _______  _______

The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient (R-FEP).

---

**Signature of Principal/Designee** ____________________  **Language Development Resource Teacher** ____________________

**Teacher** ____________________  **Subject** ____________________  **Teacher** ____________________  **Subject** ____________________

**Teacher** ____________________  **Subject** ____________________  **Coordinator, EL Programs** ____________________

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Alternative #1 Reclassification Form
(Special Education Students)
Secondary Schools: Grades 6-12
SST Required

Date____________________

Student Name: Last, First, M.I.  
Student I.D. #:  
Grade:  
School:  
Date of Birth:  
Home Language:  

Recategorization Criteria

1. Assessment of English Language Proficiency: CELDT
   Overall: Intermediate or higher (Level 3, 4 or 5)
   Listening/Speaking: Intermediate or higher (Level 3-5)
   Reading: Intermediate or higher (Level 3-5)
   Writing: Intermediate or higher (Level 3-5)
   Level: _______ _______ _______ _______
   Date Met: _______ _______ _______ _______

2. Performance in Basic Skills: California Standards Test (CST), English-Language Arts
   California Modified Assessment (CMA) – Sp.Ed. Only
   *The student has a scale score of 300 or higher (within the range of Basic or above) to meet the Basic Skills criteria.
   Scale Score: _______ _______
   Date Met: _______ _______
   OR
   California High School Exit Exam (CAHSEE), English-Language Arts
   *The student has achieved a PASS on the CAHSEE ELA section to meet the Basic Skills criteria.

3. Teacher Evaluation of Curriculum Mastery: Grades in Core Subjects
   The student has a grade of 2.0 or higher in at least three core subjects.*
   Grade/Subject: _______ _______ _______ _______ _______ _______
   Date Met: _______ _______
   *Core subjects include English/ELD, History/Social Science, Mathematics and Science/Health.

4. Student Study Team/Parent Consultation:
   All supporting data reviewed by the SST is to be attached to this form. Data may include behavior records, attendance patterns, tutoring/counseling support, interventions previously provided and other factors.
   Rationale For Alternative Reclassification determined by SST:
   ELD Growth
   Behavior
   Attendance
   Special Education
   Check (✓) Date

The student has met ALL of the criteria (1-5) and has been reclassified as fluent-English proficient (R-FEP).

Signature of Principal/Designee ____________________________ Language Development Resource Teacher ____________________________

Teacher Subject Teacher Subject

Teacher Subject Coordinator, EL Programs

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PASADENA UNIFIED SCHOOL DISTRICT  
Language Assessment & Development Department  
Alternative #2 Reclassification Form  
SST Required  
Secondary Schools: Grades 6-12  
Date: 

<table>
<thead>
<tr>
<th>Student Name: Last, First, M.I.</th>
<th>Student I.D. #:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Date of Birth:</td>
<td>Home Language:</td>
</tr>
</tbody>
</table>

### Reclassification Criteria

1. **Assessment of English Language Proficiency: CELDT**  
   Overall: *Early Advanced* or higher (Level 4 or 5)  
   Listening/Speaking: *Intermediate* or higher (Level 3-5)  
   Reading: *Intermediate* or higher (Level 3-5)  
   Writing: *Intermediate* or higher (Level 3-5)  

<table>
<thead>
<tr>
<th>Level:</th>
<th>Date Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>_________</td>
</tr>
</tbody>
</table>

2. **Performance in Basic Skills: California Standards Test (CST), English-Language Arts**  
   *The student has a scale score of 350 or higher*  
   *Student has a scale score of 380 or higher on the California High School Exit Examination (CAHSEE)*  

<table>
<thead>
<tr>
<th>Scale Score:</th>
<th>Date Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

3. **Must be verified by English Teacher that Grade Point Average Below 2.0 is unrelated to English proficiency. Please explain:**  

<table>
<thead>
<tr>
<th>Date Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
</tr>
</tbody>
</table>

4. **Parent Opinion and Consultation:**  
   Parent/Guardian has been notified of the right to participate in the reclassification process. Consultation with the parent/guardian was achieved by:  
   - Meeting  
   - Conference via telephone  
   - Letter sent home  

<table>
<thead>
<tr>
<th>Check (√)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>______</td>
</tr>
</tbody>
</table>

The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient (R-FEP). 

Signature of SST Participants:

---

Signature of Principal/Designee  
Language Development Resource Teacher

English Teacher  
English Learner Program Coordinator

Signature of Parent/Guardian

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### PASADENA UNIFIED SCHOOL DISTRICT
Language Assessment & Development Department
Alternative #3 Reclassification Form
SST Required
(Special Circumstance*)

**Date___________________**

<table>
<thead>
<tr>
<th>Student Name: Last, First, M.I.</th>
<th>Student I.D. #:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Student Name: Last, First, M.I.</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>School:</td>
<td>Student I.D. #:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

### Reclassification Criteria

1. **Assessment of English Language Proficiency:**
   - California English Language Development Test (CELDT) Grades 3-12:
     - Overall*: Intermediate or Lower (Levels 1-3)
     - Listening/Speaking: Intermediate or Lower (Level 1-3)
   - Reading: Intermediate or Lower (Levels 1-3)
   - Writing: Intermediate or lower (Levels 1-3)
     OR
   - Alternate Language Proficiency Instrument (ALPI) Receptive/Expressive-Teacher Eval.
     OR
   - Student Annual Needs Determination Inventory (SANDI)

   *CELDT assessment may be inappropriate for student.

   **Level:**

   **Date Met:**

2. **Performance in Basic Skills:**
   - Grades 3-12:
     - California Standards Test (CST)*, English-Language Arts (with IEP driven Modifications?)
     - California Modified Assessment (CMA)
     - California Alternate Performance Assessment (CAPA)

   *The IEP Team may determine that the CST assessment is inappropriate for student.

   **Scale Score:**

   **Date Met:**

3. **Teacher Evaluation** (In reviewing SST does student show progress?)

   **Met (√):**

   **Date Met:**

4. **SST/Parent Consultation**

   All supporting data reviewed by the SST Team is to be attached to this form. Data must include behavior records, attendance patterns, tutoring/counseling support, interventions previously provided and other factors.

   *Please note: SST Team and parents must determine that the student’s deficiencies are unrelated to the acquisition of English.*

   **Date of SST**

The student has met ALL of the criteria (1-4) and has been reclassified.

---

Signature of Principal/Designee

Language Development Resource Teacher

Parent/Guardian

Classroom Teacher

Special Education Teacher

Coordinator, EL Programs

Coordinator, Special Education Program

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---

Master Plan for English Learner Programs
Pasadena Unified School District
# Elementary Post-Reclassification Monitoring Form

**Student’s Name:**  
**Grade:**  
**ID#:**  
**Teacher:**  
**School:**

<table>
<thead>
<tr>
<th>Reclassification Date</th>
<th>School Year</th>
<th>6 Months</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CST Scores (If Available)</th>
<th>6 Months</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Score</td>
<td>Date</td>
</tr>
<tr>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Report Card Grades</th>
<th>6 months</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Recent Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Math</td>
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<td>Social Studies</td>
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<td>Science</td>
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<td>ELA Unit Assessments</td>
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<td>Math Quarterlies</td>
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<td>Math Basic Facts</td>
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<tr>
<td>Attendance:</td>
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<td></td>
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<tr>
<td>Absences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tardies</td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Is Student Making Progress?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Comment/Recommendations/Concerns/Interventions:

Signatures:  

LDRT ___________________________ Date ____________  
Teacher ________________________ Date ____________

---

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Pasadena Unified School District  
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Pasadena Unified School District  
Secondary Post-Reclassification Monitoring Form

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID#:</td>
<td></td>
</tr>
<tr>
<td>Birth date:</td>
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<tr>
<td>School:</td>
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<table>
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<tr>
<th>Reclassification Date</th>
<th>School Year</th>
<th>6 Months</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CST Scores (If Available)</th>
<th>6 Months</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Date</td>
<td>Score</td>
<td>Date</td>
</tr>
<tr>
<td>Math</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Report Card Grades</th>
<th>6 months</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Recent Grades</td>
<td>Grade</td>
<td>Comment</td>
<td>Grade</td>
</tr>
<tr>
<td>English</td>
<td></td>
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<tr>
<td>Math</td>
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<tr>
<td>History</td>
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<td>CAHSEE ELA</td>
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<td>CAHSEE Math</td>
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<tr>
<td>Attendance:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Absences</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Tardies</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>6 Months</th>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
<td>Tutorial</td>
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<td>English Level Change</td>
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<td>SST</td>
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<tr>
<td>Summer School</td>
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<tr>
<td>Other</td>
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<table>
<thead>
<tr>
<th>Signatures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDRT</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

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Pasadena Unified School District  
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9. PARENT INVOLVEMENT

Philosophy
Parental involvement is a crucial component in the academic success of children. Teachers, administrators and support staff recognize that this involvement may be difficult for immigrant parents. Immigrant parents may struggle with a language barrier as well as uncertainty about their role in school activities, therefore, the District has made Parent Engagement one of its strategic priorities to initiate and maintain connections with parents.

PUSD Strategic Priorities

Parent Engagement
- Strong communication and relationships between parents/guardians and schools
- Diversified opportunities for parent/guardian involvement
- Proactive engagement in students’ academic and personal growth.

PUSD’s Definition of Parent Engagement
Parent Engagement is a partnership between PUSD and families with a mutual commitment to:

- Build and maintain trusting relationships characterized by openness, integrity, respect, a welcoming environment and two-way communication
- Promote shared responsibility for decision making, student academic performance, and school improvement
- Act collaboratively as informed advocates for ALL children by modeling the values, culture and priorities adopted in the PUSD strategic plan.

Communication
When 15 percent or more of the students enrolled in the school speak a single primary language other than English, all notices, statements, or records sent by the school or district to the parent/guardian must be written in English and in the primary language. Interpreters are made available for parent/teacher conferences, school advisory committee meetings, SSTs, IEPs, suspension or expulsion conferences or hearings, and for all due process actions. As stated before, when any parent or child of any language background is in need of critical information regarding the child’s education, due process, or safety, all possible resources shall be sought out and/or made available.

In addition to regular school communications, parents of English Learners will receive communications that pertain specifically to their child’s progress in the acquisition of English and to the current trends in EL performance data for the district. The chart below indicates the timeline used to communicate with parents about EL programs.
<table>
<thead>
<tr>
<th>When</th>
<th>Item</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of initial CELDT</td>
<td>- Initial CELDT Assessment results&lt;br&gt;- Placement notification&lt;br&gt;- Parent Rights and Responsibilities</td>
<td>In person, during post test consultation</td>
</tr>
<tr>
<td>September</td>
<td>Annual Parent Notification&lt;br&gt;  - Current proficiency level&lt;br&gt;  - CELDT description&lt;br&gt;  - Academic Achievement status&lt;br&gt;  - Language Fluency Designation&lt;br&gt;  - Program Options&lt;br&gt;  - Program Placement&lt;br&gt;  - Reclassification (exit) Criteria&lt;br&gt;  - Graduation rates&lt;br&gt;  - For ELs with IEP, how program will meet IEP objectives</td>
<td>U.S. Mail</td>
</tr>
<tr>
<td>September</td>
<td>ELAC Invitation&lt;br&gt;  Parent Rights and Responsibilities&lt;br&gt;  LDRT Contact Information</td>
<td>U.S. Mail</td>
</tr>
<tr>
<td>September/October, if district did not meet AMAO targets</td>
<td>Letter explaining AMAO performance</td>
<td>U.S. Mail</td>
</tr>
<tr>
<td>February</td>
<td>CELDT Results</td>
<td>U.S. Mail</td>
</tr>
<tr>
<td>Throughout the year</td>
<td>Reclassification Monitoring</td>
<td>In person, during Parent Conferences/Academic Planning meeting</td>
</tr>
<tr>
<td>August/September</td>
<td>CST Results, used for Reclassification purposes</td>
<td>U.S. Mail</td>
</tr>
<tr>
<td>February &amp; June</td>
<td>Semester Grades, used for Reclassification purposes</td>
<td>U.S. Mail</td>
</tr>
<tr>
<td>Upon meeting Reclassification requirements</td>
<td>Notification of Reclassification to Fluent English Proficient</td>
<td>U.S. Mail/Telephone</td>
</tr>
</tbody>
</table>
Parent Advisory Committees

Purpose of Committees
The Pasadena Unified School District is committed to involving parents of ELs in all aspects of the educational experience and, once that relationship has been established, continuing to support their needs as their children progress through Pasadena schools. Our goal for the District and school level advisory committees is to help empower parents to support and meet their children’s educational needs. Both district level and school level committees provide educational information and an open forum so that concerns and questions can be voiced and addressed. A brief overview of both DELAC and ELAC is provided here. For more detailed information on the function and implementation of DELAC/ELAC, please consult the bylaws at the end of this section.

DELAC (District English Learner Advisory Committee)

Districts having 51 or more English Learners are required by the California Department of Education to form a district level advisory committee. PUSD meets these criteria and has an established DELAC.

The DELAC advises the PUSD Board of Education on at least the following:

- Development of a district master plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement;
- Conducting of a district-wide needs assessment on a school-by-school basis;
- Establishment of a district program, goals, and objectives for programs and services for English Learners;
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
- Administration of the annual Language Census Report;
- Review and comment on the school district’s reclassification procedures;
- Review and comment on the written notifications required to be sent to parents and guardians.

Other areas that may be of interest to the DELAC may include, but are not legally required:

- The findings and conclusions of any evaluation of EL services;
- The results of compliance monitoring reviews (Categorical Program Monitoring or CPM);
- Program evaluation results.

The Department Coordinator along with the District’s the Community Liaison Specialist from the Language Assessment and Development Department assist the DELAC with its organizational requirements including the annual recommendations to the Board of Education, annual election, officer training, planning of meetings as well as notification of meetings to committee members.
**ELAC (English Learner Advisory Committee)**

Each school having 21 or more English Learners is required by the California Department of Education to form an English Learner Advisory Committee. The following requirements pertain to the formation of ELAC:

- Parent members are elected by parents of English Learners;
- Parents of English Learners constitute at least the same percentage of committee membership as their children represent the student body; and,
- All parents/guardians of English Learners have an opportunity to vote.

An election of ELAC members is held annually and all parents of English Learners are to be given the opportunity to participate in this election. EL parent officers serving two-year terms are selected from these elected members. Meetings are conducted by the parent officers, but meetings are coordinated and publicized by school personnel. Each ELAC committee then elects at least one parent member to be a representative at the DELAC.

**Important functions of the ELAC include:**

- Advising the school site council on the school’s program for English Learners;
- Advising the principal and staff on the school’s program for English Learners;
- Assisting in the development of the school’s:
  - Needs Assessment
  - Language Census Report (R30-LC)
  - Effort to make parents aware of the importance of regular school attendance.

School sites and the Language Assessment and Development Department provide ELAC with training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

ELACs are monitored by the district through the Language Assessment and Development Department. The following documentation is collected and reviewed by the district Community Liaison Specialist for this purpose:

- Calendar of meeting dates for the year
- ELAC Officers contact information sheet
- Monthly agendas
- Monthly minutes from meetings
Training for Parents

The Pasadena Unified School District will provide training to parents as required for the following topics as they pertain to English Learner Programs:

- ELAC Membership Rights and Responsibilities
- ELAC/DELAC Officer Training

Additionally, parents of English Learners are encouraged to participate in trainings and/or workshops that are available to all parents in PUSD:

- School Site Council Training
- Creating Effective Parent/School Partnerships: Parents as Leaders
- Parenting Awareness Month – Training on various topics provided throughout the month by 30 partnering agencies
- LACOE Parent Academy Workshops
- Transition Workshops for Kindergarten, Middle and High School
- College Fairs/Financial Aid workshops

Parent Conferences

Parents are provided the opportunity to attend various annual conferences such as The California Association for Bilingual Education, (CABE), Family Area Network (FAN) and The California Association of Compensatory Education, (CACE). These conferences offer intensive training for parents to hone their parenting skills, to fully take part in the process of their children’s education, and to be informed, active participants on District parent committees, such as DELAC.
PASADENA UNIFIED SCHOOL DISTRICT
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Language Assessment & Development Department

Bylaws
Approved: January, 1995
Updated: April, 2009
Last Revision: April, 2010

ARTICLE I

NAME

The name of this organization shall be the Pasadena Unified School District English Learner Advisory Committee.

ARTICLE II

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee (DELAC) shall assist and advise in the development of the District English Learner Educational Program. The term advice is defined as:

(1) Suggest
(2) Recommend
(3) Assess

The DELAC shall assist in obtaining the cooperation and coordinating of all available resources in the community and the school district to implement an effective and viable EL Educational Program. To reach this goal, the DELAC shall assist the Pasadena Unified School District, herein after referred to as District, with the responsibilities as outlined in Federal Case Law, by all appropriate court decisions, California Education Code, State English Learner guidelines, the PUSD Master Plan for ELs and any and all District policies pertaining thereto.

Section 1 Purpose and Responsibilities:

1.1 To collaborate and establish a timetable with the District in the development of a process for the on-going revision and development of the District’s master plan for English Learners. Such a plan shall take into consideration the school site Single School Plans required by Ed Code, Section 62002.
1.2 Conduct an annual district-wide needs assessment on a school-by-school basis.
1.3 To assist the District in the development of the District’s English Learner Education Program goals and objectives, to ensure state regulations compliance for the teachers and instructional aides to meet the minimum requirements of skills and competency.

1.4 To review the annual Language Census and assist the District to develop and implement a plan to ensure the District’s compliance with Federal and State Education Codes.

1.5 Assist the school ELAC committees in the annual revision of the EL Education Program at each school site and review the EL Education Program annually at the District level in order to ensure compliance with all applicable Federal Case Law, California State Guidelines, the District’s EL Education Master Plan and all other policies relating thereto.

1.6 To confer with the Director of the English Learner Program regularly on the status of the District’s EL Education Program and submit recommendations, annually, including the parent involvement component.

1.7 Make budgetary recommendations for all English Learners in planning and implementing DELAC objectives and activities.

1.8 Adopt Bylaws to govern monthly meetings in accordance with an agenda and in a language that is understandable to all members.

1.9 Oversee that the District publicizes the agenda, time and location of meetings 72 hours in advance.

1.10 Participate in the training sessions that shall provide the necessary skills and practices to carry out all responsibilities and sanctions specified in this section.

1.11 To confer, report and make suggestions to the District Board of Education two times during the school year.

1.12 To develop an ongoing Parent Training Institute to provide the following:

1.12.1 The DELAC Executive Board, in collaboration with the District Personnel will provide individual training to the ELAC Executive Board within the first three months of the school year in order to enable parent representatives to carry out their duties.

1.12.2 During the month of November, the DELAC Executive Board in collaboration with the District Personnel will provide general training to the ELAC Executive Board, Resource Teachers and Community Assistants in order to enable parent representatives and school personnel to carry out their duties.

1.12.3 The training shall include school and District processes with emphasis on but not limited to the following:

1.12.3.1 Grievance Procedures including but not limited to school grievance procedures, District’s grievance procedures and California State Title V grievance complaint process.
1.12.3.2 School records, personnel and curriculum.
1.12.3.3 Leadership training.
1.12.3.4 All facets of how deliberative assemblies function but not limited to development, organization, structure, decision making, parliamentary rules and order.
1.12.3.5 Public-speaking, development of presentation organization and delivery including the use of multi-media.
1.12.3.6 Master Plan analysis including but not limited to: all District Master plans, Consolidated Funding Plans, school site plan analysis and any other document pertaining to any and all facets of education.
1.12.3.7 Budget formulation and analysis. Input into the formulation and analysis of all budgets relating to the Pasadena Unified School District.
1.12.3.8 Legal rights and responsibilities of all students and parents including but not limited to equal access: How the relevant Federal Case Law presently prescribes process for equal access as well as equal access provision of the California State minimum guidelines and District’s master plan.

1.13 Once a year, the outstanding parents of the District will be recognized and honored by the Board of Education. Each school will choose one parent of (an) EL student(s) in a manner that will allow parents, teachers and other staff to give input.

Section 2 Membership

2.1 The DELAC Executive Board shall consist of three representatives from each of the District’s schools elected by their respective ELAC as detailed in Article III, Section 4.

In addition there shall be the following:

☐ School Community Assistants
☐ School Language Development Resource Teachers (LDRT)
☐ District Community Liaison Specialist
☐ District EL Coordinator

2.2 The membership for this body shall also include parents of EL students, school employees, community representatives and other interested individuals who live within the attendance zone of the District or work with/for the District.

2.3 All members of the DELAC shall have the right to participate in any and all discussions and activities, with the exception of voting and holding office, which is the exclusive function and obligation of the school ELAC representatives.

2.4 Whenever the DELAC is made aware that more than one non-English language is spoken at a school site, the chair will request representation by at least one minority-group representative from group(s) represented at the school site, pursuant to Article III, Section 4.3. The representative shall have the right to vote and hold office.

2.5 The Representative will have the right to vote and to also hold a position.
Section 3 Quorum

3.1 There must be a minimum of ten (10) school ELAC representatives to DELAC in order for the organization to carry out business at any regularly scheduled meeting or special meeting.

Section 4 Election of Officers

4.1 Election of officers shall take place at a bi-yearly basis. Elections to fill vacated positions may be held on a yearly basis.

4.2 Elections shall take place in June of every other year to elect the Executive Board of the DELAC. Elections to fill vacated positions may be held on a yearly basis, as needed. Elections shall be carried out by the outgoing Executive Board of the DELAC or its designee, if a member of said Board is not available.

4.2.1 The New DELAC Elected Executive Board shall assume responsibilities at the beginning of the following school year.

4.3 Elections
The candidates shall be nominated from the floor of the assembly by any member in attendance. Once all nominations are made, the chairperson shall declare the nomination closed. The candidates’ names for each position shall be written in a slate in the order in which the nominations were made and accepted. The slate shall be reproduced by district personnel. Each candidate is to be given three (3) minutes to address the members in attendance. The chairperson then will direct the candidates to leave the room or remain, as the attendee consensus dictates. The chairperson will direct each ELAC representative to cast his/her vote by checking candidate of preference. The vice-chairperson will count the votes and declare the winner. The elected person will join the other officers.

4.4 Removal of Officers

4.4.1 Any officer who does not comply with these By-Laws shall be removed from office at regularly scheduled meetings or at a special meeting of the DELAC.

4.4.2 Procedure for removal from office

4.4.2.1 At a regularly scheduled meeting, a member must request that the position be vacated and the officer removed from office. Such request must be presented in writing.
4.4.2.2 The presiding officer will identify allegations as being violations of specific sections of the By-Laws and set removal as an agenda item for the next regularly scheduled meeting or call a special meeting to determine validity of the allegations.
4.4.2.3 At the meeting, the presiding officer announces the item on the agenda.
4.4.2.4 A member shall request removal of the officer for cause.
4.4.2.5 Another member shall second the motion.
4.4.2.6 The presiding officer will open the meeting for discussion, limited to a total of fifteen (15) minutes for those who wish to argue for the motion and a total of fifteen (15) minutes for those who wish to argue against the motion.

4.4.2.7 The presiding officer will close the discussion at the expiration of time, or when the last person wishing to speak on motion does so, whichever occurs first, at which time the members in attendance will decide with secret ballot and by majority vote to remove or not remove the officer. The decision will be conveyed to the officer in reference by U.S. Postal Registered Mail.

4.4.2.8 An officer who ceases to or fails to attend meetings without approval or proper notification of the DELAC Executive Board, may cause the position to be vacated. After 3 absences from regularly scheduled monthly DELAC meetings his/her position may be vacated and the DELAC Executive Board may fill said vacancy pursuant to the guidelines herein for election of officers. For the purpose of processing attendance, 3 absences are computed cumulatively, beginning October of each school year.

4.5 The term of office shall be for two years with an option to reelection.

4.6 No one shall serve for more than two consecutive terms in any particular office; each term being for two years. The past officer shall wait two years in order to be elected to a position.

4.7 In the event that an officer of the DELAC transfers his/her child(ren) to a school outside the district, the officer has the option to finish the term of office if the transfer occurs within the second year of the term. Otherwise the position shall be vacated and elections shall take place pursuant to the guidelines herein for election of officers, if the transfer occurs within the first term year, the officer has the option to finish this year. Otherwise, the position shall be vacated and election shall take place pursuant to the guidelines herein for the election of officers.

4.8 The Advisory DELAC Executive Board shall be elected for a two year term with option for reelection and confirmed by the ELAC to DELAC.

Section 5. Executive Board

5.1 Composition: The Executive Board of the DELAC, herein after Executive Board, shall consist of the following officers:

5.1.1 Chairperson
5.1.2 Vice Chairperson
5.1.3 Secretary
5.1.4 Parliamentarian
5.1.5 Standing Committees
5.1.6 Advisory Board to the DELAC

5.1.7 Composition. The Advisory DELAC Executive Board will consist of the Immediate Past DELAC Executive Board.

Section 6 Duties of the Executive Board

6.1 Prepare DELAC agenda.
6.2 Represent the District English Learner Advisory Committee, (DELAC) before the District Board of Education, the State of California or any other entity except as prohibited by Case Law and relevant State or Local Laws.

6.3 Establish and maintain continuous communication with the Language Assessment & Development Department, (LADD) and the District Board of Education for the purpose of providing and obtaining precise information pertaining to the District English Learner Program, (EL).

6.4 Promote district personnel procedures to provide EL reports to parents, schools and other community groups.

6.5 Promote active participation from parents at the local schools, administrative region/division and district levels in DELAC activities as well as the implementation and evaluation of English Learner Programs.

6.6 Shall have a full knowledge and be involved in the Consolidated Application procedures at the district level. These procedures will include preparation, fiscal and evaluation responsibilities.

6.7 Shall receive regular process reports from the Language Assessment and Development Office at regularly scheduled DELAC Executive Board meetings. These reports will include results of the State Department’s Categorical Monitoring Program, (CPM).

6.8 Present two reports per year to the District Board of Education. Members of the Board will also be invited to attend all meetings of the DELAC Executive Board. The reports to the Board of Education will relate to planning, implementation and evaluation of the English Learner Program.

6.9 The Reports to the PUSD Board of Education could be presented in one of their regularly scheduled meeting or in a regularly scheduled DELAC meeting.

6.10 The DELAC shall invite the PUSD Board of Education Members to attend any regularly scheduled DELAC meeting.

6.11 Provide an opportunity for members of any group or organization with an interest in the English Learner Program to be placed on the agenda.

6.12 Provide in-service training sessions annually for the officers of the school ELAC, Resource Teachers and Community Assistants.

6.12.1 An Annual General Training (as indicated on Article II Section 1.12.2).

6.12.2 Individual Training School-by-School, including the participations of Principals, Resource Teachers, Community Assistants and ELAC Officers.

6.13 Maintain contact with appropriate government and legislative bodies.
Section 7 DELAC Officers

7.1 The Executive Board of the DELAC Committee shall be composed of a Chairperson, Vice Chairperson, Secretary, Parliamentarian and the Chairpersons of the Standing Committees and Advisory DELAC Executive Board.

7.2 The Chairperson shall preside over all meetings of the DELAC and the Executive Board and at the direction of the Executive Board sign all correspondence.

7.3 The Vice-Chairperson shall assume the duties of the Chairperson during the Chairperson’s absence, and shall perform other duties as assigned by the Executive Board.

7.4 The Secretary shall be responsible for maintaining all records, including minutes, shall make sure that all notices are done in a legal and timely fashion and shall keep an up-to-date list of all committee members.

7.5 The Parliamentarian shall be responsible for ensuring that all business is transacted according to Robert’s Rules of Order, Revised.

7.6 The Chairpersons of the Standing Committees shall be appointed by the DELAC Executive Board. They shall service in an advisory capacity. They shall oversee the functions and activities of the

7.7 Standing Committees and regularly report to the Executive Board of the DELAC about the activities and functions of the Standing Committees.

Section 8 Standing Committees

8.1 The Standing Committees shall secure the technical support of the District, so that the parents are trained in the respective areas of needs.

8.2 Budget Committee: Shall sit on the District’s Budget Review Committee, shall monitor the Consolidated Funding Budget and shall assist all school ELAC in preparation and review of their school budget.

8.3 Personnel Committee: Shall advise the Executive Board on all facets of the District Personnel practices; shall meet with District’s Personnel Department on a semi-annual basis.

8.4 School Monitoring Committee: Shall be in charge of ensuring that all school ELAC are functioning according to State Education Code and shall keep the Executive Board informed of any developing major issues at the school site.

8.5 Reviewing Committee: Shall observe and review the District EL Master Plan to ensure access and equality.
8.6 Publication Committee: Shall initiate and maintain a bulletin for all parents of EL children in the District. The bulletin shall include all matters that are approved by the DELAC Executive Board. The publication committee will maintain an equitable process for the input of parents from each and every school. The Publication Committee will report to the Executive Board on all matters that come to their attention for publication.

8.7 Parent Recognition Committee: Shall coordinate, plan and execute the Parent Recognition Night.

Section 9 Duties of the Advisory Board to the DELAC

9.1 Purpose: Provide leadership and continuity
9.2 Provide training to the new DELAC Executive Board
9.3 Update the new committee in the planning process presented to the PUSD Board of Education
9.4 Provide information and give general advice according to the Federal and State Laws
9.5 Participate in Local and State Conferences and Trainings
9.6 Will have one vote in any and all decisions and activities.

ARTICLE III
THE SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Section 1 Purpose and Responsibility

1.1 To assist the principal in the development and implementation of an appropriate training program which shall empower the members to exercise their responsibilities under California state guidelines and relevant Federal and State Laws and District policies.

1.2 Advise the principal in the development and process of the School Single Plan for ELs.

1.3 To annually review and advise the principal and staff on the school’s program for English Learners.

1.4 To assist the school in conducting the needs assessment.

1.5 To review the school’s language census.

1.6 To assist the principal in the development and promotion of a process for awareness and involvement in all facets of school activities including but not limited to student attendance, academic achievement, co-curricular activities and other community activities.

1.7 To review and participate in the school’s Master Plan before presenting to the District.

1.8 To convene monthly meetings.
1.9 To advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement.

Section 2 Membership

2.1 The ELAC shall consist of parents of English Learners, school employees, community representatives and other interested individuals who live within the school’s attendance zone.

2.2 A school site with 21 or more English Learners must establish a function EL Advisory Committee (ELAC).

2.3 Two thirds of the members of the ELAC shall be parents of EL students. In addition to the above, one third of the membership may be composed of other interested individuals who live within the school’s attendance zone or work at the school. Priority for membership, under this latter consideration, must be given to the parents of EL students.

2.4 All members of the ELAC shall have the right to participate in any and all discussions and activities, to vote and to hold office with exception of school employees, community representatives and other individuals who live within the school’s attendance zone, which may not vote or be elected to office.

Section 3 Quorum

3.1 There must be a minimum of five (5) parents of English Learners in order for the organization to carry out business at any regularly scheduled meetings or special meetings.

Section 4 Election of Officers

4.1 Election of officers shall take place on a bi-yearly basis. Elections to fill vacated positions may be held on a yearly basis, as needed.

4.2 The ELAC shall elect its officers and three representatives to the DELAC. The initial election of officers shall take place and every two years thereafter.

4.2.1 The new ELAC Elected Executive Board shall assume its responsibilities at the beginning of the following school year.

4.3 In the event that the parents of ELs speak more than one non-English language, one of the three representatives to the DELAC shall be from the preponderant minority language spoken at the school. Any representatives will have the right to vote and to hold office.

4.4 Elections shall take place in May of every two years to elect ELAC officers and DELAC representatives or in May of each school year to fill the vacated positions(s) of ELAC officer(s) and/or DELAC representative(s). Elections shall be carried out by the Executive Board of the ELAC or a designee of the Executive Board if a member of said Board is not available.
4.5 The term of office shall be for two years with an option to reelection.

4.5.1 No one shall serve for more than two consecutive terms in any particular office; each term being for two years.

4.5.2 The past officer shall wait two years in order to be elected to a position.

4.6 Elections

In May of every other years or as soon as practical thereafter, the election of officers will take place. The candidates shall be nominated from the floor by any member in attendance. Once all nominations are made, the chairperson shall declare the nomination closed. The candidates’ names for each position shall be written in a slate in the order in which the nominations were made and accepted. The slate shall be reproduced by district or school personnel. Each candidate is to be given three (3) minutes to address the members in attendance. The chairperson will direct the candidates to leave the room or remain, as the attendee consensus may dictate. The vice-chairperson will direct the parent of each English Learner in attendance to cast his/her vote by checking candidate of preference. The chairperson will count the votes and declare the winner. The elected person will join the other officers.

4.7 Removal of Officers

4.7.1 Any officer who does not comply with these By-Laws shall be removed from office at regularly scheduled meetings or at a special meeting of the ELAC.

4.7.2 Procedure for removal from office

4.7.2.1 At a regularly scheduled meeting, a member must request that the position be vacated and the officer removed from office. Such request must be presented in writing.
4.7.2.2 The presiding officer will identify allegations as being violations of specific sections of the By-Laws and set removal as an agenda item for the next regularly scheduled meeting or call a special meeting to determine validity of the allegations.
4.7.2.3 At the meeting, the presiding officer announces the item on the agenda.
4.7.2.4 A member shall request removal of the officer for cause.
4.7.2.5 Another member shall second the motion.
4.7.2.6 The presiding officer will open the meeting for discussion, limited to a total of fifteen (15) minutes for those who wish to argue for the motion and a total of fifteen (15) minutes for those who wish to argue against the motion.
4.7.2.7 The presiding officer will close the discussion at the expiration of time, or when the last person wishing to speak on motion does so, whichever occurs first, at which time the members in attendance will decide with secret ballot and by majority vote to remove or not remove the officer. The decision will be conveyed to the officer in reference by U.S. Postal Registered Mail.
4.7.2.8 An officer who ceases to or fails to attend meetings without approval or proper notification of the ELAC Executive Board may cause the position to be vacated. After 3 absences from regularly scheduled monthly ELAC meetings his/her position may be vacated and the ELAC Executive Board may fill said vacancy pursuant to the guidelines herein for election.
of officers. For the purpose of processing attendance, 3 absences are computed cumulatively, beginning September of each school year.

4.7.2.9 In the event that a school site ELAC representative to the DELAC transfers from the school that he/she represents, to another school within the District, the representative at his/her option shall continue to represent the former school of attendance until the end of the school year. Otherwise the position shall be vacated and elections shall take place pursuant to the guidelines herein for election of officers.

4.7.2.10 In the event that an officer of the school ELAC transfers his/her child(ren) to a school outside the district, the officer at his/her option shall finish his/her term of office, if the transfer occurs within the second year of his/her term. Otherwise the position shall be vacated and elections shall take place pursuant to the guidelines herein for election of officers. If the transfer of his/her child(ren) occurs within the first year of his/her term, the officer has the option to finish the first year of his/her term. Otherwise, the position shall be vacated and election shall take place pursuant to the guidelines herein for the election of officers.

Section 5 Officers

5.1 The Executive Board of the school site ELAC herein after Executive Board shall be the Chairperson, the Vice-Chairperson, the Secretary, the Parliamentarian, and three elected Representatives to the DELAC and past ELAC Advisory Executive Board.

5.1.1 The ELAC Officers shall have the option to hold the additional positions of representative to DELAC in the event that other parents are not available.

5.2 The ELAC officers shall not serve for more than two consecutive terms, each term being for two years. The past officer shall wait two years in order to be elected to a position.

Section 6 Duties of the Executive Board

6.1 The Executive Board of the ELAC shall have the power to create and appoint subcommittees as well as select the membership and leadership of such committees.

6.2 Shall have a full knowledge and be involved in the Consolidated Application procedures at the school level. These procedures will include preparation, fiscal, and evaluation responsibilities.

6.2.1 Appoint a representative for the School Site Council, (SSC) the District Advisory Committee, (DAC) and other parent groups.

6.3 The Chairperson shall preside over all meetings of the Executive Board of the ELAC, the meetings of the ELAC, and sign all correspondences authorized by the Executive Board.

6.4 The Vice-Chairperson shall assume the duties of the Chairperson during the Chairperson’s absence and shall perform other duties as assigned by the Executive Board.
6.5 The Secretary shall be responsible to maintain all records, including minutes, shall ensure that all notices are prepared in a legal and timely fashion and shall keep an up-to-date list of all ELAC members.

6.6 The Parliamentarian shall be responsible for ensuring that all business is transacted according to Robert’s Rules of Order, Revised.

6.7 The Representatives of the DELAC shall represent the school ELAC at all meetings and functions of the DELAC and shall report to the school ELAC on all DELAC activities.

6.8 The representative(s) of the school ELAC shall represent the ELAC at all School Site Council and or Leadership Team meetings and functions. The representatives shall report to the ELAC on all activities of the School Site Council and/or Leadership Team.

6.8.1 Present one report per year to the School Site Council (SSC). The report to the School Site Council will relate to planning, implementation and evaluation of the English Learner Programs.

6.9 Duties of the Advisory Board to the ELAC

6.9.1 Purpose: Provide leadership and continuity
6.9.2 Provide training to the new ELAC Executive Board
6.9.3 Provide information and give general advice according to the Federal and State Laws
6.9.4 Participate in Local and State Conferences and Trainings
6.9.5 All Officers shall participate in trainings at the school and district level
6.9.6 Will have one vote in any and all decisions and activities.

ARTICLE IV

Grievance Procedures

Section 1 In the event that difficulties should arise as to the functioning of the ELAC or DELAC, the following procedures will be followed:

1.1 For the school ELAC

Level 1

The executive Board of the school ELAC or its designee and the Executive Board of the DELAC or its designee; herein known as Complainant, will first meet informally with the school site principal. If the Complainant’s concerns are not clear or cannot be resolved at this level, the school site principal may request that the Complainant’s concerns be put in writing and submitted to the school site principal. The school site principal will respond to the Complainant in writing within ten working days.

Level II
In the event that a grievance or complaint cannot be satisfactorily resolved at Level I, the Complainant may meet with the District Coordinator of the Language Assessment and Development Department (LADD). Every reasonable effort will be made to resolve the problem in a manner acceptable to all parties, if the Complainant’s concerns are not clearly understood when presented orally, the Coordinator of LADD may request that they be presented in writing describing specifically the violations of policies, procedures or acts which are alleged to have taken place. The Coordinator of LADD will respond to the Complainant in writing within ten working days. In the event that a response from third parties is necessary to resolve the complaint, the District Coordinator of LADD can designate up to ten additional days for investigation of the complaint without the consent of the Complainant. An additional period of time, with the Complainant’s consent, can be allowed for resolution of the grievance.

Level III

If the problem cannot be resolved at the second level, the Complainant shall have the right to meet with the Superintendent, following the same procedure as in Level II.

Level IV

In the event that the matter cannot be resolved; the Complainant may request a hearing before the Board of Education. The Board of Education shall grant the hearing request for the next regular meeting.

1.2 For the DELAC

Level I The process shall start at Level II.

Level II

The executive Board of the school ELAC or its designee and the Executive Board of the DELAC or its designee; herein known as Complainant, will first meet informally with the Coordinator of LADD. If the Complainant’s concerns are not clearly understood when presented orally, the District Coordinator of LADD may request that they be presented in writing describing specifically the violations of policies, procedures or act(s) which are alleged to have taken place. The District Coordinator of LADD will respond to the Complainant in writing within ten working days. In the event that a response from third parties is necessary to resolve the complaint, the Coordinator of LADD can designate up to ten additional days for investigation of the complaint without the consent of the Complainant. An additional period of time, with the Complainant’s consent, can be allowed for resolution of the grievance.

Level III same as indicated in Article IV, Section 1.1, Level III.

Level IV same as indicated in Article IV, Section 1.2, Level IV.

1.3 In the event that the difficulty and/or complaint is not resolved by the steps mentioned in Article IV, Sections 1.1 and 1.2 arbitration may be sought through the American Arbitrators.
Association, at the expense of the District, by the District and/or Executive Board of the DELAC or its designee.

ARTICLE V
AMENDMENTS

Section 1 Amendment to DELAC By-Laws

1.1 Any proposed changes or amendments to these By-Laws shall be presented in written form by a member of the DELAC at a regularly scheduled meeting. Discussion shall ensue at this meeting.

1.2 The members shall vote on the change and/or amendment to the By-Laws at the following month’s regularly scheduled meeting.

1.3 A two-thirds majority of the total membership of the DELAC is needed to approve any changes and/or amendments to these By-Laws.
10. EVALUATION AND ACCOUNTABILITY

Expectations for English Learners

The District has established high expectations for all students, including English Learners. It also recognizes that English Learners face a challenge that is disproportionately more difficult than that faced by their native-English speaking peers. English Learners must develop full proficiency in English as they work to achieve grade-level content standards. District accountability systems for English Learners therefore establish benchmarks that are rigorous yet fair, and rely on assessment procedures that are valid and reliable in measuring their progress toward standard. These benchmarks also provide a basis for gauging program effectiveness at the school and district levels.

English Learner Program Goals

District and school goals for English Learners are:
1. To increase the number of English Learner and Reclassified English Learner students who meet the grade level standards in the core academic subjects as measured by district, state, and federal assessments.
2. To increase the number of students who are reclassified within five years of entering the District.
3. To ensure that the English Learner program meets or exceeds all state and federal compliance regulations as they pertain to services to English Learners.

Indicators of Success

Goal 1: Increase the number of English Learner and Reclassified English Learner students who meet the grade level standards in the core academic subjects as measured by district, state, and federal assessments

- District Accountability (Tier II)

In accord with PUSD’s Accountability system, every year, each site is responsible for setting goals for English Learners in their Single Plan for Students Achievement. Each site examines its performance data and, working collaboratively with School Site Council and the English Learner Advisory Committee, sets goals for English Learner achievement. The plan includes strategies that will be used to achieve these goals, Tier II indicators to measure progress toward these goals, and personnel responsible for implementation of strategies. Tier II indicator results are analyzed periodically to make programmatic changes throughout the year.

The District Assessments listed below are commonly used as Tier II indicators to help schools monitor the effectiveness of their Single Plan.

1. District Quarterly Assessments
All English Learner and Reclassified English Learner students are required to take PUSD’s District Quarterly Benchmarks which are aligned to the district’s mainstream ELA pacing.

2. *Inside* and *Edge* Unit Assessments

*Inside* and *Edge* includes several assessment instruments to monitor student progress and inform instruction. Each reading selection includes a test for vocabulary, comprehension and reading strategies. Since writing is an integral part of *Inside* and *Edge*, checklists and peer conference forms are used for writing conferences. PUSD has set a benchmark of 80% to evaluate students in each of these: Reading and Language/Literary Analysis; Reading Strategies; Revising and Editing/Grammar and Writing; Written Composition.

- **Federal and State Accountability (Tier I)**

Every year, the district and school sites examine summative data, or Tier I indicators, to determine the success of their program in achieving goals as outlined in the Single Plan. Schools are responsible for writing a Tier III summary narrative that reflects on the effectiveness of the previous year’s instructional program evidenced by Tier I results. The following assessments are amongst PUSD’s Tier I Indicators to evaluate program effectiveness.

**Federal Accountability**: Elementary and Secondary Education Act Titles I and III

With the authorization of the Elementary and Secondary Education Act, accountability for the progress of English Learners (ELs) in reaching academic achievement based on standards and English fluency based on an annual state assessment took effect under Titles I and III of that act.

- **Title I**

  The District is accountable for the academic progress of English Learners as measured by the state assessment system, STAR, which includes the California Standards Test (CST). The English Learner sub-group must meet the Title 1 requirements of Adequate Yearly Progress (AYP) in reading and mathematics. Reclassified English Learners continue to be part of the English Learner Subgroup for AYP until they have been proficient on the CST in English Language Arts (ELA) three times after the date of reclassification.

- **Title III**

  The State of California, under Title III, is required to meet certain requirements for English language proficiency standards and to conduct an annual assessment of English language proficiency. The State has met the requirements by the adoption of English Language Development Standards in 1999 and the California English Language Development Test (CELDT).
AMAOs (Annual Measureable Achievement Objectives)
Title III requires the State to define three annual measurable achievement objectives (AMAOs) for 1) increasing the level of English proficiency; 2) attainment of English proficiency, 3) Meeting the AYP Requirement for the EL Subgroup. The District has been held accountable for meeting the AMAOs since June, 2004. The State has set AMAO targets for districts from 2003-04 to 2013-14. AMAO 1 and 2 are measured by the CELDT and AMAO 3 is measured by proficiency on the CST and includes R-FEPS who have not been proficient three times.

The District is accountable for meeting the AMAO targets for English Learners. The Local Education Agency Plan (LEAP) describes the District’s efforts to reach these targets and sets other goals for the English Learner Program.

- **State Accountability (STAR)**

As a part of the mandated Standardized Testing and Reporting (STAR) program, students in grades 2-11, including English Learners, are tested on the California Standards Test (CST). English Learners who have been in the United States less than twelve months may also have to take the Standards Test in Spanish (STS) under STAR.

1. **STAR CST**
The California Standards Test (CST) consists of the following sub-tests: English/Language arts, Mathematics, Science and History/Social Science and Science. These tests are designed to assess students’ achievement of California’s content standards in these areas, which are grade and course specific. Student scores are reported by performance level: Advanced, Proficient, Basic, Below Basic and Far Below Basic. Written Composition is also a sub-test of the CST and is administered in grades 4 and 7. The types of writing that are assessed from year to year are aligned with state content standards for writing applications.

2. **STAR Standards Test in Spanish**
In addition to taking the CST, English Learners whose primary language is Spanish and who are enrolled in grades 2-11 must be given the Standards Test in Spanish (STS) if they have been enrolled in school in the United States less than twelve months.

3. **CELDT**
The California English Language Development Test (CELDT) is given to all English Learners new to the District based on the results of the Home Language Survey; and then annually until the student qualifies for reclassification to fluent English proficient (FEP). The CELDT assesses proficiency in listening, speaking, reading and writing each year. The assessment is aligned with state English Language Development Standards. Student scores are reported by proficiency level: Advanced, Early Advanced, Intermediate, Early Intermediate and Beginning. Parents are notified about the results of the annual CELDT examinations within thirty (30) days of receiving the results.
4. **CAHSEE**  
Students, in grades 10-12, including English Learners, take the California High School Exit Exam (CAHSEE). Students must pass the Language Arts and Mathematics sub-tests in order to graduate from high school and receive a diploma.

**Goal 2: To increase the number of students who are reclassified within five years of entering the District.**

**Reclassification**  
One of the district’s Tier I indicators is to increase the reclassification rate for English Learners every year. Students are expected to make adequate progress as indicated on the chart below. Students who do not meet all benchmark criteria for the year are considered to be making insufficient progress in language acquisition and/or academic achievement and will require an Individual Learning Plan (ILP). Students who have been enrolled in school for five years or more and have not reclassified are at risk of becoming Long Term English Learners. These students will be evaluated by the Language Appraisal Team (LAT) to identify deficits and to recommend interventions. An SST (Student Study Team) will be conducted on English Learners who have been enrolled in the District since Kindergarten and who have not been reclassified by second semester of the fourth grade.
### Performance Expectations in ELD/District & State Assessments*

<table>
<thead>
<tr>
<th>Timeline based on student’s ELD level upon entry into District</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
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<td>3rd Year</td>
<td>4th Year</td>
<td>5th Year</td>
<td>6th Year</td>
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</table>

**CELDT Level (ELD Standards)**
- Beginning Level 1
- Early Intermediate Level 2
- Intermediate Level 3
- Early Advanced Level 4
- Advanced Level 5
- Reclassified (Levels 4-5)

**Classroom Placement**
- Program 1 (SEI)
- Program 1 (SEI)
- Program 2 (Mainstream)
- Program 2 (Mainstream)
- Program 2 (Mainstream)
- Mainstream (Program 2)

**CST ELA**
- Far Below Basic
- Below Basic
- Basic
- Basic or Proficient
- Basic or Proficient
- Proficient or Advanced

**CST Math**
- Far Below Basic
- Below Basic
- Basic
- Basic or Proficient
- Basic or Proficient
- Proficient or Advanced

**Elementary Unit Assessments**
- Meets Grade Level Benchmarks
- Meets Grade Level Benchmarks
- Meets Grade Level Benchmarks

**Secondary Inside Assessments**
- Level A/B (K-3)** 80%
- Level C (4)** 80%
- Level D (5)** 80%
- Level E (6)** 80%
- Holt
- Holt

**Secondary Edge Assessments**
- Fundamentals 80%
- Level A 80%
- Level B 80%
- Level C 80%
- Holt
- Holt

*Timeline and expectations may vary based on grade level at entry, L1 literacy, prior formal schooling, etc.

CELDT: California English Language Development Test
CST: California Standards Test
**Reading Level

**Goal 3:** Meets or exceeds all state and federal regulations as they pertain to English Learner programs.

**Categorical Program Monitoring**

---

*Master Plan for English Learner Programs*
*Pasadena Unified School District*
Every four years, the state conducts reviews of English Learner programs at three school sites – one elementary, one middle school, and one high school. The findings from the review are then generalized for the district English Learner program. The following are compliance categories that will be monitored monthly during site visits and during LDRT meetings to ensure that the District’s English Learner program is meeting all federal and state regulations.

<table>
<thead>
<tr>
<th>CPM Category</th>
<th>Master Plan Section</th>
<th>CPM Item Description</th>
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</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>Parent Engagement</td>
<td>EL 1: Parent Outreach</td>
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<td>EL 2: English Learner Advisory Committee (ELAC)</td>
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<td>EL 3: District English Learner Advisory Committee</td>
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<td>EL 4: Consult with private school officials for Title III programs*</td>
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<tr>
<td>Governance and Administration</td>
<td>Initial Identification</td>
<td>(see PUSD LEA Plan at <a href="http://www.pusd.us">www.pusd.us</a>)</td>
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<td></td>
<td>Parent Engagement/Evaluation and Accountability</td>
<td>EL 5: Initial Identification and Parent Notification</td>
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<td>Parent Engagement</td>
<td>EL 6: LEA operating ESEA programs, including Title III, implements and monitors approved LEA Plan.</td>
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<td>Evaluation and Accountability/Funding</td>
<td>EL 7: SSC annually develops, reviews, updates and approves Single Plan for Students Achievement, including EIA-LEP and Title III funds</td>
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<td>EL 8: LEA provides information for parents in a format and language the parents can understand</td>
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<td>EL 9: LEA maintains an inventory record for all categorical programs for ELs where the acquisition cost is $500 or more per unit.**</td>
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<tr>
<td>Funding</td>
<td>Funding</td>
<td>EL 10: The LEA provides adequate general and EIA-LEP funds and learning opportunities. The LEA uses categorical funds to supplement, and not supplant, state and local funds.</td>
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<td>EL 11: The LEA disburses categorical funds including EIA-LEP in accordance with the approved Consolidated Application.</td>
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<td>EL 12: The LEA assesses administrative charges according to allowable quantity and duties of employee.**</td>
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<tr>
<td>Standards, Assessment and Accountability</td>
<td>Evaluation and Accountability Reclassification</td>
<td>EL 13: Program Evaluation</td>
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<td>EL 14: Reclassification</td>
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<tr>
<td>Staffing and Professional Growth</td>
<td>Staffing and Professional Growth</td>
<td>EL 15: Teachers are assigned to work with English Learners are appropriately authorized</td>
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<td>EL 16: High quality Professional Development to teachers, administrators</td>
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</tbody>
</table>
### Opportunity and Equal Access

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<tr>
<th>Opportunity and Equal Access</th>
<th>Parental Exception Waivers</th>
<th>EL 17: Student placement in English language classrooms, unless a parental exception waiver has been granted</th>
<th>EL 18: Alternative Program/Waivers – parents are informed of placement and notified of an opportunity to apply for a waiver</th>
<th>EL 19: Equitable educational services to participating private schools*</th>
</tr>
</thead>
</table>

*Information on EL Services provided to Private Schools can be found on the website following website: [http://www.cde.ca.gov/sp/el/t3/immprivschool.asp](http://www.cde.ca.gov/sp/el/t3/immprivschool.asp). Information on District-provided EL services shared at the annual Private Non-Profit Schools Consultation meeting. **This information is available in the Office of Student Support Programs.

### Monitoring and Reporting

#### Cycle of Evaluation of English Learner Programs

- Determine to what extent English Learners and Reclassified English Learners are learning English and the District’s core curriculum as evidenced by performance results.
- Determine the effectiveness of programs and services for English Learners as determined by reaching EL Program Goals described above.
- Determine the extent to which English Learners have equitable access to District programs and services as determined by reaching EL Program Goals described above.
- Provide the basis for strengthening program implementation, modifying practices and sustaining ongoing school improvement.
- To shape classroom practice based on improvements in program implementation.

The English Learner Program will be evaluated annually for effectiveness in meeting EL Program Goals. Results from the Program Evaluation will be used to plan for subsequent years. The chart below illustrates the process that will be followed to evaluate the English Learner Program at different levels.
Progress Monitoring Indicators:
- District Assessments
  - Quarterly Benchmarks
  - Inside Unit Assessments
  - Edge Unit Assessments
- Other Data Sources:
  - Grades
  - Attendance Data
  - Program Compliance Reviews

Plan is monitored based on indicators; adjustments are made as needed.

Program Evaluation is conducted based on data.

Program Evaluation data is analyzed by stakeholders.

Stakeholders determine recommendations based on needs indicated in data.

Recommendations/Action Plan:
- District Level
  - Recommendations to the Board of Education for Master Plan/English Learner Program
- School Level
  - Single Plan for Student Achievement
    - ELAC recommendations to SSC
  - Site EL Leadership Meetings
- Student Level
  - Language Assessment Team meetings held to develop Individual Learning Plan (ILP)

Indicators of Success:
- Federal and State Accountability
  - Title III
    - AMAO 1 -- CELDT Growth
    - AMAO 2 -- CELDT Proficiency
    - AMAO 3 (AYP) -- English Proficiency on CST, CAPA, CMA, or CANGSS
  - Categorical Program Monitoring Review — every four years
- District Accountability
  - Tier 1
    - Reclassification Rate/years to Reclassify
    - % of English Learners at Early Advanced or Advanced
  - Program Evaluation/ELSSA

Stakeholders:
- [District] English Learner Advisory Council
- School Site Council
- Language Development Resource Teachers
- Teachers/Counselors
- Students
- School Administrators
- English Learner Teacher Specialists
- English Learner Program Coordinator
- Director of Student Support Services

6.21.2011
District
The district will conduct an annual Program Evaluation in April by analyzing English Learner performance data. The Program Evaluation will be shared with all stakeholders to determine the effectiveness of current strategies in meeting EL Program Goals and to plan changes for the subsequent year.

Every four years, the English Learner Program will undergo a Categorical Program Review by the state. These results will be used in addition to the Program Evaluation for planning purposes.

School
Single Plan for Student Achievement is developed annually based on the Tier III analysis of Tier I and II indicators. Each school analyzes the proficiency levels of students in terms of subgroup performance on federal, state and district benchmarks to determine areas of need. Categorical funds are then utilized strategically to improve student performance in these areas.

Student
Students who are not meeting performance expectations described above and who have been in the program five or more years will be assessed by the Language Appraisal Team (LAT). An English Learner Individual Learning Plan (EL-ILP) will be developed for the student which will provide an analysis their academic performance to determine areas of greatest need so that long term deficits can be overcome and student can meet grade level expectations and thereby reclassify to Fluent English Proficient. In addition, an SST will be conducted on all second semester Grade 4 students and all Grade 5 students who entered the District in Kindergarten and have still not reclassified.

Data Director*
The District has implemented the use of an interactive educational database, Data Director, in order to align standards, curriculum, course objectives and assessments so that teachers, principals, and District administrators can comprehensively evaluate teaching and adjust strategies to the needs of the classroom. It gives the classroom teacher a systematic tool to assess the levels of student proficiency for specific concepts and skills. It strengthens the use of data to operationalize the instructional improvement cycle. Data Director offers the benefits of increased time spent on instruction, targeted instruction to student needs and redeployment of resources based on need.

Data Director uses Reports which provide a view into student performance relative to an individual student, class, school, disaggregated sub-population or district. Each Report combines multiple measures of achievement into a comprehensive analysis of student learning. The data sources are: state and district assessments, grades, subject matter rubrics and others.

Data Director provides a comprehensive analysis of the performance of English Learners across all assessments including CELDT, CST, ELA Quarterlies, Inside and Edge Unit Assessments and classroom rubrics. This is a powerful tool for teachers and administrators in meeting the unique needs of English Learners. Achievement can be measured and disaggregated data can target student progress. Analysis of the data provided by Data Director can influence instructional decisions at all levels.
11. FUNDING

The District ensures that there are adequate basic general fund resources for English Learners to provide each student with learning opportunities in an appropriate program. The provision of such general fund resources is not contingent on the receipt of state or federal categorical funds. The District also ensures that categorical funds are used only to supplement, and not supplant, the District’s general funds. The general fund resources provide an appropriate core curriculum for each English Learner. Resources include staff, curricular materials, instructional supplies, and other District services available to students. Each school site provides adequate, equitable and appropriate English Language Development and core curriculum materials selected from the District’s current listing of approved texts.

The California Department of Education (CDE) administers funding for categorical programs through the Consolidated Application. These supplemental funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners.

The table on the following pages provides information on several important sources of supplemental funds. Although other such sources may exist, the tables are intended to give a sampling of some of the most important.

The district is committed to allocating sufficient funds to fully implement the EL Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to supplant the general fund money obligations. The core program is supported by the general fund. *Expenditures are audited annually by the district’s Business Office.*

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

1. The School Board approves the PUSD Strategic Plan. This plan explains our district goals for all students and describes the district’s Strategic Priorities.
2. The district and schools analyze student performance data to prioritize and communicate needs.
3. The Director of Student Support Programs allocates funds based on the Consolidated Application, meets with the Coordinator of English Learner programs and school principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
4. The principal coordinates development of the Single Plan for Student Achievement and prioritization of needs based on data and meets with the School Site Council and ELAC groups before they approve the school plan and budget.
5. Site and District Advisory Committees take the following roles:
   a. The School Site Council provides input regarding school plan development/revision and approves the school level plan;
   b. ELAC members advise and give input on the school level plan;
c. DELAC gives input on the district level plan. The Coordinator for English Learner Programs and the Director of Student Support Programs will monitor the appropriate use of funds in the following manner:

- Provide yearly training to sites regarding the appropriate use of funds;
- Audit of School Site Council minutes to determine appropriateness of the use of English Learner funds.
- Audit of ELAC minutes to determine that School Site Council has solicited input from ELAC regarding the use of EL funds.

## MAJOR CATEGORICAL PROGRAMS: DESCRIPTIONS OF FUNDING SOURCES

<table>
<thead>
<tr>
<th>FUNDING SOURCE</th>
<th>Federal Title I, Part A</th>
<th>Federal Title III, LEP</th>
<th>State EIA-LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Description</td>
<td>This program provides funds to improve the academic achievement of disadvantaged students. The purpose of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency in the California Content Standards. The District’s elementary and middle schools are served as Title I Schoolwide Program schools. A schoolwide program permits a school to serve all children in the school and improve the entire educational program of the school as long as they engage in reform strategies that increase the amount and quality of learning as detailed in the Single Plan for Student Achievement. English Learners who attend one of the District’s Schoolwide Program schools receive all Title I services to which they are entitled in addition to other supplemental services they receive.</td>
<td>This program provides supplemental funding to implement programs designed to help English Learners and immigrant students attain English proficiency and meet the same challenging state academic standards as other students. Title III funds may be held centrally or may be allocated to schools based on the number of English Learners at the site and, district wide, the percentage of increase in the number of immigrants, proficiency and the percentage becoming fully proficient. This progress will be measured by the annual California English Language Development Test (CELDT).</td>
<td>Economic Impact Aid-Limited English Proficient (EIA-LEP) funds are provided by the State to supplement the District’s base program. Services to English Learners, under this funding, are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Students to be served</th>
<th>English Learners, K-12</th>
<th>English Learners, K-12</th>
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</thead>
<tbody>
<tr>
<td>Students who are Far Below Basic, Below Basic and Basic on CST, including English Learners and Special Education Students</td>
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</table>
### Examples of Appropriate Use of Funding

<table>
<thead>
<tr>
<th>Strategic Priority from PUSD Strategic Plan</th>
<th>Title I, Part A*</th>
<th>Title III, LEP</th>
<th>EIA-LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Powerful Instruction</strong></td>
<td>Support for English Language Arts, English Language Development and Math</td>
<td>Support for English Language Arts, English Language Development and Math</td>
<td>Support for English Language Arts, English Language Development and Math</td>
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<tr>
<td></td>
<td>• Extended day/year for targeted students</td>
<td>• Provision of “high quality language instruction educational programs”</td>
<td>• Specialized and targeted interventions</td>
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<td></td>
<td>• Supplemental instructional materials that support standards and core program</td>
<td>• Provision of high quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel</td>
<td>• Extended day/week/year for targeted students</td>
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<td></td>
<td>• Specialized and targeted interventions</td>
<td>• Upgrading program objectives and effective instructional strategies</td>
<td>• Supplemental instructional materials and equipment</td>
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<td>• Extended day/week/year for targeted students</td>
<td>• Improving the instructional program for ELs by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures</td>
<td>• Primary language support</td>
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<td></td>
<td>• Supplemental instructional materials and equipment</td>
<td>• Support Personnel</td>
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<td></td>
<td>• Primary language instruction/support</td>
<td>• Reading/Math/ELD coaches</td>
<td>• Primary language materials</td>
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<td>• Primary language materials</td>
<td>• Intervention teachers</td>
<td>• Targeted intervention to accelerate EL students’ reclassification</td>
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<td>• Academic interventions</td>
<td>• Instructional Aide/Para-educator</td>
<td>• Support for reclassification process</td>
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<td>Support Personnel</td>
<td>Support for Other Core Subject Areas:</td>
<td>Support Personnel</td>
<td>Support for language assessments</td>
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<td></td>
<td>• Reading/Math/ELD coaches</td>
<td>• Reading/Math/ELD coaches</td>
<td>• Support for monitoring academic progress of all ELs</td>
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<td></td>
<td>• Intervention teachers</td>
<td>• Intervention teacher</td>
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<td></td>
<td>• Instructional Aide/Para-educator</td>
<td>• Instructional Aide/Para-educator</td>
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<td>• Multilingual parent advisor</td>
<td>• Multilingual parent advisor</td>
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<td>• Multilingual community liaison</td>
<td>• Multilingual community liaison</td>
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<td></td>
<td>• EL Specialists</td>
<td>• EL Specialists</td>
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<td><strong>Support for Other Core Subject Areas:</strong></td>
<td><strong>Support Personnel</strong></td>
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<td></td>
<td>• Supplemental materials in English and the primary language</td>
<td>• Reading/Math/ELD coaches</td>
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<td>• Primary language support</td>
<td>• Intervention teachers</td>
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<td>• Instructional Aide/Para-educator</td>
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<td>• Multilingual community liaison</td>
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<td>• EL Specialists</td>
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<td><strong>Support for Other Core Subject Areas:</strong></td>
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<td>• Supplemental materials in English and the primary language</td>
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<td>• Field trips</td>
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<td>• Primary language support</td>
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</tbody>
</table>
## Outstanding Staff
- Academic Conferencing
- Training
- Consultants
- Teacher Stipends
- Teacher Substitutes
- Conferences/Workshops that support school plan goals
- Consultants
- Teacher Stipends for EL PD
- Teacher Substitutes for EL training/PD
- Training Materials/Resources
- Training
- Consultants
- Principal Coaching
- Teacher Stipends
- Teacher Substitutes
- Training Materials/Resources Conferences/Workshops that support EL school plan goals

## Quality Learning Environment
- Attendance Clerks
- School Nurse/Aide
- Attendance incentives & Home Visits
- Bilingual Attendance clerk

## Parent Engagement
- Set-aside 1% of Title I allocation for parent involvement activities
- Food for parent meetings & trainings
- School Site Council expenditures
- Parent training/education opportunities
- Parent workshops
- Speakers for parent workshops
- Reprographics
- Parent support materials
- Parent training/education opportunities
- Parent workshops
- Speakers for parent workshops
- Parent support materials
- Translation
- Support Personnel
- Bilingual Community Liaison
- Home Visits
- Parent Orientations
- Mail services for parent notices
- Food for parent meetings & trainings
- ELAC
- Parent training/education opportunities
- Parent workshops
- Speakers for parent workshops
- Parent support materials
- Translation
- Mail services for parent notices

### Support Personnel:
- Bilingual Community Liaison
- Parent Orientations
- Kinder Academy & Pre-K Articulation
- Additional Personnel

### Examples of Inappropriate Use of Funding

<table>
<thead>
<tr>
<th>FUNDING SOURCE</th>
<th>Title I, Part A*</th>
<th>Title III, LEP</th>
<th>EIA-LEP</th>
</tr>
</thead>
</table>
| Examples of Inappropriate Expenditures | - Supplanting general funds  
- Strategies that are not based on scientifically-based research or have no data to support expected increases in student achievement  
- Regular teacher Pay  
- Food for staff meetings | - Supplanting general funds  
- Food for meetings  
- Equipment (such as a copy machine)  
- Regular Teacher Pay | - Supplanting general funds  
- Regular teacher Pay  
- Food for staff meetings  
- Capital outlay |
<table>
<thead>
<tr>
<th>People</th>
<th>Federal Resource</th>
<th>State Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator/Coordinator/Director</td>
<td>✓</td>
<td>X</td>
</tr>
<tr>
<td>Teacher, Core</td>
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<td>X</td>
</tr>
<tr>
<td>Teacher, Supplemental</td>
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<td>*</td>
</tr>
<tr>
<td>Teacher, Special Education</td>
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</tr>
<tr>
<td>Teacher, Class Size Reduction</td>
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<tr>
<td>Teacher or Aide, Pre-K</td>
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<tr>
<td>Technology Coordinator</td>
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<tr>
<td>Instructional Aide – classroom</td>
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<td>✓</td>
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<tr>
<td>Instructional Aide – lunch/auxiliary duty</td>
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<td>Instructional Aide – Special Education</td>
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<td>Security Officer</td>
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<tr>
<td>Counselor</td>
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<td>✓</td>
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<td>Librarian or Library support</td>
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<tr>
<td>Nurse, Health Aide</td>
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<tr>
<td>Hiring Incentives</td>
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<tr>
<td>Staff Development</td>
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<td>Release Time/Substitutes</td>
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<td>Stipends, Extra Duty Pay</td>
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<tr>
<td>Trainer/Training Fees</td>
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<tr>
<td>Collaboration Time</td>
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<tr>
<td>Coaching/Mentoring</td>
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<td>Extra Learning Time</td>
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<td>Saturday or Summer School</td>
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<tr>
<td>Core</td>
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<td>Supplemental General</td>
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<td>Supplemental – English Learners</td>
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<td>Classroom/Library</td>
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<td>Instructional Supplies</td>
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<td>Federal Resource</td>
<td>State Resource</td>
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<td>-------------------</td>
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<td>----------------</td>
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<tr>
<td>Hardware/Software for Classroom</td>
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<tr>
<td>Hardware/Software for District Management</td>
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<tr>
<td>Training</td>
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<tr>
<td>Other</td>
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<td>Maintenance</td>
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<td>X</td>
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<td>Facilities – Lease, Purchase, Modernization</td>
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</tr>
<tr>
<td>Facilities – Athletic or Non-classroom</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- ✓ Allowed use
- X Not allowed
- * Use dependent on individual circumstances
12. UNIVERSAL ACCESS FOR SPECIAL EDUCATION AND GIFTED AND TALENTED EDUCATION (GATE) 

(1) English Learners Receiving Special Education Services 

Identification for Special Education 

English Learners often do not progress as rapidly in an academic environment as native English speakers and may be identified as needing Special Education services. It is important that English Learners receive sufficient academic support including Response to Intervention (RTI) prior to this identification. 

Tier 1: This first level of support should include ongoing use of formative assessments, providing focused, intensive small group interventions to strengthen reading skills, provide high-quality vocabulary instruction in all content classes, provide daily English Language Development and allow students to work cooperatively with other students who are at differing achievement levels for at least 90 minutes per week. 

Tier 2: If English Learners continue to make insufficient progress to master grade level English Language Arts standards, Tier 2 strategies should be implemented. This consists of utilizing a reading specialist to provide intensive reading intervention materials that are supplemental to core reading instruction. Students should receive a double dose of instruction (supplemental and core) based on individual needs. 

Tier 3: Intervention at this level is provided as supplemental instruction above and beyond and in addition to the core curriculum. Tier 3 could actually include identification for Special Education services. 

Assessments to monitor progress should occur no less than three times a year and could occur as often as weekly, depending on the severity of the problem. 

English Learners who are participating in Tier 1, Tier 2 or Tier 3 interventions should be included in ongoing SST (Student Study Team) meetings. SST meetings are useful because they bring parents, teachers and others together frequently to discuss students’ strengths and weaknesses, to develop a plan of action to strengthen academic weaknesses and to review student progress at regular intervals. To be effective, SST meetings should include the following: 

1. Parents, teachers and/or EL staff and RTI staff meet and participate in the meeting. 
2. Background information is reviewed with parents, and parents would include additional information. 
3. Concerns (academic, behavioral, social, emotional) would be addressed. 
4. Specific areas of need would be identified and interventions addressing these needs would be established. 
5. A progress monitoring schedule and assessments would be set up including follow-up meetings. 

Recommendation for Special Education should not occur until Tier 1, Tier 2 and perhaps Tier 3 interventions have been sufficiently utilized and SST meetings and follow-up meetings have
been conducted. If all avenues of services and intervention through regular ed instruction have been thoroughly utilized, English Learners may then be referred to the Special Education Department for an evaluation.

Suggested best practices in making decisions for Special Education services include:

- Utilizing an assessor who is fluent in both languages and trained to assess in both languages.
- All assessors should assess in the language of preference when possible.
- If primary language tests are unavailable, non-verbal measures should be utilized and parents should be consulted.
- Alternative testing such as the ALPI (Alternative Language Proficiency Instrument) should be utilized when students have severe disabilities and/or speak less than 60 words.
- Classroom observations and structured interviews (with student, parents and teachers) may be used to provide additional information.
- Assessments used by the District include:

If a student is found to qualify for special education services, the student’s education plan will be determined by an IEP (Individual Learning Plan) team. The IEP team should include:

1. The parent or guardian
2. At least one regular education teacher (if possible, the student’s teacher)
3. At least one special education teacher
4. A qualified representative of the LEA (Local Educational Agency)
5. A qualified interpreter (if needed)
6. Other qualified adult
7. The child (if appropriate)

Required components of an English Learner’s IEP:

1. English Learner status
2. Current CELDT or Alternative CELDT scores
3. If student requires an alternative CELDT, name of alternative assessment
4. Which testing accommodations or modifications student may utilize for CELDT or STAR testing. [http://www.cde.ca.gov/ta/tg/el/resources.asp](http://www.cde.ca.gov/ta/tg/el/resources.asp)
5. The IEP team can also determine if student’s disability precludes student from taking any or all portions of the CELDT.
6. Programs and services for EL, including how English Language Development needs will be met and who will provide services (must indicate setting, duration and frequency)
7. If primary language support is needed
8. What will be the language of instruction
9. Goals and objectives that are linguistically appropriate and that align with student’s current CELDT level. Must include a goal for Listening, Speaking, Reading and Writing based on the California English Language Development (ELD) Standards. (EC 56345) Linguistically appropriate IEP goals should
   a. Be appropriate for the cognitive level of the student
   b. Be appropriate for the linguistic level of the student
   c. Match the development level of the student’s primary or secondary language
d. Match the student’s general education transition criteria and reclassification policy
e. Access the student’s prior knowledge and experiences
f. Incorporate culturally relevant materials and experiences and
g. Affirm the student’s cultural heritage.

Accommodations or Modifications on the CELDT

The IEP team may determine that the student would be better serviced through state-approved accommodations or modifications. This must be a team decision and it must documented and specified as a CELDT accommodation/modification in the IEP. The school’s LDRT should be notified so that he/she is aware of these CELDT accommodations/modifications.

Alternative Assessment

If students speak less than 60 words, the IEP team may determine that they qualify for the Alternative Language Proficiency Instrument (ALPI). The ALPI can be administered as the initial assessment and as the annual assessment. The IEP team must note how the student’s disability precludes the student from taking any or all sections of the CELDT.

Reclassification

English Learners who are in Special Education may reclassify as Fluent English Proficient when they have met all of the criteria (assessment of language proficiency, comparison of performance in basic skills, teacher evaluation and parent consultation) for reclassification using any of the four reclassification procedures for which they qualify (Regular, Alternative 1, Alternative 2 or Alternative 3). Please see Chapter on Reclassification for more information. Reclassification is a regular education function and may be conducted by the Language Development Resource Teacher (with the consultation of parents, principal and teacher) or by a Student Study Team. A best practice would be for the school reclassification team to collaborate and participate with the special education staff in a meeting outside of the IEP to make reclassification decisions. Students who have been reclassified will be monitored at six months, one year and two years.

Initial Identification Procedures for Students Already Identified as Severely Handicapped

All SH students will be enrolled through the Special Education District Office and appropriate documentation (Home Language Survey, Family Emergency Card, Immunization Records) will be forwarded to the enrolling school site.

- **Home Language Survey:**
   Upon Initial enrollment in the District, all SH students must have a completed Home Language Survey. A copy of the Home Language Survey is to be kept in the student’s English Learner (EL) Folder that is maintained at the Special Education District Office as a part of the cumulative record. The Special Education Department will contact the CELDT Coordinator will ensure that the timeline for initial assessment of the English learners will be followed and that the appropriate assessment data will be entered into the AERIES system.
For transfer-in SH students, the **Home Language Survey** and the **Parent Interview** will be completed as a part of the enrollment packet. This will be reviewed by the Special Education CELDT Coordinator. Within 30 school days, language assessment in English must be completed. If the home language other than English is indicated, the Special Education CELDT Coordinator will determine:

- which assessment, the **CELDT** or the **Alternative Language Proficiency Instrument** (ALPI), would be most appropriate for the individual student.
- the special needs of the child and match that with a qualified examiner who can provide the necessary accommodations.

If the **CELDT** is determined to be appropriate, the Special Education CELDT Coordinator will follow the district procedures to assess and document the student’s English Language Proficiency. A copy of the **CELDT** results will be maintained in the student’s **EL Folder** at the Special Education District Office. In addition, **CELDT** results will be sent to the school site CELDT Coordinator to be entered into the Student Identification System.

If the **ALPI** is determined to be appropriate, the Special Education CELDT Coordinator will provide the **English Language Observation Instrument for Severely Disabled Students (expressive and receptive)** to the SH classroom teacher. The teacher is to complete the survey and return it to the CELDT Coordinator within 5 working days. The CELDT Coordinator will complete the **Primary Language Observation Instrument for Severely Disabled Students** during a home visit or interview with the parent.

Upon receipt of both the **Primary Language Observation Instrument** and the **English Language Observation Instrument**, the CELDT Coordinator will determine the level of English Language Proficiency by completing the **Language Proficiency Score Sheet**. A copy will be forwarded to the school site CELDT Coordinator for data input into the Student Identification system.

The individual’s student’s **EL Folder**, including the **Home Language Survey**, the **Primary Language Observation Instrument**, **English Language Observation Instrument** and **Language Proficiency Score Sheet** will be maintained in the student’s cumulative folder maintained in the Special Education District Office.

The IEP Team is to record the level of language proficiency on the student’s IEP at the next annual review. The IEP Team is to consider the level of English proficiency and the language of instruction, as appropriate, and develop linguistically appropriate goals and objectives for individual students.

Parents will receive written notification of primary and English language assessment results as specified by CCR guidelines. The date of parent notification will be recorded in the EL Folder.
For all entering kindergarten students and/or those who move into kindergarten SH classes from SH preschool classes, the Special Education CELDT Coordinator, with the consultation of the IEP Team determine will determine:

- which assessment, the CELDT or the Alternative Language Proficiency Instrument (ALPI), would be most appropriate for the individual student.
- the special needs of the child and match that with a qualified examiner who can provide the necessary accommodations.

If the CELDT is determined appropriate, district timeline procedures will be followed.

If the ALPI is determined appropriate, the Primary Language Observation Instrument will need to be completed at the time of the transition IEP meeting by the Special Education CELDT Coordinator. The English Language Observation Instrument will be completed by the SH preschool teacher. The Special Education CELDT Coordinator will maintain these records until assignment to a school site for kindergarten. At that time, the Language Proficiency Score Sheet will be completed by the Special Education CELDT Coordinator at the elementary school site where the student is assigned for kindergarten in September.

Annual assessment of English Language Acquisition Progress

ALPI will follow CELDT timeline procedures, the SH classroom teacher will update the English Language Observation Instrument (expressive and receptive), which will be sent to the Special Education CELDT Coordinator. The Special Education CELDT Coordinator will complete the Language Proficiency Score Sheet. This will be forwarded to the school site CELDT Coordinator to update the AERIES data, and the Special Education CELDT Coordinator will send the annual notification to parent and update the student’s EL folder.

At the time of the student’s IEP annual review, the IEP Team will indicate which assessment, the CELDT or the ALPI, would continue to be most appropriate for the student. The IEP Team is to consider the level of English proficiency and the language of instruction, as appropriate, and develop linguistically appropriate goals and objectives for individual student.

(2) Gifted and Talented Education Program (GATE)

Each student, including English Learners, will have an equal opportunity to be identified for placement in the Gifted and Talented Education (GATE) program in the Pasadena Unified School District.

Pasadena Unified School District embraces the ideas that not all students come to the task of learning with the same experiences and levels of understanding, all students should be assured equal access to the learning process, and students will vary in their rates of learning and depths of understanding. The expectation for GATE students is that their learning will surpass grade level standards and they will acquire a deeper and more complex understanding of content.
material both at and above their grade levels. GATE students will be provided frequent opportunities to apply their learning to meaningful tasks within the context of small group and independent projects to gain the necessary research and self-directed learning skills to independently explore their own areas of interest.

GATE Identification Process

Since the 2009-10 school year, the PUSD GATE Office has been continually working to craft an identification process that allows equitable access for all sub-groups of students represented in our schools. Each year, demographic data is reviewed to ensure that more students of diversity are being identified so that the ethnic diversity present in the district at large is increasingly matched by that of the GATE program. The process used is holistic, flexible, and does not allow identification based on one criterion alone.

A Holistic Approach

Students are assessed holistically. The GATE office collects the following data on all students going through the identification process:

- The GATE Test
- Academic Data
- Teacher Observation of GATE Characteristics
- Alternative Identification Data
- Students accumulate points for each area above for GATE identification
- Students must have points from 2 or more areas listed above

The GATE Test

- All students in 2nd grade are assessed using the Coloured Raven Matrices (Raven)
- Assessment of visual-spatial reasoning skills
- This assessment does not require any reading by the student
- Students must score at 95th percentile and above for possible identification
- All students in 5th grade are assessed using the Cognitive Abilities Test (CogAT)
- Cognitively demanding assessment comprised of 3 batteries:
  - Verbal Battery
  - Quantitative Battery
  - Nonverbal Battery
- Students must score at 90th percentile and above in two batteries for possible identification in the area of Intellectual Ability or Academic Achievement
- Students must score at 90th percentile and above in one battery for possible identification in the area of Specific Academic Achievement or Alternative Identification
- Parents, teachers, and administrators can recommend students in grades 3, 4, and 6-11 to participate in GATE testing
- Students in 3rd grade take the Raven; all others take the CogAT

Academic Data

- CST scores in ELA and Math
  - Start with current or previous school year
- Students must score at **Advanced** for possible identification
- Students who score at **Proficient** with other supporting academic data are eligible for possible identification
- Students are not identified based on the CST scores alone

- District benchmark scores from current school year in ELA and Math
  - Elementary ELA Unit Assessments
  - Secondary ELA Quarterly Assessments
  - All Math: Quarterly Assessment
  - Students must score at **Advanced** for possible identification
  - Students who score at **Proficient** with other supporting academic data are eligible for possible identification

**Teacher Observation Form**
- Teachers are trained to look for research-based characteristics of gifted learners from diverse populations
- Teachers complete a form for every student being evaluated, not only those who “pass the GATE test”
- Students who have a high score on Teacher Observation Form, but low GATE test scores or low CST scores, go through the Alternative Identification Process
- Alternative Identification Data
- Emphasis on accelerated growth over time
- CELDT sub-scores and Overall scores for this year and last year
- CST scores with growth from last year
- Report Card Grades with growth during this year
- Portfolio/Work Samples

**Curriculum and Instruction**

Each school site constructs a GATE program that is specific to the needs of the school community. The following are the instructional options available to elementary, middle and high schools in PUSD:

**Elementary GATE Instructional Options**
- Individual Learning Plans
- Differentiated Instruction
- Independent Projects
- GATE Clusters
- Curriculum Compacting
- Vertical Subject-Matter Acceleration
- Grade Skipping
- Outside Tutoring
- International Baccalaureate Programme

**Middle School GATE Instructional Options**
- International Baccalaureate Programme
- Honors/Pre-AP Classes
• Enrichment Classes

High School GATE Instructional Options
• Honors classes
• AP classes
• International Baccalaureate Programme
• California Partnership Academies – Career Technical Education
  ◦ Multiple Pathways

Parent and Community Involvement

A GATE Parent Leadership Team meets monthly during each school year to guide the
development and implementation of the District and School GATE programs. Parent
representatives from each school are invited to come together to share promising practices,
program ideas, and ways to get parents actively involved in the improvement of the school’s
GATE program. Program Coordinators are invited to present their programs to this group so that
parents can be more informed of the various programs in place in PUSD that foster growth in a
variety of academic areas. In addition, the District provides several educational speakers and
workshops to help GATE parents learn more about supporting the learning and social and
emotional needs of their students. Community members are also encouraged to participate in the
GATE Leadership Team. Parents are encouraged to be the leaders in developing and improving
the opportunities for enriching GATE students’ lives at their schools.

Professional Development

PUSD has offered a GATE Certification program annually to any teacher interested in improving
his/her teaching abilities when it comes to working with gifted and talented students. Due to
budget constraints, limited professional development opportunities have been offered to teachers.
However, a new model has been developed and is now in place. The District GATE Coordinator
works with a small group of teachers over 2-3 years to learn ways to differentiate instruction for
all learners in today’s diverse classrooms. Specific attention is spent on supporting teachers
through classroom observation and structured reflection on the implementation of new
instructional strategies in their own classrooms.
13. EDUCATION CODE

Sections 300-340 (Excerpts)

SECTION 300
300. The People of California find and declare as follows:
   (a) Whereas, The English language is the national public language the United States of America and of the State of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and
   (b) Whereas, Immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and
   (c) Whereas, The government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and
   (d) Whereas, The public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high drop-out rates and low English literacy levels of many immigrant children; and
   (e) Whereas, Young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age.
   (f) Therefore, It is resolved that: all children in California public schools shall be taught English as rapidly and effectively as possible.

EDUCATION CODE
SECTION 305-306
305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms. As much as possible, current supplemental funding for English learners shall be maintained, subject to possible modification under Article 8 (commencing with Section 335) below.

306. The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:
(a) "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.

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

(c) "English language mainstream classroom" means a classroom in which the pupils either are native English language speakers or already have acquired reasonable fluency in English.

(d) "Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

(e) "Bilingual education/native language instruction" means a language acquisition process for pupils in which much or all instruction, textbooks, and teaching materials are in the child's native language.

EDUCATION CODE
SECTION 310-311

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

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

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

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

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

EDUCATION CODE
SECTION 313

313. (a) Each school district that has one or more pupils who are English learners shall assess each pupil's English language development in order to determine the level of proficiency for the purposes of this chapter.

(b) The State Department of Education, with the approval of the State Board of Education, shall establish procedures for conducting the assessment required pursuant to subdivision (a) and for the reclassification of a pupil from English learner to proficient in English.

(c) Commencing with the 2000-01 school year, the assessment shall be conducted upon initial enrollment, and annually, thereafter, during a period of time determined by the Superintendent of Public Instruction and the State Board of Education. The annual assessments shall continue until the pupil is redesignated as English proficient. The assessment shall primarily utilize the English language development test identified or developed by the Superintendent of Public Instruction pursuant to Chapter 7 (commencing with Section 60810) of Part 33. Prior to completion of the English language development test, a school district shall use either an assessment instrument developed by the school district or an assessment recommended by the State Department of Education.

(d) The reclassification procedures developed by the State Department of Education shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

(1) Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810.

(2) Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.

(3) Parental opinion and consultation.

(4) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

(e) It is the intent of the Legislature that nothing in this section precludes a school district or county office of education from testing English language learners more than once in a school year if the school district or county office of education chooses to do so.

EDUCATION CODE
SECTION 315-316

315. In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage
family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community. Commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of fifty million dollars ($50,000,000) per year is hereby appropriated from the General Fund for the purpose of providing additional funding for free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency.

316. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review of, the State Board of Education.

**EDUCATION CODE**

**SECTION 320**

320. As detailed in Article 2 (commencing with Section 305) and Article 3 (commencing with Section 310), all California school children have the right to be provided with an English language public education. If a California school child has been denied the option of an English language instructional curriculum in public school, the child's parent or legal guardian shall have legal standing to sue for enforcement of the provisions of this statute, and if successful shall be awarded normal and customary attorney's fees and actual damages, but not punitive or consequential damages. Any school board member or other elected official or public school teacher or administrator who willfully and repeatedly refuses to implement the terms of this statute by providing such an English language educational option at an available public school to a California school child may be held personally liable for fees and actual damages by the child's parents or legal guardian.

**EDUCATION CODE**

**SECTION 400-410**

400. (a) The Legislature finds and declares that English language proficiency is critical to academic success. It is, therefore, the intent of the Legislature to enact the English Language Acquisition Program to improve the English proficiency of California pupils, so that those pupils are better able to meet the state's academic content and performance standards. It is the intent of the Legislature that the pupils participating in this program meet grade level English language development standards established pursuant to Section 60811, as well as grade level standards in reading, writing, mathematics, science, and history/social science established pursuant to Section 60605.

(b) It is the intent of the Legislature that the English Language Acquisition Program be administered consistent with research-based strategies for teaching English language learners, as well as the program set forth in Chapter 3 (commencing with Section 300), as applicable.

(c) It is further the intent of the Legislature that the data developed through this program be used to inform curriculum, instruction, assessment, research, in-service staff development, and...
teacher preparation regarding use of the most effective practices for teaching English language learners.

402. The Legislature hereby establishes the English Language Acquisition Program designed for pupils enrolled in grades 4 to 8, inclusive.

404. (a) (1) The Superintendent of Public Instruction shall allocate to each participating local educational agency, for each pupil enrolled in any of grades 4 to 8, inclusive, and identified as eligible for participation in the program established pursuant to this chapter one hundred dollars ($100) per school year.

(2) If the available funding is insufficient to support the minimum allocation set forth in paragraph (1), the Superintendent of Public Instruction shall give priority for funding to schools with the highest proportion of pupils enrolled who are identified as English language learners.

(b) (1) From funds appropriated specifically for this purpose, local educational agencies may receive an allocation of one hundred dollars ($100) on a one-time basis for each English language learner enrolled in kindergarten or any of grades 1 to 12, inclusive, who is reclassified to English-fluent status. Each local educational agency applying for an allocation pursuant to this subdivision shall describe the procedures and criteria for reclassification of English language learners to English-fluent status. A local educational agency may not claim funding pursuant to subdivision (a) for any pupil who has been classified as fluent in the English language if the local educational agency has received funding on behalf of that pupil pursuant to this subdivision. In order to be eligible for funding pursuant to this subdivision, a local educational agency shall implement the English language development assessment established pursuant to Section 60810.

(2) This subdivision shall only be implemented upon adoption of English language development standards by the State Board of Education pursuant to Section 60811.

(c) Not later than 60 days after the effective date of the act adding this section, the Superintendent of Public Instruction shall notify local educational agencies of the availability of funds for the English Language Acquisition Program. For purposes of this chapter, "local educational agency" means a school district, charter school, or county office of education. Each local educational agency shall have the opportunity to request funds appropriated for the purposes of this chapter not later than 60 days after the notification from the Superintendent of Public Instruction.

(d) As a condition of receiving funds under subdivision (a), each local educational agency shall certify that it will do all of the following:

(1) Conduct academic assessments of English language learners to ensure appropriate placement of those pupils. The assessments shall include:

(A) Initial assessment of English language learners to determine their English proficiency level.

(B) Ongoing assessment conducted at least annually to ensure accurate placement of English language learners, to communicate progress, and to provide formative assessment information to refine the program. Assessment measures shall include, but are not limited to, the state standardized testing and reporting program required by Section 60640, unless a pupil is exempted by law, and the English language development assessment instrument to be developed pursuant to Section 60810, when it is developed.

(2) Provide a program for English language development instruction to assist pupils in successfully achieving the English language development standards adopted by the State Board of Education pursuant to Section 60811. The program shall include structured immersion
instruction to be provided for English learners, such as specially designed academic instruction in English and sheltered English strategies to ensure access by English language learners to the core curriculum, unless the local educational agency has obtained a waiver pursuant to Section 310.

(3) Provide supplemental instructional support, such as intersession, before and after school opportunities or summer school, to provide English language learners with continuing English language development. These opportunities are to supplement the regular school program and may include, but are not limited to, newcomer centers and tutorial support, mentors, or any other program that meets the objectives of the program established pursuant to this chapter. Academic support services needed to provide these opportunities may be funded by this program.

(4) Coordinate services and funding sources available to English language learners, including, but not limited to, community-based English tutoring programs established pursuant to Article 4 (commencing with Section 315) of Chapter 3, programs for at-risk youth, after-school, intersession, and summer school programs, reading programs established pursuant to Chapter 16 (commencing with Section 53025) of Part 28 and any available federal funds. The local educational agency shall also certify that it integrates adult community-based tutoring resources with the program established pursuant to this chapter.

(e) Funding allocated pursuant to this chapter shall supplement existing resources supporting language acquisition for English language learners in grades 4 to 8, inclusive. Funds may be used for any of the purposes identified in the program established pursuant to this chapter.

(f) Funding for this program is contingent on an appropriation specifically for this purpose in the annual Budget Act or any other measure.

406. (a) The Regents of the University of California are requested to authorize the President of the University of California or his or her designee to jointly develop English Language Development Professional Institutes with the Chancellor of the California State University, the Chancellor of the California Community Colleges, the independent colleges and universities, and the Superintendent of Public Instruction, or their designees. In order to provide maximum access, the institutes shall be offered at sites widely distributed throughout the state, which shall include programs offered through instructor-led, interactive online courses, in accordance with existing state law. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall accommodate at least 5 percent of the participants through existing state approved online instructor-led courses, programs, or both. The California subject matter projects, an intersegmental, discipline-based professional development network administered by the University of California, is requested to be the organizing entity for the institutes and follow-up programs.

(b) (1) Commencing in the 1999-2000 academic year, the institutes shall provide instruction for school teams from each school participating in the program established pursuant to this chapter. Commencing in the 2000-01 academic year, the institutes may provide instruction for school teams serving English language learners in kindergarten and grades 1 to 12, inclusive. A school team shall include teachers who do not hold crosscultural or bilingual-crosscultural certificates or their equivalents, teachers who hold those certificates or their equivalents, and a school site administrator. The majority of the team shall be teachers who do not hold those crosscultural certificates or their equivalents. If the participating school team employs instructional assistants who provide instructional services to English language learners, the team may include these instructional assistants.
(2) Commencing in July 2000, the English Language Development Institutes shall provide instruction to an additional 10,000 participants. These participants shall be in addition to the 5,000 participants authorized as of January 1, 2000. Commencing July 2001, and each fiscal year thereafter, the number of participants receiving instruction through the English Language Development Institutes shall be specified in the annual Budget Act.

(3) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils’ reading scores are at or below the 40th percentile on the English language arts portion of the achievement test authorized by Section 60640.

(B) Schools in which a high percentage of pupils score below grade level on the English language development assessment authorized by Section 60810, when it is developed.

(C) Schools with a high number of new, underprepared, and noncredentialed teachers. Underprepared teachers shall be defined as teachers who do not possess a crosscultural or bilingual-crosscultural certificate, or their equivalents.

(D) Schools in which the enrollment of English language learners exceeds 25 percent of the total school enrollment.

(E) Schools with a full complement of team members as described in paragraph (1).

(4) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (C) of paragraph (3).

(c) Each team member who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars ($1,000) nor more than two thousand dollars ($2,000), as determined by the University of California.

(d) Instruction provided by the institutes shall be consistent with state-adopted academic content standards and with the English language development standards adopted pursuant to Section 60811.

(e) (1) Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 80 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented during the following school year with no fewer than 80 hours nor more than 120 hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of English language learners at that school.

(2) Instruction at the institutes shall be of sufficient scope, depth, and duration to fully equip instructional personnel to offer a comprehensive and rigorous instructional program for English language learners and to assess pupil progress so these pupils can meet the academic content and performance standards adopted by the State Board of Education. The instruction shall be designed to increase the capacity of teachers and other school personnel to provide and assess standards-based instruction for English language learners.

(3) The instruction shall be multidisciplinary and focus on instruction in disciplines for which the State Board of Education has adopted academic content standards. The instruction shall also be research-based and provide effective models of professional development in order to ensure that instructional personnel increase their skills, at a minimum, in all of the following:

(A) Literacy instruction and assessment for diverse pupil populations, including instruction in the teaching of reading that is research-based and consistent with the balanced, comprehensive strategies required under Section 44757.

(B) English language development and second language acquisition strategies.
(C) Specially designed instruction and assessment in English.

(D) Application of appropriate assessment instruments to assess language proficiency and utilization of benchmarks for reclassification of pupils from English language learners to fully English proficient.

(E) Examination of pupil work as a basis for the alignment of standards, instruction, and assessment.

(F) Use of appropriate instructional materials to assist English language learners to attain academic content standards.

(G) Instructional technology and its integration into the school curriculum for English language learners.

(H) Parent involvement and effective practices for building partnerships with parents.

(f) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of the course requirements to an enrolled candidate who satisfactorily completes a California English Language Development Institute program if the program has been certified by the Commission on Teacher Credentialing as meeting preparation standards.

(g) Nothing in this section shall be construed to prohibit a team member from attending an institute authorized by this section in more than one academic year.

(h) This section shall not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

408. (a) The Legislature finds and declares that an evaluation of the program established pursuant to this chapter is desirable and necessary, and accordingly, requires all of the following:

(1) No later than October 1, 2003, each local educational agency that receives funding through the program established pursuant to this chapter shall submit a report to the Superintendent of Public Instruction that includes:

(A) An assessment of the effectiveness of that local educational agency in assisting English language learners in achieving state academic content and performance standards, including:

(i) Increasing school rates of redesignation of pupils from English language learners to English fluency.

(ii) Increasing high school completion rates of English language learners.

(iii) Improving test scores assessing English language development as well as grade level standards in reading, writing, mathematics, science, and history/social science established pursuant to Sections 60640 and 60811.

(B) Problems encountered in the design and operation of the program, including identification of any federal, state, or local statute or regulation that impedes program implementation.

(2) The Superintendent of Public Instruction shall contract for an independent evaluation of the effectiveness of funds awarded under this chapter in assisting local educational agencies in implementing the English Language Acquisition Program. No later than April 1, 2004, the Superintendent of Public Instruction shall submit to the Governor and the Legislature the results of the evaluation, and a summary of the reports submitted to the superintendent pursuant to this subdivision.

(b) The evaluation shall focus on the extent to which goals and objectives have been met and shall include recommendations for modifications to the program to achieve those goals. The evaluation shall also compare the success of participating local educational agencies in meeting
the goals and objectives to local educational agencies not participating in the program and shall take into consideration comparisons to schools with similar characteristics.

(c) Additional independent evaluations may be conducted by the Superintendent of Public Instruction subject to additional funding being made available for purposes of this chapter in subsequent fiscal years.

410. (a) Subject to funds appropriated therefore in the annual Budget Act or any other measure, the California Research Bureau of the California State Library shall convene a broadly diverse group to examine the available research on English language acquisition by English language learners. This research shall include evaluations of English language acquisition programs that demonstrate success in assisting English language learners in being redesignated as fluent in English, as well as achieving academic progress. The research shall include short-term strategies that may be made available to local educational agencies as soon as practicable, as well as long-term research that may provide for case studies and model programs distributed to local educational agencies pursuant to paragraph (c).

(b) The Superintendent of Public Instruction shall compile a compendium of model programs identified in subdivision (a) that demonstrate success in assisting English language learners in being redesignated as fluent in English, and shall provide this compendium in a program advisory to local educational agencies.

(c) The Superintendent of Public Instruction shall provide the compendium of model programs identified in subdivision (a) that demonstrate success in teaching strategies and methodologies to institutions of higher education and other institutions that offer teacher training programs so that these strategies may be considered for inclusion in teacher training programs.

EDUCATION CODE
SECTION 430-446

430. (a) This chapter shall be known, and may be cited, as the English Learner and Immigrant Pupil Federal Conformity Act.

(b) The purpose of this chapter is to ensure that instructional services are provided to pupils with limited English proficiency in conformity with federal requirements that are designed to ensure that all pupils have reasonable access to educational opportunities that are necessary in order for the pupils to achieve at high levels in English and in the other core curriculum areas of instruction.

(c) This chapter is intended to be declaratory of Title III of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and is intended to assist local educational agencies in understanding the requirements and funding formulas to provide allowable services. It is the intent of the Legislature that, to the extent federal law is amended, this chapter will be amended to conform to those changes.

(d) The requirements of this chapter apply only to local educational agencies that receive federal funds pursuant to Title III of the federal No Child Left Behind Act of 2001.

435. For purposes of this chapter, the following terms have the following meanings:

(a) "English learner" or "pupil of limited English proficiency" means a pupil who was not born in the United States or whose native language is a language other than English or who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be
sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

(b) "Immigrant pupil" means a pupil who was born in a country other than the United States and who has attended a kindergarten class or any of grades 1 to 12, inclusive, in a school in the United States for three or fewer years.

(c) "Federal No Child Left Behind Act of 2001" means Public Law Number 107-110 (20 U.S.C. Sec. 6801, et seq.).

440. (a) A local educational agency shall provide instructional services to limited-English-proficient pupils and immigrant pupils in conformity with Section 6801 and following of Title 20 of the United States Code.

(b) In accordance with Section 7012 of Title 20 of the United States Code, each parent or guardian of a pupil enrolled in a public school shall receive notice of the assessment of his or her child's English language proficiency not later than 30 days after the start of the school year. The notice shall include all of the following:

(1) The reason for the child's classification as limited English proficient.

(2) The level of English proficiency.

(3) A description of the program for the English language development instruction, including a description of all of the following:

(A) The manner in which the program will meet the educational strengths and needs of the child.

(B) The manner in which the program will help the child develop his or her English proficiency and meet age appropriate academic standards.

(C) The specific exit requirements for the program, the expected rate of transition from the program into classrooms that are not tailored for limited-English-proficient children, and the expected rate of graduation from secondary school for the program if funds available under Sections 6801 and following of Title 20 of the United States Code are used for children in secondary schools.

(D) Where the child has been identified as having exceptional needs, the manner in which the program meets the requirements of the child's individualized education plan.

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

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

441. A local educational agency that receives federal funds for a language instruction program and that fails to make progress on the annual pupil achievement objectives in any fiscal year shall inform each parent or guardian of each pupil identified for participation in that program, or participating in that program, within 30 days of the occurrence of the failure, as required pursuant to Section 7012 (b) of Title 20 of the United States Code.

442. In accordance with Section 6824 (d) of Title 20 of the United States Code, a local educational agency that experiences a significant increase, as determined by the State Department of Education, in the number of immigrant pupils in comparison to the average of the preceding two years may be eligible for a federal sub grant if that local educational agency
agrees to expend the funds to improve the education of immigrant pupils by assisting the pupils to learn English and meet challenging state academic content and pupil achievement standards.

443. (a) In accordance with Section 6826 of Title 20 of the United States Code, an eligible local educational agency desiring a sub grant pursuant to Section 6824 of Title 20 of the United States Code shall submit a plan to the State Department of Education at the time, in the manner, and containing the information, that the State Department of Education may require.

(b) The plan submitted shall do the following:

(1) Describe the programs and activities to be developed, implemented, and administered.

(2) Describe how the agency will use the sub grant funds to meet all annual measurable achievement objectives for limited-English-proficient pupils in English proficiency and in meeting challenging state academic content and pupil academic achievement standards.

(3) Describe how the agency will hold elementary schools and secondary schools accountable for all of the following:

(A) Meeting the annual measurable achievement objectives.

(B) Making adequate yearly progress for limited-English-proficient pupils.

(C) Annually measuring the English proficiency of limited-English-proficient pupils so that pupils served develop proficiency in English while meeting state academic content and pupil academic achievement standards.

(4) Describe how the agency will promote parental and community participation in programs for limited-English-proficient pupils.

(5) Contain an assurance that the agency consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing the plan.

(6) Describe how language instruction education programs carried out under the sub grant will ensure that limited-English-proficient pupils being served by the programs develop English proficiency.

444. In accordance with Section 6826 (c) of Title 20 of the United States Code, a local educational agency that receives a federal subgrant pursuant to Sections 6801 and following of Title 20 of the United States Code shall include in its plan a certification that all teachers in any language instruction education program for limited-English-proficient pupils that is, or will be, funded under Part A of Title III of the federal No Child Left Behind Act of 2001 are fluent in English and any other language used for instruction, including having written and oral communication skills.
### 14. GLOSSARY OF FREQUENTLY USED ACRONYMS AND TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Language</td>
<td>Language required to read, write and comprehend</td>
</tr>
<tr>
<td>Annual Census</td>
<td>Annual Language Census: a state required annual census of each K-12 public school which reports the numbers of LEP and FEP students, staffing information, students reclassified, and the services provided to them (Also called R-30).</td>
</tr>
<tr>
<td>Annual Measurable Achievement Objectives (AMAOs)</td>
<td>Annual Measurable Achievement Objectives (AMAOs) are part of the Title III Accountability Goals from No Child Left Behind.</td>
</tr>
<tr>
<td>Adequate Yearly Progress (AYP)</td>
<td>Adequate Yearly Progress, or AYP, is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.</td>
</tr>
<tr>
<td>Academic Performance Index (API)</td>
<td>API is a measurement of academic performance and progress of individual schools in California, United States. It is one of the main components of the Public Schools Accountability Act passed by the California legislature in 1999. API scores ranges from a low of 200 to a high of 1000. An API score is calculated for all students in a school as well as numerous API scores for each subgroup at the school (such as by race, English Learner Status, students with disabilities, and socioeconomically disadvantaged pupils).</td>
</tr>
<tr>
<td>ALPI</td>
<td>Alternative Language Proficiency Instrument (Alternative for CELDT)</td>
</tr>
<tr>
<td>BCC</td>
<td>See BCLAD Certification</td>
</tr>
<tr>
<td>BCLAD Certification</td>
<td>Bilingual Cross-Cultural Language and Academic Development Certification which authorizes the holders to teach ELD, SDAIE and primary language content. Replaced the BCC certificate in 1994.</td>
</tr>
<tr>
<td>Bilingual Program</td>
<td>A language acquisition process in which ELs are initially instructed in their primary language in the core subject areas, while receiving daily ELD instruction. As ELs acquire English, an increasing amount of instruction is delivered in English.</td>
</tr>
<tr>
<td>CABE</td>
<td>California Association of Bilingual Education</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>CAHSEE</td>
<td>California High School Exit Examination. The CAHSEE is an exam that all California students are required to pass in order to graduate from high school. There are two parts to the CAHSEE: English-Language Arts and Mathematics. The English-Language Arts section contains multiple choice questions as well as one essay. The Mathematics section has only multiple choice questions.</td>
</tr>
<tr>
<td>CAPA</td>
<td>The California Alternate Performance Assessment (CAPA) is the alternate assessment for the California Standards Tests.</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CELDT</td>
<td>California English Language Development Test: used to identify and annually monitor pupils who are limited English proficient</td>
</tr>
<tr>
<td>CLAD Certification</td>
<td>Cross-Cultural Language and Academic Development Certification which authorizes the holder to teach ELD and SDAIE. (Replaced the Language Development Specialist (LDS) in 1994.</td>
</tr>
<tr>
<td>CMA</td>
<td>California Modified Assessment The CMA is an assessment for students who have an individualized education program (IEP); are receiving grade-level instruction; and whose progress to date, in response to appropriate grade-level instruction, including special education and related services designed to address the student’s individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student’s IEP plan.</td>
</tr>
<tr>
<td>CPM</td>
<td>Categorical Program Monitoring. State monitoring process for compliance of state and federal categorical programs.</td>
</tr>
<tr>
<td>CRT</td>
<td>Curriculum Resource Teacher</td>
</tr>
<tr>
<td>CST</td>
<td>The California Standards Tests (CSTs) measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science for grades 2-11. Students in kindergarten, grade 1, and grade 12 do not participate in the STAR program.</td>
</tr>
<tr>
<td>DELAC</td>
<td>District English Learner Advisory Committee; composed of elected parent representatives from each school as well as a Board of Officers.</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>Instruction using different methods or strategies designed to meet the wide range of educational needs of students</td>
</tr>
<tr>
<td>Dual Language Immersion Program</td>
<td>An instructional program wherein students receive academic instruction in a language other than English (for example, Spanish or Mandarin) while building a foundation in English.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EIA-LEP</td>
<td>Economic Impact Aid-Limited English Proficient: supplemental state funding used for EL programs</td>
</tr>
<tr>
<td>EL</td>
<td>English Learner, also known as English Language Learner (ELL) and Limited English Proficient (LEP). Used to identify a student who is not currently proficient in English and whose primary language is not English. This designation is determined by a state-approved assessment.</td>
</tr>
<tr>
<td>EL items</td>
<td>Federal /State requirements for services to ELLs- part of the Categorical Program Monitoring.</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>ELAC</td>
<td>English Learner Advisory Committee (for parent representatives at each school site)</td>
</tr>
<tr>
<td>ELD</td>
<td>English language development. Sometimes referred to as English as a Second Language. It is a specific curriculum that addresses the teaching of English as a second language according to the proficiency level of each student.</td>
</tr>
</tbody>
</table>
| ELD Standards                  | ELD standards have been adopted by the California Department of Education. The ELD standards are aligned with the state-adopted English Language Arts (ELA) standards and consist of the following strands of English language development:  
  - Listening  
  - Speaking  
  - Reading Word Analysis  
  - Reading Fluency and Systematic Vocabulary Development  
  - Reading Comprehension  
  - Literary Response and Analysis  
  - Writing Strategies and Applications  
  - Writing Conventions  
  The state-adopted ELD standards range in spans from grades K-2, 3-5, 6-8, and 9-12. The ELD standards are designed as differentiated performance expectations for English language learners as they develop their proficiency in English and works towards mastery of the grade-level English Language Arts (ELA) standards. The ELD standards are differentiated expectations of the English Language Arts standards for students at each of the five levels of English language proficiency. |
<p>| ELL                            | English Language Learner (ELL) refers to a student who has limited-English proficiency. (See EL)                                                                                               |
| EM                             | English Mainstream classroom: In this program students are placed directly into an English instructional program usually without primary language support (Program 2). |
| EO                             | English Only: Refers to students whose primary language is English.                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>English as a second language (See ELD)</td>
</tr>
<tr>
<td>FEP</td>
<td>Fluent English-proficient: students with a home language other than English, whose oral and written English skills approximate those of native English speakers (See I-FEP and R-FEP)</td>
</tr>
<tr>
<td>GATE</td>
<td>Gifted and Talented Education</td>
</tr>
<tr>
<td>HLS</td>
<td>Home Language survey: Required to be completed at registration by parents to determine prior program of instruction</td>
</tr>
<tr>
<td>IEP</td>
<td>An Individualized Education Program, commonly referred to as an IEP, is mandated by the Individuals with Disabilities Education Act (IDEA). An IEP is designed to meet the unique educational needs of one child, who may have a disability, as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers understand the student's disability and how the disability affects the learning process.</td>
</tr>
<tr>
<td>I-FEP</td>
<td>Initially Identified as Fluent English Proficient: Identified as FEP upon initial entry as a result of their CELDT assessment.</td>
</tr>
<tr>
<td>ILA</td>
<td>Informal language assessment: Form parents complete if the primary language in the home is other than English.</td>
</tr>
<tr>
<td>Immigrant Status</td>
<td>Qualifications: Students not born in USA and have attended USA schools less than 3 years</td>
</tr>
<tr>
<td>Kagan Cooperative Structures</td>
<td>Developed by Dr. Spencer Kagan, Kagan Cooperative Structures are a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Kagan Structures promote engagement and oral language development which increase English proficiency.</td>
</tr>
<tr>
<td>L1</td>
<td>Primary language/home language</td>
</tr>
<tr>
<td>L2</td>
<td>Second language</td>
</tr>
<tr>
<td>LADD</td>
<td>Language Assessment &amp; Development Department</td>
</tr>
<tr>
<td>LAT</td>
<td>Language Appraisal Team</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Language Development Instructional Aide</td>
<td>Former title: Bilingual Instructional Aide</td>
</tr>
<tr>
<td>LDRT</td>
<td>Language Development Resource Teacher</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Educational Agency (for example, the Pasadena Unified School District)</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient: See EL.</td>
</tr>
<tr>
<td>Mainstream Classroom</td>
<td>English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English (Education Code 306).</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind: a federal program to support the academic achievement of disadvantaged students.</td>
</tr>
<tr>
<td>Newcomer</td>
<td>Non-English speaking students who have been in the United States for twelve months or less</td>
</tr>
<tr>
<td>Newcomer Center</td>
<td>The PUSD Newcomer Center is a specialized program designed for students in grades six through 12, whose primary language is not English and have been in the United States twelve months or less. Located at Blair International Baccalaureate School, the program offers English Learner (EL) students the support and instruction needed to speak, read and write in English.</td>
</tr>
<tr>
<td>Parent Exemption Waiver</td>
<td>Parents may request that their children be exempted from a specific instructional setting. However, districts still have an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction.</td>
</tr>
<tr>
<td>Primary Language Instruction</td>
<td>Primary language instruction means content instruction in the student’s primary language, in other words, instruction in a language other than English.</td>
</tr>
<tr>
<td>Primary Language</td>
<td>The first language the student learns to speak at home or the most often spoken language</td>
</tr>
<tr>
<td>Primary Language Support</td>
<td>The use of the primary language of students by a teacher or para-professional to facilitate teaching and learning when English is the primary medium of instruction</td>
</tr>
<tr>
<td>Proficient</td>
<td>Able to speak, read, write and comprehend the English language: proficient on the CELDT is an overall score of Early Advanced or Advanced with no domain (Listening, Speaking, Reading or Writing) lower than an Intermediate or Level 3.</td>
</tr>
<tr>
<td>Program 1</td>
<td>Program 1 is a placement of English Learners at CELDT Levels 1 or 2 within a Structured English Immersion (SEI) classroom in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects “overwhelmingly,” but not exclusively, in English. Students can be re-enrolled in the Structured English Immersion program if they do not acquire a “good working knowledge of English” in one year. ELD is provided daily for 30 minutes in Kindergarten and 45 minutes in grades 1-12. This placement for students in grades 6-12 would be at the Newcomer Center at Blair I.B.</td>
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<tr>
<td>Program 2</td>
<td>Program 2 is a placement of English Learners who are at CELDT Levels 3, 4 or 5 into an English Mainstream classroom. In this program students continue to receive English Language Development and instructional support through SDAIE strategies until they have reclassified as fluent English proficient.</td>
</tr>
<tr>
<td>Program 3</td>
<td>Program 3 is the placement of English Learners within a primary language setting.</td>
</tr>
<tr>
<td>Program 4</td>
<td>Program 4 is the placement of English Learners in a Dual Immersion setting.</td>
</tr>
<tr>
<td>PUSD</td>
<td>Pasadena Unified School District</td>
</tr>
<tr>
<td>R-FEP</td>
<td>Reclassified Fluent English Proficient</td>
</tr>
<tr>
<td>RI</td>
<td>Registration Information Form that parents fill out when enrolling child in the District.</td>
</tr>
<tr>
<td>R-30</td>
<td>Annual Language Census: a state required annual census of each K-12 public school which reports the numbers of LEP and FEP students, staffing information, students reclassified, and the services provided to them.</td>
</tr>
<tr>
<td>Reclassification</td>
<td>When a student has met all the district criteria, s/he is reclassified from EL to Reclassified Fluent English Proficient student status or R-FEP (formerly known as redesignation).</td>
</tr>
<tr>
<td>RSP</td>
<td>Resource Specialist Program: classes for students who have been identified as Individuals with Exceptional Needs who spend the majority of the school day in a regular program</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>SDAIE</td>
<td>Specially Designed Academic Instruction in English: SDAIE is a methodology used by teachers who possess the competency to make academic content comprehensible to EL students with intermediate fluency. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners.</td>
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<tr>
<td>SDC</td>
<td>Special Day Class: a self-contained, special education class in which a student is enrolled for the majority of the school day.</td>
</tr>
<tr>
<td>SSC</td>
<td>School Site Council</td>
</tr>
<tr>
<td>Seal of Biliteracy</td>
<td>The Seal of Biliteracy is awarded to graduating seniors who have shown proficiency in English and another language, for example, Spanish.</td>
</tr>
<tr>
<td>SEI</td>
<td>Structured English Immersion: this program is identified as an English Language acquisition process for English Learners at CELDT Levels 1 or 2 in which nearly all classroom instruction is in English, but the curriculum and presentation are specifically designed for children who are learning the language. Students will be taught subjects “overwhelmingly,” but not exclusively, in English. Students can be re-enrolled in the Structured English Immersion program if they do not acquire a “good working knowledge of English” in one year. ELD is provided daily for 30 minutes in Kindergarten and 45 minutes in grades 1-12. (Program 1)</td>
</tr>
<tr>
<td>Single Plan for Student Achievement</td>
<td>The Single Plan for Student Achievement (SPSA) is a plan schools receiving Title I funds must complete in order to identify and address the instructional needs of students. The Single Plan specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan.</td>
</tr>
<tr>
<td>SST</td>
<td>Student Study Team</td>
</tr>
<tr>
<td>STAR Assessments</td>
<td>Tests developed for California that test students in English–language arts and mathematics in grades two through eleven. STAR standards-based tests also cover history–social science in grades eight and eleven and an end-of-course test for world history for students in grades nine through eleven; science for students in grades five, eight, ten; and end-of-course science tests for students in grades nine through eleven. They also include a writing prompt in grade seven. These tests are aligned to the content standards.</td>
</tr>
<tr>
<td>Unit Assessments or Quarterly Assessment</td>
<td>Formative assessment which measures, by benchmark, the progress in Open Court Reading curriculum, Holt or Math.</td>
</tr>
</tbody>
</table>