

**MASTER PLAN FOR  
ENGLISH LEARNERS**

**Revised March 2008**

**GATEWAY UNIFIED SCHOOL DISTRICT**

Approval:

DELAC \_\_\_\_\_  
Signature of Chairperson

\_\_\_\_\_  
Date

Board of  
Trustees \_\_\_\_\_  
Signature of Chairperson

\_\_\_\_\_  
Date

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# **Master Plan for EL Students**

## **POSITION STATEMENT:**

The purpose of this program is to develop fluency in speaking, reading, and writing English in each student whose primary language is not English, enhance students' self-esteem, promote cross-cultural understanding, and provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary. Regular education classes and staff are included in the MASTER PLAN to insure the commitment of all personnel to provide the best possible educational services for English Learners (EL).

## **GOAL:**

English Learners will have equal access to the curriculum provided for all students. These students will make normal progress through the curriculum, experience success and will sustain adequate psychosocial adjustment.

The fundamental goal of our program is to have students function successfully in the English language.

## **PART I: INITIAL IDENTIFICATION**

Registration in Gateway Unified School District will include the completion of the state mandated Home Language Survey. If the answer to any of the first three questions on the Home Language Survey is a language other than English, the student will be referred for English and primary language assessment. (E.C. 62002). Potential English Learners in grades K-12 are tested according to District-approved criteria for the initial identification.

### **A. Initial Assessment**

1. The CELDT (California English Language Development Test) will be used as the primary indicator of English proficiency for the initial identification of English Learners. Testing will occur within 30 days of initial enrollment, or prior to class placement when possible. The student will be assessed for primary language proficiency within 90 days (E.C. 62002) of initial enrollment.
2. The District will use the CELDT to:
  - a. Conduct initial assessment upon enrollment to identify students who are English Learners and to determine the level of English proficiency.
  - b. Conduct annual assessment to assess the progress of English Learners in acquiring listening, reading, speaking, and writing skills in English until they are reclassified to Fluent English Proficient.
3. Based on initial assessment, students receive an overall proficiency score that is used for placement, instruction, and further assessment. In consultation with the student's parents, a recommendation for placement is recorded. The five proficiency levels are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
  - a. Students will receive scores listing the proficiency levels for each test component: speaking, listening, reading, writing, and reading comprehension, as well as an overall proficiency score.
4. Assessment of proficiency in students' primary language must be completed within 90 days of enrollment. Grades K-1, Oral Language only. Grades 2-12, Oral language, Reading, and Writing.
  - a. Assessments include the IPT for Spanish speakers and oral interviews for students of other languages.
5. An English Learner Folder shall be maintained for each English Learner. An English Learner folder should be established as soon as initial testing is completed. The purpose of the folder is to assist development, student

monitoring, and reclassification. The following items are placed in the EL folder:

Initial Assessment:

- The Home Language Survey
- Student Registration
- Initial CELDT results
- Primary Language Assessment results.
- Parent Notification Letters

Annual Assessment:

- Annual CELDT results
- District assessments as well as STAR results
- English Learner Progress Report
- SOLOM
- Self Assessment of Oral Language
- Parent Communication Records
- Reclassification Documentation

B. Placement of Students

1. Structured English Immersion Program. English Learners with an overall proficiency score of Beginning or Early Intermediate on the CELDT will be placed in a Structured English Immersion Program. However, a parent may request to have a student moved into an English Learner Mainstream Program at any time regardless of language proficiency level. A parent may also apply for a Parental Exception Waiver to place a child in an alternative Bilingual Education Program
2. English Learner Mainstream Program. English Learners with a reasonable fluency in English which would mean an overall proficiency score of Intermediate or higher on the CELDT will be placed in an English Learner Mainstream Program.
3. Alternative Bilingual Education Program. English Learners who have been granted a Parental Exception Waiver are placed in District Alternative Bilingual Education program classrooms. When 20 or more students at any grade level in a school receive granted Parental Exception Waivers, the School/District must provide bilingual classrooms.

C. Parent Notification

1. Parents will receive an explanation of the District programs for English Learners (Structured English Immersion, English Learner Mainstream Program, and Alternative Bilingual Education) along with their copy of parent notification and initial assessment results. When parents request a Parental Exception Waiver, they will be given one to complete.

2. Parents will receive the results of the CELDT annually. The results of all annual assessments and evaluations will be explained to parents at conferences and other meetings. Translation will be provided if needed.

D. Parental Exception Waivers

1. District waiver procedures documents contain a clear and full description of educational program options, including alternative Bilingual Education (K-12), Structured English Immersion (K-12) and Mainstream Program (K-12). Parents also receive annually, and upon initial registration, a written and oral explanation of their rights to request a waiver. A waiver form can be obtained at the school site.
2. The timeline for waivers is as follows:
  - a. Request for a waiver will be reviewed, and within 30 days, a response will be sent to the parent from the District Office.
  - b. If the waiver is denied, the parent may choose to file an appeal, which must be submitted to the district within 15 days.
  - c. The district must reply to the appeal within 15 days.
  - d. If the appeal to the waiver is denied, the parents may appeal directly to the California Department of Education.

## **PART II: INSTRUCTIONAL PROGRAM**

### **A. English Language Development**

Each English Learner receives a program of instruction in English Language development in order to develop efficiency in English as rapidly and as effectively as possible.

### **B. Content Standards**

Each English Learner receives a program which will facilitate the student meeting district/state content and performance standards in core curricular areas.

### **C. Simultaneous Approach**

English Learners will acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level.

### **D. Cross Cultural Understanding**

Activities that will promote cross-cultural understanding and the development of a positive self image shall be provided.

### **E. Instructional Delivery Models**

1. **Structured English Immersion K-12**
  - a. Students will receive daily English Language Development designed for Beginning or Early Intermediate Learners based on the district-adopted ELD standards from both classroom teachers and supplementary staff.
  - b. Nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language.
  - c. Primary language assistance for basic skills instruction will be available.
2. **English Learner Mainstream Program**
  - a. Students will receive English Language Development designed for Intermediate through Advanced levels based on district adopted ELD standards.
  - b. “Overwhelmingly” all instruction in the classroom is in English.
  - c. Specially designed academic instruction in English (SDAIE) is provided.

- d. Students at Intermediate level will receive English Language Development and academic content area support from supplementary staff.

3. Alternative Bilingual Education

- a. English Learners who have been granted parental exception waivers are offered an alternative program if there are 20 or more students of a given grade level at any one school.

### **PART III: RECLASSIFICATION**

The reclassification procedures used to reclassify a student from English Learner to proficient in English shall include the following:

- A. Assessment of English Language proficiency using the CELDT indicating an overall level of Early Advanced or Advanced as well as proficiency levels of Intermediate or above in all four test components (listening, speaking, reading and writing).
- B. Assessment of content standards using the District Language Arts Assessments as well as the state STAR assessments. Students must meet grade level standards, scoring basic or above in Language Arts based on district adopted standards. Students in the 10<sup>th</sup>-12<sup>th</sup> grades must pass the California High School Exit Exam in Language Arts.
- C. Participation of the student's classroom teacher and any other staff with direct responsibility for teaching the student. Students will demonstrate sufficient understanding and speaking fluency with a total score of 20 or better on the SOLOM.
- D. Students will have a GPA of 2.0 or better.
- E. Parental involvement through:
  - 1. Notice to parent(s) of language reclassification and placement, including a description of the reclassification process and the parent's opportunity to participate; and
  - 2. Encouragement of the participation of parent(s) or guardian(s) in the school district's reclassification procedure, including seeking their opinion and consultation during the reclassification process.
- F. The Reclassification Process may be initiated when students are in grades 4 through 12. The process will be facilitated by a team consisting of the English Language Resource teacher, the classroom teacher, the parent or guardian and any other pertinent staff member aware of the student's progress and needs.
- G. English Learners must meet all the District reclassification criteria to be reclassified. English Learners with disabilities can be reclassified at the IEP meeting only when a credentialed person trained in second language acquisition and knowledgeable about the District reclassification criteria agrees to the recommendation. Special needs students not able to meet the District's reclassification criteria must be recommended by the team for reclassification.
- H. Monitoring: School districts shall monitor the progress of pupils reclassified to ensure correct classification and placement.

I. Documentation: School district shall maintain documentation of multiple criteria information, participants, and decisions of reclassification in the pupil's permanent records.

J. Annual Assessment: The district will complete an annual assessment of all students using the district/state assessment.

## **PART IV: EVALUATION**

- A. The progress of English Learner students will be measured by means of the following assessment instruments when appropriate:
1. The CELDT will be administered annually to assess the progress of English Learners in acquiring listening, reading, speaking, and writing skills in English until they are reclassified to Fluent English Proficient.
  2. District Assessment as well as the STAR assessment will be administered annually to assess the English Learners in performance and content standards. In addition all students will be assessed using the SOLOM, English Learner Progress Report and the Self-Assessment of Oral Language.

## B. Procedures for Evaluation

- Administer CELDT (California English Language Development Test) to all English Learners
- **Timeline:** Before October 31, annually and upon student admission if the student has not previously been assessed
- **Responsibility:** EL Coordinator will attend school staff meetings to explain CELDT. EL Coordinator will organize testing schedule. Test will be administered by trained staff.
  
- Collect and compile results of STAR Assessments, including both Standards and Norm-referenced tests.
- **Timeline:** By October, annually
- **Responsibility:** EL Coordinator will gather and compile test results
  
- Collect District Assessments
- **Timeline:** Throughout the year as assessments are given
- **Responsibility:** EL Coordinator will gather test results
  
- Administer SOLOM, English Learner Progress Report, and Self-Assessment of Oral Language
- **Timeline:** During October and April, annually
- **Responsibility:** EL Coordinator will explain the procedure and distribute forms to teachers with EL students. Teachers will return forms to EL Coordinator. EL Coordinator will meet with EL support staff and school staff to discuss the results of all assessments and plan annual goals.
  
- Review all data
- **Timeline:** By end of November and end of April, annually
- **Responsibility:** EL Coordinator will review data. EL Coordinator will file data and give a copy to classroom teacher, placing another copy in student records.
  
- Analyze all data
- **Timeline:** Quarterly
- **Responsibility:** EL Coordinator will determine whether or not student is making adequate annual progress. Adequate annual progress is defined as growth on the CELDT, STAR ELA and Math Standards, District Assessments, SOLOM, English Learner Progress Report, and Self Assessment of Oral Language. EL Coordinator will evaluate progress of groups of EL Students based on their Proficiency Levels. EL Coordinator will meet with teachers, communicate with parents, and program modifications will be made as necessary.

## On-going Evaluation

- \* Regular communication between the EL Team and classroom teachers.
- \* The EL Coordinator will meet with the staff of each school at the beginning of the school year to explain the procedure.
- \* Teachers will be provided with a list of English Learners at the school site.
- \* The EL Team will have at least monthly contact with teachers of all English Learners at the *middle school and high school* levels.
- \* At the *elementary* level, members of the EL Team will meet at least monthly with the teachers of English Learners.
- \* Teachers will understand that they may contact the EL Coordinator or other EL team member **at any time** if they have concerns about student progress.

### \*Monitoring Progress:

- ***Expected Progress in English:*** One level per year in CELDT scores; GOAL is Advanced.
- ***STAR/ELA and Math Standards:*** Percentage growth equivalent to that of general grade level population; GOAL is Proficient.
- ***CAHSEE:*** Percentage growth equivalent to that of general high school population. GOAL is to pass within two years of entering high school and reaching Advanced CELDT level.
- ***District Benchmarks:*** Percentage growth equivalent to that of general grade level population; GOAL is Proficient.
- ***State Writing Proficiency:*** Growth equivalent to expectations of students in general school population. Basic score coincides with Intermediate to Early Advanced CELDT; Proficient score coincides with Advanced CELDT. Test given in 4<sup>th</sup> and 7<sup>th</sup> grade. GOAL is Proficient.
- ***Core Academic Content:*** Achieve and maintain at least a 2.0 GPA in core classes.
- ***SOLOM:*** Progress consistent with CELDT growth. GOAL is minimum score of 20 out of 25 on the five five-point scales.
- ***English Learner Progress Report:*** This is an informal tool used primarily to check student's academic progress. It may give evidence of high achievement or of difficulty in a particular academic area. GOAL is to maintain level 4 or 5 in all academic areas.

- ***Self Assessment of Oral Language:*** This is an informal tool in which the student assesses areas of strength and weakness. GOAL is to have student check *very easy* for each task assessed.

### **\*\*Program Modifications and Interventions**

All English Learners are placed in classes staffed by CLAD-trained teachers, and teachers will make on-going modifications by using their CLAD acquired strategies. The district has purchased English Learner materials which accompany the Language Arts texts, and all Language Arts teachers and elementary teachers have these materials. The regular communication established between the classroom teachers and the EL Team will provide guidance for intervention strategies. District summer school is available for students at all levels. At the *elementary* level, members of the EL Team will use an in-class or pull-out program of intensive ELD instruction and provide academic instruction to help the English Learner. Homework clubs and after school tutoring programs are available for all students. At least one member of the EL Team will attend the fall Parent-Teacher Conference and participate in designing a program to assist the student. A Student Study Team meeting will be called when necessary. At the *middle school* level the EL Team will work with the staff of each school to provide intervention services and ELD support to ELL students. Students will receive intensive ELD instruction and academic support. After school tutoring, conferences, and SST meetings are in place at all schools. At the *high school* level, students will be assigned to such classes as Mastery Math, Mastery English, and/or ELD Study Skills depending upon their needs. Results of the on-going evaluations will be shared with the counseling staff. Students will meet with their counselors and at least one member of the EL Team to discuss progress and possible reassignment of classes. EL Coordinator will reserve a spot on the monthly high school staff meeting agenda to discuss EL concerns and report on matters concerning English Learners. The EL Coordinator will reserve a spot on the District Site Council Agenda to discuss EL matters.

Members of the EL Team will be in communication with the parents both at ELAC and DELAC meetings and through individual phone calls and home visits. Parents will be informed about the programs available for English Learners and the progress of their own children. The EL Team and the Gateway staff will continue to build a partnership between home and school.

## **PART V: STAFFING AND PROFESSIONAL GROWTH**

State and Federal laws require that all teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services including ELD, SDAIE, and primary language. In addition, the district must provide an inservice training program that results in qualifying existing and future personnel to provide appropriate instructional services to English Learners.

### **A. Staffing:**

1. All classes with English Learners must be taught by teachers who possess a bilingual credential, CLAD certification, or have been trained in accordance with SB1969/SB395, CTEL, AB2913, or are in the process of being trained.

### **B. Training:**

1. The State requires teachers of English Learner Students to meet specific credential requirements. These include skills in bilingual methodology, knowledge of the culture of the students that they teach, and strategies for making content accessible to English Learner Students.
2. Teachers who need to obtain appropriate certification may participate in training through local colleges, universities, or Offices of Education.
3. All teachers shall be provided with on-going training opportunities that include, but are not limited to, the following:
  - Cross-cultural understanding
  - English language development teaching methodology (ELD)
  - Specially designed academic instruction in English (SDAIE)
  - Bilingual cross-cultural teaching methodology
  - ELD Standards
  - Strategies to assist students in the development of a positive self-image.

## **PART VI: PARENTAL INVOLVEMENT**

The District strongly supports the involvement of all parents, including parents of English Learners, in the educational process of their children. Research continues to show evidence of benefits to the academic achievement of students when parents are involved in the educational process.

### **A. District English Learner Advisory Committee (DELAC)**

The California Department of Education requires that districts having 51 or more English Learners must form a functioning advisory committee to represent all English Learners. The English Learner Resource Teacher coordinates this committee and ensures that composition requirements, elections, tasks, and training requirements are met. There are at least 2 general sessions on a yearly basis. In addition, during the months when there are no general sessions, DELAC members may meet with district personnel to discuss issues related to the education of English Learners.

### **B. School English Learner Advisory Committee (ELAC)**

Each school site with 21 or more English Learners must form a functioning English Learner Advisory Committee or subcommittee of an existing advisory committee. In order to combine ELAC with the School Site Council or existing committee, the school must have established a functioning ELAC prior to this committee. Minutes of this agreement must be kept on file for two years. Composition requirements, elections, major tasks, and training must meet state requirements described in the Coordinated Compliance Review (CCR) manual. It is required by the state that the ELAC advises (reviews and comments) on four tasks:

1. Development of a detailed master plan for English Learner education for the individual school.
2. Development of the school's needs assessment.
3. Administration of the school's annual language census.
4. Ways to make parents aware of the importance of regular school attendance.
5. Minutes of meetings where these items are on the agenda need to reflect the discussions held.

C. School Plan

Each school site is required to implement annual reclassification goals as a part of their School Improvement Plan. These goals are based on numbers of English Learners.

# **APPENDIX**

## INITIAL IDENTIFICATION RESULTS CARD

Name of Student \_\_\_\_\_

Grade \_\_\_\_\_ Primary Language \_\_\_\_\_ Date of Enrollment \_\_\_\_\_

**1. CELDT Results:**

- For all students whose HLS indicates a language other than English on any of the first three questions.
- Must be completed within 30 days of enrollment.

Date of Testing _____	Overall Level _____	Beginning	o
		Early Intermediate	o
LEP (EL) _____	FEP _____	Intermediate	o
		Early Advanced	o
		Advanced	o

**2. Primary Language Testing (Spanish) or Informal Assessment of Primary Language (other than Spanish):**

- For all grade K-12 students whose HLS indicates a language other than English on any of the first three questions.
- Must be completed within 90 days of enrollment.

Date of Testing _____	Language _____
Speaking: Non-proficient _____	Limited Proficient _____ Proficient _____
Listening: Non-proficient _____	Limited Proficient _____ Proficient _____
Reading : Non-proficient _____	Limited Proficient _____ Proficient _____
Writing : Non-proficient _____	Limited Proficient _____ Proficient _____

**3. Parent Notification of Initial Testing Results: Send the letter that applies.**

Parent Notification Letter sent on \_\_\_\_\_ by \_\_\_\_\_  
(Date) (Name of Person)

**This card and all testing materials are to be placed in the student’s EL Student Folder.**





## **Gateway Unified School District**

### **PROCESS FOR PRIMARY LANGUAGE PROFICIENCY DETERMINATION**

All English Learners will be assessed for proficiency in their primary language within 90 days of entering the District.

#### **1. Spanish Speaking Students**

The Spanish Edition of the IPT Idea Oral Language Proficiency Test will be given to students whose primary language is Spanish. Students respond orally to both visual and oral prompts. Their responses are then assessed for correctness, appropriateness, and completeness. The IPT helps determine the student's level of oral language proficiency. For students at second grade or above, a sample of the student's writing and a grade level appropriate reading selection will be used to assess the student's writing and reading abilities in his/her primary language.

Results of the assessments will determine student placement and, the level of primary language support required.

#### **2. Students Speaking Other Languages**

Primary language proficiency of students whose primary language is neither Spanish nor English will be evaluated via the Interview for Primary Language Proficiency Determination. Results of the interview will determine student placement and the level of primary language support required.

**GATEWAY UNIFIED SCHOOL DISTRICT  
ENGLISH LEARNERS PROGRAM  
Interview for  
Primary Language Proficiency Determination**

Name \_\_\_\_\_ Date \_\_\_\_\_

Primary Language \_\_\_\_\_

Person Interviewed \_\_\_\_\_

Interviewer \_\_\_\_\_

1	Does the student speak the native language? If yes, how well? (Rate 1-5: 1=only a little; 5=fluently)	Yes	No
2	Does the student read in the native language?	Yes	No
3.	Does the student write in the native language?	Yes	No
4.	Does the student know letter or symbol names in the native language?	Yes	No
5.	Can the student count in the native language?	Yes	No
6.	Is the student able to do math problems in the native language?	Yes	No
7.	Can the student read numbers in the native language?	Yes	No
8.	Do you read books to the student in the native language?	Yes	No
9.	Has the student attended school before coming to the U.S.? a. If yes, how many years? _____ b. If yes, what was the language of instruction? _____	Yes	No
10.	Comments:		

# GATEWAY UNIFIED SCHOOL DISTRICT

## PARENT NOTIFICATION LETTER

### State and Federal Title III Requirements

#### Initial/Annual Assessment Results and Program Placement for English Learners for K-5<sup>th</sup> Grade

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

Student ID #: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary language: \_\_\_\_\_

**Dear Parent(s):** Upon enrollment, a language other than English was noted on your child’s Home Language Survey. Pursuant to California law, our school district is required to assess the English and primary language proficiency of your child. This form is intended to notify you of these assessments, program placement, our recommendation, and the program options that are available to your child according to state law and Title III.

#### English Language Assessment Results Limited English Proficiency Identification

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

Skill Area	Raw Score	Scale Score	CELDT Proficiency Level
Listening			
Speaking			
Reading			
Writing			
*These scores are based on district scoring using the testing company’s scoring guide. The testing company will send a letter with the official results.			<b>Overall Proficiency</b>

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

- English learner (EL) with *less than reasonable fluency in English*** and will be assigned to the Structured English Immersion Program.
- English learner (EL) with *reasonable fluency in English*** and will be assigned to the English Mainstream Program.
- Fluent English proficient (FEP) student** and will be placed in the district’s regular program of instruction.
- English Learners, who are also identified as learning disabled students, will be assigned according to their Individualized Education Program (IEP).

#### Program Placement Options for English Learners

CELDT Proficiency Level	Program Placement
Beginning	Structured English Immersion**
Early Intermediate	
Intermediate	
Early Advanced	English Mainstream Classroom**
Advanced	Alternative Programs

\*To be determined by district

\*\*Or an Alternative Education Program with approved Parental Exception Waiver

#### Program Descriptions and Goals for English Learners

- All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** provides instruction primarily in English, and includes the following: a sequential ELD program, including Language Arts, sheltered English content with primary language support as needed.

- **English Language Mainstream (ELM):** provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (FEP).
- **Alternative Program (Alt):** A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program.\*\*\*

\*\*\* California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5<sup>th</sup> grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days and special needs exist.

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

**Other Assessments**

**Primary Language Assessment Results**

Your child has also been administered \_\_\_\_\_ in his/her primary language. The results are as follows:

Skill Area	Raw Score	Scale Score	Proficiency Level
Listening			
Speaking			
Reading			
Writing			
			<b>Overall Proficiency</b>

**Academic Achievement Results**

Skill Area	STAR Standards	Local Measures	Academic Status
Reading		Comprehension:	
Writing		Writing Sample:	
Mathematics		Performance:	

\*\*\*\*\*

***You have the right to request a parental exception waiver for an alternative program.***  
 You must visit the school site to request it!  
 Please read the alternative program description provided.

**Please mark all that apply and return the completed form to your child's school.**

- I received information about the English Learner Programs: Structured English Immersion, English Language Mainstream and Alternative Programs offered in our school District.
- I understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program.
- I will be visiting my child's schools site to apply for a Parental Exception Waiver.
- I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Please call the school at \_\_\_\_\_ if you would like to schedule a parent conference to discuss English language program options for your child.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Date



**Gateway Unified School District**  
**Parent Notification Letter**  
**Alternative Program Options**  
**(Grades K-5)**

The law requires that English Learner (EL) students with less than reasonable fluency in English be placed in Structured English Immersion, and students with reasonable fluency in English be placed in English Language Mainstream. However, parents have the right to request a parental exception waiver for an alternative program if they believe it would be better for their child. By law EL students under 10 years of age must be placed in English Immersion for a period of not less than 30 calendar days before a waiver may be granted. As a parent you may select the following alternative program designed to meet the linguistic and academic needs of English Learner students.

Program availability will depend upon the number of students receiving waivers. If fewer than twenty students receive a waiver in one grade level, your child may be allowed to transfer to a neighboring school to receive the requested program. Your school principal will advise you of program availability.

The alternative program includes English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) based on program and student needs. The alternative program includes varying amounts of instruction in the primary language. Students will be assessed yearly with the California English Language Development Test (CELDT) and academic assessments. The program will use district-adopted materials for reading, language arts and mathematics. In the program, student progress will be measured in reading, language arts and mathematics against grade level standards and benchmarks.

**Bilingual Education Program (BEP):** The BEP program provides a foundation for learning in the student's native language with transition to English. The program offers the following: a sequential program of ELD taught daily, and grade-level language arts, math, and other contents subjects taught daily first using the student's native language, then using SDAIE strategies with native language support followed by mainstream English. As students gain proficiency in English, the amount of instruction in English increases while the amount of instruction in the native language decreases. District-adopted Instructional materials written in English and in the native language are used. Instructional goals are for students to learn English and meet appropriate academic achievement standards for grade promotion and graduation.

Parental exception waivers shall be granted unless the school principal and educational staff has substantial evidence that the program requested by the parent would not be better suited for the student. The following timeline will be observed as described in Title 5 California Code of Regulations and the California Unified School District Board Policy # 1234.

- For waivers for students age 10 and older, schools shall act upon all parental exception waiver requests within 20 instructional days of submission to the school principal.
- For students who already know English, schools shall act upon parental exception requests within 20 days of submission to the school principal.
- For students with special needs (under 10 years old), schools shall act upon parent waiver requests not later than 10 days after the expiration of the 30-calendar-day placement in structured English immersion, or within 20 instructional days of submission of the parental waiver to the school principal, whichever is later.

At any time, including during the school year, a parent or guardian may have his/her child moved into an English Language Mainstream Program.

If you have any questions, I shall be happy to meet with you. Please call my office for an appointment at (530) 275-7075 ext. 123.

Sincerely,

---

Beth Huebner  
English Learner Resource Teacher

**GATEWAY UNIFIED SCHOOL DISTRICT**  
**PARENT NOTIFICATION LETTER**

**State and Federal Title III Requirements**  
**Initial/Annual Assessment Results and Program Placement for English Learners for 6<sup>th</sup>-12<sup>th</sup> Grade**

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

Student ID #: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary language: \_\_\_\_\_

**Dear Parent(s):** Upon enrollment, a language other than English was noted on your child’s Home Language Survey. Pursuant to California law, our school district is required to assess the English and primary language proficiency of your child. This form is intended to notify you of these assessments, program placement, our recommendation, and the program options that are available to your child according to state law and Title III.

**English Language Assessment Results**  
**Limited English Proficiency Identification**

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

Skill Area	Raw Score	Scale Score	CELDT Proficiency Level
Listening			
Speaking			
Reading			
Writing			
*These scores are based on district scoring using the testing company’s scoring guide. The testing company will send a letter with the official results.			<b>Overall Proficiency</b>

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

- English learner (EL) with *less than reasonable fluency in English*** and will be assigned to the Structured English Immersion Program.
- English learner (EL) with *reasonable fluency in English*** and will be assigned to the English Mainstream Program.
- Fluent English proficient (FEP) student** and will be placed in the district’s regular program of instruction.
- English Learners, who are also identified as learning disabled students, will be assigned according to their Individualized Education Program (IEP).

**Program Placement Options for English Learners**

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency*	Structured English Immersion**
Early Intermediate		
Intermediate		
Early Advanced	Reasonable Fluency*	English Mainstream Classroom**
Advanced		
		Alternative Programs

\*To be determined by district

\*\*Or an Alternative Education Program with approved Parental Exception Waiver

**Program Descriptions and Goals for English Learners**

- All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** provides instruction primarily in English, and includes the following: a sequential ELD program, including Language Arts, sheltered English content with primary language support as needed.

- **English Language Mainstream (ELM):** provides instruction in English only, and is based on grade-level state standards. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as fluent English proficient (FEP).
- **Alternative Program (Alt):** A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program.\*\*\*

\*\*\* California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5<sup>th</sup> grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days and special needs exist.

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

**Other Assessments**

**Primary Language Assessment Results**

Your child has also been administered \_\_\_\_\_ in his/her primary language. The results are as follows:

Skill Area	Raw Score	Scale Score	Proficiency Level
Listening			
Speaking			
Reading			
Writing			
			<b>Overall Proficiency</b>

**Academic Achievement Results**

Skill Area	STAR Standards	Local Measures	Academic Status
Reading		Comprehension:	
Writing		Writing Sample:	
Mathematics		Performance:	

\*\*\*\*\*

***You have the right to request a parental exception waiver for an alternative program.***  
 You must visit the school site to request it!  
 Please read the alternative program description provided.

**Please mark all that apply and return the completed form to your child's school.**

- I received information about the English Learner Programs: Structured English Immersion, English Language Mainstream and Alternative Programs offered in our school District.
- I understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program.
- I will be visiting my child's schools site to apply for a Parental Exception Waiver.
- I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Please call the school at \_\_\_\_\_ if you would like to schedule a parent conference to discuss English language program options for your child.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Date

**Gateway Unified School District**  
***Parent Notification Letter***  
***Alternative Program Options***  
***(Grades 6-12)***

The law requires that English Learner (EL) students with less than reasonable fluency in English be placed in Structured English Immersion, and students with reasonably fluency in English be placed in English Language Mainstream. However, parents have the right to request a parental exception waiver for an alternative program if they believe it would be better for their child. As a parent you may select from the following alternative programs designed to meet the linguistic and academic needs of English Learner students.

Program availability will depend upon the number of students receiving waivers. If fewer than twenty students receive a waiver in one grade level, your child may be allowed to transfer to a neighboring school to receive the requested program. Your school principal will advise you of program availability.

All alternative programs include English language development (ELD) and specially designed academic instruction in English (SDAIE). The different alternative programs include varying amounts of instruction in the primary language. Students will be assessed yearly with the California English Language Development Test (CELDT) and academic assessments. All programs will use district-adopted materials for Reading, Language Arts and Mathematics. The District has adopted materials in both Spanish and English for core curriculum areas. In all programs, student progress will be measured in reading, language arts and mathematics against content standards and benchmarks. At the secondary level, as students gain proficiency in English, the amount of instruction in English increases, while the amount of instruction in the native language decreases. As students gain literacy in the native language and some proficiency in English, they participate in the Structured English Immersion or English Mainstream Program.

**Primary Language Content Classes:** The primary language course of study is designed for newly arrived students who are literate in their home language and who need to continue high level academic subject learning while they acquire English. It offers a sequential program of English language development (ELD) taught daily, grade-level subject matter taught in the native language and bilingual mode, sheltered and specially designed academic instruction in English (SDAIE) as students progress in English.

**Secondary Literacy:** The secondary literacy course of study is designed for English learners with less than reasonable proficiency that are not literate in their native language and are below grade level in the academic content areas. It provides a foundation of learning in the student's native language with a sequential program of English language development (ELD) taught daily. Enhanced support in language arts and math, and other academic areas are provided daily in the student's native language. Students are expected to transition to the ELD primary language content course of study after the first year.

Parental exception waivers shall be granted unless the school principal and educational staff have substantial evidence that the program requested by the parent would not be better suited for the student. The following timeline will be observed as described in the Title 5 California Code of Regulation and the California Unified School District Board Policy #1234.

- Schools shall act upon all parental exceptions waivers requests within 20 instructional days of submission to the school principal.
- For students who already know English, schools shall act upon parental exception requests within 20 days of submission to the school principal.

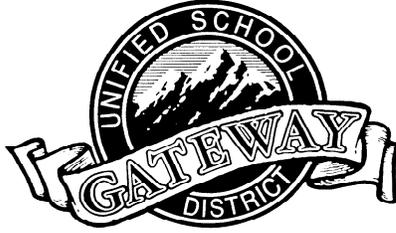
At any time, including during the school year, a parent or guardian may have his/her child moved into an English Language Mainstream Program.

If you have any questions, I shall be happy to meet with you. Please call my office for an appointment at (530) 275-7075 ext.123.

Sincerely,

---

Beth Huebner  
English Learner Resource Teacher



**GATEWAY UNIFIED SCHOOL DISTRICT**

4411 Mt. Lakes Boulevard  
Redding, CA 96003

Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Parent/Guardian Name: \_\_\_\_\_

**Parent Request for English Language Mainstream Program**

A description of the Structured English Immersion Program, the English Language Mainstream Program, and the Bilingual Program mandated by Proposition 227 have been provided for me. After careful consideration, I request that my child be placed in an English Language Mainstream Program.

The English Language Mainstream Program has been thoroughly described to me. I understand that English instructional materials will be used, that instruction will occur only in English, and that the objective for my child is English fluency.

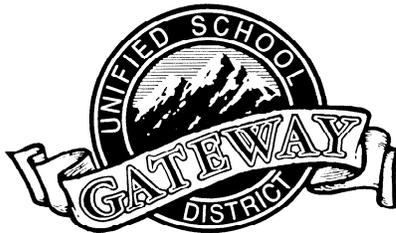
\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

I approve the above request for placement in the English Language Mainstream Program.

\_\_\_\_\_  
Site Principal Signature

\_\_\_\_\_  
Date



**GATEWAY UNIFIED SCHOOL DISTRICT**

4411 Mt. Lakes Boulevard  
Redding, CA 96003

Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Parent/Guardian Name: \_\_\_\_\_

**Parent Request for Bilingual Education Program**

A description of the Structured English Immersion Program, English Language Mainstream Program, and the Bilingual Education Program have been provided for me. After careful consideration, I request that my child be placed in a Bilingual classroom.

The Bilingual Education Program has been thoroughly described to me. I understand that both English and Primary Language instructional materials will be used, that instruction will also occur in both English and Primary Language, and that the objective for my child is the development of his/her English skills.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

I approve the above request for placement in the Bilingual Education Program.

\_\_\_\_\_  
Site Principal Signature

\_\_\_\_\_  
Date

## PROGRAM DESCRIPTIONS

**Structured English Immersion:** The Structured English Immersion classroom is staffed by a CLAD, SB1969/SB395, CTEL, or AB2913 trained teacher. English Learners in this classroom have scored at the Beginning or Early Intermediate Level on the CELDT. Students in this classroom receive Primary Language Assistance from a bilingual paraprofessional, and/or English Language Development from other ELL paraprofessionals, in the classroom, during pull-out sessions, or both as needed. The bilingual paraprofessional, bilingual community liaison, or a contracted interpreter provides communication with the parents.

The teacher and the paraprofessionals provide English Language Development (ELD) lessons for the English Learners. Our Language Arts adoptions offer many approaches and suggest methods of teaching the material. We have some materials available in the students' Home Language, the IDEA Kit, Oxford Dictionaries and Workbooks, The Rosetta Stone, and English On Command. In addition, all students in grades K-5 receive daily Reading instruction at their individual level through the Literacy Is For Everyone (LIFE) program. At the middle school and high school level, teachers incorporate Specially Designed Academic Instruction in English (SDAIE) techniques into their lessons. Emphasis is on learning English, but since our program uses a "Simultaneous Approach," content is presented at the same time. Students are not learning English in isolation. All teachers have the ELD Standards which they use to differentiate instruction.

**English Mainstream:** The English Mainstream classroom is staffed by a CLAD, SB1969/SB395, CTEL, or AB2913 trained teacher. English Learners in this classroom have scored at Intermediate, Early Advanced, or Advanced on the CELDT. Most students in this classroom need only a small amount of Primary Language Assistance. English Language Learner Staff are available for support with both class work and advancing in English. Bilingual paraprofessional, community liaison, and contracted interpreters still assist with communication between parents and the school.

English Learners are rarely pulled from class for help. Assistance is provided within the classroom, in study hall or before/after school tutoring programs. Teachers continue to provide ELD and SDAIE instruction within the classroom. Emphasis shifts toward content, but the importance of learning English is not forgotten. SDAIE techniques are used to help students organize, understand, and learn the material presented in class. The role of the bilingual assistant becomes more subtle, but it is no less important for the success of the English Learners in this classroom setting. All teachers have the ELD Standards which they use to differentiate instruction.

**GATEWAY UNIFIED SCHOOL DISTRICT  
PROCESS FOR LANGUAGE RECLASSIFICATION**

**Introduction:** The Reclassification Process may be initiated when students are in grades 4<sup>th</sup> through 12<sup>th</sup>. The process will be facilitated by a team consisting of the English Language Resource teacher, the classroom teacher, the parent or guardian and any other pertinent staff member aware of the students' progress and needs.

English Learners must meet all the District reclassification criteria to be reclassified. When one of the prescribed criteria items cannot be met, the Reclassification team may recommend reclassification and support services. English Learners with disabilities can be reclassified at the IEP meeting only when a credentialed person trained in second language acquisition and knowledgeable about the District reclassification criteria agrees to the recommendation. Each former English Learner who has been designated to FEP status must demonstrate English language proficiency comparable to that of the average native speakers and participate equally with average native speakers in the school's regular instructional program. Special needs students not able to meet the District's reclassification criteria must be recommended by the team for reclassification.

**Monitoring:** The District shall monitor the progress of pupils reclassified to ensure correct classification and placement.

**PROCESS**

1. Assessment of English Language Proficiency	Method: CELDT	Standard: Overall Early Advanced or Higher as well as Intermediate or higher in all 4 test components.
2. Assessment of Content Standards	Method: District Language Arts Assessments along with STAR results and California High School Exit Exam when appropriate.	Standard: Students must meet grade level standards in Language Arts, scoring Basic or above on the STAR. Students must pass the ELA component of the California High School Exit Exam.
3. Teacher Consultation	Test: SOLOM GPA  Method: Student Portfolio	Standard: SOLOM = score of 20 or better GPA = 2.0 or better  Standard: A, B, or C grade. Shows progress over time.
4. Parent Consultation	Method: Conference	Documentation: Letter to Parents Minutes of Meeting
5. Appraisal Team	Method: Conference	Members: English Language Resource Teacher, Classroom Teacher(s), Parent or Guardian, other staff members aware of students' needs.
6. Follow-up to monitor progress after redesignation:	Method: Review of annual assessments and classroom progress.	Documentation: English Learner Resource Teacher Records

**GATEWAY UNIFIED SCHOOL DISTRICT  
4PROGRAM FOR ENGLISH LANGUAGE LEARNERS**

**Re-Classification Checklist 4th – 8<sup>th</sup> Grade**

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Date

**1. CELDT**

4	<b>Speaking</b>	4	<b>Listening</b>	4	<b>Reading</b>	4	<b>Writing</b>	4	<b>Overall</b>
	Intermediate		Intermediate		Intermediate		Intermediate		Intermediate
	Early Advanced		Early Advanced		Early Advanced		Early Advanced		Early Advanced
	Advanced		Advanced		Advanced		Advanced		Advanced

**2. CONTENT STANDARDS 4<sup>th</sup> – 8<sup>th</sup> Grade**

<b>Language Arts</b>	<b>Met Grade Level Standards</b>	
	<b>Yes</b>	<b>No</b>
STAR: CA ELA Standards	Advanced Proficient [ ] Proficient [ ] Basic [ ]	Below Basic [ ] Far Below Basic [ ]
Writing Sample	Advanced Proficient [ ] Proficient [ ] Basic [ ]	Below Basic [ ] Far Below Basic [ ]
Reading Comprehension	Advanced Proficient [ ] Proficient [ ] Basic [ ]	Below Basic [ ] Far Below Basic [ ]
OVERALL	[ ]	[ ]
<b>Math</b>		
STAR: CA Math Standards	Advanced Proficient [ ] Proficient [ ] Basic [ ]	Below Basic [ ] Far Below Basic [ ]
Math Performance	Advanced Proficient [ ] Proficient [ ] Basic [ ]	Below Basic [ ] Far Below Basic [ ]
OVERALL	[ ]	[ ]

**3. TEACHER CONSULTATION**

**SOLOM:** \_\_\_\_\_ Date \_\_\_\_\_

<i>Area</i>	<b>Passing Score</b>	<b>Score</b>
Comprehension	(4)	
Fluency	(4)	
Vocabulary	(4)	
Pronunciation	(4)	
Grammar	(4)	
Total		

**GRADES:** ( 4<sup>th</sup> and 5<sup>th</sup>)

Reading\_\_\_\_\_ Writing\_\_\_\_\_ Math\_\_\_\_\_

Social Studies\_\_\_\_\_ Science\_\_\_\_\_

**GRADE POINT AVERAGE (6<sup>TH</sup> – 8<sup>TH</sup>)** \_\_\_\_\_

**STUDENT WORK COMMENTS:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**4. PARENT CONSULTATION**

Parent Contacted: Date:\_\_\_\_\_

Results:\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**5. TEAM RECOMMENDATION (Please check appropriate box(es)).**

A. Student should continue in present program placement:

[ ] With the following program modifications\_\_\_\_\_

\_\_\_\_\_

[ ] Without program modifications

B. Student is recommended for reclassification:

[ ] With support services\_\_\_\_\_

\_\_\_\_\_

[ ] Without support services.

C. Special Needs Students:

[ ] Student is recommended for Reclassification and will continue to work toward mastery of IEP Goals.

**6. MONITORING PLAN:** Student will be monitored a minimum of two times each year through use of assessment results, grades, and teacher consultation.

SIGNATURES: \_\_\_\_\_

Teacher

\_\_\_\_\_

Principal

\_\_\_\_\_

Other

\_\_\_\_\_

EL Program Coordinator

\_\_\_\_\_

Other

\_\_\_\_\_

Other

**GATEWAY UNIFIED SCHOOL DISTRICT  
4PROGRAM FOR ENGLISH LANGUAGE LEARNERS**

**Re-Classification Checklist 9<sup>th</sup> – 12<sup>th</sup> Grade**

Student Name \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

**1. CELDT**

4	<b>Speaking</b>	4	<b>Listening</b>	4	<b>Reading</b>	4	<b>Writing</b>	4	<b>Overall</b>
	Intermediate		Intermediate		Intermediate		Intermediate		Intermediate
	Early Advanced		Early Advanced		Early Advanced		Early Advanced		Early Advanced
	Advanced		Advanced		Advanced		Advanced		Advanced

**2. CONTENT STANDARDS 9<sup>th</sup>-12<sup>th</sup> Grade**

Language Arts	Met Grade Level Standards	
	Yes	No
STAR: CA ELA Standards	Advanced Proficient [ ] Proficient [ ] Basic [ ]	Below Basic [ ] Far Below Basic [ ]
<b>Math</b>		
STAR: CA Math Standards	Advanced Proficient [ ] Proficient [ ] Basic [ ]	Below Basic [ ] Far Below Basic [ ]
<b>High School Exit Exam (10<sup>th</sup>-12<sup>th</sup> grades)</b>		
English Language Arts	Passed [ ]	Did Not Pass [ ]
Math	Passed [ ]	Did Not Pass [ ]

**3. TEACHER CONSULTATION**

**SOLOM:** Date \_\_\_\_\_

Area	Passing Score	Score
Comprehension	(4)	
Fluency	(4)	
Vocabulary	(4)	
Pronunciation	(4)	
Grammar	(4)	
Total		

**GRADE POINT AVERAGE: (9<sup>th</sup> – 12<sup>th</sup>)** \_\_\_\_\_

Student Work – Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. PARENT CONSULTATION**

Parent Contacted:      Date: \_\_\_\_\_

Results: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. TEAM RECOMMENDATION (Please check appropriate box(es)).**

A. Student should continue in present program placement:

With the following program modifications \_\_\_\_\_  
\_\_\_\_\_

Without program modifications

B. Student is recommended for reclassification:

With support services \_\_\_\_\_  
\_\_\_\_\_

C. Special Needs Students:

Student is recommended for Reclassification and will continue to work toward mastery of IEP Goals.

**6. MONITORING PLAN:** Student will be monitored quarterly through use of Assessment results, grades, and teacher consultation.

SIGNATURES: \_\_\_\_\_

Teacher

\_\_\_\_\_

Principal

\_\_\_\_\_

Other

\_\_\_\_\_

EL Program Coordinator

\_\_\_\_\_

Other

\_\_\_\_\_

Other

## Post-Reclassification Monitoring

Students who have been reclassified as RFEP receive follow-up monitoring for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind Act.

Student \_\_\_\_\_ Reclassification Date \_\_\_\_\_

**Please list current grades in the following subject areas:**

	<u>DATE</u>	<u>TEACHER</u>	<u>COMMENTS</u>
English Language Arts	_____	_____	_____
Math	_____	_____	_____
Science	_____	_____	_____
Social Science	_____	_____	_____

**Assessments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interventions:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please list current grades in the following subject areas:**

	<u>DATE</u>	<u>TEACHER</u>	<u>COMMENTS</u>
English Language Arts	_____	_____	_____
Math	_____	_____	_____
Science	_____	_____	_____
Social Science	_____	_____	_____

**Assessments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interventions:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

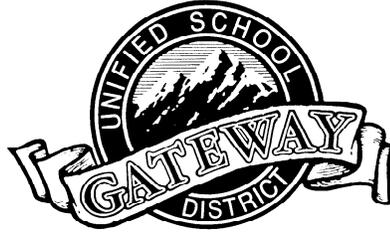
**SOLOM Teacher Observation  
Student Oral Language Matrix**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Language Observed: \_\_\_\_\_ Signature: \_\_\_\_\_

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

\*Based on your observation of the student, indicate with an "X" across the square in each category which best describes the student's abilities. (The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories being assessed.) (Students scoring at level "1" in all categories can be said to have no proficiency in the language.) (Students scoring at level "4" or "5" in all categories can be said to have fluent aural/oral proficiency in the language.)



**GATEWAY UNIFIED SCHOOL DISTRICT**  
4411 Mt. Lakes Boulevard  
Redding, CA 96003

---

**Date**

**Dear Parents:**

The school is pleased with \_\_\_\_\_ progress. It has been recommended that your son/daughter be considered for Reclassification. His/her skills in English have improved significantly and he/she no longer requires help from the English Learner Program.

**A meeting to discuss your child's Reclassification has been scheduled for:**

---

**Date**

---

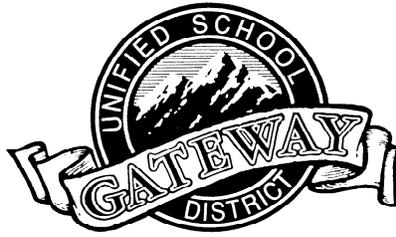
**Location**

**We look forward to meeting with you. If you have questions please call me at 275-7075 ext 123**

**Sincerely,**

---

**Beth Huebner**  
**English Learner Coordinator/Teacher**



## GATEWAY UNIFIED SCHOOL DISTRICT ENGLISH LEARNER PROGRAM

**Dear Parents,**

This fall your child, \_\_\_\_\_, took the *California English Language Development Test (CELDT)* at school. Attached is your copy of the results. The test helps teachers understand your child's ability to speak and understand English. The test also shows how well children from Grade 2 through Grade 12 read and write in English. Your child will take the *CELDT* next year, too, so you will be able to see your child's progress from year to year.

Also attached is our Parent Notification Letter which tells you about your child's placement in the Gateway English Learner Program. Please sign in the highlighted spots and return the letter to your child's school. You may keep the *CELDT* Report.

If you have questions about the *CELDT* or about your child's progress in school, please call me at 275-7075 ext 123.

It is a pleasure to work with you and your children.

Sincerely,

Beth Huebner  
English Learner Resource Teacher

**GATEWAY UNIFIED SCHOOL DISTRICT  
ENGLISH LANGUAGE DEVELOPMENT PROGRAM  
ENGLISH LANGUAGE LEARNER  
PROGRESS REPORT**

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Reporting Teacher \_\_\_\_\_ Subject \_\_\_\_\_

**A. On the items below, please rate overall performance on a scale of 1 (low/almost never) to 5 (high/almost always). (Please circle appropriate number)**

Understanding of class work and assignments seems equivalent to most native English speaking students.	1	2	3	4	5
Classwork is dependably completed and turned in.	1	2	3	4	5
Student is attentive in class.	1	2	3	4	5
Student participate in class discussions.	1	2	3	4	5
Student participates actively in group activities.	1	2	3	4	5
Homework assignments are completed on time.	1	2	3	4	5
Written work is reasonably accurate and shows good understanding of concepts and a near native command of English.	1	2	3	4	5
Student displays originality and creativity.	1	2	3	4	5
Student seems motivated and positive about school.	1	2	3	4	5
Student gets along well with his/her native English speaking peers.	1	2	3	4	5

**B. Is student generally below, at, or above grade level expectations in reading? \_\_\_\_\_**  
**writing? \_\_\_\_\_**  
**math? \_\_\_\_\_**  
**science/social studies? \_\_\_\_\_**

**C. Additional comments: Student strengths, needs, your concerns, etc. \_\_\_\_\_**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**NOTE:** Students will complete the Self-assessment of Oral Language in the Fall and in the Spring. Teachers will assist primary students and students with Beginning English Proficiency.

### Self-Assessment of Oral Language

Name \_\_\_\_\_

Date \_\_\_\_\_

Read each statement. Check (4) the box that is most true for you.

When I use English...	Very Easy	Kind of Easy	Kind of Hard	Very Hard
<b>LISTENING</b>				
I can understand many words I hear.				
I can understand the teacher's directions				
I can understand others when we work in a group.				
I can understand when the teacher explains something.				
<b>SPEAKING</b>				
I can name pictures and objects.				
I can ask questions in class.				
I can talk to friends outside of class.				
I can retell a story.				
I can make a presentation in class.				

## DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

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

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

**ELECTIONS** – Each school English Learner Advisory Committee (ELAC) must have the opportunity to elect at least one parent member to the DELAC. However, if the district has 31 or more ELACs, it may use a system of proportional or regional representation.

**MAJOR FUNCTION** – The DELAC or subcommittee on English Learner Education is to advise the district governing board (in person and/or in writing) on bilingual programs and services to English Learners.

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

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

**TRAINING** – The district shall provide for all DELAC members:

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

**Legal references:** E.C. Section 62002.5; Former E.C. Sections 52176; 52168; and Title 5, CCR, Section 74312

## SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

**FORMATION** – Each district with 21 or more English Learners in attendance, regardless of language, must form a functioning English Learner Advisory Committee (ELAC) or subcommittee of an existing advisory committee.

**COMPOSITION REQUIREMENTS** - On the committee, the percentage of parents of English Learners is to be at least the same as that of English Learners at the school. The ELAC may meet and delegate its responsibilities to an existing school advisory committee or subcommittee.

**ELECTIONS** – Requirements of ELAC elections include:

1. Parents or guardians of English Learners elect parent members of the school committee or subcommittee.
2. All parents shall be provided the opportunity to vote.
3. Each school committee shall have the opportunity to elect at least one parent member to the District English Advisory Committee (DELAC). However, districts with 31 or more ELACs may use a system of proportional or regional representation.

**MAJOR FUNCTION** – The purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and staff on programs and services to English Learners.

**TASKS** – at a minimum, the ELAC:

1. Advises the principal and staff on development of a detailed master plan for English Learner Education for the individual school and submits the plan to the district governing board for its possible consideration and inclusion in the district's English Learner Education Master Plan.
2. Assists in the development of the school's needs assessment.
3. Assists in the administration of the school's language census.

**TRAINING** – The district shall provide for all ELAC members:

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

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