

San Luis Obispo County Office of Education English Learner Master Plan

SLOCOE Programs:

San Luis Obispo County Office of Education (SLOCOE) Programs include Special Education, Grizzly Challenge Charter School, Court School and Community Schools. For the purposes of this document, the term SLOCOE Programs will be used to refer to the above.

SLOCOE Mission:

The mission of the San Luis Obispo County Office of Education is to promote student success by providing countywide leadership, supporting the work of local school districts, delivering specialized educational services and programs, fostering community partnerships, and demonstrating unyielding advocacy for the diverse needs of all children.

English Learner County Strategic Objectives:

- To support district and school efforts to improve the achievement of English learners as measured by the California English Language Development Test (CELDT), Student Oral Language Observation Matrix (SOLOM) (Appendix B), Alternative Language Proficiency Instrument (ALPI) (Appendix C), Reclassification (R-FEP) data, credit accrual and other district measurements of success.
- To support district and school efforts to increase the number of eligible English learners who complete a secondary program (Certificate of Educational Achievement or Diploma), reclassify as Fluent English Proficient, and earn the State Seal of Biliteracy.

English Learner Master Plan (ELMP)

The ELMP reflects the recognition that pupils must develop both conversational and academic dimensions of language to be successful in school. SLOCOE Programs are committed to providing English learners with opportunities to develop competence in all aspects of the English language including listening, speaking, reading, writing, and thinking.

The ELMP offers key features of program support for English Learners to develop language and literacy and to access core academic knowledge required to be college and career ready.

Goals for English Language Learners:

1. To provide each student with equal access to academic core curriculum.
2. To develop grade level appropriate literacy and content knowledge reflected in the CA Standards
3. To improve English language proficiency, as rapidly and efficiently as possible, in order that students can participate fully in meaningful instruction and reclassify as Fluent English Proficient.
4. To develop academic achievement in all content areas appropriate to grade level standards.
5. To promote a strong, positive self-image among English learners that supports student achievement and citizenship and respect, affirm, and build upon the language and culture of each child.

EL Program Responsibilities

Description of Responsibilities	Person/s
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Dissemination and Implementation
of the Home Language Survey (Appendix A)

Program Coordinators/Designees are responsible for ensuring parents complete and submit the Home Language Survey (HLS) upon registration.

Program Coordinators/Designees are responsible for ensuring that this information is forwarded from the student's previous school.

The Home Language Survey will be filed in the student's cumulative folder.

For previously enrolled students, the HLS will be forwarded from previous school.

Assessment in English within 30 school days
for students new to a California School

Program Coordinators/Designees are responsible for ensuring that students that are new to California Public Schools take the CELDT within 30 days of enrollment. Students whose parents answer a language other than English to the first three questions on the Home Language Survey (HLS) take the CELDT within 30 days of enrollment.

Program Coordinators/Designees are responsible for ensuring that the English assessment or CELDT results are forwarded to SLOCOE programs from previous schools within 30 school days of enrollment.

Assessment in the primary language within 90
calendar days for students new to a California
School

Home or previous schools are responsible for providing the primary language assessment within 90 calendar days of enrollment.

Program Coordinators/Designees are responsible for ensuring that assessment results and language classification are forwarded to SLOCOE schools during enrollment.

Program Placement & Alternative Program
Waivers

Program Coordinators /Designees are responsible for the placement of English learners in the appropriate setting and disseminating information regarding waiver options to parents/guardians.

Annual CELDT assessment of all English
learner students

Program Coordinators/Designees are responsible for the coordination and completion of the annual CELDT.

Reclassification Process

Program Coordinators/Designees, counselors and teachers are responsible for referring students to be reclassified.

Program Coordinators/Designees, counselors and English Learner specialists are responsible for coordinating and completing the reclassification process.

Recruiting and Professional Development of
Staff

SLOCOE Chief Human Resource Officer, Executive Director of Ed Services, ELA-ELD Coordinator and Principals are responsible for recruiting personnel and providing professional development.

Annual Notification to parent of program placement (Appendix D & E)	Program Coordinators/Designees are responsible for annual notification to parents of program placement.
Appropriate Use of Title III, English Learner Acquisition Funds and EIA Funds	Assistant Superintendent, Executive Director-LCAP, Ed Services, Grizzly Challenge Charter School Principal, Court and Community School Principal, Program Coordinator/Designees are responsible for ensuring appropriate use of LCAP Funds.
Site English Learner Advisory Committee	Principal and Program Coordinators/Designees are responsible for the coordination and implementation of the English Learner Advisory Committee.
District English Learner Advisory Committee	Assistant Superintendent and Program Coordinators/Designees are responsible for the coordination and implementation of the District English Learner Advisory Committee.
Program Improvement and Evaluation	Assistant Superintendent, Community School Principal, Senior Coordinator, Executive Directors, and Program Coordinators/Designees, teachers, and counselors are responsible for monitoring Program Improvement and Evaluation.

I	<p>Involvement</p> <p>Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.</p> <p>The LEA provides families of English learners with opportunities to be active participants in assisting their children to achieve academically.</p>
	<p>Requirements</p> <p>I-EL 1. The LEA shall implement outreach to parents of English learners that includes the following:</p> <p>(a) The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 U.S.C. § 7012 (e)(2).)</p> <p>(b) The LEA informs the parents how they can be involved in the education of their children and be active</p>

participants in assisting their children to:

1. **Attain English proficiency**
2. **Achieve at high levels in core academic subjects**
3. **Meet challenging state academic content and achievement standards expected of all students (20 U.S.C. § 7012 (e)(1).)**

(c) A LEA or consortium that has failed to make progress on the annual measurable achievement objectives (AMAO) shall inform parents/guardians of English learners of such failure no later than 30 days after such failure occurs. (20 U.S.C. §§ 6312 (g)(1) (B)(1), 7012 (b).)

SLOCOE Implementation

Families are encouraged through newsletters, mail, email, and telephone to participate in school activities, such as regularly held School Site Council meetings and school award presentations. Newsletters are provided and contain information on how English learners:

- Attain English proficiency.
- Achieve at high levels in core academic subjects.
- Meet challenging state academic standards expected of all students. (20 USC 7012[e][1])

If 15 percent of the student population at a given site speaks a single language, all communication will be sent home in that language.

If SLOCOE does not make progress on Annual Measurable Achievement Objectives (AMAOs), parents/guardians of English learners are notified no later than 30 days after such failure occurs. (Appendix J)

Requirements

I-EL 2. A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- (a) Parent members are elected by parents or guardians of English learners. (5 CCR § 11308(b).)**
- (b) Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body. (EC § 52176(b).)**
- (c) The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in (b). (EC §§ 52176 (b)(c), 64001(a), 5 CCR § 11308(d).)**
- (d) The ELAC advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). (EC § 64001(a).)**
- (e) The ELAC advises the principal and staff on the school's program for English learners. (EC § 52176(c).)**
- (f) The ELAC assists in the development of the school's (EC § 53176(c).):**
 1. **Needs assessment.**
 2. **Language Census Report (R30-LC).**
 3. **Efforts to make parents aware of the importance of regular school attendance.**
- (g) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (5 CCR § 11308(d).)**
- (h) Financial resources may be allocated for reasonable expenses (which may include transportation, child care, translation services, meals, and training) of parent advisory groups on bilingual-bicultural education, at the school and school district incurred in the course of their duties as members of the**

parent advisory groups. (EC § 52168 (b)(4).)

- (i) The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR § 11308(b).) (EC §§ 35147, 52176(a), 62002.5; 20 U.S.C. §§ 6312 (g)(4), 7012.)

SLOCOE Implementation

A critical component of any program is family involvement. Families are encouraged to participate in the English Learner Advisory Committee and activities that support the educational process through decision making, training, volunteer activities and the creation of partnerships. This affords the best possible input at every level of parent participation.

A functioning English Learner Advisory Committee (ELAC) advises staff on the development of the English Learner Master Plan, school needs assessment, administration of a language census, and efforts to make families aware of the importance of regular school attendance. The committee also has the responsibility to advise the administrator on the development of the EL plan and other programs and issues pertaining to English learners. The advisory committee has a membership of EL parents in at least the same percentage as there are EL students at the school.

Where there are 21 or more identified English learners, the Grizzly Challenge Charter School Principal, Assistant Superintendent or Alternative Education Executive Director, will communicate to the school community the need to establish an ELAC. The following items will be reviewed and presented:

- A general meeting will be called inviting all the parents of EL students.
- The role and responsibility of the ELAC will be explained.
- Nominations for officers from the group will be entertained.
- Officers will be elected for one year.
- Names of the officers will be kept on file.

II

Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements.

Requirements

II-EL 4. The LEA properly identifies, assesses, and reports all students who have a primary language other than English.

4.1 A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC § 52164.1(a).)

4.2 Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the California English Language Development Test (CELDT). The assessment conducted follows all of the publisher's instructions. (EC § 52164.1 (b); 5 CCR §§ 11307(a), 11511.)

4.3 Parents/guardians of English learners are notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their

child's English language proficiency assessment results. (EC § 52164.1(c); 5 CCR § 11511.5.)

4.4 For school districts receiving Title III funds, within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of English learners are notified of:

- (a) Their child's initial English language proficiency level**
- (b) How such level was assessed**
- (c) Their child's language designation**
- (d) Descriptions of program options, educational strategies, and educational materials to be used in different options**
- (e) Program placement**
- (f) Exit criteria**
- (g) For English learners with a disability [with an Individualized Education Program (IEP)], how such program will meet the objectives of the IEP.**
- (h) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school. (20 U.S.C. §§ 6312, 7012.)**

4.5 For school districts receiving Title III funds, parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of:

- (a) Their child's English proficiency level**
- (b) How such level was assessed**
- (c) The status of the child's academic achievement**
- (d) Their child's language designation**
- (e) Descriptions of program options and educational materials to be used in different options**
- (f) Program placement**
- (g) Exit criteria**
- (h) English learners with a disability (on IEPs), how such program will meet the objectives of the IEP**
- (i) The expected rate of graduation from secondary school if funds under this part are used for children in secondary school (20 U.S.C. §§ 6312, 7012.)**

4.6 Each English learner is annually assessed for English language development and academic progress. (5 CCR § 11306.)

4.7 All currently enrolled English learners are assessed for English language proficiency by administering the CELDT during the annual assessment window. (5 CCR § 11511.1(b).)

4.8 Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan. (5 CCR § 11516.)

4.9 Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. (EC § 52164.1(c); 5 CCR § 11511.5.) (20 U.S.C. § 6312 (g); EC § 313 (a)-(c).)

SLOCOE Implementation

Students, upon enrollment, who have a primary language other than English are properly identified, assessed, and reported. A Home Language Survey (HLS) (Appendix A) is used to determine the student's primary language and is on file in the cumulative record for each student. The HLS is available in the language of the parent or guardian. Students whose parents answer a language other than English to the first three questions on the HLS take the CELDT within 30 days of enrollment. Parents are informed of their student's proficiency level and program (Appendix C & D) within 30 days of enrollment. The primary language assessment is administered within 90 calendar days of enrollment.

Districts referring students to SLOCOE School programs are responsible for the initial assessment of students whose

home language is other than English as determined by the HLS. California English Language Development Test (CELDT) assessment results are obtained from the previous schools through the enrollment process.

Community School, Special Education and Grizzly staff are annually trained by the San Luis Obispo County Office of Education staff to administer the CELDT. EL students who start the school year in SLOCOE schools are given the CELDT before October 31 each year. Families of EL students are annually notified in writing of their child's CELDT assessment results. Notification is mailed and communicated in a language the families understand as noted in their communication records at the site. A copy of the communication is kept in the student's cumulative file.

SLOCOE students who are enrolled in Special Day Classes and have an Individualized Education Program (IEP) that indicates the need for an alternate language assessment to assess English language proficiency are assessed initially using the ALPI (Alternate Language Proficiency Instrument) (Appendix C) and are given a designation of either English Learner or Fluent English Proficient. Those students who receive a designation of EL are assessed annually thereafter using the SOLOM (Student Oral Language Observation Matrix) (Appendix B). Speech and Language Pathologists use two additional instruments, the Expressive One-Word Picture Vocabulary Test and the Receptive One-Word Picture Vocabulary Test, to assess language abilities and progress.



Funding

Allocation and use of funds meet statutory requirements for allowable expenditures.

Requirements

III-EL 9. Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

9.1. For the following programs, EIA-LEP and Title III, the LEA uses categorical funds only to supplement the level of Federal, State and local public funds and in no case supplant such Federal, State, and local public funds. (20 U.S.C. §§ 1703(f), 6825(g), 54025(c); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.)

SLOCOE Implementation

Adequate and basic resources are provided from the general fund budget to provide services to English learners. Supplementary funds are used to support the general program for English learners. Adequate funds and resources are made available to provide EL students with learning opportunities in an appropriate program and with appropriate materials that provide access to both ELD programs and to the core curriculum.

LCAP funds are utilized to provide additional support and materials for ELs. In addition, professional development in ELD and SDAIE is provided for teachers that service English learners.

IV

Standards, Assessment, and Accountability

Categorical programs that meet state standards are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

Requirements

IV-EL 13. The LEA develops and implements a process and criteria to determine the effectiveness of programs for English learners, including:

(a) A means to evaluate how programs for English learners produce within a reasonable period of time: i. English language proficiency comparable to that of average native speakers of English in the district ii. Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English (b) An ongoing mechanism for using the procedures described above to improve district-wide and school site EL program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible. (20 U.S.C. § 1703 (f), 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009–1011; EC § 64001(f).)

IV-EL 14. The LEA reclassifies a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:

- (a) Assessment of English language proficiency (CELDT) (EC § 313(d)(1); 5 CCR § 11303(a).)
- (b) Comparison of 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 demonstrate 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 (EC § 313(d)(4); 5 CCR § 11303(d).)
- (c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. (EC § 313(d)(2); 5 CCR § 11303(b).)
- (d) Opportunities for parent opinion and consultation during the reclassification process (EC § 313(d)(3); 5 CCR § 11303(c).)

14.1 The LEA maintains in the pupil's permanent record (regardless of the physical form of such record) and to ensure transfer of documentation of the following:

- (a) Language and academic performance assessments
- (b) Participants in the reclassification process
- (c) Decision regarding reclassification (5 CCR §§ 432, 434, 438.)

14.2 The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (20 U.S.C. § 6841; 5 CCR § 11304.)

SLOCOE Implementation

SLOCOE Programs Procedure for Reclassification Process:

SLOCOE Criteria for Reclassification (Appendix F):

- Student must receive early advanced or advanced overall and score at intermediate or higher on the CELDT in

listening, speaking, reading and writing in English.

- Student must demonstrate grade level literacy on the NWEA, TABE, the Scholastic Lexile Assessment.
- For SLOCOE Community School, student must be on track in credits for English/language arts, mathematics, science, and history/social science.
- Teachers complete the Curriculum Observation Report & Evaluation (CORE) (Appendix G) review of academic indicators. Students must obtain an average of 2..5.
- For pupils in kindergarten through grade two, the decision to reclassify will be based on CELDT results, teacher evaluation, parent consultation, and other available assessments.
- Parents or guardians are notified and encouraged to participate in the reclassification process. Parents or guardians are strongly encouraged to participate in a face-to-face reclassification meeting.

Follow-up Monitoring of Reclassified Students:

- A reclassified student's academic progress will be monitored for two years after being reclassified using SLOCOE form (Appendix H).

If the student transfers within that two year period, the new school is notified and student progress continues to be monitored by the new school

V

Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

Requirements

V-EL 15. Teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an appropriate EL authorization.

15.1 A LEA with a documented shortage of teachers authorized to provide such instruction has written, adopted, and implemented policies and procedures to remedy the shortage. (20 U.S.C. §§ 6319 (a)(1), 6826 (c); EC § 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

SLOCOE Implementation

SLOCOE ensures that all teaching personnel are qualified to provide instructional services to English Learners. Qualified teachers have been assigned to implement daily English Language Development (ELD) instruction and provide access to the core curriculum using Special Designed Academic Instruction in English (SDAIE).

Teachers who do not possess the appropriate EL authorization are notified and required to obtain their authorization and placed on a schedule for completion.

An adequate number of qualified teachers are assigned to provide access to core curriculum instruction. Whenever SDAIE is a vehicle of instruction, the teacher possesses the EL authorization or is in the process of completing requirements.

When the primary language is a vehicle of instruction, the teacher possesses a BCLAD. BCLAD teachers will be used in the alternate programs.

SLOCOE is committed to hiring teachers who have EL authorization.

Requirements

V-EL 16. The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is:

- (a) Designed to improve the instruction and assessment of English learners (20 U.S.C. § 6825 (c)(2)(A).)** **(b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners (20 U.S.C. § 6825 (c)(2)(B).)**
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (20 U.S.C. § 6825 (c)(2)(C).)**
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom (20 U.S.C. § 6825 (c)(2)(D).)**

(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

SLOCOE Implementation

SLOCOE school programs provide an in-service training program which results in qualifying existing and future personnel to provide appropriate instructional services to English learners. The program is based on teacher and student needs as determined by surveys and the Western Association of Schools and Colleges (WASC) recommendations.

Professional development services are provided through various sources and agencies. Staff is encouraged to attend state and county workshops on the ELA-ELD Framework, reading strategies, language acquisition, SDAIE, ELD strategies, and the selection and implementation of appropriate materials.

Additionally, training focused on reading and language development is provided for personnel who work with English learners through:

- Beginning Teacher Support and Assistance (BTSA) programs and Peer Assistance Review (PAR); formal and informal in-service programs structured to provide strategies and methodologies to English learners.
- Site staff development meetings that provide a focus on language development.
- Site level meetings that provide teachers with an opportunity to review student work, school review data, curriculum and lesson plans for the purpose of monitoring effectiveness of program and student academic achievement.

Professional development opportunities are provided for paraprofessionals who work with English learners. Training may be offered on site in conjunction with teacher training or other off site opportunities designed specifically for paraprofessionals.

VI	<p>Opportunity and Equal Educational Access</p> <p>Participants have equitable access to all programs provided by the local educational agency as required by law.</p>
	<p>Requirements</p> <p>All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.</p> <p>Based on LEA criteria of reasonable fluency, English learners are placed in structured English immersion (SEI) or in English language mainstream (ELM) program settings. English learners who do not meet the LEA criteria for participation in an ELM are placed in an ELM program at any time during the school year, if the parent or guardian so requests. (5 CCR § 11301.)</p> <p>The LEA has designed and implemented an SEI English language acquisition process in which the curriculum and instruction are designed for children who are learning the language. (EC §§ 305, 306, 310, and 311.)</p>

SLOCOE Implementation

Structured English Immersion Program

English learners with less than reasonable fluency (CELDT Levels 1-Beginning, 2-Early Intermediate and 3-Intermediate) are placed in a Structured English Immersion (SEI) program for a period not normally to exceed one year. If a student has not achieved a reasonable level of fluency at the end of the year, the student may re-enroll. The SEI program provides a language acquisition process for students in which nearly all classroom instruction is in English, and the curriculum and presentation of content is designed for students learning English as a second language.

Primary language support is used to provide access to the content and to support the learning of the English language. Instruction is provided by a teacher with the appropriate authorization (e.g. CLAD, BCLAD, LDS, SB 2042, Certificate of Completion of Staff Development) and may be supported by a bilingual paraprofessional.

The SEI Program provides academic instruction in English while providing support in the student's native language. Instruction in English accounts for 100% of the instructional day. Subject matter content is taught using the Specially Designed Academic Instruction in English (SDAIE) approach as appropriate.

Students are exited from the SEI Program once a reasonable level of English language proficiency has been reached as measured by state approved assessments.

English Language Mainstream Classroom

English learners with reasonable fluency in English are placed in an English Language Mainstream classroom. The criteria to determine when English learners have acquired reasonable fluency are as follows: students who are assessed to be Early Advanced or Advanced on the CELDT and have achieved grade-level proficiency in all core content areas are placed in an English Mainstream program

The English Language Mainstream program is an educational approach intended to develop English literacy and academic skills at grade level. It is designed for students that are either native English speakers or have already acquired reasonable fluency in English. The SLOCOE adopted materials are all in English.

SLOCOE provides services to English learners to ensure that they are acquiring English language proficiency and meeting academic content standards.

Note: A parent or guardian may have his or her child moved into an English language mainstream classroom at any time.

Alternative Program

If twenty or more students of a given grade level request a waiver, an alternative classroom will be established and students will be placed with a BCLAD teacher. The alternative program is a language enrichment program using an educational approach intended to prepare students to become bi-literate in English and Spanish and to be proficient in grade level subject matter. Subject matter is taught in Spanish and English with a greater percentage of English instruction occurring as the student progresses through English language competency. Materials used are appropriate to students who are developing their literacy in Spanish. The materials to be used will be determined if such a class is established.

Requirements

Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a parental exception waiver for

their children to participate in an alternative program.

LEA procedures for granting parental exception waivers include the following:

- (a) Parents and guardians are provided, on enrollment and annually, full written, and upon request, spoken descriptions of the structured English immersion program, English language mainstream program, alternative programs, and all educational opportunities available to the pupil. The descriptions of the programs shall include the educational materials to be used in the different options. (5 CCR §11309(a)(b)(1), EC § 310.)
- (b) Parents and guardians are informed that a pupil must be placed for not less than 30 calendar days in an English-language classroom the first year of enrollment in a California school. (5 CCR § 11309(b)(2), EC § 311.)
- (c) Parents and guardians are informed of any recommendation by the school principal and educational staff for an alternative program and are given notice of their right to refuse the recommendation. (5 CCR § 11309(b)(3), EC § 311.)
- (d) Parental exception waivers are acted on within 20 instructional days of submission to the school principal. However, waivers submitted under EC § 311(c) must be acted on either no later than ten calendar days after the expiration of the 30-day English language classroom placement or within 20 instructional days of submission of the waiver, whichever is later. (5 CCR § 11309(c).)

18.2 Parental exception waivers shall be granted unless the school principal and educational staff determines that an alternative program offered at the school would not be better suited for the overall educational development of the pupil. (5 CCR § 11309(b)(4).)

18.3 If a waiver is denied, parents and guardians are informed in writing of the reason(s) for denial and advised that they may appeal the decision to the local board of education if such an appeal is authorized by the local board of education, or to the court. (5 CCR § 11309(d).)

18.4 Each school in which 20 or more pupils 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. (EC § 310.)

18.5 The IEP team determines placement of each special education student regardless of language proficiency. (34 CFR § 300.324 (2)(ii).)

(20 U.S.C. § 6312(g)(1)(A); EC 48985.)

SLOCOE Implementation

Families will receive a full description of program options upon enrollment in a SLOCOE school program. The description will outline the educational approach and materials to be used in each of the instructional program choices. Parents will be made aware of the parental waiver process. A written notification in the language of the parent or guardian (all languages?) is sent to the home of each EL student describing the placement of his or her child. This notification is sent to parents within 30 days of enrollment and annually (Appendix C & D).

SLOCOE will review and consider every parental waiver received following the district's policy and procedures. Parental Exception Waivers shall be granted if there are 20 or more waiver requests in a given grade level, unless the school 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. If there are fewer than 20 waiver requests in a given grade level, the parent may send the child to a district where such a program is offered.

In cases where a Parental Exception Waiver is denied, the parents and guardians will be informed in writing of the reason for denial and be advised of any procedures to appeal the decision to the local board of education.

Upon approval of the waiver, the school distributes copies of the waiver to:

- 1) The student's cumulative file
- 2) The student's teacher

VII**Teaching and Learning**

Participants receive core and categorical program services that meet their assessed needs.

VII-EL 20. Each English learner receives a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.

(20 U.S.C. §§ 1703 (f), 6825 (c)(1)(A); EC §§ 300, 305, 306, 310; 5 CCR § 11302(a); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

VII-EL 21. Academic instruction for ELs is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

21.1 The LEA has implemented a plan to assist all English learners to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and achievement standards all children are expected to meet

21.2 The LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. (20 U.S.C. §§ 1703 (f), 6312, 6825 (c)(1)(B); EC §§ 306, 310; 5 CCR § 11302(b); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011.)

(20 U.S.C. § 6812.)

SLOCOE Implementation

Each English learner receives a program of instruction in English language development in order to develop proficiency in English as rapidly and as effectively as possible. Designated English Language Development is a protected time during the regular school day where the curricular focus is the ELD standards. The SLOCOE Programs provide ELD instruction as a part of the academic core curriculum to EL students. All domains (collaborative, interpretive, productive) of the ELD standards are used as a vehicle to move students into the ELA standards as quickly as possible.. Students receive ELD instruction appropriate to their identified language proficiency level.

In Special Education, English learners have access to "Language First" by Leap Frog Schoolhouse, Zoo Phonics and Carousel of Ideas by Ballard and Tighe.

Quarterly Northwest Evaluation Association (NWEA) and Test of Adult Basic Education (TABE) assessments are used to determine whether English Learners are learning at a rate that will enable them to achieve academically. Until such a time that we have assessment data and proficiency ratings for the new ELD Standards, SLOCOE uses the following table to measure ELD progress:

Language Stages	Time in Program
Emerging	1-2 years
Expanding	1-2 years
Bridging	1-2 years
Lifelong Language Learner	

Please Note: Grizzly Challenge Charter School is a 22-week program and Court and Community students typically remain in SLOCOE for one year or less. Therefore, these students may not demonstrate level-change growth during their short period of enrollment; however, if students are not making appropriate progress an Intervention Checklist (Appendix I) will be completed and targeted intervention will be provided.

Requirement

VII-EL 21. Academic instruction for ELs is designed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

21.1 The LEA has implemented a plan to assist all English learners to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and achievement standards all children are expected to meet

21.2 The LEA has developed and is implementing a plan for monitoring and overcoming any academic deficits English learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. (20 U.S.C. §§ 1703 (f), 6312, 6825 (c)(1)(B); EC §§ 306, 310; 5 CCR § 11302(b); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011[.])

(20 U.S.C. § 6812.)

SLOCOE Implementation

English learners will meet the district's content and performance standards for their respective grade levels in core curricular areas. Access to content and performance standards will be differentiated for all EL students. Students at ELD levels one through five will be provided access to the content through SDAIE and/or primary language support. Lessons, curriculum, and materials appropriate to English learners will be used based on their language proficiency level. SLOCOE Court and Community Schools and Grizzly Challenge Charter School serve students in grades 7-12 who are enrolled for a temporary period of time. Nearly all students are credit and/or academically deficient. Therefore, multi-year timelines establishing benchmark standards are not appropriate measurement devices. Students are assessed upon entry and goals appropriate to their anticipated stay in SLOCOE programs and are established based upon the students' current language and academic levels. An individual Compass Learning reading learning path is generated by a student's NWEA RIT score for each progress monitoring assessment: Fall, Winter and Spring. The materials and differentiated instruction designed to provide grade level instruction across the curriculum include Character Based Literacy, *News ELA* (differentiated by Lexile level), New York Times Learning Network, Scholastic Magazine and most recently, English 3D. SLOCOE Special Education Programs serve students in grades Pre-K through 12. For the Severely Handicapped population, goals and objectives are developed in accordance with the Curriculum Guide for Students with Moderate to Severe Disabilities published by Lakeshore and developed by a committee of Special Education Administrators of County Offices. The Curriculum Guide aligns functional skill goals with standards-based core curriculum and includes ELD.



HOME LANGUAGE SURVEY ENGLISH VERSION

Name of Student: _____

Surname / Last Name
Second Given Name

First Given Name

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home?

(parents, guardians, grandparents, or any other adults)

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian

Date

**SOLOM (Student Oral Language Observation Matrix) – San Luis Obispo County Office of
Education Special Education
Teacher Observation Scale**

Student's Name:

Language Rated:

Grade:

Date(s):

School:

Teacher:

Total Score(s):

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

Primary Language Observation Instrument for Students with Significant Disabilities
(Information to be provided by parent or careprovider)

Expressive Language Appendix D – Placement Letter s, phrases. Circle the corresponding score and record that score in the Point column. (Record responses in the primary language, provide English after interview).



**SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION**
LEADERSHIP ■ COMMUNITY ■ SERVICE
JAMES J. BRESCIA, Ed. D., SUPERINTENDENT

In the primary language:

Points

1. State how the student indicates toileting needs _____

Gestures/undefinable language	word	phrase
0 points	1 point	2 points

[0-2]

2. Identify the sounds the student makes when playing alone _____

Gestures/undefinable sounds	primary language word/phrase
0 points	2 points

[0-2]

3. List the words the student uses _____

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)
---	------------	--------------	---------------	---------------	-------------

[0-5]

4. Write the phrases/sentences the student uses _____

0	1-5(1 pt.)	6-10(2 pts.)	11-15(3 pts.)	16-20(4 pts.)	21+(5 pts.)
---	------------	--------------	---------------	---------------	-------------

[0-5]

Total Expressive Points _____ [0-14]

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

Date:

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

School:

English Learner Proficiency level:

Beginning — 1; Early Intermediate — 2; Intermediate — 3; Early Advanced — 4; Advanced — 5
--

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English Learner Program.

Based on these results, your child has been identified as an:

- ☐ **English Learner (EL) with less than reasonable fluency in English (students scoring at Beginning and Early Intermediate levels)** and assigned to the Structured English Immersion Program.
- ☐ **English Learner (EL) with reasonable fluency in English (students scoring at Intermediate, Early Advanced or Advanced levels)** and assigned to the English Language Mainstream Program.

Check if applicable:

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

English Learners who are also identified as learning disabled are assigned according to their IEP.

Academic Achievement Results

For information about your child's academic achievement, please refer to the CAASP reports previously sent to you or contact your child's school.

Reclassification (Exit) Criteria

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

San Luis Obispo County Office of Education Reclassification Criteria	
English Proficiency – Early Advanced or Advanced Overall	
Scores in listening, speaking, reading and writing at Intermediate level or higher	
Scored at the Basic level on the English Language Arts California Standards Test (score of 324)	
Parental Opinion and Consultation	
Appendix D – Placement Letter English	Teacher Evaluation



INITIAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

Date:

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

School:

English Learner Proficiency level:

Dear Parent(s) or Guardian(s): When you enrolled your child in school, you indicated that your child's first language and/or language most frequently spoken in your home, is other than English. As required by law, your child's English language skills in listening, speaking, reading and writing have been assessed.

Beginning — 1; Early Intermediate — 2; Intermediate — 3; Early Advanced — 4; Advanced — 5
--

English Proficiency

CELDT Overall Level: _____

Listening Level: _____ Speaking Level: _____ Reading Level: _____
 Writing Level: _____

Based on these results, your child has been identified as an:

- ☐ **English Learner (EL) with less than reasonable fluency in English (students scoring at Beginning and Early Intermediate levels)** and assigned to the Structured English Immersion Program.
- ☐ **English Learner (EL) with reasonable fluency in English (students scoring at Intermediate, Early Advanced or Advanced levels)** and assigned to the English Language Mainstream Program.

Check if applicable:

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

English Learners who are also identified as learning disabled are assigned according to their IEP.

Academic Achievement Results

For information about your child's academic achievement, please refer to the CAASP reports previously sent to you or contact your child's school.

Reclassification (Exit) Criteria

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

San Luis Obispo County Office of Education Reclassification Criteria
English Proficiency – Early Advanced or Advanced Overall Scores in listening, speaking, reading and writing at Intermediate level or higher
Scored at grade level on a standardized literacy assessment.
Parental Opinion and Consultation
Teacher Evaluation

Description of Program Placement Options and Goals for English Learners

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

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI Program and are taught overwhelmingly in English. Some assistance may be provided in the primary language.

Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM Program.

They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program and be authorized to deliver primary language instruction. District-adopted textbooks and supplementary instructional materials are used. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. Currently, San Luis Obispo County Office of Education does not have an Alternative Program.

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

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



NOTIFICACION INICIAL PARENTAL Título Federal III y Requisitos Estatales

Fecha:

A los padres/tutores de:

El nivel de dominio de inglés del niño es

Escuela:

Estimados padres o tutores: Al inscribir a su hijo en la escuela, usted indicó que el idioma nativo de su hijo o que el idioma que más se habla en casa, no es el inglés. En cumplimiento de la ley, se evaluaron las habilidades en inglés de su hijo en el dominio oral, en lectura, y en escritura.

Inicial (*Beginning*) — 1; Preintermedio (*Early Intermediate*) — 2; Intermedio (*Intermediate*) — 3; Preavanzado (*Early Advanced*) — 4; y Avanzado (*Advanced*) — 5

Dominio de INGLÉS

Nivel general en el CELDT: _____

Nivel Auditivo : _____

Nivel de Habla: _____

Nivel de Lectura: _____

Nivel

de Escritura: _____

Como función de estos resultados, se identificó al estudiante como:

- ☐ **English Learner (EL)** o estudiante de inglés como segunda lengua con una **fluidez en inglés menos que razonable** [niveles Inicial (*Beginning*)—1; Preintermedio (*Early Intermediate*)—2; Intermedio (*Intermediate*)—3] y fue asignado al Programa de Inmersión Estructurada en Inglés.
- ☐ **English Learner (EL)** estudiante de inglés como segunda lengua con una **fluidez en inglés razonable** [Nivel Preavanzado (*Early Advanced*) y Avanzado (*Advanced*)] y fue asignado al Programa en Inglés Regular.

Marque si corresponde:

- ☐ **Individualized Education Program (IEP) Programa Individualizado de Educación Especial**
Estudiantes de inglés como segunda idioma que también han sido identificados con deficiencias académicas son asignados a clases según su IEP.

Resultados de los logros académicos

Para información académica de su hijo/a favor de revisar el reporte de CAASP que se manda anualmente.

Criterios de reclasificación (salida)

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen las normas de aprendizaje estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de reclasificación del distrito:

Criterios exigidos por La Oficina de Educación del Condado de San Luis Obispo
Nivel Preavanzado (<i>Early Advanced</i>) y Avanzado (<i>Advanced</i>)
Compresión auditiva, Expresión oral, Lectura, Expresión escrita (intermedia o mejor en estas áreas)
Comparación del desempeño en destrezas al nivel de grado de la prueba de lectura
Consulta y opinión de los padres

Appendix E – Placement Letter Spanish



NOTIFICACION ANUAL PARENTAL Título Federal III y Requisitos Estatales

Fecha:

A los padres/tutores de:

Escuela:

De acuerdo con los resultados de la Prueba para Medir el Desarrollo del Inglés en California (conocida en inglés como CELDT), el nivel de dominio de inglés del niño es

Inicial (*Beginning*) — 1; Preintermedio (*Early Intermediate*) — 2; Intermedio (*Intermediate*) — 3; Preavanzado (*Early Advanced*) — 4; y Avanzado (*Advanced*) — 5

Estimados padres o tutores: Todos los años estamos obligados por ley de notificarles el nivel de dominio de inglés de su niño/a. Además debemos brindarles la recomendación de la escuela sobre la ubicación en el programa y describir todas las opciones de programas disponibles. En esta carta también se explica cómo decidimos cuando un estudiante se encuentra listo para salir del programa de estudiantes de inglés como segunda lengua.

Como función de estos resultados, se identificó al estudiante como:

- ☐ **English Learner (EL)** o estudiante de inglés como segunda lengua con una **fluidez en inglés menos que razonable** [niveles Inicial (*Beginning*)—1; Preintermedio (*Early Intermediate*)—2; Intermedio (*Intermediate*)—3] y fue asignado al Programa de Inmersión Estructurada en Inglés.
- ☐ **English Learner (EL)** estudiante de inglés como segunda lengua con una **fluidez en inglés razonable** [Nivel Preavanzado (*Early Advanced*) y Avanzado (*Advanced*)] y fue asignado al Programa en Inglés Regular.

Marque si corresponde:

- ☐ **Individualized Education Program (IEP) Programa Individualizado de Educación Especial**
Estudiantes de inglés como segunda idioma que también han sido identificados con deficiencias académicas son asignados a clases según su IEP.

Resultados de los logros académicos

Para información académica de su hijo/a favor de revisar el reporte de CAASP que se manda anualmente.

Criterios de reclasificación (salida)

El objetivo del programa para estudiantes de inglés como segunda lengua es que los estudiantes dominen completamente el inglés y que dominen las normas de aprendizaje estatales para obtener el logro académico tan rápido como sea posible. A continuación se detallan los criterios de reclasificación del distrito:

Criterios exigidos por La Oficina de Educación del Condado de San Luis Obispo

Nivel Preavanzado (*Early Advanced*) y Avanzado (*Advanced*)

Compresión auditiva, Expresión oral, Lectura, Expresión escrita (intermedia o mejor en estas áreas)
Comparación del desempeño en destrezas básicas de la prueba estatal de inglés (resultado de 324)
Consulta y opinión de los padres
Evaluación del maestro

Descripción de los objetivos y de las opciones de ubicación en el programa para los estudiantes de inglés como segunda lengua

Todos los programas incluyen el Desarrollo del Inglés Como Segunda Lengua (conocido en inglés como ELD) y estrategias de enseñanza diferenciadas para el nivel de dominio del inglés de cada estudiante. Dichas estrategias se utilizan para ayudar a los estudiantes a dominar la expresión oral, lectura y expresión escrita en inglés así como también en conseguir el éxito académico en todas las materias requeridas.

- **Inmersión Estructurada en Inglés (conocida en inglés como SEI).** Los estudiantes que obtienen como resultado una **fluidez menos que lo razonable** son ubicados en un programa de SEI y la enseñanza en la mayor parte se brinda en inglés. Se puede proporcionar asistencia en la lengua materna. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La enseñanza se basa en las normas de aprendizaje estatales contenidos en el grado escolar y del ELD.
- **Clases en Inglés Regulares (conocido en inglés como ELM).** Los estudiantes que obtienen como resultado una **fluidez razonable** en inglés son ubicados en el programa ELM. Maestros autorizados les enseñan ELD y otras materias requeridas mediante el uso de libros de texto y materiales suplementarios adoptados por el distrito. La enseñanza se basa en las normas de aprendizaje estatales contenidos en el grado escolar y del ELD. Los estudiantes reciben toda la instrucción adicional que sea necesaria para ser reclasificados como estudiantes con dominio fluido del inglés.
- **Programa Alternativo (conocido en inglés como ALT).** Se les enseñan materias requeridas dictadas en su lengua materna a aquellos estudiantes que tengan una "Solicitud de exención presentada por los padres" aprobada.**** A la instrucción en ELD la reciben en inglés. Los maestros deben recibir una capacitación especial para trabajar en dicho programa. Utilizan los libros de texto y materiales didácticos suplementarios adoptados por el distrito. La enseñanza se basa en las normas de aprendizaje estatales contenidos en el grado escolar y del ELD. Los estudiantes reciben toda la instrucción adicional que sea necesaria para ser reclasificados como estudiantes con dominio fluido del inglés. La Oficina de Educación de San Luis Obispo no tiene un programa alternativo. Si usted desea una Solicitud de exención presentada por los padres, pueden visitar la oficina escolar para obtenerla.

****** Los padres/tutores tienen el derecho de presentar una "Solicitud de exención presentada por los padres" para que el niño participe en un programa alternativo.**

La legislación de California les otorga a los padres el derecho de solicitar que el niño sea ubicado en un Programa Alternativo. Para tal fin, cada año debe visitar la escuela del niño y presentar una "Solicitud de exención presentada por los padres". Su niño debe cumplir **uno** de los siguientes requisitos: a) saber inglés y tener estudios académicos al menos hasta el quinto grado escolar; b) tener diez años de edad o más; o c) ser un estudiante menor de diez años de edad y haber estado en un salón de clases del idioma inglés durante 30 días civiles y tener necesidades especiales.

NOTA: En cualquier momento durante el año escolar, el niño/a puede ser ubicado en el Programa en Inglés Regular.

Favor de llamar a la escuela 805-543-7732 y preguntar por Lisa Vallejos, Coordinadora de ELA-ELD si quiere establecer una reunión de padres para analizar las opciones de ubicación en el programa para el niño/a.

Appendix F- Reclassification Referral



Name of Student: _____
Date: _____
Expected Reclassification Date: _____
Home District English Language Learner Contact Person: _____
Program Coordinator: _____

Check each item that applies

- ☐ Student must receive early advanced or advanced overall and score at intermediate or higher on the CELDT in listening, speaking, reading and writing in English. *Include CELDT results.*
- ☐ Student must demonstrate grade level literacy on the NWEA, TABE, or the Scholastic Lexile Assessment.

For general education pupils scoring below the cut point, school personnel, including the school counselor, teacher, principal/designee, determine whether factors other than English language proficiency are responsible for low performance and whether it is reasonable to reclassify the student. [Page 11 of CELDT Assistance Packet for School Districts/Schools (Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.)] For students with a current IEP, the IEP team will meet to determine reclassification eligibility.

Describe reasons the student should be reclassified. Provide evidence as applicable:

- ☐ Student is on track in credits earned at community school in English/language arts, mathematics, science, and history/social science. *Include transcripts.*
- ☐ Teachers agree that student is ready for reclassification and no longer needs support due to language needs per **Curriculum Observation Report and Evaluation**. *Include CORE form.*

Teacher Signature: _____ DATE _____

Administrator/Principal: _____ DATE _____

Parent Consultation _____ DATE _____

San Luis Obispo County Office of Education Court and Community Schools

C.O.R.E. Curriculum Observation Report & Evaluation

Limited English Proficient (LEP) students will be reclassified Fluent English Proficient (FEP) after demonstrating English Language Proficiency comparable to that of the average native speakers in the school's regular instructional program. Please rate the student's performance in your classroom's core curriculum on a scale of 1 to 6.

Student's Name: _____ Date: _____ Grade: _____

Teacher:

Curriculum Area	Exceptional 6	Commendable 5	Competent 4	Adequate 3	Limited 2
Reading					
Writing					
Mathematics					
Hist./Soc. Sci.					
Science					
Subtotals					

Indicate with an "X" the level of students progress/achievement in each curriculum area.
Add the subtotals to determine the grand total. Divide this number by 5 to obtain the average score. A C.O.R.E. average of 3.5 is needed to redesignate a student from Limited English Proficient (LEP) to Fluent English Proficient (FEP) status.

Grand Total _____

Average _____

**San Luis Obispo County Office of Education
MONITORING OF RECLASSIFIED STUDENTS
To Be Completed Two Times a Year for 2 Years**

Student Name: _____ Reclassification Date: _____ Today's Date: _____
 Grade Level: _____ Classroom Teacher Signature: _____
 School: _____ EL Coordinator Signature: _____

Circle correct follow-up:

Year 1, Semester 1	Year 1, Semester 2	Year 2, Semester 1	Year 2, Semester 1																
Teacher Evaluation of Basic Skills																			
<p><i>Are language gaps interfering with learning? Circle one for each section.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Listening Comprehension</td> <td style="width: 25%;">No, not at all</td> <td style="width: 25%;">Sometimes</td> <td style="width: 25%;">Often</td> </tr> <tr> <td>Oral Communication</td> <td>No, not at all</td> <td>Sometimes</td> <td>Often</td> </tr> <tr> <td>Reading Comprehension</td> <td>No, not at all</td> <td>Sometimes</td> <td>Often</td> </tr> <tr> <td>Written Communication</td> <td>No, not at all</td> <td>Sometimes</td> <td>Often</td> </tr> </table>				Listening Comprehension	No, not at all	Sometimes	Often	Oral Communication	No, not at all	Sometimes	Often	Reading Comprehension	No, not at all	Sometimes	Often	Written Communication	No, not at all	Sometimes	Often
Listening Comprehension	No, not at all	Sometimes	Often																
Oral Communication	No, not at all	Sometimes	Often																
Reading Comprehension	No, not at all	Sometimes	Often																
Written Communication	No, not at all	Sometimes	Often																
<p>If circled "Often", explain: _____</p> <p>_____</p>																			
<p><u>English Language Arts</u> <u>Student meets established grade level achievement criteria in ELA equivalent to the expectations established for grade level peers</u> Yes No <u>ELA Rubric Score (K-5):</u> <i>Must be a "2" or above, if lower than 2, please explain:</i></p> <p><u>ELA Grade C (6-8):</u> <i>Must be a "C" or above, if student lower than a C, please explain:</i></p>																			
Interventions																			
<p>1) <u>Complete Attached Intervention Checklist</u></p> <p>2) <u>Recommended Interventions (check all you recommend):</u></p> <div style="margin-left: 40px;"> <input type="checkbox"/> In class interventions provided by teacher <input type="checkbox"/> After School Tutoring/Homework Program <input type="checkbox"/> Additional Reading Interventions <input type="checkbox"/> Summer School <input type="checkbox"/> Other (list in teacher comment area) </div>																			
<p>Teacher comment:</p>																			

Appendix I – Intervention Check List

IN CLASS INTERVENTION CHECKLIST

Name: _____ Date: _____

Teacher Signature: _____

Check each intervention used.

Listening Comprehension	
	Student has been taught how to ask clarifying questions when he/she doesn't understand or needs clarification. (What did you mean when you said..., I'm not sure how to do the next step...).
	Student is given multiple opportunities in class to hear high frequency academic and content vocabulary. Academic vocabulary is explained in multiple ways.
	Teacher provides opportunities for student to paraphrase directions for class assignments and/or homework.
	Teacher summarizes key concepts of daily lessons.
	Teacher provides opportunities for student to summarize key concepts of daily lessons.
	Teacher checks for understanding of content presented.
	Teacher builds background for content presented.
	Teacher uses visuals (graphic organizers, movie clips, pictures, realia).
Oral Communication	
	During class discussions, student is provided with ample (safe) opportunities in class to answer questions; student is given wait time to answer questions.
	Student is given sentence starters or sentence frames to organize his/her oral answers on an ongoing basis.
	During class discussions, student is given the opportunity to share his/her idea(s) with another student before answering a question in front of the class.
Written Communication	
	Teacher conducts a conference with student regarding specific language gaps to target (syntax, spelling, sentence complexity, sentence variation, word choice).
	Student has access to a dictionary that provides clear, concise definitions of words.
Reading Comprehension	
	Guided reading passages are "chunked" so that student has frequent opportunities to interact with the text and ask clarification questions.
	Students are given clear, concise definitions of words.
	Teacher regularly emphasizes high frequency academic vocabulary and ensures comprehension.
	Reading strategies are reinforced (summarizing, predicting, questioning, inferring, connecting, reflecting, and identifying text features).
Teacher Initiated Monitoring	
	Conference with student regarding academic performance
	Agreement regarding academic and/or language goals
	Grade printout/current assessments reviewed
	Set time and date for individual help on assignments
	Check student planner for class assignments
	Parent phone call
	Given information on after school tutoring
	Discussed non-academic issues of concern to student
	Binder/Planner organization check
	Review test taking strategies
	Agree on days to attend after school tutoring