

Temple City Unified School District

Master Plan for English Learner Success 2018 - 2021

**Presented to the
Board of Education on
March 7, 2018**

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Melissa Kistler	Assistant Superintendent, Educational Services

Parents and site representatives also provided input by participating on the Parent Advisory Committee / District English Learner Advisory Committee (PAC/DELAC).

Parent Advisory Committee

Benjamin Wang	Cloverly	Bob Westgate	DDSLC
Kevin Han	Cloverly	Melissa Espinosa	TCHS
Tinna Yoong-Hoo	La Rosa	Soomin Chao	Curriculum Specialist

District English Learner Advisory Committee

Sandy (XiaoQin) Liu	Cloverly	Randy Green	Longden
Ping Fu	Cloverly	Yih Shin Liu	Longden
Maria Rappaport	Emperor	Jihan Castellanos	Oak
Lynette King	La Rosa	Yuhong Cao	TCHS

Educational Services Message

English Learners (ELs) have a dual challenge; that of learning English and mastering subject-matter content. Through such challenges students acquire the language development skills and are more prepared for college and career in a global community. Temple City Unified School District welcomes the diversity and varied cultures our students bring to the classroom through the lens of 1,031 (18 percent) English Learners and 32 different languages spoken in the home.

To ensure our English Learners are successful in acquiring English, we developed an English Learner Master Plan that encapsulates a systematic approach in learning English, and in providing full access to a challenging academic curriculum. This plan is a guide for all staff to ensure that we provide consistent and coherent services to each and every English Learner in our District, each and every day. In addition, this plan allows us to hold ourselves accountable for closing the language gap, capitalizing on best practices, and working in partnership with families.

The Master Plan for English Learner Success is based on State and Federal laws, District Board policies, research, and input from stakeholders. The plan is underscored by these goals propelling our work to ensure the very best pedagogy, practice, and procedures are implemented in our schools.

The District's Goals for English Learners (ELs)

1. Provide structure and support to ensure ELs have access to the curriculum
2. Provide a consistent, progressive plan for ELs to achieve reclassification
3. Ensure competency in ELA and ELD Standards
4. Provide additional language support through the assistance of paraprofessionals and support materials
5. Provide administrators, teachers and paraprofessionals opportunities to attend staff development pertaining to ELD instruction and instructional strategies
6. Encourage EL families to become partners in their children's educational experience by facilitating opportunities for parent engagement, ELAC meetings, and reviewing ways to promote attendance at school through two-way communication between school and home.

Support to Schools, Teachers, and Families

At the site level, we have talented paraprofessionals and certificated teachers who provide strategies that strengthen the bonds of collaboration between our schools and families in the education of our students. Each site holds parent English Language Advisory Committee meetings and together, review the progress and path of our English Learners. We also invite parents to participate in the reclassification of their students and continuously seek better ways to deliver instruction.

At the District level, we hold regular ELD coordinator meetings, where we calibrate with site personnel, on completing State and Federal documentation. We review curriculum, and bring in trainers who demonstrate the use of materials and/or encourage attendance at academic conferences, such as the California Association for Bilingual Education (CABE). We also provide professional development and guidance to teachers, review English Language Development (ELD), and Specifically Designed Academic Instruction in English (SDAIE) strategies. In addition, we offer our ELD coordinators' training in educational technology and current transitions in classroom learning strategies. Similarly to the site ELAC meetings, we hold PAC/DELAC meetings - Parent Advisory Committee/District English Learner Advisory Committee meetings and seek parent input on program components.

In fulfilling the precepts of this plan, we are committed to embracing all aspects from identification, to curriculum, to working as a community to strengthen language skills and acclimation of English Learners into our classrooms. Our students have various needs and deserve the best we can offer. Therefore, we present this plan as a plan of action with guiding procedures.

Sincerely,

Soomin Chao, Ed.D.
Curriculum Coordinator
Educational Services

Description of English Learners

English Learners (ELs) are identified as students whose primary or home language is a language other than English. Upon enrollment, students are assessed initially using the California English Language Development Test (CELDT IA) and a primary language survey. Beginning July 1, 2018, students whose primary or home language is a language other than English will be assessed using the Initial English Language Proficiency Assessment for California (Initial ELPAC). Beginning February 1, 2018, the English language development progress of all ELs will be assessed via the Summative English Language Proficiency Assessment for California (Summative ELPAC). Students identified as English Learners *receive instruction in English Language Development (ELD)* and receive academic assistance to enable them to meet Federal, State and District goals through ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies.



Student Identification and Placement

The district has properly identified, assessed, and reported all students who have a primary language other than English.

Home Language Survey - At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign and date a Home Language Survey (HLS) for each of their school-aged children. When a parent or legal guardian enrolls his/her child in our District for the first time, the parent/legal guardian completes the HLS as part of the District's enrollment process. The HLS remains on file in each student's cumulative record file in the school office as well as in the student informational system for easy retrieval. This information will assist schools in providing appropriate instruction for all students.

California English Language Development Test (CELDT) - All students whose HLS indicates a language other than English on questions 1, 2, or 3 of the HLS, must be assessed in English language skills within thirty calendar days of initial enrollment. The state-approved assessment instrument, CELDT IA for the 2017-2018 school year and Initial ELPAC thereafter, is currently administered TK-12 to determine English language proficiency skills. Each identified English Learner is assessed annually for English proficiency and progress with the Summative ELPAC.

Based on this assessment, students are classified as either Initially Fluent English Proficient (IFEP) or English Learner (EL).

Primary Language Proficiency Survey – Through a primary language survey, parents/guardians of English Learners respond to questions about proficiency in the student's primary language within ninety calendar days of initial enrollment.

Primary Language Assessment - A fluent speaker of the student's primary language, who is trained in test administration and evaluation, conducts a primary language assessment as needed and if available in that student's primary language. With categorical flexibility, the primary language assessment is no longer required, yet our district exercises the right to test a student when there is a discrepancy between the Primary Language Survey and the student's ability.

Parent Notification of Initial Program Placement - Parents receive written notification of the preliminary results of their child's initial English language assessment. Testing results are provided to parents in an annual parent notification program description letter. The purpose of the notification letter is to notify the parent of English proficiency, program options, student recommended placement, and the waiver process for an alternative program. In addition, a copy of the letter and initial testing results are provided to the child's teacher(s). A copy of assessment results is placed in the student's EL Profile folder.

Parent Notification of On-Going Program Placement - At frequent intervals throughout the year, the site EL personnel reviews data regarding the student's academic performance to make recommendations for program placement for the coming school year. Parents or guardians are provided with program placement recommendations, written descriptions of program options,

and information about the waiver process. If the parent/guardian has any questions regarding program placement or the waiver process the principal will meet with the parent/guardian.

Transfers from Other California Schools - Students transferring into the District from another district within the state often have records of a Home Language Survey, scores on the mandated assessments including CELDT or ELPAC, and an initial language status (EO, IFEP, EL). These students do not need to go through the initial identification process because they are in the system already. Staff evaluates the student's records and an appropriate placement is made. If records are missing, staff contacts the former district to obtain records. Once records are obtained from the previous school/district, the appropriate information is entered into the District's record keeping system, Aeries. If these records cannot be acquired at the time of enrollment, English and primary language assessments proceed and the identification/notification/placement process is implemented. The district of origin is encouraged to expedite the process of sharing information through faxing/emailing records.

Transfers from Out of State or from Other Countries - District procedures are followed in administering language assessments, classification, and placement as described above for any new student from a different country. The student's District enrollment date is entered into the student's records and the student's database system as the date the student first enrolled in a California school and when appropriate, the date the student first enrolled in a US school. The student will be placed in the grade level that is aligned with the District "Rule of Three Chart".

Professional Development for Staff and Administrators on Initial Identification, Placement, and Parental Rights - The District EL coordinator provides updates, EL procedures, and information on legal requirements relating to the implementation of the Master Plan, including: initial identification, placement options and procedures, parental rights and the waiver process. Training is conducted at the New Teacher Induction Workshops (BTSA), staff meetings and/or on staff development days and includes working with parents, making them feel welcomed, and how to take an active role in the process of educating their child.

Parental Exception Waivers

All pupils are placed in English language classrooms unless a parental exception waiver has been granted for an alternative program.

Parent Notification of Student Placement and Parental Exception Waivers – Parents are notified annually of their student’s recommended placement, placement options, and parental exception waivers.

Parents can request a waiver from the school principal:

- Within seven working days, the principal will provide a written justification to the parent/guardian describing the reason for approval or denial of the waiver request.
- When twenty or more students of a given grade level, at the same school, have approved waivers, District and site administrators will examine the requests to determine that an alternative program offered at the school would be better suited for the overall educational development of the pupil/s.
- Waivers are acted on within seven instructional days of submission to the school principal.

Waiver Denial Appeal Process - If denied, the parent/guardian may appeal the principal’s decision in writing to the Assistant Superintendent of Educational Services or District EL coordinator. If the Assistant Superintendent denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial within seven working days. A parent/guardian may appeal the District’s decision in writing to the Governing Board. The Governing Board may consider the matter at its next regularly scheduled Board meeting. The Governing Board may not decide to hear the appeal, in which case, the District’s decision is final. If the Governing Board chooses to hear the appeal, the Assistant Superintendent shall send the Governing Board’s decision to the parent/guardian within seven working days.

English Language Learner Program Description

The district is providing services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum. The district provides additional and appropriate educational services to English Learners in kindergarten through grade twelve in any and all classroom situations. These services are for the purposes of enabling English Learners to overcome language barriers until they have demonstrated English-language proficiency comparable to that of the district's average native English speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

The support programs for English Learners in Temple City Unified School District are designed to help students acquire fluency in English, academic language, and to provide equal access to the academic core curriculum, while maintaining a positive self-concept. It is a requirement upon hiring that all teachers hold a CLAD or EL authorization to ensure that highly qualified teachers teach students. English Language Development (ELD) support instruction is part of the curriculum for English Learners at the elementary level and is delivered by both the classroom teacher (who holds a CLAD or similar authorization) and an EL paraprofessional in a small group setting. Secondary ELD classes are taught by certificated teachers who hold a CLAD or similar authorization, (such as AB 2913) in which they were trained in the principles of language development and methodologies for teaching English Learners. Student learning is supported through district-adopted texts and supplemental materials, and through paraprofessional assistance.

ELD instruction is aligned to the California English Language Arts and English Language Development standards and is based on the student's level of English proficiency. ELD classes provide the foundation for literacy development (reading and writing) and align to the English Language Arts (ELA) Content standards.

ELD instruction is provided to all English Learners until reclassified to fluent English proficient (RFEP). Some students need additional assistance and receive more intensive instruction or an ELD block as determined by multiple measures. The chart on page 14 depicts ELD program components at the elementary, intermediate, and high school levels.

English Language Learner Program Description

- Option 1 - Structured English Sheltered Classes:** Provides sequential ELD instruction to students and access to the core curriculum, by providing language support through ELD and SDAIE strategies. Typically the students' English levels are at the beginning to low intermediate level in which instructional modifications to text, teacher language, and other strategies designed to make instruction comprehensible to a non-English proficient student are employed. District-adopted language materials are used for the instruction in the core subjects. Supplemental materials complement ELD instruction such as:

Elementary Schools: La Rosa Cloverly Emperor Longden	<ul style="list-style-type: none"> National Geographic/Hampton Brown - "Avenues" Vocabulary Builders, Picture Perfect Dictionary, Picture It! Graphic Organizers, and ELD Leveled Libraries "Inside Phonics" and "English At Your Command" Pearson Longman - "Fast Track Phonics" Ballard & Tighe - "Carousel of Ideas" Cambium - Journey and/or Voyager Programs
Oak Intermediate School	<ul style="list-style-type: none"> National Geographic – "Inside the U.S.A." Pearson - "iLit ELL"
Temple City High School Dr. Doug Sears Learning Center	<ul style="list-style-type: none"> Hampton Brown – "Edge" Pearson - "iLit ELL"

- Option 2 - English Language Mainstream (ELM):** Students may be placed in the English Language Mainstream class once they have reached Intermediate (on a case by case basis) fluency or higher on the CELDT / ELPAC. Students continue to receive ELD and additional instruction through the application of SDAIE strategies in order to meet the requirements for reclassification as Reclassified-Fluent English Proficient (R-FEP). District-adopted language materials are used for the instruction in the core subjects. The adopted materials are state approved, standards-based, and include a strong English Learner support component.

	<u>Structured English Immersion</u>	<u>English Language Mainstream</u>	<u>Alternative Program</u>
Description	Provides sequential ELD instruction to students and access to the core curriculum, through language support and SDAIE strategies.	Students may be placed in the English Language Mainstream class when they have reached Intermediate fluency or higher on the CELDT. Students continue to receive ELD and additional instruction using SDAIE strategies in order to meet the requirements to be reclassified as Fluent English Proficient (R-FEP)	Students may be placed in a primary language classroom with a parental waiver and site approval. Classes are formed based on the needs of 20 or more students at a given grade level at the same school.
Goals	<ol style="list-style-type: none"> 1. Fluency in English 2. Academic Language 3. Access to Curriculum Content 4. Maintain positive self-concept 5. Reclassification 	<ol style="list-style-type: none"> 1. Fluency in English 2. Academic Language 3. Access to Curriculum Content 4. Maintain positive self-concept 5. Reclassification 	<ol style="list-style-type: none"> 1. Build foundational skills in the students' primary language 2. Academic language 3. Access to curriculum content 4. Maintain Positive Self-Concept 5. Reclassification
Students Served	ELD Levels - Emerging and Expanding	ELD Levels - Expanding and Bridging	All CELDT Levels ELD students over ten years old who meet grade level proficiencies
Program Duration	One to two years	Until Reclassification	Parental Choice
ELD Instruction	Explicit and systematic ELD instruction K-6: 30-60 minutes (minimum) 7-8: 1 period block for ELA (minimum) 9-12: 2 periods/block	Explicit and Systematic ELD Instruction K-6: 30-60 minutes (minimum) 7-8: 1 period block (minimum) 9-12: 1 period daily	Explicit and Systematic ELD Instruction K-6: 30-60 minutes (minimum) 7-8: 1 period block (minimum) 9-12: 1 period daily
Core Content	Differentiated instruction in all subject areas of the curriculum using teaching, learning and assessment strategies appropriately to students at Emerging and Expanding Levels of ELD	Differentiated instruction in all subject areas of the curriculum using teaching, learning and assessment strategies appropriately to students at Expanding and Bridging Levels of ELD	Differentiated instruction in all subject areas of the curriculum in primary language
Instructional Assistant	As appropriate	As appropriate	As appropriate

English Language Learner Program Description Instructional Program Matrix

Reclassification

Each English Learner (EL student) who meets the established reclassification criteria is reclassified as Redesignated Fluent English Proficient (R-FEP). Each former English Learner who has been reclassified as Fluent English Proficient has demonstrated English-language and academic proficiency comparable to that of the average native English speaker and has the ability to participate successfully in the school's regular instructional program.

English Learners will be reclassified as Fluent English Proficient when they demonstrate the ability to participate effectively in curriculum designed for students of the same age whose native language is English. At several intervals during the school year, the student may be considered for reclassification.

Reclassification Criteria

Criteria will be assessed using multiple measures of assessment that include CELDT or ELPAC, standardized assessment (SBAC or CMA), teacher input (academic progress and SOLOM), and parent input:

- Score Early Advanced or Advanced English Proficient overall score on all domains of the CELDT or ELPAC, and no single subscore below the Intermediate level
- Score within the Level 3 or Level 4 range on the Smarter Balanced Assessment Consortium (SBAC) English Language Arts section or an iReady diagnostic score that meets or exceeds the mean score for non-English Learner peers
- Pass the STUDENT ORAL LANGUAGE OBSERVATIONAL MATRIX (SOLOM) as assessed by the classroom teacher(s)
- Attain a grade of "meets" or higher in English Language Arts and math in TK – Grade 6 at the elementary level; and attain a grade of "C" or higher in English Language Arts at the secondary level (grades 7 – 12)
- Consultation with and recommendation from Site Administrators, Classroom Teacher and EL Coordinator
- Consultation with parent (parent meeting)

Reclassification Process

Throughout the Year: Monitoring and Referral:

1. Site ELD Coordinator identifies students who are eligible for reclassification based on the multiple measures outlined in the Reclassification criteria.
2. Site ELD Coordinator completes the *Reclassification Evaluation Format*.
3. Teachers complete the *Reclassification Evaluation Checklist* and return the forms to the site's ELD Coordinator.
4. The site's ELD Coordinator and site administrator review and recommend reclassification of students.
5. Parents of students who are eligible for R-FEP designation are invited to meet/communicate/discuss concerns prior to reclassification.
6. Copies of the *Reclassification Evaluation Checklists* are filed in the student EL folder.
7. Site ELD personnel updates the district student informational data system (Aeries) by changing the student status to R-FEP designation. This is completed prior to the CALPADS data collection and submission due in the spring (March).
8. Reclassification continues from April to June and follows the same process as above.

Two-Year Monitoring Process

Follow up monitoring and interventions are provided three times for all students reclassified as Redesignated Fluent English Proficient (R-FEP) for two years in order to ensure that they are able to maintain proficient performance in class and on district and state assessments.

Throughout the Year:

1. Teacher Reclassification Follow-up Forms are completed.
2. ELD Coordinator meets with teachers and administration, analyzes student data, and interventions are prescribed as needed
3. ELD Coordinator, along with administrative and teacher input, analyzes data including, but not limited to:
 - Grades/report cards
 - Current standardized testing data (SBAC or CMA)
 - Parent input
 - Teacher input
 - Writing samples
 - District standards-based assessment data
 - Student attitude/outside influences
4. Ultimately, site administrator places student in the appropriate setting or intervention support program (Reading Intervention, Voyager/V-Math Intervention, ELD support, RSP, SAI), or student remains in mainstreamed classroom. The Community Liaison documents levels of student support systems and helps track progress. The ELD Coordinator is in communication with site administration, office staff, and the classroom teacher regarding student progress.
5. ELD Coordinator, Community Liaison, and administrator analyze student data based on interventions, and may recommend additional intervention.

Staffing and Professional Development

To ensure that students have access to qualified teachers, administrators and other staff members, and that all educators have access to high quality professional growth opportunities, the school district provides in-service training that qualifies existing and future personnel to provide appropriate instructional services to EL students.

Staffing

English Learners are placed with qualified teachers who hold Commission on Teacher Credentialing (CTC) authorization to teach English Learners. Holding the proper EL Authorization is a condition of employment in Temple City Unified School District. The District prides itself in having 100 percent of its teaching staff CLAD/EL authorized. The District works closely with the Los Angeles County Office of Education, local universities, attending job fairs and career days in seeking and hiring the best candidates to serve our English Learners. Paraprofessionals work with certificated teachers to provide an intervention model of language support.

Professional Development for administrators, teachers and paraprofessionals:

- Designed to improve the instruction and assessment of English Learners
- Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners
- Research-based and effective to strengthen teacher's subject matter knowledge and instructional strategies for the purpose of increasing English Learners' language proficiency and academic achievement

The Educational Services Department works jointly with site principals in providing teachers and staff with a working knowledge of English Learner State and Federal mandates and policies. Staff development opportunities occur throughout the year for a variety of audiences: New Teacher Academy, New Teacher Induction workshops, staff meetings, and Staff Development Days. Staff is encouraged to attend the CAFE conference as well as other local ELD workshops. In addition, the District meets regularly with ELD coordinators to calibrate CELDT and ELPAC scoring, training, policies, mandates, and curricular intervention approaches that promote language acquisition.

Monitoring

The site principal and the EL District Coordinator monitor professional development related to English Learner support by conducting observations, coaching teachers and staff in the context of teaching and using ELD and SDAIE strategies, and demonstrating techniques at meetings. Dialogue occurs after each Learning Walk by debriefing on what the student was doing in the classroom and measuring that against the student's language acquisition levels and progress on the ELPAC, SBAC, and local assessments.

Parent and Community Involvement

In order to ensure that parents and members of the community including business, industry and labor have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships. District and school sites have functioning English Learner Advisory Committees (DELAC, PAC) meeting all legal requirements, as required.

Parent Outreach

Each site within the Temple City Unified School District sends notifications of regular meetings held to involve and respond to parent needs. The following opportunities are available for parental involvement:

- English Language Advisory Committee (ELAC), School Site Councils (SSC), Parent Teacher Association (PTA), School Site Council (SSC)
- District English Language Advisory Committee (DELAC), Parent Advisory Committee (PAC),
- Parents of English Learner students are encouraged to serve on site and district committees, translators are available to enable parent participation

When 15% or more of the student population at a school site speak a primary language other than English, notices, reports, statements and records are sent to parents in their primary language as well as in English.

Schools with 21 or more English Learners (ELs) are required to establish a functioning English Language Advisory Committee (ELAC) in order for parents to provide advice and/or guidance regarding programs and services for ELs. Members of the committee shall be elected by parents/guardians of English Learners. Members are elected on an annual basis, the number of members shall constitute the same percentage as ELs represented in the student body.

ELAC duties include advising the principal and staff on the following:

- The development of the school's Single Plan for Student Achievement
- Programs for English Learners
- Development of the school's needs assessment
- Review of the school's Limited English Proficient (LEP) data as reported in CALPADS (Language Census Report)
- Strategies to assist parents realize the importance of regular school attendance

Each year ELAC members receive training in administration of their legal duties. Members also elect one or two parents of EL students to represent them at the District English Language Advisory Committee (DELAC).

The DELAC committee annually receives training and advises the district's Governing Board on the following:

- Master Plan for English Learner Success
- Needs of English Learners on a school-by-school basis

- Program, goals, and objectives for programs and services for English Learners
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
- Administration procedures of annual language census (CALPADS data)
- District's Reclassification procedures
- Written notifications sent to parents and guardians. Notifications are sent in primary languages for significant language populations

Funding

Financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success.

The District is committed to allocating sufficient funds to fully implement the English Learner Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations, and District policies. Expenditures are audited annually by external auditors and through Federal Program Compliance monitoring. The Assistant Superintendent of Educational Services monitors and approves expenditures along with the Business Office.

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 funds. Core instructional materials are purchased with general fund dollars.

Each school site receives funds in amounts that correspond to the total amounts described in the Consolidated Application and in the Single Plan for Student Achievement, which needs to be approved by the site's School Site Council. Amounts are generated on a per pupil basis. The principal coordinates development of the school plan and prioritization of needs based on data. Goals are set by the School Site Council along with action steps to achieve, implement, and monitor the site categorical budget.

The site's ELAC members may advise and give input on the school level plan or relinquish their voting rights to the School Site Council.

The Superintendent's Cabinet identifies and prioritizes District needs based on goals and objectives derived from a needs assessment and data analysis. Progress on SBAC and CELDT/ELPAC assessments, and other data points help the district determine program components for our English Learners. PAC/DELAC members give input on the District level plans and approve the Consolidated Application.

This is a collective effort, from the site to the District level, coupled with parent input that reasonable and appropriate expenditures are allocated, implemented, and monitored to address our English Learner needs.

Federal Funds

Title I Part A: Basic Grant

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title III: Program for LEP Students

A federal program providing supplementary programs and services to assist Limited English Proficient (LEP) and immigrant students in achieving grade level, and graduation standards, as well as assisting LEP students in acquiring English.

Local Control Accountability Funding Formula (LCFF)

Funding sources support:

- Supplemental instructional materials, educational software, equipment
- Specialized and targeted interventions,
- Support for language assessments
- District Community Liaison
- ELD Site Coordinators/Paraprofessionals
- District-level EL Coordinator
- Staff development
- ELAC/DELAC meetings and Parent Orientations
- Parent education, training, involvement, speakers
- Certificated salary/benefits for ELD Elective Response to Intervention Block, RAMS (high school)

Program Evaluation & Monitoring

The district has established a process and criteria to determine the effectiveness of the program(s) provided to English Learners.

Temple City Unified School District evaluates program effectiveness to ensure that each EL achieves full proficiency in English and academic achievement at grade level. Quarterly ELD Coordinator meetings are held to calibrate services, levels of support, and policy and procedures.

The Assistant Superintendent of Educational Services/District ELD Coordinator reviews and ensures:

- student progress toward meeting academic goals by analyzing state district and school data along multiple measures
- program feedback solicited from staff and site personnel
- ELPAC testing

Results are shared with stakeholders (ELD coordinator meetings, principal meetings), including parent groups (PAC/DELAC).

Annual Performance Expectations for English Learners

Timeline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELD CELDT Level	1 Beginning	2 Early Intermediate	3 Intermediate	4 Early Advanced	5 Advanced	Reclassification
District Assessments • Reading • Math	Demonstrate one grade level growth annually	Continue to demonstrate one grade level growth annually	Continue to demonstrate one grade level growth annually	Continue to demonstrate one grade level growth annually	Continue to demonstrate one grade level growth annually	Reclassification
SBAC • ELA • Math	1 Level 1	2 Level 2	3 Level 2 to Level 3	3-4 Level 3	3-4 Level 3 to Level 4	4-5 Level 3 to Level 4
Parent Consultation	Annual Notification	Annual Notification	Annual Notification	Annual Notification	Annual Notification	Parent consultation of Reclassification
Teacher Evaluation	Ongoing Classroom Assessments	Ongoing Classroom Assessments	Ongoing Classroom Assessments	Ongoing Classroom Assessments	Ongoing Classroom Assessments	Ongoing Classroom Assessments

Catch-Up Plan

Student progress toward these annual expectations is monitored through the Response to Intervention (RTI) program, Literacy Intervention program, and ELD support program. ELD summer school is recommended for students who need additional support. Struggling students are enrolled in an English Learner Development block and/or receive intensive intervention three to four times per week.

Program Evaluation & Monitoring Procedures

Area	Action	Responsible Person	Date	Evaluation
Student Identification and Placement	Home Language Survey (HLS) completed and filed in student cumulative folder	Secretaries or ELD Coordinator	Date of Enrollment	<i>Home Language Survey</i>
	Measure English proficiency levels of all English Learners	ELD Coordinator	July - October	Summative ELPAC scores
	Measure or obtain English proficiency levels for all English Learners enrolling after September	ELD Coordinator	October - June	Summative ELPAC scores (previous year) or Initial ELPAC scores
	Measure primary language skills of “Initial” English Learners	ELD Coordinator	July - June (ongoing)	Primary Language Survey, or Primary Language Test as needed, as available
	Parents are notified of initial program placement and placement options	ELD Coordinator	Within 30 days of enrollment	<i>Initial Assessment Results and Program Placement Letters</i>
	Monitoring of on-going placement and notify parents	ELD Coordinator, site administration, teacher	July - June (ongoing)	<i>Adjustments made in-house</i>
Parental Exemption Waivers	Parents are notified of program options and at first meeting, waiver option	ELD Coordinators, site administration	During first month of enrollment	<i>Initial Assessment Results and Program Placement Form</i>
	Make decisions to deny or approve waivers	Principals	Within 7 days of receiving a waiver	<i>Waiver Form</i>

Area	Action	Responsible Person	Date	Evaluation
	Waiver appeals are referred to Educational Services	Principals and Assistant Superintendent/EL District Coordinator	Within 7 days of receiving a waiver	Appeal Letters
Program Description	Discussions on SEI and ELM class configurations for each school site	Educational Services, site administration, teachers	Spring and Summer	Meeting minutes and/or developed structures for program delivery
	Formulation of SEI and ELM classes	Principals and Staff	Spring and Summer	Meeting minutes and/or developed structures for program delivery
	Formulation of Alternative Classes	Educational Services, site administration	As needed	Alternative Class
	Implement instructional program for English Learners described on pages 12-14 of English Learner Master Plan for student success	Educational Services, site administration, teachers	September through June	CALPADS, SBAC, CELDT
Reclassification	Students are reviewed for reclassification from English Learner to R-FEP	ELD Coordinator, site administration	Throughout year	<i>Student EL Profile folder</i>
	Students meeting eligibility requirements are considered for reclassification	Site administration, ELD Coordinator	Throughout year	<i>Student Reclassification Evaluation Form</i>
	Students recommended for reclassification are monitored for a period of two years. Monitoring ensures correct classification, placement and additional academic support if needed.	ELD Coordinators, Site Administration	Throughout year	R-FEP Follow-up Forms

Area	Action	Responsible Person	Date	Evaluation
Staffing and Professional Development	Organize and implement staff development in ELD and sheltered instructional strategies for teachers and paraprofessionals of English Learners	Educational Services and site administration	Staff meetings, Staff Development Days, Learning Walks	Sign-In sheets, feedback forms
	Ensure that English Learners are placed with qualified teachers	, Principals and Human Resources	Upon Hiring	Teacher credential, CELDT scores
Parent and Community Involvement	On-going parent notification of District and site meetings	Educational Services, site administration	September-June	Notifications
	DAC/DELAC and ELAC committee meetings	Ed. Services And Site Administration	Sept. – Oct. Nov. – Jan. Jan. – Feb. Mar. - Apr. May – Jun.	Meeting Minutes
	Annual Reporting to the Governing Board by the DAC/DELAC committee	Educational Services and DELAC	June	Governing Board Minutes
Funding	Develop tentative budgets for the following school year	Educational Services and site Administration	March - June	Budget Worksheets
	Revise budgets as funding is allocated	Educational Services and site Administration	As needed	Budget Worksheets
	Supplement school programs for English Learners	Educational Services and Site Administration	Sept. – June	Purchase Orders, Conference Requisitions, and Contracts
Program Evaluation and Monitoring	Query English Learner data to monitor English Learner progress over time	Educational Services, ELD Coordinators	Throughout year	Query and spreadsheet
	Monitor EL Program Achievement Objectives	Educational Services and Site Administration	Annually	Query and spreadsheet

Area	Action	Responsible Person	Date	Evaluation
	Monitor English Learners in Special Programs	Educational Services	October	Database
	Monitor implementation of English Learner Master Plan for Student Success	Educational Services/District EL Coordinator and site ELD Coordinators	Throughout year	Monthly ELD Coordinator meetings
	Report progress toward goals to DAC/DELAC	Educational Services	Throughout year	Meeting Minutes

APPENDICES

GLOSSARY

Acronym	Definition
AB	Assembly Bill
AB 1802	Program that provides academic support to students who have not passed one or both parts of the CAHSEE
ACA	Assembly Concurrent Amendment or Affordable Care Act (also listed as PPACA)
Academic Senate	School leaders comprised of department chairs, librarian, counselor, and administrator who meet monthly
Acceptable Use Permit	School's technology form
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ACT	American College Testing
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
Aeries	Student Information System (SIS)
AFSCME	American Federation of State, County and Municipal Employees
Alternative Program	Program option for English Learners
AMAO	Annual Measurable Academic Objective
AMO	Annual Measurable Objective
AP	Advanced Placement
APE	Adapted Physical Education
API	Academic Performance Index
APR	Accountability Progress Reporting
APS	Academic Program Survey
ARRA	American Recovery and Reinvestment Act
ASAM	Alternative Schools Accountability Model

ASCC	Activity Supervisor Clearance Certificate
ASES	After School Education and Safety Program
AU	Administrative Unit of a SELPA
ASVAB	Armed Services Vocational Aptitude Battery
AV	Assessed Value
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BBA	Bipartisan Budget Act
BCLAD	Bilingual, Cross-Cultural, Language and Academic Development Authorization
BCP	Budget Change Proposal
BIIG	Broadband Infrastructure Improvement Grant
Bilingual Alternative Program	Alternative to mainstream or Structured English Immersion Program
BRL	Base Revenue Limit
BTSA	Beginning Teacher Support and Assessment Program
CAA(CalAlt)	California Alternate Assessment
CAASPP	California Assessment of Student Performance and Progress
CABE	California Association for Bilingual Education
CADS	Consolidated Application Data System
CAHSEE	California High School Exit Exam
CALPADS	California Longitudinal Pupil Achievement Data System
CalPERS	California Public Employees' Retirement System
CalSTRS	California State Teachers' Retirement System
CALTIDES	California Longitudinal Teacher Integrated Data Education System
CalWorks	California Work Opportunity and Responsibility to Kids
CAPA	California Alternate Performance Assessment
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials

CASEMIS	California Special Education Management Information System
CASH	Coalition for Adequate School Housing
Catch-Up Plan	Plan to assist ELs or RFEPs with language or academic deficiencies
CATESOL	California Association of Teachers of English to Speakers of Other Languages
CBA	Collective Bargaining Agreement
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test
CCC	California Community Colleges
CCR	California Code of Regulations (Title 5) or Coordinated Compliance Review
CCSESA	California County Superintendents Educational Services Association
CCSS	Common Core State Standards
CDE	California Department of Education
CELDT	California English Language Development Test
CFR	Code of Federal Regulations
CFT	California Federation of Teachers
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CIF	California Interscholastic Federation
CLAD	Cross-Cultural Language Acquisition Development
CLRN	California Learning Resource Network
CMA	California Modified Assessment
CMIS	Compliance Monitoring, Interventions and Sanctions
CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
COLA	Cost-of-Living Adjustment

ConApp	Consolidated Application
COP	Certificate of Participation
CPS	Child Protective Services
CPI	Consumer Price Index
CPR	California Performance Review
CRLP	California Reading and Literacy Project
CSAM	California School Accounting Manual
CSBA	California School Boards Association
CSEA	California School Employees Association
CSET	California Subject Examination for Teachers
CSFG	Charter School Facility Grant
CSIS	California School Information Services
CSL	Community Service Learning
CSLA	California School Library Association
CSR	Class-Size Reduction or Comprehensive School Reform
CST	California Standards Tests
CSTP	California Standards for the Teaching Profession
CSU	California State University
CTA	California Teachers Association
CTAP	California Technology Assistance Project
CTC	Commission on Teacher Credentialing
CTE	Career Technical Education
CTEL	California Teacher of English Learners Examination
CTO	Compensatory Time Off
DAC	District Advisory Committee
DAIT	District Assistance and Intervention Team
DELAC	District English Learner Advisory Committee
DGS	Department of General Services
DIS	Designated Instruction and Services
DMP	Deferred Maintenance Program
DOF	Department of Finance

DSA	Division of the State Architect
DSS	Department of Social Services
Dual Language Immersion Program	Instruction in both English and primary language
EAAP	Education Audit Appeals Panel
EADMS	Educators Assessment Data Management System
EAP	Early Assessment Program
EC	Education Code
ED	Emotionally Disturbed
ED	U. S. Department of Education
EDGAR	Education Department General Administrative Regulations
Edline	Parent/student online informational portal
EIA/LEP	Economic Impact Aid/Limited English Proficient
EL	English Learner
EL Folder	Contains information regarding language and academic progress
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELAP	English Language Acquisition Program
ELD	English Language Development
ELL	English Language Learner
ELPAC	English Language Proficiency Assessment for California
EO	English Only Student
EPA	Education Protection Account
ERAF	Education Revenue Augmentation Fund
ERP	Economic Recovery Payment or Emergency Repair Program
ERT	Economic Recovery Target
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ESY	Extended School Year
ETS	Educational Testing Service

FAPE	Free and Appropriate Public Education
FAQ	Frequently Asked Questions
FCMAT	Fiscal Crisis & Management Assistance Team
FEP	Fluent English Proficient
FERPA	Family Educational Rights and Privacy Act
FOL	Focus on Learning Groups
FPM	Federal Program Monitoring
FRPM	Free & Reduced-Price Meals
FTE	Full-Time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GATE	Gifted and Talented Education
GDP	Gross Domestic Product
GO	General Obligation (Bond)
GPA	Grade Point Average
HLS	Home Language Survey
HOUSSE	High Objective Uniform State Standard of Evaluation
HQT	Highly-Qualified Teacher
HRA	Health Reimbursement Arrangement
HSA	Health Savings Account
IASA	Improving America's Schools Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFEP	Initially Fluent English Proficient
IFSP	Individualized Family Service Plan
IHSS	In-Home Support Services
II/USP	Immediate Intervention/Underperforming Schools Program
IMFRP	Instructional Materials Funding Realignment Program
IS	Independent Study
ISP	Individual Service Plan
ITP	Individualized Transition Program
JLBC	Joint Legislative Budget Committee

JPA	Joint Powers Agreement or Joint Powers Authority
L1	Student's primary or home language
L2	Student's second language
LAC	Legal, Audits, and Compliance Branch
LAIF	Local Agency Investment Fund
LAO	Legislative Analyst's Office
LAS	Language Assessment Scales
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LCI	Licensed Children's Institution
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
MAA	Medi-Cal Administrative Activities
Mainstream English Program	Goal for EL to develop academic proficiency in English
MEP	Migrant Education Program
MGM	Mentally Gifted Minors
MH	Multi-Handicapped
MOU	Memorandum of Understanding
MYP	Multi-Year Projection
NAEP	National Assessment of Educational Progress
NBCT	National Board Certified Teacher
NCES	National Center for Education Statistics
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association
Newcomer	Recent immigrant student
NGSS	Next Generation Science Standards
NPR	National Percentile Rank
NPS/NPA	Non-Public Schools/Non-Public Agencies
NSBA	National School Boards Association
NSS	Necessary Small School or Necessary Small SELPA
OAL	Office of Administrative Law

OCR	Office for Civil Rights
OHI	Other Health Impaired
OI	Orthopedically Impaired
OMB	Office of Management and Budget
OPEB	Other Postemployment Benefits
OPSC	Office of Public School Construction
OSHA	Occupational Safety and Health Administration
OT	Occupational Therapy
Overwhelmingly in English	Implies some instruction be provided in student's primary language
P-1	First Principal (Apportionment)
P-2	Second Principal (Apportionment)
PAR	Peer Assistance and Review Program for Teachers
Parental Exception Waiver	Request that child be transferred to classes taught in English through bilingual techniques
PCA	Project Cost Account
PEPRA	Public Employees' Pension Reform Act
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PFT	Physical Fitness Testing
PI	Program Improvement
PKS	Particular Kinds of Services
PL	Public Law (Federal Law)
PL 81-874	Public Law 81-874 (Federal Impact Aid)
PMIA	Pooled Money Investment Account
PMIB	Pooled Money Investment Board
PMP	Pregnant Minors Program
PPACA	Patient Protection and Affordable Care Act
PPR	Pupil Promotion and Retention
Primary Language Support	Use of student's primary language by teacher when English is primary instruction method

PSAA	Public Schools Accountability Act
PT	Physical Therapy
PTA	Parent Teachers Association
QEIA	Quality Education Investment Act of 2006
QSCB	Qualified School Construction Bonds
QZAB	Qualified Zone Academy Bond
R-30	Annual Language Census Report
RDA	Recommended Daily Allowance or Redevelopment Agency
Reclassification	Reclassification of student from EL to RFEP when all District criteria has been met
REU	Reserve for Economic Uncertainties
RFA	Request for Application
RFEP	Reclassified Fluent English Proficient
RLA	Reading/Language Arts
ROC/P	Regional Occupational Center/Program
RRMA	Routine Restricted Maintenance Account
RSDSS	Regional System of District and School Support
RSP	Resource Specialist Program
RTI	Response to Intervention
RTTT	Race to the Top
S4	Statewide System of School Support
SAB	State Allocation Board
SABE	Spanish Assessment of Basic Education
SACS	Standardized Account Code Structure
SAIT	School Assistance and Intervention Team
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SAT-9	Stanford Achievement Test, Ninth Edition, Form T
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium
SBE	State Board of Education

SCA	Senate Constitutional Amendment
SCE	State Compensatory Education
SCO	State Controller's Office
SCR	Senate Constitutional Resolution
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Education Agency
Second Language (L2)	Second language a student learns
Section 504	Civil Rights Law Pertaining to Special Education
SED	Socioeconomically Disadvantaged
SEI	Structured English Immersion
SEIU	Service Employees International Union
SELPA	Special Education Local Plan Area
SERAF	Supplemental Educational Revenue Augmentation Fund
SES	Supplemental Educational Services
SFID	School Facility Improvement District
SFP	School Facility Program
SFSD	School Fiscal Services Division of CDE
SFSF	State Fiscal Stabilization Fund
SIG	School Improvement Grant
SIP	School Improvement Program
SIS	Student Information System
SLD	Specific Learning Disability
SLIBG	School and Library Improvement Block Grant
SLP	Speech/Language Pathologist
SMAA	School-Based Medi-Cal Administrative Activities
SPSA	Single Plan for Student Achievement
SSC	School Site Council or Service Specific Class
SSI/SSP	Supplement Security Income/State Supplementary Payment

SSPI	State Superintendent of Public Instruction
SST	Student Study Team
STAR	Standardized Testing and Reporting
STEM/STEAM	Science, Technology, Engineering, and Mathematics Science, Technology, Engineering, Arts, and Mathematics
STS	Standards Test in Spanish
SWP	Schoolwide Program
TA	Test Administrator
TANF	Temporary Assistance for Needy Families
TAS	Targeted Assistance School
TBI	Traumatic Brain Injury
TIIG	Targeted Instructional Improvement Grant
Title 1 (NCLB)	Provides funds to improve instruction in high poverty schools
Title III (NCLB)	Improves education of EL and immigrant students, assisting them in learning English
TK	Transitional Kindergarten
TRANS	Tax and Revenue Anticipation Notes
TUPE	Tobacco Use Prevention Education
TWBI	Two-Way Bilingual Immersion
UC	University of California
UC/CSU	University of California/California State University
UCP	Uniform Complaint Procedures
USD	Unified School District
USDA	U. S. Department of Agriculture
VAPA	Visual and Performing Arts
VI	Visually Impaired
WASC	Western Association of Schools and Colleges
WEE	Work Experience Education
WestEd	Educational Organization
WIC	Women, Infants, and Children

Temple City Unified School District
English Learner
Primary Language Survey

California law requires Limited English Proficient students be assessed in their **first- home** language spoken. An informal assessment is to be used when no formal assessment instrument or test is available. Information from this informal assessment should be used for placement purposes.

School: _____

Date: _____

Interviewer: _____

Information provided by: Student ☐ Parent ☐ Other ☐ _____

Student Name: _____ ID# _____

Birthdate: _____ First-Home Language: _____ Grade: _____

1. How many years of school has student attended? _____

2. Where was this school(s) located? _____

3. What is the highest grade level that the student completed? _____

4. Which language(s) does student use with friends and/or older brothers and sisters?

5. Can student **read** in the first-home language indicated above? ☐ yes ☐ no

Comments: _____

6. Can student **write** in the first-home language indicated above? ☐ yes ☐ no

Comments: _____

7. Is student being taught in the first-home language indicated above? ☐ yes ☐ no

If “**yes**”, who is teaching? _____

Temple City Unified School District
English Learner
Primary Language Survey

请完整填写下列信息。此非正式评估信息用于课程的安排及定位。

学校: _____ 日期: _____

面试者: _____

信息提供者: 学生 ☐ 父母 ☐ 其他 ☐ _____

学生姓名: _____ ID# _____

出生日期: _____ 家庭第一语言: _____ 年级: _____

1. 学生在学校就读了多少年? _____

2. 学校的位置在哪里? _____

3. 学生完成的最高年级是几年级? _____

4. 学生和朋友或哥哥姐姐之间交谈用什么语言?

5. 学生是否能够用上面所提到的第一家庭语言阅读? 是 ☐ 否 ☐

评述: _____

6. 学生是否能够用上面所提到的第一家庭语言写作? 是 ☐ 否 ☐

评述: _____

7. 学生是否接受过用第一家庭语言进行的教育? 是 ☐ 否 ☐

如果“是”，老师是谁? _____

Distrito Escolar Unificado de Temple City
Aprendizaje del Lenguaje Inglés
Questionario del Primer Idioma

English Learner
Primary Language Survey

La ley de California requiere que todos los estudiantes con Capacidad Limitada en Inglés, sean evaluados en su lenguaje natal. Se usará una evaluación informal cuando el instrumento de la evaluación formal no esté disponible. La información de esta evaluación informal se usará con el propósito del nivel de colocación.

Escuela: _____ Fecha: _____

Entrevistador: _____

La información fue proporcionada por: ☐ El Estudiante ☐ El Padre/Madre ☐ Otro: _____

Nombre del Estudiante: _____

Fecha de Nacimiento: _____ Lenguaje Natal: _____ Grado: _____

1. ¿Cuántos años ha acudido el estudiante a la escuela? _____

2. ¿Cuál es la ubicación/lugar de esta(s) escuela(s)? _____

3. ¿Cuál es el último grado que completó el estudiante en esta(s) escuela(s)? _____

4. ¿Cuales son el/los lenguaje/s que el estudiante usa al hablar con sus amigos y/o hermanos y hermanas mayores? _____

5. ¿Puede el estudiante leer en el lenguaje natal arriba indicado? Sí ☐ No ☐

6. Comentario: _____

7. ¿Puede el estudiante escribir en el lenguaje natal arriba indicado? Sí ☐ No ☐

8. Comentario: _____

9. ¿Se le está enseñando al estudiante en el lenguaje natal arriba indicado? Sí ☐ No ☐

10. Si se marcó 'sí' quien le está enseñando? _____

Temple City Unified School District

Parent Notification of Program Placement

(page 1 of 2)

Student Name: _____ Grade: _____ School: _____ Date: _____

Dear Parent/Guardian:

Upon enrollment, a language other than English was indicated on your child's Home Language Survey (HLS). In accordance with California law, Temple City Unified School District is required to assess your child with the CELDT (California English Language Development Test) to determine the level of English Language proficiency. This letter is intended to notify you of the assessment, your child's program placement, our recommendations, and the program options that are available to your child according to state law and Title III.

CELDT Results:

Students are tested for fluency in the following areas:

- Listening, Speaking, Reading and Writing

Students score on the following scale:

Beginning; Early Intermediate; Intermediate; Early Advanced; Advanced

Your child's 2017-18 CELDT results are:

Test Component	Proficiency Level
LISTENING	
SPEAKING	
READING	
WRITING	
OVERALL	

Based on the results of the CELDT and your child's grade level, your child has been identified as:

- | | |
|---|--|
| • English Learner (EL) with less than reasonable fluency in English: | Your child will participate in the ELD (English Language Development) program. |
| • English Learner (EL) with reasonable fluency in English: | Your child will participate in English mainstream classes. |
| • Fluent English proficient (FEP): | Your child will participate in the district's general education program. |

The official 2017-18 CELDT report will be sent to you prior to January 2018. At that time, your child's placement will be re-assessed.

Temple City Unified School District

Parent Notification of Program Placement

(page 2 of 2)

Program Goals and Descriptions for English Learners:

All programs are designed to meet the educational needs of English Learners by including ELD (English Language Development). Some programs may include SDAIE (Specially Designed Academic Instruction in English) strategies. The goal of all programs is for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation. All programs will use district-adopted materials for reading, language arts and mathematics.

Students who are limited English Proficient (LEP) are educated in the Sheltered English Immersion program. The instruction is primarily in English. However, clarification, explanation and support, as needed, may be in the student's primary language, if available. English Learners, who are also identified as learning disabled students, will be assigned according to their IEP (Individualized Education Program).

As your child learns English, he/she will be transferred from a Structured English Immersion program to an English Language mainstream classroom. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as FEP (fluent-English proficient). The expected time in the EL program will range from five to seven years at the elementary level and four years at the secondary level.

You may request a waiver from the ELD program by visiting the school to obtain the waiver, if your child meets the following criteria:

- a. Your child knows English and academically performs at least at the 5th grade level;
- b. Is 10 years of age or older;
- c. Is under 10 years of age and was placed in an English language classroom for 30-calendar days and has special needs.

If you would like more information on the program or need further assistance, please contact your child's school principal. We look forward to working with you and your child.

Sincerely,

Soomin Chao, Ed.D.
Curriculum Coordinator, Educational Services

Temple City Unified School District

Parent Notification of Program Placement

(page 1 of 2)

學生姓名: _____

日期: _____

敬愛的家長/監護人:

當報名時, 在您填寫孩子的家庭問卷調查表(HLS)時, 有請您標示英文以外的語言. 依加州法律, 天普學區必須以 CELDT (加州英語發展考試)檢測您孩子的英語流利程度. 此封信是要通知您有關此項考試, 您孩子被安排的課程, 我們的建議, 及在加州法令及第三類型之下, 您孩子擁有的各種選擇.

CELDT加州英語發展考試結果:

學生在以下領域接受測驗:

- 聽, 說, 閱讀與寫作

學生分數以下列區分:

- 初級; 初步中級; 中級; 初步高級; 高級

您孩子2017-18的加州英語發展考試成績報告為:

考試項目		成績評估
	聽	
	說	
	閱讀	
	寫作	
	全面平均	

依據您孩子的加州英語發展考試的結果及所屬年級, 您的孩子屬於下列之一:

- **英語不夠流利的英語學習者 (EL) :** 您的孩子將參加 ELD (英語開發) 計劃.
- **英語流利的英語學習者 (EL) :** 您的孩子將參加英文主流課程.
- **合格及流利的英語 (FEP):** 您的孩子將參加學區的一般教育計劃.

2017-18加州英語發展考試CELDT 結果, 將在2018年一月前寄給您. 到時, 您孩子的安排將重新被評估.

Temple City Unified School District

Parent Notification of Program Placement

(page 2 of 2)

給英語學習者的計劃之目標與細節:

所有計劃都包括ELD(英語開發), 均設計為合乎英語學習者的教育需求. 有些計劃可能包括 SDAIE (特別設計的英文學科)理論. 所有計劃的目的, 全為幫助學習英語的學生, 達到合乎年級的進度, 及進而畢業的目標. 所有計劃將運用學區認可的教材, 在閱讀, 語文及數學方面.

有英語障礙的學生 (LEP), 會接受專注的英語計劃教育. 主要是以英文教學. 但在可能的情況下, 如有需要, 可以用學生的主要語言做澄清, 解釋, 及支援. 被認定有學習障礙, 並為學習英語的學生, 將依照各別的IEP(個別教育計劃)做安排.

在您的孩子學習英語時, 他將會由有英文架構的專門計劃, 轉換到英文主流課程的教室. 學生持續地得到加強及合適的指導, 以達到檢定為具有流利英語能力(FEP)的要求. 英語開發計劃將在小學達到五到七年, 在中學達到四年的時期.

若您的孩子在下列範圍內, 您可以到學校拿表格, 要求放棄參加英語開發計劃:

- a. 您的孩子懂英語, 並且在課業方面, 表現達到五年級以上的水準;
- b. 超過十歲;
- c. 在十歲以下, 被安置於英語課程三十天並有特殊需求.

若您想得到更多資料, 或需要進一步的幫忙, 請聯絡您孩子學校的校長. 我們期望與您及您的孩子共同努力.

誠摯的,

Soomin Chao, Ed.D.

教学部课程管理员

Temple City Unified School District

Parent Notification of Program Placement

(page 1 of 2)

Nombre del estudiante: _____ Fecha _____

Estimados Padres/Tutores:

Al matricular a su niño, usted recibió la encuesta de lenguaje hablado en casa (*Home Language Survey*), en la cual se le pide que indique si habla otro lenguaje que no sea inglés. De acuerdo con la Ley de California, para poder determinar cual es el nivel de habilidad en inglés, se requiere que el distrito escolar unificado de Temple City evalúe a su niño con los exámenes de CELDT (evaluación de lenguaje de California). La intención de esta carta es para notificarle del resultado de la evaluación, la colocación de su niño en el programa, nuestras recomendaciones, y de las opciones que están disponibles para su niño de acuerdo con la ley estatal y la ley de título III.

Resultados de CELDT:

Se evalúa la fluidez de los estudiantes, en las siguientes áreas:

- Oír, escuchar, leer y escribir

Los estudiantes son establecidos en la siguiente escala:

- Principiantes; Principiantes-Intermedios; Intermedios; Intermedios Avanzados; Avanzados

Los resultados del CELDT 2017-18 de su niño son:

Segmentos del examen	Nivel Habilidad
OÍR	
HABLAR	
LEER	
ESCRIBIR	
TOTAL	

Basándose en los resultados de el CELDT y en el nivel de grado, su niño/a fue determinado como:

- **Principiante en inglés (*English Learner*)
no posee la fluidez requerida en inglés:** Su niño participará en el programa de ELD (*Desarrollo del lenguaje inglés*).
- **Principiante en inglés (*English Learner*)
con fluidez razonable en inglés:** Su niño participará en clases de currículo principal en inglés.
- **Con inglés fluido competente
(*Fluent English Proficient*):** Su niño/a participará en el programa de educación general del distrito escolar.

El reporte oficiales del CELDT 2017-18, se le enviarán antes del mes de enero del 2018. En ese instante la colocación de su niño/a será re-evaluada.

Temple City Unified School District

Parent Notification of Program Placement

(page 2 of 2)

Metas del programa y su descripción para los participantes del programa de inglés:

Todos los programas están diseñados para que reúnan las necesidades educativas de los participantes en el aprendizaje de inglés incluyéndoles el programa de desarrollo del lenguaje (siglas en inglés ELD). Algunos programas incluyen estrategias de SDAIE (Instrucción Académica Especialmente Diseñada en Inglés). La meta de todos los programas es que los estudiantes aprendan inglés, y que alcancen los estándares de logro académicos apropiados a su edad para subir de grado y alcanzar la graduación. Todos los programas usarán materiales adoptados por el distrito escolar en lectura, artes del lenguaje inglés y matemáticas.

Los estudiantes que están en el programa de inglés de habilidad limitada (*LEP limited English proficiency*) son instruidos en el programa de inmersión de inglés abrigado (*Sheltered English Immersion Program*). La instrucción es primordialmente en inglés. Sin embargo, la clarificación, la explicación y el apoyo, si es necesario, puede que sean en el lenguaje natal del estudiante, si este idioma está disponible. Los estudiantes del aprendizaje de inglés quienes también han sido identificados como estudiantes con discapacidad en el aprendizaje, serán asignados de acuerdo su IEP (Programa de Educación Individualizada=*Individualized Educational Program*).

Mientras su niño/a vaya aprendiendo inglés, el o ella serán cambiados del programa de inmersión con estructura en inglés a una clase de currículo principal expresamente en inglés. Los estudiantes continúan recibiendo instrucción adicional apropiada para poder reunir los requisitos para ser reclasificados como FEP, que quiere decir proficiente con claridad en inglés (*Fluent- English Proficient*). El supuesto tiempo en el programa de EL puede variar de cinco a siete años al nivel primario y cuatro años a nivel secundario.

Si su niño reúne uno de los siguientes criterios, usted puede pedir una renuncia del programa de ELD visitando la escuela y obteniendo el formulario de renuncia:

- a. Su niño/a sabe inglés y académicamente está a nivel del 5º grado;
- b. Tiene diez años o más;
- c. Es menor de 10 años y fue colocado en una clase de lenguaje inglés en un calendario escolar de 30 días, y tiene necesidades especiales.

Si necesita más información acerca del programa o necesita asistencia, póngase en contacto con el director/a de la escuela de su niño/a. Estamos ansiosos de poder trabajar junto a usted y su niño/a.

Sinceramente,

Soomin Chao, Ed.D.
Coordinadora Curricular, Servicios Educativos

Temple City Unified School District

PARENT RECLASSIFICATION LETTER

Dear Parent:

We are pleased to inform you that based upon the Board of Education Reclassification Process in Temple City Unified School District, your child is being considered for reclassification as a fluent English speaker. We encourage your involvement in the reclassification process and look forward to meeting with you on:

_____ at _____ a.m. or p.m.

at _____. If you cannot attend this meeting, please contact your child's School English Language Development Coordinator.

Thank you,

Sincerely,

ELD Coordinator

Temple City Unified School District

PARENT RECLASSIFICATION LETTER

根據天普市學區 Board of Education Reclassification Process 教育分組委員會發出的報導，我們很高興地告知你貴子弟已是列為英語流暢者，我們鼓勵你前來參加以下的約定時間來達成這個協議的：

日期 _____，時間 _____ (上午或下午)

地點 (貴子弟學校名字) _____

假如你無法前來，請與貴子弟的英文老師聯絡。

謝謝您！

誠懇的

ELD Coordinator (ELD 老師)

Temple City Unified School District

PARENT RECLASSIFICATION LETTER

Fecha_____

Estimado Padre/Madre:

Estamos orgullosos de informarle que basados en el Proceso de Reclasificación del Consejo de Educación del Distrito Escolar Unificado de Temple City, se considera que su niño/a está listo/a para la nueva clasificación como Fluidez de Inglés en el Dialogo. Alentamos su participación en el proceso de esta nueva clasificación y esperamos poder reunirnos para el:

_____ a las _____ a.m. o p.m.

en _____. Si no puede asistir a esta junta, por favor llame a la escuela de su niño/a.

Maestra de Desarrollo de Inglés.

Gracias,

Sinceramente,

Coordinador de ELD

Revised 1/22/2018
Temple City Unified School District
ELD Re-Classification Criteria

The progress of each English learner (EL) will be reviewed at each grading period to determine his/her English language development. Parents will receive an annual letter reporting the student's growth. An English learner will be reclassified as fluent English proficient when he/she meets the following criteria:

California Criteria Based on Education Code § 313*	TCUSD Criteria for Grades K through 12
1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and	<u>California English Language Development Test (CELDT)**:</u> A student must receive an overall score of Early Advanced or Advanced on the CELDT and no single sub-score below Intermediate. OR <u>English Language Proficiency Assessment of California (ELPAC)***:</u> A student must receive an overall score of Early Advanced or Advanced on the ELPAC and no single sub-score below Intermediate.
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and	<u>Report Cards:</u> Grades K-5 - "Standards Met" in English Language Arts and math Grade 6 - "C" grade or better in English Language Arts and math Grades 7-12 - "C" grade or better in English Language Arts OR <u>SOLOM****:</u> Level 4 or above on Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar
3. Parent input and consultation; and	Reclassification Parent Meeting(s) / Forms
4. Comparison of student performance in basic skills against an established range of performance in basic skills based on the performance of English proficient students of the same age.	<u>California Assessment of Student Performance and Progress (CAASPP)*****:</u> Standards Met or Standards Exceeded in English Language Arts/Literacy portion OR <u>iReady:</u> ELA diagnostic score that meets or exceeds the mean score for non-English Learners

*For more information on this law, please visit <https://www.cde.ca.gov/sp/el/rd/acadreclass15.asp>.

The California English Language Development Test (CELDT**) assesses students in grades kindergarten through twelve in four areas: Listening, Speaking, Reading, and Writing.

***The English Language Proficiency Assessment for California (**ELPAC**) assesses students in grades kindergarten through twelve in four areas: Listening, Speaking, Reading, and Writing.

**** Student Oral Language Observation Matrix (**SOLOM**) is a teacher observation tool that measures oral language criterion across comprehension, fluency, vocabulary, pronunciation, and grammar.

*****The California Assessment of Student Performance and Progress (**CAASPP**) is a system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English Language Arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11.

修正 1/22/2018
天普市联合学区

ELD Reclassification Criteria 重新分类标准

每一位英语学习者 (EL) 的学业进展情况都将在每一个评分阶段进行审评，以此成绩来决定他/她的英语语言发展的情况。家长将收到学生学业成长的年度报告。当他/她达到下列标准时，英语学习者将被重新分类为英语熟练达到流利程度：

加州标准基于教育法案 § 313*	TCUSD K-12年级标准
1.评估英语语言的水平，使用客观的评估手段，包括，但不限于州英语语言发展考试，和	<u>加州英语语言发展考试 (CELDT)**:</u> 学生必须在CELDT考试中获得总分高级早期或者高级的评估，且没有单科成绩低于中级水平 或者 <u>加州英语语言能力评估 (ELPAC)***:</u> 学生必须在ELPAC考试中获得总分高级早期或者高级的评估，且没有单科成绩低于中级水平
2. 教师评估，包括，但不限于，学生课程掌握的熟练度；和	<u>成绩单:</u> K-5年级 - 在英语和数学方面“达到标准” 6年级 - 在英语和数学方面达到“C” 或者更好 7-12年级 -在英语方面达到 “C” 或者更好 或者 <u>SOLOM****:</u> 在阅读理解，流利度，词汇，发音和语法上在4级或者以上的
3.家长给出的信息和商议；和	重新分类家长会 / 表格
4.在同龄学生范围内，将学生的基本英语技能和已设立的确定的熟练掌握英语的学生的基本能力的进行比照。	<u>加州学生表现和进步评估 (CAASPP)*****:</u> 在英语语言艺术/文学部分达到或超过标准 或者 <u>iReady:</u> ELA（英语语言艺术）判断分达到或者超过非英语学习者的平均分

*关于本项法律的更多信息，请登录 <https://www.cde.ca.gov/sp/el/rd/acadreclass15.asp>.

**加州英语语言发展考试 (CELDT) 对学前班到12年级的学生在听、说、读、写四个方面进行评估

***加州英语语言能力评估 (ELPAC) 对学前班到12年级的学生在听、说、读、写四个方面进行评估

**** 学生英语口语观察基质 (SOLOM)是老师对学生口语能力进行观察的工具，通过阅读理解、熟练度、词汇量、发音和语法来测量学生的口语标准

*****加州学生表现和进步评估 (CAASPP) 是一个针对3-8年级和11年级的在英语语言艺术/读写能力（ELA/读写能力）和数学测评方面符合共同核心考试标准（CCSS）的有效、可靠和公平的评估系统

Distrito Escolar Unificado de Temple City

El progreso de cada aprendiz de Inglés (EL) será revisado en cada periodo de calificación para determinar el/ella desarrollo del idioma Inglés. Padres recibirán una carta anual reportando el crecimiento del estudiante. La persona que esta aprendiendo a hablar inglés será reclasificado y sera calificado que habla bien el idioma Inglés cuando cumpla con los siguientes criterios.

Criterios de California Basado en el Código de Educación § 313*	TCUSD Criterios para Grados K al 12
1. Evaluación de la habilidad del lenguaje Inglés, usando una evaluación objetiva, incluso, pero no limitado a, el ex estatal de desarrollo del idioma Inglés; Y	<u>Prueba de desarrollo del Idioma Inglés de California (CELDT)**:</u> El estudiante deberá recibir una puntuación general de Avance prematuro o avance en CELDT y no puntuación sub Individual menos de Intermedio. O <u>Evaluación del dominio del idioma Inglés de California (ELPAC)***:</u> El estudiante deberá recibir una puntuación general avanzada temprano o avanzado en el ELPAC y no puntaje único debajo del nivel Intermedio.
2. Evaluación de maestro, Incluyendo, pero no limitado a, una revisión del dominio del currículo del estudiante; Y	<u>Boletas de Calificación:</u> Grados K-5 - “Estándares cumplidos” en Artes del lenguaje Inglés y matemática Grado 6 - “C” calificación o más alto en Artes del lenguaje Inglés y matemáticas Grados 7-12 - “C” calificación o más alto en Artes del lenguaje Inglés O <u>SOLOM****:</u> Nivel 4 o mas alto en comprensión, Fluidez, vocabulario, pronunciación, y gramática
3. Opinión de padre y consultación; Y	Reclasificación Junta(s) de Padres / Formas
4. Comparación de rendimiento del alumno en habilidades básicas al contrario basado en la actuación de estudiantes de habilidades básicas competentes en Inglés de la misma edad.	<u>Evaluación de California del rendimiento y progreso de los estudiantes (CAASPP)*****:</u> Estándares cumplidos o estándares excedidos en Artes del lenguaje Inglés /Porción de alfabetización O <u>iReady:</u> ELA Puntuación de diagnóstico que cumple o excede el puntaje promedio para estudiantes que no hablan Inglés

*For more information on this law, please visit <https://www.cde.ca.gov/sp/el/rd/acadreclass15.asp>.

The California English Language Development Test (CELDT**) assesses students in grades kindergarten through twelve in four areas: Listening, Speaking, Reading, and Writing.

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Temple City Unified School District
PARENTAL EXCEPTION WAIVER
California Education Code #311(a-c)

Name: _____

Grade: _____

School: _____

Date of Birth: _____

Language Designation: _____

Please check one:

_____ **Children who know English** – My child possesses good English language skills. I have consulted with the principal and have confirmed this English fluency by using standardized tests of English vocabulary, comprehension, reading and writing in which the child scores at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.

_____ **Children age 10 or older** – My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English.

_____ **Children with Special Needs** – I believe that my child has special needs and that an alternate course of study is better suited to my child's educational development. I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the Superintendent pursuant to Board-established guidelines. (Check all that apply and provide a brief statement) _____ Educational Needs _____ Physical Needs _____ Emotional/Psychological Needs

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

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

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

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

Parent/Guardian Signature: _____ Date: _____

Address: _____ City: _____ Zip Code: _____

Phone Number: _____ Alternate Phone Number: _____

For School Use Only:

Children who know English: Student's SBAC in ELA score: _____.
(Score must be at or above the state average for the child's grade level or above the 5th grade average.)

Waiver Granted/Denied: _____ Date: _____

Administrator Signature: _____

Temple City Unified School District
PARENTAL EXCEPTION WAIVER FOR ELD SERVICES
California Education Code #311(a-c)

天普市公立學區

家長特例棄權書

加州教育條例 #311(a-c)

姓名: _____ 年級: _____

學校: _____ 出生日期: _____

指定語言: _____

請選一項:

____ 您有懂英文的孩童 – 我的孩子擁有良好英文語言能力. 我與校長商討過, 並考過英文標準考試, 確定字彙, 了解, 閱讀與寫作的分數, 超過孩童目前年級的全州平均分數, 或超過5年級的平均分數, 只要達到這兩者其中之一即可.

____ 您有10歲以上的孩童 – 我的孩子是10歲或已超過10歲, 我認為其他方式的研讀課程, 會幫助孩子快速地熟悉英文.

____ 您的孩童有特殊需要–我認為我的孩子有特殊需要, 其他方式的研讀課程, 會更適合我孩子的教育發展. 我了解我的孩子必須被安置在英文語言教室內30天, 總督學會根據校委設定的法規, 考慮此棄權書. (請在以下所有可能與您情況相同的格子打勾, 並陳述重點) ☐ 教育方面的需求 ☐ 肢體方面的需求 ☐ 情緒/心理方面的需求

因以上勾選的原因, 我放棄學校既定的英語課程. 我了解這些課程是為了迅速與有效地, 教我孩子英文.

我親自造訪學校並申請此棄權書.

下列所有的文件與細節, 都有提供給我: 英語融入計劃的宗旨與內容; 學區提供給我孩子的其他研讀課程; 學區提供給我孩子的所有教育機會; 運用在選擇不同教育計劃中的教材.

我了解此項棄權書, 必須每學年重新審核一次.

家長/監護人: _____ 日期: _____

地址: _____ 城市: _____ 郵遞區號: _____

電話: _____ 其他電話號碼: _____

Temple City Unified School District
PARENTAL EXCEPTION WAIVER FOR ELD SERVICES
California Education Code #311(a-c)

RENUNCIA A LA EXCEPCIÓN DE LOS PADRES
CÓDIGO EDUCATIVO DE CALIFORNIA #311(a-c)

Nombre: _____

Grado: _____

Escuela: _____

Fecha De Nacimiento: _____

Designación de Idioma: _____

Favor de elegir uno:

_____ **Niños que saben Inglés** – Mi hijo/a posee buen conocimiento del Inglés. He consultado con el Director/a, y como demuestran los exámenes estandarizados en vocabulario, comprensión, lectura y escritura, los resultados de mi hijo/a están: a) al mismo nivel o por encima del promedio de su grado, o b) al mismo nivel o por encima del promedio de quinto grado.

_____ **Niños de edad 10 años o mayores** – Mi hijo tiene 10 años de edad o es mayor y creo que un curso alternativo de estudio es más adecuado para la adquisición rápida del Inglés.

_____ **Niños con Necesidades Especiales** – Creo que mi hijo/a tiene necesidades especiales y que un curso alternativo de estudio es más adecuado para el desarrollo educativo de mi hijo/a. Entiendo que mi hijo/a debe ser asignado a clases de Inglés durante 30 días calendarios, y que esta renuncia será considerada por el Superintendente de conformidad con directrices establecidas por el Consejo Escolar. (Marque todas las que correspondan y presente una breve descripción)
____ Necesidades Educativas ____ Necesidades Físicas ____ Necesidades Emocionales/Psicológicas

Por todo lo anterior, solicito a la escuela una renuncia al programa Estructurado/Inglés Protegido. Entiendo que el objetivo para mi hijo/a será aprender Inglés tan rápida y efectivamente como sea posible.

Personalmente he visitado la escuela para solicitar esta exención

He recibido una descripción escrita completa de: la intención y el contenido del programa de inmersión de Inglés estructurado; los cursos alternativos de estudio ofrecidos por el Distrito y disponibles a mi hijo/a; todas las oportunidades educativas ofrecidos por el Distrito y disponibles a mi hijo/a; y el material didáctico para ser utilizado en las opciones de diversos programas educativos.

Tengo entendido que debo solicitar que esta renuncia sea reconsiderada anualmente, con cada año escolar.

Firma del Padre/Custodio: _____ Fecha: _____

Dirección: _____ Ciudad: _____ Código Postal: _____ Número de Teléfono: _____

_____. Número de Teléfono Alternativo: _____

For School Use Only (Para uso exclusivo de la escuela) :

Children who know English: Student's ELA SBAC score: _____.

(Score must be at or above the state average for the child's grade level or above the 5th grade average.)

Waiver Granted/Denied: _____ Date: _____

Administrator Signature: _____

Temple City Unified School District
FOLLOW UP on REDESIGNATION/MAINSTREAMED ELL STUDENTS

Student's Name _____ Grade ____ School/Teacher _____

Date of 30 day follow-up _____

Date of 60 day follow up _____

Date of 6 month follow up _____

Circle the appropriate response

Academic Skills & General School Success	30 Days	60 Days	6 Months
Does it appear that the student's academic skills are improving regularly?	Yes No	Yes No	Yes No
Has the student generally been able to complete assignments correctly and on time?	Yes No	Yes No	Yes No

Reading Skills	30 Days	60 Days	6 Months
Does the student demonstrate satisfactory reading and comprehension skills?	Yes No	Yes No	Yes No

Writing Skills	30 Days	60 Days	6 Months
Does the student demonstrate satisfactory English writing skills substantially equivalent to other students?	Yes No	Yes No	Yes No

Oral Skills	30 Days	60 Days	6 Months
Is the student demonstrating increased confidence in participating in oral language lessons?	Yes No	Yes No	Yes No

Additional Comments 30 Days:
Additional Comments 60 Days:
Additional Comments 180 Days:

APPROVED

Date: _____

Teacher Signature: _____

Date: _____

Teacher Signature: _____

Temple City Unified School District
SOLOM
Teacher Observation
STUDENT ORAL LANGUAGE OBSERVATIONAL MATRIX

Student's Name _____
Language Observed _____

Grade _____ **Date** _____
Teacher Signature _____

	Level 1	Level 2	Level 3	Level 4	Level 5
A. Comprehension	Cannot be said to understand even simple language	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition	Understands most of what is said at slower-than-normal speed with repetitions	Understands nearly everything at 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 is everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech is everyday conversation and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression	Speech is everyday conversation and classroom discussion if fluent and effortless approximating that of a native speaker
C. Vocabulary	Vocabulary limitations are so extreme as to make conversation virtually impossible	Misuse of words and very limited vocabulary make comprehension quite difficult	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	Use of vocabulary and idioms approximates 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, frequently repeat	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 intonation patterns	Pronunciation and intonation approximates that of a native speaker
E. Grammar	Errors in Grammar and word-order so severe to make speech virtually unintelligible	Grammar and word- order errors make comprehension difficult. Must often rephrase and/or restrict himself to basic patterns	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 approximates 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.

SDAIE Strategies

A Glossary of Instructional Strategies

Anticipatory Chart - Before reading a selection, hearing a selection or viewing a video students are asked to complete the first two sections of the chart-"What I already know about" and "What I would like to find out about" After the information has been presented students complete the "What I learned..." section. Responses are shared with a partner. This is also known as a KWL Chart

Anticipatory Guide - Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment. Prewriting or INTO strategy. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible. All ideas count; everything is recorded. More ideas can be built on the ideas of others.

Carousel Brainstorming - Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 strategies/activities that relate to their topic. Students rotate to all the other posters, reading them and adding 2 to 3 more strategies. Students discuss the results.

Character Matrix - In groups, students create a grid, which lists the characters horizontally on the left and character traits vertically across the top. The students determine the traits used. Group members decide if each character possesses each of the traits and writes "yes" or "no" in the appropriate box.

Choral Reading - Groups of students chorally present a poem, or other reading selection. One person reads the title, author, and origin. Each person says at least one line individually. Pairs of students read one or more lines. Three students read one or more lines. All students read an important line.

Clustering/Webbing/Mapping - Students, in a large group, small groups, or individually, begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled. Prewriting or INTO strategy.

Comprehension Check - The teacher or students read the selection aloud. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'." The teacher uses a variety of question types: *Right There*, *Think and Search*, *On My Own* (See QAR, Day One.)

Co-op - Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, and evaluation.

Cooperative Dialogue:

1. Students number off one through four.
2. Each student pairs with another student from a different group who has the same number.
3. Following the timeline from the article that was previously read each pair writes a dialogue between two characters in the passage.
4. Pairs are selected to present dialogues in chronological order to the class. Activity is designed to be a text "re-presentation."

Cooperative Graphing - This activity involves graphing information based on a survey. Each group of four will take a survey of how many countries each has visited (or other teacher-determined information). A bar graph is then developed. Each person in the group is responsible for one aspect of the graph, and signs his/her name on the chart along with their area of responsibility. Jobs are: survey group members and record results, construct the graph, write names and numbers on the graph, write title and assist with graph construction. Each person in the group describes his/her part of the graph to the class.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. For example, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Directed Reading-Thinking Activity - This is a group activity to get students to think about the content of a fiction or non-fiction reading selection. The steps are 1) Students predict what they will read and set purposes for reading. 2) Students read the material. 3) Students discover if their predictions and hypotheses are confirmed.

Famous Person Mystery - The name of a famous person, living or deceased is placed on the back of each student. Without looking, students try to guess who the person is by asking questions that require only yes/no answers.

Graphic Organizers - Graphic organizers are charts, graphs, or diagrams, which encourage students to see information as a component of systems rather than isolated facts. Students may complete these as they read or view a presentation. There are a variety of ways to use graphic organizers, including the following: semantic word map, story chart, Venn diagram, spider map, network tree, word map, and KWL chart. Other examples of graphic organizers are listed below.

Comparison-Contrast Matrix - Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Branching Diagrams - Organization charts, hierarchical relationships systems, family trees.

Interval Graphs - Chronological order, bar graphs, parallel events, number value.

Flowcharts - Sequential events, directions, decision making, writing reports, study skills.

Matrix Diagram - Schedules, statistics, problem solving, comparisons with multiple criteria.

Fishbone Diagram - Cause and effect, timeline.

Group Discussion, Stand Up and Share, and Roam the Room - After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each

group is standing, the teacher calls on one of these students for a response. If others have a similar response, they sit down. Students move around the room to view the work of other teams. They return to their teams to Round Robin share what they have learned.

Hot Topics - Students title a sheet "Hot Topics". This sheet is kept in an accessible place in their notebooks or portfolios. Students brainstorm with the teacher on possible topics of interest related to the content of the course. Each student writes down at least ten Hot Topics and adds to the list throughout the year. Students occasionally choose one Hot Topic and write in depth on the topic as a class assignment or as homework. These may be included in their portfolios.

Idea Starts - Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered.

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first ___ pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think ? Why do/did ___ ? How does ___ relate to your life or experiences? Compare ___ to __. What if ___? Predict ___) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions - Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text questions first then answer them as they read the article. Students review their answers with their small group, then share them with the whole group.

Jigsaw - 4-6 people per "home" team. Name the teams. Within each team, number off 1-4. All ones form an "expert group," as do twos, threes, and fours. Each expert group is assigned a part to read (or do). Experts take 15 minutes to read, take notes, discuss, and prepare presentations. Return to home teams. Each expert takes 5 minutes to present to home team.

Journals - Students keep questions and ideas in a journal. These may be used later to develop a

formal piece of writing.

Key Words Story Prediction - In their groups, students using key words listed by

Language Experience Approach - This is a reading strategy based on a common experience. The students dictate a story to the teacher, who then records the story. The teacher then uses the reading as a practice on word recognition, sentence patterns, and vocabulary items.

Learning Logs - Double-entry journals with quotes, summaries, notes on the left, and responses reactions, predictions, questions, or memories on the right.

Line-Ups - Line-ups can be used to improve communication and to form teams. The entire class lines up according to a specific criteria (age, birthday, first letter of name, distance traveled to school, etc.). The end of the line can move to the head of the line and pair up until each person has a partner. This is called "folding the line." Teams of four members can then be formed from this line-up.

Multiple Intelligences Inventory Given a list of preference statements organized according to the eight multiple intelligences, students place checks next to those that are true for them. By totaling the number of checks per intelligence students are able to determine areas of strength and weakness.

Novel Ideas - Groups of four are formed. Each group member has a sheet of paper with the team name or number in the corner. Each person writes, "We think a story/selection entitled (insert appropriate title) might be about ..." Each person then has one minute to list what he or she thinks the story might be about. For example, a story entitled "Eleven" might be about a football team, roll of dice, etc. Each person draws a line. Members Round Robin share their lists. As each member shares, other members add new ideas to their lists. Groups then take turns standing in a line and reading their possible topics for the whole group. Topics may not be repeated. All students add new or "novel" ideas, not on their lists.

Numbered Heads Together - A 5-step cooperative structure used to review basic facts and information. Students number off 1 to 4. Teacher asks a question. Students consult one another to make sure everyone can answer the question. Teacher randomly picks a number from 1 to 4. Those students with that number raise their hand: Teacher randomly chooses one of the groups. The group member with the previously-selected number answers the question. After the student responds, the other teams may agree with a thumbs up or a thumbs down hand signal. Teacher may ask another student to add to the answer if an incomplete response is given.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections.

Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Pass the Picture - Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question ("What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Picture This - This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Pie Graph - Using the results of the Multiple Intelligences inventory students draw a pie graph representing how they are smart on a paper plate. Students may color, make designs, or draw symbols for each section. Students can determine the size of each section by creating a fraction that represents each intelligence. The total number of checks is the denominator and the number of checks for that section is the numerator. This fraction can then be changed to a percent by dividing the numerator by the denominator.

Posters - As a BEYOND activity students create a poster in small groups. The following list describes several types of posters that the teacher may assign.

Illustrated Timeline - Tell the plot or sequence on a timeline, with pictures that depict the events.

Movie Poster - Advertise the content from a lesson by creating a movie poster complete with ratings, pictures, actors, descriptions, and comments by a critic.

Comic Strip - Create a 6-paneled comic strip of the lesson content.

Image and Quote - Choose an image and quote from the lesson content that are representative or important. Poster should include a title.

Advertisement - Choose an item from the lesson content and make a newspaper or magazine ad.

PQRST Study Strategy - **P**review: Student skims the title, side headings, pictures and graphics to identify writer's generalization. **Q**uestion: Student identifies questions that the writer is going to answer during the reading. **R**ead: Student reads to obtain answers to the questions and takes notes. **S**ummarize: Student summarizes the information regarding each question posed. **T**est: Student tests the generalization against the supporting information to see if the author has enough information to support the generalization.

Prediction - Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question.

Question-Answer Relationship QAR) - This program teaches students strategies for answering questions. It also points out the sources for different kinds of questions. Here are the three types of answers:

Right There - The answer is located directly in the reading

Think and Search - The answer is "between the lines." The reader needs to analyze, make inference

and/or predict the answer based on the information in the reading.

On My Own The answer is "beyond the lines" - The reader must base the answer on his/her own experience.

Quickdrawing - Students sketch ideas that relate to a topic. Prewriting or INTO strategy.

Quickwrite - Pre-reading or pre-writing focus activity. Students are asked to respond to a question in writing for 5 minutes. Emphasis is on getting thoughts and ideas on paper. Grammar, spelling, style not important.

Quickwriting - Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

RAFT - May be used in any content area to reinforce information and check for understanding. Individuals or groups of students write about information that has been presented to them. The teacher determines the role of the writer, audience, format, and topic (RAFT). For example, in a science class, students are asked to write using the following RAFT - Role of Writer Cloud; Audience Earth; Format Weather report; Topic Explanation of upcoming thunderstorms.

Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups - After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs - Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from their reading.

Reading Guide 1. Headings Read –Around: Students take turns reading the headings of the unit. 2. Prediction Chart - With their group, students choose two headings and predict what will be discussed in those sections. Students write their answers on a prediction chart with the following labels: "Heading", "Prediction", "Yes or No". In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. 5. Thinking Questions - Students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

Reading Log- Students complete while reading a selection. The left-hand side contains topic headings for sections of the reading. Students are to briefly summarize each topic. On the right-hand side students reflect on the implications of each topic.

Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find. One resource is Same-Different: Holidays by Dr. Spencer Kagan, Kagan Cooperative Learning 1 (800) WEE CO-OP. SDAIE STRATEGIES GLOSSARY

Send-A-Problem - Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team. Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Startling Statements - Students are told not to look at the startling statement (question) that they have on their backs. They circulate asking five others to provide an estimate for an answer. After finding the average of the five estimates provided by others, students look at their statements (questions) and write their own estimate if they disagree with the average. Actual answers are given after the students share estimates with the whole group.

Tableau - The students form a tableau of characters or scenes or concepts. The teacher directs students regarding their positions and facial expressions. Students hold their positions in a brief tableau.

Tap-A-Word - Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers. In Round Table style, each member uses a word from the list, in the order given, in a sentence to create a collaborative story.

Think-Pair-Share - When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.

Three Step Interview - Group participants letter off, A-B-C-D. They use the following interview steps in order to share what they have written in a quick-write until they all have been read. Step 1: A interviews B, and C interviews D. Step 2: B interviews A, and D interviews C. Step 3: A interviews C and D about B. B interviews C and D about A. C interviews A and B about D. D interviews A and B about C.

Verbalizing - Students share with a partner, ideas they have on a topic. Pre-writing or INTO strategy.

Visualization - In response to a teacher prompt, students visualize in their mind a particular time or place and concentrate on sensory images. (Tell students to "turn on the TV in their minds.")

Vocabulary Cards - Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.