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English Learner Master Plan Completed 2010-2011

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I. District Mission

The mission of the Vacaville Unified School District is to graduate all students with the knowledge and ability to act responsibly, earn a living and continue learning, by providing a rigorous standards-based educational program through a collaborative partnership of families, community and staff.

II. Vision for English Learners

It is our sincere desire to ensure that all English learners receive an educational program that prepares them to graduate with the knowledge and ability to make good choices, act responsibly, earn a living and continue learning. We are committed to all students achieving academic excellence in a standards-based environment. The overall goal for English learners is that they develop proficiency in English and in the District's core curriculum as rapidly and as effectively as possible in an English-language classroom or in an alternative course of study. Curriculum will be designed to meet the needs of students. The following board policies and administrative regulations outline district policies and procedures.

[Board Policy 6174- Education for English Language Learners](#)

Board Policy 6174- Education for English Language Learners in Spanish

[Administrative Regulation 6174AR- Education for English Language Learners](#)

Administrative Regulation 6174AR- Education for English Language Learners in Spanish

Desired Outcomes

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. ([U.S. Code 20 USC 1703\[f\]](#); [Education Code EDC 300\[f\]](#), [California Code of Regulations 5 CCR 11302\[a\]](#))
2. ELs meet state standards for academic achievement. ([U.S. Code \(20 USC 1703\[f\]](#), [U.S. Code 20 USC 6812](#); [California Code of Regulations 5 CCR 11302\[b\]](#); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989)

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

1. **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
2. **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
3. **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
4. **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
5. **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
6. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency (LEA), as required by law.
7. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

III. Background Information and Legal Requirements

Governance of English Learner Programs is based on and originates from both the state and federal legal requirements. Under federal authority, Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance. The United States Supreme Court affirmed in the landmark case of *Lau v. Nichols*, 414 U.S. 563 (1974) that students with little or no skills in English are entitled to specialized instruction that will enable them to learn in public schools. In delivering the opinion of the court, Justice William O. Douglas stated the following:

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum – for students who do not understand English are effectively foreclosed from any meaningful education.”

Where inability to speak and understand the English Language excludes national origin minority groups from effective participation in the educational programs offered by a school District, the District must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

Federal oversight was extended in *Castaneda v. Pickard* (1981). This case established a framework, which has been used by other courts and the [Office of Civil Rights](#), for determining what services must be provided to English language learners. Districts are charged with two major obligations under this case: To teach English and to provide access to the core curriculum.

School Districts are also obligated to follow the laws and guidelines of the State of California. The California Education Code, [Sections 300-304](#), [Section 62002](#) and [Title 5 of the California Code of Regulations, Sections 11300-11305](#) contain the state law. With the sunset of AB 507 on June 30, 1987 and the passage of Proposition 227 on June 2, 1998, school districts were required to follow the guidelines of the “State Services for English Language Learners” contained in the California Department of Education’s Coordinated Compliance Review (CCR) Manual, which delineates the above regulations.

The Categorical Program Monitoring (CPM) process, and its administration by the California Department of Education, has been influenced by the *Comité de Padres v. Honig et al*, a case filed and brought by a committee of parents alleging a failure to monitor and implement bilingual education in California under state bilingual law and the federal Equal Educational Opportunity Act. This case was brought in 1979. Several years of prolonged litigation ensued. The case was resolved in 1985 by a consent decree. That decree required the California Department of Education to conduct audits of districts’ identification of limited-English-proficient students and to also conduct on-site reviews of all districts enrolling such students every three years.

In 1996, the consent decree was substantially amended following additional court proceedings that included an unsuccessful effort by the State to set aside the decree in light of the bilingual statutes’ sunset.

Another period of protracted litigation ensued, including allegations that the state was in contempt of the 1985 decree and the 1996 amendments. Although the contempt charges were defeated, the judge found ten violations. Included was failure of the Department to conduct sufficient numbers of on-site validations and follow-up reviews and to properly staff the review units. In July of 2001, a compliance

plan was developed with plaintiffs as ordered. This plan substantially changed the way the reviews take place and the emphasis of English Learner Programs.

IV. District Objectives/Strategies

The Vacaville Unified School District's objectives are an expression of the desired, measurable end results for the organization. For a school district, objectives are restricted to student success, performance and/or achievement.

- To graduate 100% of our students.
- Each student will attain or exceed grade-level proficiency, as assessed by the District and/or California Standards Tests.
- All Students with Disabilities will achieve individualized challenging learning goals that prepare them for successful transition to further learning and/or a meaningful career.
- Each English Learner student will become proficient in the use of the English language within six years, as assessed by the California English Language Development Test.
- Each student will demonstrate the character traits necessary to act responsibly within the school and community.

Strategy #1

We will provide a coherent standards-based instructional program.

Strategy #2

We will build strong relationships based on mutual respect and trust.

Strategy #3

We will develop and implement a wellness plan for students and staff, in partnership with families and community.

Strategy #4

We will secure and optimize all resources to ensure that our mission is achieved.

V. Parent Outreach

Parents, staff, students, and community members participate in developing, implementing, and evaluation core and categorical programs.

Notification

The Local Education Agency (LEA) notification to parents/guardians of ELs includes the following actions:

- a. The LEA sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations.
- b. The LEA informs the parents how they can be involved in the education of their child(ren) and be active participants in assisting their child(ren) to:
 - i. Attain English proficiency
 - ii. Achieve at high levels in core academic subjects
 - iii. Meet challenging state academic standards expected of all students
- c. Provide written notification the LEA that has failed to make progress on the annual measurable achievement objectives
- d. Informs parents/guardians of ELs of failure to reach Annual Measurable Achievement Objectives (AMAO) no later than 30 days after such failure occurs. ([U.S. Code 20 USC 6312\[g\]\[1\]\[B\]\[1\]](#)),

The Vacaville Unified School District has notified the parents/guardians of English Learners regarding the fact that we did not meet all three of the annual measurable achievement objectives Annual Measurable Achievement Objectives (AMAOs) for the 2008-09 school year. The notification was sent within 30 days of being notified that we had not met all three objectives. The notification was sent in English and Spanish.

When 15 percent or more of the student population at a school speaks a primary language other than English, school notices and information are translated into that primary language. The language that is spoken by 93% of our English Learners is Spanish. The schools that have 15 percent or more of their students who speak Spanish are Fairmont Charter Elementary, Hemlock Elementary, Edwin Markham Elementary, and Eugene Padan Elementary.

Advisory Committee

The Vacaville Unified School District (VUSD) has procedures to assist each school with the establishment and operation of its English Learner Advisory Committees (ELAC) pursuant to [Education Code EC 62002.5](#) and [California Code of Regulations 5 CCR 11308](#).

The VUSD has a functioning District English Learner Advisory Committee (DELAC) pursuant to [Education Code EC 62002.5](#) and [California Code of Regulations 5 CCR 11308](#). The district has procedures regarding the establishment and operation of the DELAC.

St. Mary's Education Forums, Vacaville, CA

The Vacaville Unified School District, the English Learner Department and Adult Education, in partnership with St. Mary's Catholic Church, have joined forces to create monthly education forums to bridge the cultural barriers that Hispanic parents face, help them understand the vital role they play in their child's education and build capacity within their community. Other partners include the Solano County Office of Education, Kaiser Permanente, La Guadalajara Restaurant, the Solano County Hispanic Chamber of Commerce, and the Solano County Educational Consortium Center for Education Partnership. The forums are held in the church for 30 minutes immediately following the Spanish Mass.

The goals of the Education Forum are as follows:

- a. Increase the involvement of English Learner parents in their child's educational needs.
- b. Build parent empowerment and advocacy for their children's educational needs through a forum that gives parents "voice".
- c. Educate parents about the Vacaville Unified School District, its curriculum, STAR & CELDT results, the importance of parent conferences, children's health, school events and cultural barriers.

In addition, because the district has been working with Kaiser Permanente to provide healthy snacks for the primary grades throughout the district, the St. Mary's Education Forums provide the perfect outlet to model healthy snacks to Hispanic parents. Using the Cycle of Inquiry as our management practice, parents are given the opportunity at the end of each session to write their concerns and comments on a form with their children's names, schools and contact information. These comments are acted upon by connecting the appropriate personnel including site principals and resources with the families within the weeks following the forums. The forms are also used to gather information about trends and parent concerns. Topics and speakers for future forums are gleaned from the responses on the forms.

English Learner Community Connection

The purpose of the English Learner Community Connection (ELCC) is to unite Hispanic parents of Vacaville, CA with the resources they need to support their children for a successful future. Monthly education forums address issues relevant for parents; children's health, school events, cultural barriers, and the community.

Meeting parents where they are is a key goal of ELCC, as such as these forums are held immediately following the Spanish mass at St. Mary's Catholic Church. The strong Hispanic presence already thriving at the church was the perfect catalyst to kick off this new program. The goals of the education forum are:

- a. Increase the involvement of English Language Learner parents in their child's educational needs.
- b. Build parent empowerment and advocacy for their children's educational needs through a forum that gives parents "voice."
- c. Educate parents about VUSD, curriculum, CELDT results, and the importance of parent conferences.

In an effort to expose parents to the people who have a direct impact on their children's education, guest speakers have included Superintendents, principals, and deans. With the message of involvement resounding throughout the event, each participant walks away with a sense of empowerment and support in raising their children to be healthy, successful students and contributing members of society.

The response has been incredibly positive with increasing numbers of parents joining the District English Learner Advisory Committee (DELAC) and higher rates of participation in children's school activities.

VI. English Learner Advisory Committee (ELAC)

All school sites with 21 or more EL students shall have an elected ELAC ([Education Code EC 52175.b](#)) that meets at least four times per year. If the school site begins the year with less than 21 identified EL students but at the end of the first month has an enrollment of 21 or more EL students, then the school will, at that point, establish an ELAC. If the school site begins the year with less than 21 EL students and at the end of the first month still has an enrollment of less than 21 ELs, then the school does not need to establish an ELAC.

The ELAC committee meets the following requirements:

- a. Parent members are elected by parents or guardians of English learners.
- b. Parents of English learners constitute at least the same percentage of the committee membership as their children represent of the student body.
- c. The ELAC has advised the school site council (SSC) on the development of the Single School Plan for Student Achievement.
- d. The ELAC has advised the principal and staff on the school's program for English learners.
- e. The ELAC has assisted in the development of the school's:

- i. Needs assessment
- ii. Language census (R-30LC)
- iii. Efforts to make parents aware of the importance of regular school attendance
- f. The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- g. The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district.

VUSD Procedures: All principals are trained in procedures for forming and working with an ELAC. The English Learner Specialist and English Learner Literacy Coach are available to attend meetings and help facilitate the process on an as needed basis.

VII. Forms and Procedures

The following parent notices, agendas, and training information and forms should be used.

Language Proficiency and Academic Accountability Unit, January 21, 1999

California Department of Education

Establishing a Functional Advisory Committee – Factors to Consider

The following recommendations should result in an active and fully functional advisory on services to English Learners. These steps and procedures are NOT specified or required in law.

KNOW THE LAW

- Review the legal requirements for English Learner Advisories (ELAC & DELAC)
- Review the legal requirements for advisories in a School Based Coordinated Program

ASSESS PARENT INVOLVEMENT NEEDS

- Determine the groups and needs of parents/students representative of the school (e.g. language groups, community resources, best times for parent meetings, identifying leaders)
- Get input from parents on ideas for their direct involvement including specific interests.

Parent Involvement Strategies

- Plan meetings a time most parents can attend.
- Have an agenda with specific business to complete and parent/member training opportunities
- Have a potluck with a brief meeting.
- Have a raffle for some or all those who attend (e.g. plants, coupons).
- Have students/guests/teachers perform.
- Have teachers share
- Have parents share

ESTABLISH A FUNCTIONAL COMMITTEE

- Send clearly written invitation notices to all potential committee members.
- Elect members, officers, and one or more representatives to the district English learner advisory (DELAC).
- Establish an agenda, location and dates for future meetings.
- Request a reasonable operating budget for advisory needs (e.g. childcare, translation services, food)
- Provide at each meeting translation services, copies of minutes, and childcare as needed.
- Identify and invite guest speakers.

TRAIN COMMITTEE MEMBERS

- Notify (in languages representing the students) all committee members on training opportunities (dates, time, topics, and location).
- Provide training materials and information helpful for new members
- Train all committee members (not just officers) on each legally required area they are to advise.

ESTABLISH A PROCEDURE FOR ADVISING

- Adopt clearly written by-laws.
- Identify available school, district, and community resources (e.g. translators, writing minutes).
- Identify parents, staff, and community members interested in carrying out committee responsibilities.

ADVISE

- Record in committee meeting minutes/records specific topics and advice provided by committee members on each legally required area. Give recommendations to the school principal/district.
- Establish a follow-up procedure for all recommendations documented during a scheduled meeting.
- Plan special presentations of advice, as needed.

FOLLOW-UP

- Report to committee members what happened to recommendations made in previous meetings.
- Provide (orally and/or in writing) specific school recommendations to the DELAC.
- Address other areas of interest discussed by the committee members.

ELAC Letter for First Meeting

Date _____

Dear Parents/Guardians:

Each school with 21 or more English Learners, regardless of language, must form a functioning English Learner Advisory Committee (ELAC). The purpose of the ELAC is to advise the principal and school staff on programs and services for English Learners. The committee advises (reviews and comments) on at least the following:

1. Development of a detailed master plan for English Learner education for the individual school and submits the plan to the district governing board for its possible consideration and inclusion in the district's English learner education master plan.
2. Development of the school's needs assessment.
3. Administration of the school's annual language census.
4. Ways to make parents aware of the importance of regular school attendance.

The ELAC will meet at least 4 times per school year; the meetings will last approximately 1 hour. The **first meeting** of the ELAC will be held on _____ in _____ at _____

At the first meeting, we will seek nominations for the ELAC members, and you will be given the opportunity to vote for the committee members at this meeting. We will then elect someone to serve on the District English Learner Advisory Committee (DELAC); we will discuss the ELAC Training Guide. We will also discuss English Learner education at our school and review the most recent STAR test results. This information will help in developing a master plan for English Learner education at our school. We will also provide information about _____

Please fill out and return the lower portion of this letter to your child's teacher. We look forward to seeing you at the meeting.

Sincerely,

Principal or Vice-principal

Date

--

Please detach, fill out and return to your child's teacher

___ YES, I will attend the ELAC meeting on _____ at _____.
Date Time

___ NO, I will **not** attend the ELAC meeting on _____ at _____.
Date Time

Child's Name

Grade

Teacher

Parent's Name

Date

ELAC Letter for First Meeting

Fecha

Estimados Padres/Guardianes:

Cada escuela con 21 o más estudiantes que aprenden inglés (EL – las siglas en inglés), sin importar cual sea el idioma, debe formar un comité consejero escolar del programa estatal para estudiantes aprendiendo inglés que funcione activamente (ELAC – siglas en inglés). El propósito del comité consejero (ELAC) es el de aconsejar al director/a y personal de la escuela acerca de los programas y servicios para los estudiantes EL. El comité aconseja (examina y comenta) al menos en lo siguiente:

1. Desarrollar un plan escolar detallado para la educación de estudiantes que aprenden inglés. Este plan debe ser aprobado por la mesa directiva del distrito e incluido en el plan educativo del distrito.
2. Desarrollar una encuesta/evaluación de las necesidades de la escuela.
3. Administración del censo de lenguaje.
4. Maneras de comunicar a los padres la importancia de la asistencia diaria de sus hijos a la escuela.

El ELAC juntará por lo menos 4 veces durante el año escolar. Las juntas durarán aproximadamente 1 hora.

La primera junta del ELAC tendrá lugar el _____ en _____ a la/s _____
Fecha de la junta Saló n Hora

En la primera junta, nominaremos personas para servir como miembros de ELAC, y tendrán la oportunidad de votar por los miembros en esta junta. Luego, elegiremos a una persona para servir en el Comité Consejero del Distrito para Estudiantes que Aprenden Inglés (DELAC-las siglas en inglés); discutiremos el Guía de Entrenamiento de ELAC. También, discutiremos la educación de los estudiantes EL en nuestra escuela y repasaremos los resultados más recientes del Examen STAR. Esta información nos ayudará en desarrollar un plan escolar para la educación de los estudiantes EL en nuestra escuela. También, proveeremos información sobre _____.

Favor de llenar y devolver la parte abajo al maestro/a de su hija/o. Espero verle en la junta. Traducción en español será proveída,

Sinceramente,

Director/a o Vicedirector/a Fecha

Favor de llenar y devolver esta parte al maestro/a de su hija/o

___ Sí, yo asistiré la junta del ELAC el _____ a la(s) _____.
Fecha de la junta Hora de la junta

___ No, no asistiré la junta del ELAC el _____ a la(s) _____.
Fecha de la junta Hora de la junta

Nombre de su hijo/a Grado Maestro/a

Nombre del padre/guardián Fecha

English Learner Advisory Committee (ELAC) Agenda for the First Meeting
Comité Consejero de Estudiantes que Aprenden Inglés Agenda para la primera junta

School name/Nombre de escuela: _____

Date/Fecha: _____

AGENDA

- I. Welcome and Introductions**
Bienvenidos e introducciones

- II. Nominations for members of the ELAC**
Nombramientos para miembros del ELAC

- III. Election of ELAC members and a DELAC member**
Elección de los miembros de ELAC y un miembro de DELAC

- IV. ELAC Training Guide to train ELAC in their duties**
Guía de Entrenamiento de ELAC para entrenar el ELAC en sus trabajos

- V. English Learner education at our school.**
Educación de los Estudiantes que Aprenden Inglés (EL-las siglas en inglés) en nuestra escuela.

- VI. STAR Test results**
Resultados del Examen STAR

- VII. School Information**
Información de la escuela

- VIII. Adjournment**
Clausura

Next Meeting Date / Fecha de la próxima junta:: _____

ELAC Letter for Second Meeting

Date

Dear Parents/Guardians:

The **second meeting** of the English Learner Advisory Committee (ELAC) will take place on _____ in _____ at _____. We will develop the school's needs assessment. We will also provide information about _____

_____.

Please fill out and return the lower portion of this letter to your child's teacher. We look forward to seeing you at the meeting. Spanish translation will be provided.

Sincerely,

Principal or Vice-principal Date _____

School Telephone _____

~ Please detach, fill out and return to your child's teacher ~

___ YES, I will attend the ELAC meeting on _____ at _____
Date Time

___ NO, I will **not** attend the ELAC meeting on _____ at _____
Date Time

Child's Name Grade Teacher's Name

Parent's Name Date

ELAC Letter for Second Meeting- Spanish

Fecha

Estimados Padres/Guardianes:

La **segunda junta** del Comité consejero para los estudiantes que aprenden inglés (ELAC – las siglas en inglés) tendrá lugar el _____ en _____ a la(s)

_____.

Fecha de la junta

Salón

Hora de la junta

Desarrollamos la evaluación de las necesidades de la escuela. También, proveeremos información sobre los fondos de Ayuda de Impacto Económico y de Título III.

Favor de llenar y devolver la parte abajo al maestro/a de su hija/o. Espero verle en la junta. Traducción en español será proveída.

Sinceramente,

Director/a o Vicedirector/a

Fecha

Maestro/a

Escuela

Teléfono de la escuela

Favor de llenar y devolver esta parte al maestro/a de su hija/o

___ Sí, yo asistiré la junta del ELAC el _____ a la(s) _____
Fecha de la junta Hora de la junta

___ No, no asistiré la junta del ELAC el _____ a la(s) _____
Fecha de la junta Hora de la junta

Nombre de su hijo/a

Grado

Nombre de Maestro/a

Nombre del padre/guardián

Fecha

English Learner Advisory Committee (ELAC) Agenda for the Second Meeting

Comité Consejero de Estudiantes que Aprenden Inglés Agenda para la segunda junta

School name/Nombre de escuela: _____

Date/Fecha: _____

AGENDA

- I. **Welcome and Introductions**
Bienvenidos e introducciones

- II. **School Needs Assessment**
Evaluación de las necesidades de la escuela

- III. **Economic Impact Aid (EIA) and Title III funds**
Fondos de Ayuda de Impacto Económico y de Título III

- IV. **School Information**
Información de la escuela

- V. **Adjournment**
Clausura

Next Meeting Date / Fecha de la próxima junta: _____

ELAC Letter for Third Meeting

Date _____

Dear Parents/Guardians:

The **third meeting** of the English Learner Advisory Committee (ELAC) will take place on _____ in _____ at _____. We will discuss the importance of regular school attendance. We will also provide information about _____

Please fill out and return the lower portion of this letter to your child's teacher. We look forward to seeing you at the meeting. Spanish translation will be provided.

Sincerely,

Principal or Vice-principal

Date

School

Telephone

~ Please detach, fill out and return to your child's teacher ~

___ YES, I will attend the ELAC meeting on _____ at _____
Date Time

___ NO, I will **not** attend the ELAC meeting on _____ at _____
Date Time

Child's Name

Grade

Teacher's Name

Parent's Name

Date

ELAC Letter for Third Meeting- Spanish

Fecha

Estimados Padres/Guardianes:

La **tercera junta** del Comité consejero para los estudiantes que aprenden inglés (ELAC – las siglas en inglés) tendrá lugar el _____ en _____ a la(s) _____.
Fecha de la junta Salón Hora

Discutiremos la importancia de la asistencia diaria de sus hijos a la escuela. También, proveeremos información sobre _____

Favor de llenar y devolver la parte abajo al maestro/a de su hija/o. Espero verle en la junta. Traducción en español será proveída.

Sinceramente,

Director/a o Vicedirector/a Fecha Maestro/a

Escuela Teléfono de la escuela

Favor de llenar y devolver esta parte al maestro/a de su hija/o

___ Sí, yo asistiré la junta del ELAC el _____ a la(s) _____.
Fecha de la junta Hora de la junta

___ No, no asistiré la junta del ELAC el _____ a la(s) _____.
Fecha de la junta Hora de la junta

Nombre de su hijo/a Grado Nombre de Maestro/a

Nombre del padre/guardián Fecha

English Learner Advisory Committee (ELAC) Agenda for the Third Meeting
Comité Consejero de Estudiantes que Aprenden Inglés Agenda para la tercera junta

School name/Nombre de escuela: _____

Date/Fecha: _____

AGENDA

- I. Welcome and Introductions**
Bienvenidos e introducciones

- II. Importance of regular school attendance**
Importancia de la asistencia diaria a la escuela

- III. School Information**
Información de la escuela

- IV. Adjournment**
Clausura

Next Meeting Date / Fecha de la próxima junta: _____

Colorín Colorado®

School Attendance: A Key to Success By: Colorín Colorado (2008)

One of the most important things your child can do to achieve academic success is also one of the most basic: going to school every day. In fact, research has shown that your child's attendance record may be the biggest factor influencing her academic success. By attending class regularly, your child is more likely to keep up with the daily lessons and assignments, and take quizzes and tests on time.

There are other benefits as well:

- **Achievement:** [San Diego Unified School District](#) found that students who attended school regularly were more likely to pass reading and math assessments than students who didn't attend school regularly.
- **Opportunity:** For older students, being in school every day gives them a chance to learn more about college and scholarship opportunities, and to take the important exams they need to build a successful academic record.
- **Exposure to the English language:** Regular school attendance can also help students who are learning English by giving them the chance to master the skills and information they need more quickly and accurately — even in other subjects!
- **Being part of the school community:** Just by being present at school, your child is learning how to be a good citizen by participating in the school community, learning valuable social skills, and developing a broader world view.
- **The importance of education:** Your commitment to school attendance will also send a message to your child that education is a priority for your family, going to school every day is a critical part of educational success, and that it's important to take your responsibilities seriously — including going to school.

When your child misses school

So what happens when your child needs to miss school due to a medical appointment or family trip? Sometimes these situations can't be avoided. In such cases:

- **Contact the school immediately.** The absence needs to be excused, and talk with your child's teacher to make sure your child doesn't fall behind on any of the lessons that she missed.
- **Judge these situations carefully.** Mandatory student attendance is a policy that schools take seriously. Unexcused absences will go on a student's permanent record; the consequences of your child missing class can include falling behind on lessons, lower participation grades, and poorer performance on quizzes and tests.
- **Keep in mind that public schools lose money when their students are absent.** Public schools receive money based on the number of students who attend each day. When a student misses just one day of school, the school loses money — imagine how much a school loses when many students miss many days throughout the year.

What you can do

As a parent or guardian, it is possible to plan ahead in order to limit your child's absences, make school attendance a priority, and help your child from falling behind if it is necessary to miss a day of school. You can do this in the following ways:

- **Help your child get to school on time every day.** Babysitting, problems with a car or late bus, and the weather are not permissible reasons to miss school. Frequently coming to school late may also be noted on your child's permanent record, and will make it difficult for your child to stay caught up with the first lessons of each morning. Teach your child how to set and use an alarm clock, and keep the television turned off in the morning.
- **Follow the school's guidelines and attendance policy, and report excused absences immediately.** At the beginning of the school year, review the school's rules and make sure you understand whom you need to call if your child is going to be absent.
- **Check homework.** Check each night to see that your child understands and completes the day's homework assignments.
- **Take an active role.** Stay involved with your child's daily experiences at school by asking how the school day went, and then listening carefully to what your child shares with you — both the successes and struggles. Make it a point to meet your child's teacher and friends.
- **Locate potential sources of anxiety.** If your child frequently appears upset or reluctant to go to school and cannot tell you why, schedule an appointment with his or her teacher or school counselor to talk about possible sources of the anxiety.
- **Keep updated on school events and announcements.** Read the school documents that your child brings home and take note of important announcements and dates, such as back-to-school night and parent-teacher conferences.
- **Try to limit the amount of time that your child misses school due to medical appointments or illness.** If possible, avoid scheduling doctor's appointments during the school day. Allow your child to stay home only in the case of contagious or severe illnesses.
- **Schedule family events with your child's school schedule in mind.** Plan holiday celebrations or family trips during weekends or school vacations. In the case of family emergencies or unexpected trips, talk to your child's teacher as far in advance as possible and set up a way that your child can work ahead or bring important homework on the trip.
- **Plan ahead.** Encourage your child to prepare for the next school day by laying out clothes the night before and helping to fix lunches.
- **Promote good health.** Make sure that your child eats a balanced diet with plenty of fruits and vegetables, and has opportunities to exercise every day through a sports team or playtime outside.

Create a restful environment. Finally, make sure that your child can relax before bedtime by doing something quiet like reading rather than do something stimulating, like watching television. Ensure that your child gets enough quality sleep — ideal amounts range from 8 to 12 hours. Getting enough sleep will help her get up on time, be refreshed in the morning, and feel ready for a full day of learning ahead.

Students who miss days, weeks, or months of school at a time will have a difficult time passing their courses and catching up to their peers. For older students, prolonged absences may make it very difficult to graduate from high school. By making your child's school attendance a priority, you will be taking an important step in supporting your child's school success, and setting a good example. Remember — every day counts!

Note: This information was adapted from information on San Diego Unified School's District "Every Day Counts!" attendance website in 2008. The new website features parent tip sheets on the importance of school attendance in [English](#) and [Spanish](#). Printed from: <http://www.colorincolorado.org/article/28842/?theme=print>

Colorín Colorado®

Asistencia escolar: La clave del éxito Por: Colorín Colorado (2008)

Una de las cosas más importantes que su niño puede hacer para alcanzar el éxito académico es también una de las más básicas: ir a la escuela a diario. De hecho, la investigación ha demostrado que el récord de asistencia de su niño puede ser el factor más importante que influye en su éxito académico.

Beneficios de asistencia diaria

Si asiste a clases con regularidad, es más probable que su niño pueda seguirle el ritmo a las lecciones y a las tareas diarias, así como tomar las pruebas y exámenes a tiempo.

También hay otras ventajas:

- El [San Diego Unified School's District](#) — distrito escolar unificado de San Diego — encontró que los estudiantes que asistieron a la escuela con regularidad tenían mayor probabilidad de pasar las evaluaciones de lectura y matemáticas que los estudiantes que no fueron a la escuela de modo regular.
- En el caso de los estudiantes de más edad, su presencia diaria en la escuela les brinda la ocasión de aprender más sobre la universidad y las oportunidades de obtener becas, así como de tomar los exámenes importantes que necesitan para ir formando un expediente académico exitoso.
- La asistencia escolar con regularidad también puede ayudar a los estudiantes que están aprendiendo inglés, ya que les brinda la oportunidad de dominar con mayor rapidez y exactitud las destrezas y la información que necesitan -¡e incluso en otros temas!
- Además, con el solo hecho de estar presente en la escuela, su niño está aprendiendo a ser un buen ciudadano al participar en la comunidad escolar, aprende valiosas destrezas sociales, y desarrolla una visión del mundo más amplia.
- El compromiso que usted adquiere en cuanto a que su niño asista a la escuela también le enviará el mensaje de que la educación es prioritaria para su familia, que el ir a la escuela a diario es una parte crucial del éxito educativo, y que es importante asumir las responsabilidades de uno con seriedad -ya sea que se trate de ir a la escuela o de ir al trabajo.

Los estudiantes que faltan a la escuela por días, semanas o meses seguidos tendrán dificultades para pasar los cursos y para emparejarse con sus compañeros. En el caso de los estudiantes de más edad, las ausencias prolongadas pueden hacer más difíciles el que se gradúen de la escuela preparatoria.

Cuando su niño tiene que faltar a la escuela

¿Qué sucede cuando su niño tiene que faltar a la escuela debido a una cita médica o a un viaje familiar? A veces, estas situaciones no pueden evitarse. En tal caso:

- **Póngase inmediatamente en contacto con la escuela.** Tiene que justificarse la ausencia y hable con el profesor de su niño para cerciorarse de que el niño no se atrasará en ninguna de las lecciones a las que faltó.
- **No obstante, es importante juzgar estas situaciones con cuidado.** La asistencia escolar obligatoria por parte del estudiante constituye una política que las escuelas toman en serio. Las ausencias que no han sido justificadas se registrarán permanentemente en el expediente del estudiante; las consecuencias de que el niño falte a clases pueden incluir retrasos en las lecciones, participación más limitada y desempeño más deficiente en las pruebas y exámenes.

- **Tenga presente también que las escuelas públicas reciben fondos en función del número de estudiantes que asisten a diario.** Cuando un estudiante pierde tan solo un día de escuela, la escuela pierde dinero -imagínese cuánto pierde una escuela cuando muchos estudiantes faltan muchos días durante el año.

Lo que los padres pueden hacer

En su calidad de padre o tutor, es posible planear por anticipado a fin de limitar las ausencias de su niño, asignarle a la asistencia escolar un lugar prioritario, y ayudar a su niño a no atrasarse si es necesario que falte un día a la escuela. Usted puede hacer esto de las siguientes maneras:

- **Ayude a su niño a llegar a tiempo a la escuela todos los días.** Los problemas con los cuidadores de niños, el automóvil o por el retraso del autobús, y las condiciones del clima no son razones admisibles para faltar a la escuela. Con frecuencia las llegadas tardías a la escuela pueden también anotarse en el expediente permanente del niño, pues pueden causar que se le dificulte seguir el ritmo a las primeras lecciones de cada mañana. Enseñe a su niño a activar y a utilizar un despertador, y mantenga la televisión apagada en la mañana.
- **Siga los lineamientos y la política de asistencias de la escuela, y notifique inmediatamente las ausencias justificadas.** Al inicio del año escolar, repase las reglas de la escuela y cerciórese de saber a quién necesita llamar si su niño va a estar ausente.
- **Verifique las tareas.** Compruebe cada noche que su niño entiende y termina los deberes del día.
- **Asuma un papel activo.** Manténgase involucrado en las experiencias escolares cotidianas de su niño preguntándole cómo pasó su día en la escuela, y luego escuchando con todo cuidado lo que le comparte -tanto sus éxitos como sus dificultades. Procure conocer al profesor y a los amigos de su niño.
- **Localice los posibles focos de ansiedad.** Si con frecuencia su niño se muestra molesto o renuente a ir a la escuela y no puede decirle el porqué, concierte una cita con su profesor o consejero de la escuela para hablar sobre los posibles focos de ansiedad.
- **Manténgase al día sobre los eventos y avisos de la escuela.** Lea los documentos de la escuela que su niño trae a la casa y tome nota de los avisos y de las fechas importantes, tales como las de la noche de regreso a la escuela y las de las conferencias de padres y profesores.
- **Procure limitar la cantidad de tiempo que su niño falta a la escuela debido a citas médicas o por enfermedad.** Si es posible, evite programar las citas al médico durante las horas de escuela. Permita que su niño se quede en casa sólo en caso de que padezca de enfermedades contagiosas o severas.
- **Programe los eventos de la familia teniendo el calendario escolar de su niño en mente.** Planee las celebraciones de los días de fiesta o los viajes de la familia para los fines de semana o las vacaciones escolares. En el caso de las emergencias familiares o de viajes inesperados, hable con el profesor de su niño con la mayor antelación posible y busque la manera de que su niño pueda trabajar por adelantado o de que lleve consigo al viaje las tareas importantes.
- **Planee por anticipado.** Anime a su niño a que se prepare para el siguiente día de escuela haciendo que la noche anterior separe la ropa que se pondrá y que ayude en la preparación de su almuerzo.
- **Promueva la buena salud.** Cerciórese de que su niño coma una dieta balanceada que incluya bastantes frutas y verduras, y que tenga oportunidades para hacer ejercicio a diario participando en un equipo deportivo o realizando juegos al aire libre.
- **Cree un ambiente de descanso.** Finalmente, cerciórese de que su niño pueda relajarse antes de ir a la cama haciendo actividades que lo tranquilicen, como la lectura, en vez de actividades que lo estimulen, como ver la televisión. Asegúrese de que su niño duerma lo suficiente para que tenga un sueño reparador -el número ideal de horas oscila entre 8 y 12. ¡El hecho de dormir lo suficiente le ayudará a levantarse a tiempo, a sentirse fresco por la mañana y a sentirse que está listo para el día completo de aprendizaje que tiene por delante!

Al darle prioridad a la asistencia escolar de su niño, usted adoptará una medida importante para respaldar su éxito escolar y para ponerle el buen ejemplo. ¡Recuerde — cada día cuenta!

Nota: Esta información fue adaptada en 2008 del sitio Web sobre la asistencia escolar Every Day Counts (¡cada día cuenta!) publicada por el distrito escolar unificado de San Diego. Este sitio Web contiene [una hoja de consejos para los padres](#) sobre la importancia que tiene la asistencia escolar. <http://www.colorincolorado.org/articulo/28856/?theme=print>

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ELAC Letter for Fourth Meeting

Date

Dear Parents/Guardians:

The **fourth meeting** of the English Learner Advisory Committee (ELAC) will take place on _____ in _____ at _____. We will learn about
Date Room Time
the annual language census. We will also provide information about _____

Please fill out and return the lower portion of this letter to your child's teacher. We look forward to seeing you at the meeting. Spanish translation will be provided.

Sincerely,

Principal or Vice-principal

Date

School

Telephone

~ Please detach, fill out and return to your child's teacher ~

___ YES, I will attend the ELAC meeting on _____ at _____
Date Time

___ NO, I will **not** attend the ELAC meeting on _____ at _____
Date Time

Child's Name

Grade

Teacher's Name

Parent's Name

Date

ELAC Letter for Fourth Meeting- Spanish

Fecha

Estimados Padres/Guardianes:

La **cuarta junta** del Comité consejero para los estudiantes que aprenden Inglés (ELAC – las siglas en inglés) tendrá lugar el _____ en _____ a la(s)

Fecha de la junta Salón Hora

Discutiremos el censo de lenguaje anual. También, proveeremos información sobre

Favor de llenar y devolver la parte abajo al maestro/a de su hija/o. Espero verle en la junta. Traducción en español será proveída.

Sinceramente,

Director/a o Vicedirector/a Fecha Maestro/a

Escuela Teléfono de la escuela

¡Favor de llenar y devolver esta parte al maestro/a de su hija/o!

___ Sí, yo asistiré la junta del ELAC el _____ a la(s) _____
Fecha de la junta Hora de la junta

___ No, no asistiré la junta del ELAC el _____ a la(s) _____
Fecha de la junta Hora de la junta

Nombre de su hijo/a Grado Nombre de Maestro/a

Nombre del padre/guardián Fecha

English Learner Advisory Committee (ELAC) Agenda for the Fourth Meeting

Comité Consejero de Estudiantes que Aprenden Inglés Agenda para la cuarta junta

School name/Nombre de escuela: _____

Date/Fecha: _____

AGENDA

I. Welcome and Introductions
Bienvenidos e introducciones

II. Annual Language Census
Censo de Lenguaje Anual

III. School Information
Información de la escuela

V. Adjournment
Clausura

California Department of Education, April 4, 2000

Language Proficiency and Academic Accountability Unit

English Learner Advisory Committees:

Suggested Training Topics on Required Tasks

Task #1: Development of a detailed master plan for English Learner education for the individual school and submits the plan to the district governing board for its possible consideration and inclusion in the district's English Learner education master plan.

Review and comment on school plan descriptions regarding supplementary services provided to English Learners in one or more of the following:

- Description of services to provide additional assistance in English language development (ELD)
- Description of services to provide additional assistance in specific academic subjects (e.g. social studies, mathematics, and science)
- Opportunities to increase reading skills (e.g. after-school tutorial programs, computer laboratory time, etc.)
- Use of technology for development of skills (e.g. writing, reading)
- Supplementary assistance by staff (e.g. teachers, bilingual instructional aides)
- Discussion of each line-item expenditure using EIA-LEP or School-Based Coordinated Programs funds
 - related to supplemental services for English Learners
- Discussion and explanation of funds used as centralized services allocated to the school to directly assist English Learners
- Review and discuss all parent letters, including translations, explanations of test results, and services for English Learners (e.g. notice on proficiency test results and reclassification; procedures for parent waivers for an alternate program, etc.)
- Discussion of services the school provides for English Learners when students are participants in Special Education and G.A.T.E.

Task #2: Development of the school's needs assessment

- Review and comment on the school's needs assessment related to instructional services and resources available to English Learners
- Identify a reasonable number of questions to be included in the school's needs assessment related to English Learners
- Verify the school survey and letters to parents are available in the major language groups representative at the school.
- Verify the school survey results reflect some changes recommended to the school plan.

Task #3: Administration of the school's annual language census

- Review and discuss the district's process to assess all students and the identification of English Learners.
- Discuss the selection, use, and rationale for the district's selection of a particular English and primary language assessment instrument
- Review the most current school R30-Language Census Report
- Discuss the Census Report as it relates to placement of EL students and programs provided at the school.
- Review and comment on parent notices on test results and notification of EL students reclassified.
- Discuss and ask committee members for suggestions and possible improvements on services, programs, and staffing for English Learners.

Task #4: Ways to make parents aware of the importance of regular school attendance

- Discuss and provide parents information as to the importance of student's regular school attendance.
- Discuss specific ideas parents can use to encourage and support their child's regular school attendance.
- Provide examples and possible solutions when students may be truant or have irregular attendance.
- Discuss how the district and school can encourage attendance (e.g. awards, activities after school, etc.)

California Department of Education-Language Proficiency and Academic Accountability Unit

Comités Consultivos para asuntos Relacionados con

Los Estudiantes que Aprenden Inglés; Temas Sugeridos para Capacitar en Tareas Requeridas

Tarea #1: Elaborar un plan maestro detallado para la educación de los Estudiantes que Aprenden Inglés (EL) para la escuela individual y entregarlo a la mesa gubernativa del distrito escolar para su posible consideración e inclusión en el plan maestro del distrito para la educación de los Estudiantes que Aprenden Inglés.

Revisar y comentar sobre las descripciones del plan escolar respecto a los servicios suplementarios proporcionados a los Estudiantes que Aprenden Inglés (EL) en una de las siguientes formas.

- Descripción de los servicios para brindar ayuda adicional en el desarrollo del idioma inglés (ELD)
- Descripción de los servicios para brindar ayuda adicional en temas académicos específicos (e.j., ciencias sociales, matemáticas, ciencias)
- Oportunidades para elevar las destrezas en lectura (ej., programas de clases tutorías después de las clases, tiempo en el laboratorio de computadoras, etc.)
- Uso de la tecnología para desarrollar las destrezas (ej., escritura, lectura)
- Ayuda suplementaria a cargo del personal (ej., maestros, ayudantes de maestros bilingües)
- Discusión de cada gasto de partida presupuestaria en la que se usen fondos de EIA-LEP o de Programas

Coordinados con Base en la Escuela pertinentes a servicios suplementarios a los alumnos ELs.

- Discusión y explicación de los fondos que se usan como servicios centralizados asignados a la escuela para ayudar directamente a los ELs.
- Revisar y discutir todas las cartas de padres, incluyendo traducciones, explicaciones de resultados de pruebas, y servicios para los alumnos EL (ej., aviso sobre los resultados de pruebas de dominio y reclasificación; procedimientos para los padres sobre exenciones de programas alternos, etc.).
- Discusión sobre los servicios proporcionados por la escuela a los alumnos EL cuando éstos participan en el programa de Educación Especial o GATE.

Tarea #2: Elaboración de la determinación de necesidades de la escuela

- Revisar y comentar sobre la determinación de las necesidades de la escuela relacionada con los servicios educativos y los recursos disponibles a los alumnos ELs.
- Identificar un número razonable de preguntas relacionadas con los alumnos ELs para incluirlas en la determinación de necesidades de la escuela
- Verificar que la encuesta de la escuela y las cartas a los padres estén disponibles en los idiomas principales representativos de la escuela
- Verificar que los resultados de la encuesta escolar refleje algunos cambios recomendados para el plan de la escuela

Tarea #3: Administración del censo anual de idiomas hablados en la escuela

- Revisar y discutir el proceso del distrito para evaluar a todos los alumnos y la identificación de los ELs.
- Discutir la selección, uso, y lógica del distrito de un instrumento particular para evaluar el dominio del inglés y de la lengua materna
- Revisar el Informe del Censo de Idiomas R30 más reciente de la escuela
- Discutir el Informe del Censo en lo que se relaciona con la asignación de los alumnos EL y los programas proporcionados por la escuela
- Revisar y comentar sobre los avisos a los padres acerca de los resultados de las pruebas y la notificación de los alumnos EL reclasificados
- Discutir y pedir a los miembros del comité sugerencias e ideas sobre posibles mejoras a los servicios, programas y contratación de personal para los alumnos EL

Tarea #4: Formas para hacer conscientes a los padres de la importancia de la asistencia regular a la escuela

- Discutir y proporcionar información a los padres sobre la importancia de la asistencia regular a la escuela
- Discutir ideas específicas que los padres puedan usar para alentar y apoyar la asistencia diaria de sus hijos
- Proporcionar ejemplos y posibles soluciones cuando los alumnos cometan infracciones u observen una asistencia irregular
- Discutir la forma en que el distrito y la escuela pueden fomentar la asistencia estudiantil a la escuela (ej., premios, actividades después de las clases, etc.

English Learner Advisory Committee (ELAC) Training Guide

What is the ELAC? It stands for “English Learner Advisory Committee”. It is a group of parents of English Learners at a school where there are 21 or more English Learners. The ELAC has elected members and keeps a record of its activities through an agenda and minutes for each meeting. The ELAC is a requirement of [California Education Code 62002.5](#).

What are the duties of the ELAC? The ELAC advises the principal and staff on the following tasks:

- Task 1 Development of the EL section of the School Plan;
- Task 2 Development of the school’s needs assessment;
- Task 3 Administration of the school’s language census; and
- Task 4 Making parents aware of the importance of regular school attendance.

The ELAC must elect one member to serve on the District English Learner Advisory Committee (DELAC). Our member will be _____.
Name of DELAC Representative

TASK 1

The ELAC has advised the principal and staff on the development of the school plan for English Learners.

Training Activities

1. Get a copy of the school plan.
2. Read and discuss the section that describes services for English Learners.
3. Write comments and/or suggestions on chart paper, or have one member write them down.
4. Present comments/suggestions to principal and staff.
5. You might use information collected from the needs assessment in Task 2.

TASK 2

The ELAC has advised the principal and staff on the development of the school’s needs assessment.

Training Activities

1. Brainstorm possible questions for the school’s needs assessment.
2. Record possible questions on chart paper. Publish in newsletter and ask for feedback or send out a sample questionnaire and ask for written feedback. Some possible questions might be:
 - What are the special needs of English Learners?
 - What methods/materials/programs are being used to meet those needs?
 - What support might still be needed.

TASK 3

The ELAC has advised the principal and staff on the administration of the school language census.

Training Activities

1. Parents receive an explanation of the annual language census (R-30).
2. Parents receive a report of the data collected by the most recent language census.
3. Parents have an opportunity to ask questions and make suggestions on how the language census is conducted.

TASK 4

The ELAC has advised the principal and staff on efforts to make parents aware of the importance of regular school attendance.

Training Activities

1. Parents make a list of all reasons why students need to attend school regularly and what they miss when they are absent.
2. Parents brainstorm all the reasons why students are absent. List them on one side of chart paper or on an overhead transparency.
3. Parents brainstorm all the solutions they can think of to avoid absences and recognize those that are unavoidable. List these on the opposite side of the chart or overhead.
4. Share the list in the school newsletter or in a message from the ELAC that can be sent to all parents.

Comité Consejero Para Estudiantes que Aprenden Inglés Guía de Entrenamiento

¿Qué es el ELAC? Significa “Comité Consejero para Estudiantes que Aprenden Inglés” (English Learner Advisory Committee). Es un grupo de padres de familia de niños en el proceso de aprender inglés en una escuela donde hay 21 o más niños que aprenden inglés. El ELAC tiene miembros que son elegidos y mantiene un archivo de sus actividades por medio de una agenda y minutos para cada reunión. El ELAC es un requisito del [California Código de Educación 62002.5](#).

¿Cuáles son los trabajos del ELAC? El ELAC da consejos al director y personal acerca de:

- Trabajo 1 el desarrollo del plan de la escuela que se trata de estudiantes que aprenden inglés;
- Trabajo 2 el desarrollo de la evaluación de necesidades de la escuela;
- Trabajo 3 el censo de lenguaje de la escuela;
- Trabajo 4 el esfuerzo de conscientizar a los padres de la importancia de asistir regularmente a la escuela.

El ELAC debe elegir un miembro para servir en el Comité Consejero del Distrito de Estudiantes que Aprenden Inglés (DELAC). Nuestro miembro es _____.

Nombre del miembro de DELAC

TRABAJO 1

El ELAC aconseja al director y personal acerca del desarrollo del plan de la escuela para niños en el proceso de aprender inglés.

Actividades para Entrenamiento

1. Obtiene una copia del plan de la escuela.
2. Lee el plan y habla de la parte que describe las ayudas para niños que aprenden inglés.
3. Escribe comentarios y/o sugerencias en una hoja grande en la pared, o un miembro del ELAC puede escribirlos.
4. Comunica los comentarios y sugerencias al director y personal.
5. Es posible que pueda usar la información de la encuesta en Trabajo 2.

TRABAJO 2

El Comité ELAC aconseja al director y personal acerca del desarrollo de la evaluación de necesidades de la escuela.

Actividades para Entrenamiento

1. Habla de preguntas que pueden poner en una encuesta acerca de las necesidades de la escuela.
2. Escribe las preguntas posibles en una lámina en la pared. Imprenta en la hoja informativa de la escuela y pide comentarios, o envía una muestra de una encuesta y pide comentarios. Unas preguntas pueden ser:
 - ¿Qué son las necesidades especiales de los estudiantes que aprenden inglés?
 - ¿Cuáles son los métodos, materiales, y programas que se usan para las necesidades de estos estudiantes?
 - ¿Qué apoyo necesitan todavía?

TRABAJO 3

El ELAC aconseja al director y personal acerca del censo de lenguaje de la escuela.

Actividades para Entrenamiento

1. Los padres reciben una explicación del censo anual de lenguaje (forma R-30).
2. Los padres reciben un reporte de los datos del censo más recién.
3. Los padres tienen una oportunidad de preguntar y hacer sugerencias acerca de como hacen el censo.

TRABAJO 4

El ELAC aconseja al director y personal de los esfuerzos para conscientizar a padres de la importancia de asistir regularmente a la escuela.

Actividades para Entrenamiento

1. Los padres hacen una lista de las razones porque los niños deben estar en la escuela y qué pierden cuando estén ausente.
2. Los padres hacen una lista de razones porque están ausente. Escribe las razones en una lámina.

3. Habla de las soluciones para evitar ausencias y cuando deben perder clases. Escribe estas soluciones en la lámina.
4. Comparte la lista en la hoja informativa de la escuela o en un mensaje del ELAC que se puede enviar a todos los padres.

Election Requirements for the ELAC

Parents/guardians of English Learners are given an opportunity to elect the ELAC members.

At the first ELAC meeting, inform the parents that nominations will take place for membership* on the ELAC. The parents may nominate themselves or each other. After the nominations, voting must take place and the parents may vote for themselves or simply agree to become ELAC members.

Non-EL parents can serve on the committee but they cannot vote.

*Please note that this is **not** an election of officers.

Ballot for ELAC nominations and voting/*Balota para nombramiento y votación de ELAC*

(Write name of each nominee and circle "yes" to vote./*Escriba el nombre de cada candidato y circule "sí" para votar.*)

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

Name/*Nombre* _____ yes/*sí*

ELAC School Report for DELAC*
Reporte de Escuela para DELAC*

Vacaville Unified School District
Distrito Escolar Unificado de Vacaville
English Learner Advisory Committee (ELAC)
Comité Consejero Para Estudiantes que Aprenden Inglés (ELAC)

Submitted by/Presentado por _____

School/Escuela _____

Meeting Date/Fecha de la Reunión _____

Questions, concerns, comments/Preguntas, preocupaciones, comentarios:

(Use other side if necessary/Use el otro lado si es necesario.)

Please return this form to the English Learner Department/Special Assignments at the Central Office.
Favor de regresar esta forma al Departamento de Estudiantes que Aprenden Inglés en la Oficina Central.
*DELAC=District English Learner Advisory Committee/Comité Consejero del Distrito de Estudiantes que Aprenden Inglés

English Learner Advisory Committee (ELAC) Sign-In Sheet
Comité Consejero de Estudiantes que Aprenden Inglés

School/Escuela: _____

Date/Fecha: _____

Sign-in Sheet/Hoja de Firmar

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Suggested Steps for Delegating the English Learner Advisory Committee's (ELAC) Legal Responsibilities

Step 1 Parents of all English Learner students at the school are invited and notified of an ELAC formation.

Step 2- The site ELAC is formed with identified members.

Step 3- The site ELAC members are informed and trained as to their legal responsibilities.

Step 4*- The school elects one or more representatives to the DELAC.

Step 5- The ELAC votes to either continue as a separate advisory committee or delegate its legal responsibilities to another existing site committee (e.g., School Site Council [SSC]).

Step 6- If the ELAC votes to delegate its responsibilities, the recipient site committee is trained as to their new additional legal responsibilities.

Step 7- The new site committee (e.g., SSC) advises and documents its advice during its meetings on all the legal responsibilities delegated from the former ELAC.

Step 8- Advice by the committee to the site principal and staff should be given at least each year or every twelve months.

Step 9- Schools in a SBCP are to repeat the cycle every two years.

* This step can occur at any time.

VIII. District English Learner Advisory Committee (DELAC)

A LEA with 51 or more ELs has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of ELs.

1. The DELAC advises the school district governing board on all of the following tasks:
 - a. Development of a district master plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement ([California Code of Regulations \(5 CCR 11308\[c\]\[1\]\)](#))
 - b. Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
 - c. Establishment of district program, goals, and objectives for programs and services for ELs (5 CCR 11308[c][3])
 - d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])
 - e. Administration of the annual Language Census Report (5 CCR 11308[c][5])
 - f. Review and comment on the school district's reclassification procedures (5 CCR 11308[c][6])
 - g. Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308[c][7])
2. The LEA provides training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities California Code of Regulations 5 CCR 11308[d]; ([Education Code EC 35147](#), [52168\[b\]\[4\]](#), [52176\[a\]](#), [62002.5](#); [U.S. Code 20 USC 6312\[g\]\[4\]](#))

VUSD Procedures: The district has a District English Learner Advisory Committee (DELAC). The DELAC is comprised of an elected representative/s from each ELAC. Training and facilitation of the DELAC is provided by the English Learner Coordinator and the English Learner Literacy Coach with support from the Director of Special Assignments.

IX. Initial Identification

The LEA properly identifies, assesses, and reports all students who have a primary language other than English. A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language. ([Education Code EC 52164.1\[a\]](#))

VUSD Procedures: The Home Language Survey [HLS] is vital in supplying the information for identifying, assessing, and placing an English Learner. As part of the enrollment procedure at each school site, it is mandatory that the parent or guardian of each new K-12 student completes a Home Language Survey during the registration process. The HLS then becomes a permanent part of the student's CUM file.

The HLS must have each question answered, be signed by the parent/guardian, and be dated. The school office staff separates and distributes the HLS as follows:

- Original to EL Coordinator/Special Assignments Office
- Pink to CUM File

It is very important for the parent to respond to the HLS question, "*When was your child first enrolled in school in the United States?*" If a student is enrolling for the first time and he/she indicates that a language other than English is spoken in the home, this student may be a candidate for the Structured English Immersion newcomer program in grades 7-12.

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

VUSD Procedures: If the HLS indicates **only English** is spoken in the home:

- The pink copy is filed in the student's CUM folder at the school site; the white copy is sent to the EL Coordinator in Special Assignments.
- No EL testing or EL program services are needed.
- The student is placed in the school's base/core academic curricular program.

If the HLS reports a **language other than English** on question #4 only and questions #1, 2 and 3 are all English:

- The pink copy is filed in the student's CUM folder at the school site, and the white copy is sent to the EL Coordinator in Special Assignments.
- No EL testing or EL program services are required; student is placed in the core program. If the student experiences difficulties understanding English, then he/she may be tested with the initial CELDT.
- The school office staff will enter the student as P for Pending in the Language Fluency box (LangFlu) in the Aeries system.

If the HLS (questions #1-3) indicates **at least one response other than English** (or English and another language):

- The pink copy is filed in the student's CUM folder at the school site, and the white copy is sent to the EL Coordinator in Special Assignments; the student will be entered as "P" for pending in the LangFlu box in Aeries.
- If the student is from another school in California, the registrar/secretary will contact the previous school to determine if the student was previously identified as an English Learner (EL), an initially Fluent English Proficient (IFEP) student, or a reclassified Fluent English Proficient (RFEP) student. If the student was an EL in the previous school, the secretary must request the previous CELDT scores. The CELDT scores may be obtained by faxing the CELDT Score Request Form to the previous school; a copy of the Request Form is available on page 35 of this EL Master Plan. It is also available in the EL Coordinator's office or by going to the following website:
<http://www.cde.ca.gov/ta/tg/el/documents/scorerequest09.doc>
- Once the student's classification is known, the student will be entered as EL, IFEP or RFEP in the Aeries system according to the information gathered in the preceding item. If the student is RFEP, the date of the reclassification must be entered on the Language (H Lang) screen in Aeries; the 1 year and 2 year follow up dates must also be entered on the H Lang screen.
- If the student is from a foreign country, from another state or from a private school, then arrangements for initial CELDT testing must be made. The site administrator or designee, the site EL Specialist (if available), or the District EL Program Coordinator will make arrangements for, or will administer, the initial CELDT testing. The student will be designated as EL or IFEP based on the results of the initial CELDT test.

Within 90 calendar days of initial enrollment, each EL is assessed for primary language proficiency. ([Education Code EC 52164.1\[c\]](#))

VUSD Procedures: The district uses the Language Assessment Scale (LAS) and Pre-LAS in Spanish to assess the primary language abilities of Spanish-speaking students. For all other non-English languages, the *Informal Assessment of the Primary Language* will be used to assess the student's abilities in the home language.

Parents/guardians of ELs are notified of their child's initial English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results. ([EC 52164.1\[c\]](#); [5 CCR 11511.5](#))

VUSD Procedures: The results of the initial CELDT assessment are shared with parents using the *Initial Assessment Results and Program Placement for English Learners* form. The results of the primary language assessments are shared with parents using the *Parent Notification of Spanish Language Assessment Results*. When possible, a parent conference will be held. If not possible, the notifications will be sent home.

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

1. Their child's initial English language and primary language proficiency level
2. How such level was assessed
3. Their child's language designation
4. Descriptions of program options
5. Program placement
6. Exit criteria
7. For ELs with a disability [with an individualized education program (IEP)], how such program will meet the objectives of the IEP
8. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school ([U.S. Code 20 USC 6312](#))

(For school districts receiving Title III funds) Parents/guardians of ELs are informed annually, not later than 30 days after the beginning of the school year, of:

1. Their child's English proficiency level
2. How such level was assessed
3. The status of the child's academic achievement
4. Their child's language designation
5. Descriptions of program options
6. Program placement
7. Exit criteria
8. For ELs with a disability (on IEPs), how such program will meet the objectives of the IEP
9. The expected rate of graduation from secondary school if funds under this part are used for children in secondary school ([U.S. Code 20 USC 6312](#))

Each EL is annually assessed for English language development and academic progress. ([5 CCR 11306](#))

All currently enrolled ELs are assessed for English language proficiency by administering the CELDT during the annual assessment window. ([5 CCR 11511.1\[b\]](#))

Each EL with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's Individualized Education Program (IEP) or 504 Plan. ([California Code of Regulations 5 CCR 11516](#))

Parents/guardians of ELs are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor. ([EC 52164.1\[c\]](#); [5 CCR 11511.5](#))

Roles and Responsibilities for Identification

Positions	Responsibility for Identification
School Secretaries/ Office Staff	Ensure that Home Language Survey is part of the registration process. Assist principal to follow-up on testing and placement.
Principals	Contact EL coordinator to arrange for initial CELDT assessment and primary language assessment.
EL Coordinator and EL Literacy Coach	Arranges for, or conducts, initial testing in English and the primary language. Informs principal and teacher of assessment results. Completes and distributes the parent notification of test results letters.
EL Instructional Assistants	Help with initial assessments and parent notifications as needed.
Classroom Teachers	Perform initial assessment if no other assessment service is available.



Request Form- California English Language Development Test (CELDT) Score

To: CELDT District Coordinator

Directions: Under state and federal law, schools and school districts are required to provide student CELDT results to schools receiving English learner students. Please complete the CELDT Score section of this form and return it to the receiving school immediately.

Receiving School's Information

Today's Date: _____
(mm/dd/yy)

Requestor's Name		District	
Phone	Fax	E-mail	
Mailing Address		City	Zip Code

Student Information

Last Name	First	Middle	Other Name Used (Last, First, Middle)
Birth Date (mm/dd/yy)		Current Grade	
Previously Enrolled School District		Current Enrolling School Site	
Previous Enrolled School District		Current Enrolling School Site	
Phone: _____		Phone: _____ Fax # _____	

CELDT Score

Is this student an English Learner? ____Yes ____No Has student taken the CELDT? ____Yes ____No

If reclassified, provide date : _____(If reclassified, please provide documentation.)

Complete the following for the student's most recent CELDT administration:

	Scale Score	Level	Date Testing Completed_____
Listening	_____	_____	Test Edition _____
Speaking	_____	_____	Test grade span _____
Reading	_____	_____	
Writing	_____	_____	
Overall	_____	_____	

Comments: _____

School District _____

Signature (Previous Enrolled School Site Representative) Printed Name Date

X. Funding

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

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

Funds provided by Economic Impact Aid (EIA) and Title III for limited English-proficient (LEP) students supplement, but do not supplant, general funds or other categorical resources at the school. ([U.S. Code 20 USC 6825\[g\]](#); [5 CCR 4320\[a\]](#); [EC 52168 \[b\]1-6,\[c\]](#))

Please refer to the Consolidated Application for detailed information regarding the budget and expenditures.

XI. Program Evaluation

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

The LEA implements a process and criteria to determine the effectiveness of programs for ELs, including:

- (a) A way to demonstrate that the programs for ELs produce, within a reasonable period of time:
 - i. English language proficiency comparable to that of average native speakers of English in the district
 - ii. Academic results indicating that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English
- (b) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each EL achieves full proficiency in English and academic achievement at grade level.

[U.S. Code \(20 USC 1703\[f\], 6841; Castañeda v. Pickard \[5th Cir. 1981\] 648 F.2d 989, 1009–1011, Education Code EC 64001\[f\]](#)

VUSD Procedures: Growth in meeting standards over time will be measured by CELDT, assessment components of ELD materials, teacher observations and other district and state assessments. Results will be used to guide instruction.

On an annual or as needed basis, each principal will conduct an evaluation and audit to ensure that each English learner at their school is placed in an appropriate program of instruction. They will review the level of English language proficiency the student has attained as determined by the California English Language Development Test (CELDT). They will ensure that each student is placed in a classroom with a teacher who has the authorization, as prescribed by law, to provide the instructional program for each student. They will follow up and monitor the progress and anticipated completion date of training for all staff members enrolled in training.

Site administrators will ensure delivery of the instructional program for English learners by conducting classroom observations and giving feedback to staff members. Each year site administrators will also conduct program evaluations. Evaluation of student progress will be based on comparing English Learner student achievement data with the student achievement data for English only students and by comparing them to the criteria below.

English learners will be expected to reach grade level performance after 5 years in an EL program. Students will be expected to make one year of growth in English Language Development (ELD) for each year of attendance in the district. Attendance data will also be considered an important variable. Students will be expected to progress in the areas outlined in the chart below.

Annual Measurable Achievement Objectives (AMAOs)

States are required to define two English language proficiency AMAOs for English Learners.

1. AMAO specifies annual increases in the percentage of students making progress in learning English.
2. AMAO specifies annual increases in the percentage of children attaining English proficiency.

The AMAOs are based on baseline data from the CELDT and will be used to evaluate the effectiveness of language instruction educational programs.

Criteria for Reaching Grade Level for English Learners:

Years in District	1	2	3	4	5	6
CELDT Overall Score	<i>Beginning</i>	<i>Early Intermediate</i>	<i>Intermediate</i>	<i>Early Advanced</i>	<i>Early Advanced or Advanced (with all skill areas at the Intermediate level or above) or RFEP*</i>	<i>RFEP*</i>
California Standard Test English/Language Arts	Far Below Basic	Far Below Basic	Below Basic	Basic	Proficient	Proficient or Advanced Proficient
CST Math	Far Below Basic	Far Below Basic	Below Basic	Basic	Proficient	Proficient or Advanced Proficient
Benchmark Assessments in ELA and Mathematics	**	**	**	**	**	**

Principals will use a checklist and graphic representation to show the progress of English Learners. Data such as API, state and local assessments will be analyzed. The data will be disaggregated using a variety of variables. During the development of the yearly comprehensive Single Plan for Student Achievement, data regarding the progress of English Learners will be reviewed by the staff, Site Councils, and where applicable leadership and/or

planning teams. By analyzing data, principals will compare the progress of English Learners at their school to district goals for English Learners as well as identify gaps in achievement between English only students and English Learners. The data they collect will be used as part of the data analysis used to develop their school plans. They will also use the data to track student progress and to work with teachers and Student Study Teams to improve results for students. This information will be used in the development of action plans that will outline the steps the staff will be taking to ensure the achievement of all English Learners. The Director of Special Assignments will review these action plans annually, make recommendations and monitor the progress of these action plans. Central Office staff will conduct an annual evaluation of progress of English Learners district wide. API, STAR test results, and CAHSEE results will be the basis of this analysis. It will include data on EL and RFEP students. When appropriate, English learners will be referred to the Action Team/Student Study Team to ensure that careful monitoring and follow-up take place.

Site administrators will be responsible for monitoring student progress as well as monitoring teacher authorization. It shall be their responsibility to ensure that each English learner at their site is placed in a classroom with a teacher who possesses an EL authorization. Although it is not the principal's responsibility to deliver the training, they must monitor the progress of all teachers in training. They will also monitor implementation of the program by doing classroom observations. Site administrators will send to the Special Assignments Department, for review, samples of classroom observations and copies of a checklist that shows:

Student Monitoring	Teacher Authorization Monitoring
Each English Learner ELD Level CELDT Results The program they are in: SEI/Dual/Mainstream Date of Home Language Survey Primary Language Parent notification Parent waiver CST/CMA/CAPA CAHSEE STS tests Local Assessments Reclassification date	English Learner authorization Teacher Certification In training Which training Estimated time of completion Date of conference with teacher Date of observation

The checklist will be updated in the fall by the principal and used to ensure proper placement of each English learner in an appropriate instructional program with a properly authorized teacher. The results of the CELDT and other assessments will be shared with classroom teachers who will use the results to plan instruction. The checklist will be forwarded to the Special Assignments and Human Resources Departments for monitoring and feedback. The Special Assignments Department will use the information provided during program evaluation to assess program effectiveness and make decisions about program changes.

Follow up monitoring will also be conducted by Central Office staff. This monitoring will consist of classroom observations and feedback to staff. Credential and EL authorization monitoring is handled by the Human Resources Department.

Roles and Responsibilities In Program Evaluation

Position	Responsibility
Principals	<p>Conduct the annual evaluation and audit of the English Learner Program at their site.</p> <p>Ensure that students are placed in the appropriate program with a teacher who has the appropriate credential.</p> <p>Ensure that students are achieving and meeting standards.</p> <p>Validate implementation of program.</p> <p>Monitor student progress.</p> <p>Evaluate staff and conduct classroom observations.</p> <p>Follow reclassification procedures.</p> <p>Ensure that parents receive proper notification.</p> <p>Conduct annual data review and analysis with staff and Site Council and/or ELAC.</p> <p>Create action plans to address needs of all students including needs of English Learners.</p> <p>Submit data and reports as outlined to Special Assignments and Human Resources Departments.</p>
School Office Staff	<p>Assist principal in preparation of reports/data.</p> <p>Assist principal in ensuring that all reports are filed.</p> <p>Make data accessible for teachers and administrators.</p>
Classroom Teachers	<p>Work with site administrator and Human Resources Department to secure and record credential authorizing instruction of English learners. Participate in training as necessary.</p> <p>Assess student progress and make referrals as needed to action team/student study team.</p>
Assessment Coordinator	<p>Ensures that site administrators and classroom teachers have information available regarding the CELDT and other assessment information.</p> <p>Provides technical assistance and resources.</p> <p>Assists with data analysis.</p> <p>Assists with action plan development.</p>
Assistant Superintendent of Academic Advancement and Director of Special Assignments	<p>Coordinate district level English Learner Program evaluation with the Director of Special Assignments.</p> <p>Help with review of site action plans.</p> <p>Ensures the implementation of the program for English Learners.</p> <p>Supervises the Director of Special Assignments.</p>
School Site Council/English Learner Advisory Committee	<p>Participate in training.</p> <p>Advise principal and staff.</p> <p>Ensure completion of Language Census.</p> <p>Participate in needs assessment and create opportunities for parent education.</p> <p>Review data regarding achievement of English Learners.</p> <p>Help with development of school action plan.</p>
Student Study Team/Action Team	<p>Review the progress of ELs.</p> <p>Review progress of students to be reclassified.</p> <p>Review the progress of RFEPs.</p>

Director of Special Assignments	Oversees audits and on-going monitoring. Acts as technical advisor and resource to principals and staff in developing and monitoring programs at sites. Observes in classrooms on a sample basis and provides feedback to staff and administrators. Coordinates collection of and reviews data. Makes recommendations to principals and Site Councils. Reviews action plans and recommends approval to the School Board. Assists in development of action plans. Provides training.
English Learner Coordinator/EL Literacy Coach	Acts as a resource for program evaluation. Oversees completion of the R-30. Assists principals and Special Assignments Director in the evaluation of programs.

XII. Reclassification

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

- a. Assessment of English language proficiency (CELDT) ([Education Code EC 313\[d\]\[1\]](#); [California Code of Regulations 5 CCR 11303\[a\]](#))
- b. Comparison of pupil's performance in basic skills against an empirically-established range of performance such as: California Standards Test for English Language Arts (CST-ELA) ([EC 313\[d\]\[4\]](#); [5 CCR 11303\[d\]](#))
- c. Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil. ([EC 313\[d\]\[2\]](#); [5 CCR 11303\[b\]](#))
- d. Opportunities for parent opinion and consultation during the reclassification process ([EC 313\[d\]\[3\]](#); [5 CCR 11303\[c\]](#))
- e. The LEA maintains in the pupil's permanent record documentation of the following:
 - i. Language and academic performance assessments
 - ii. Participants in the reclassification process
 - iii. Decision regarding reclassification

The LEA monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. ([U.S. Code 20 USC 6841](#); [California Code of Regulations 5 CCR 11304](#))

VUSD Procedures: When an English Learner is able to demonstrate English language proficiency comparable to that of a native English speaker and can participate equally with them in the school's regular instructional program, the EL is reclassified to fluent English proficient status.

The Vacaville Unified School District's reclassification policy includes:

- a. Assessment of English-language proficiency (CELDT)
- b. Teacher evaluation of the student's English language proficiency and curriculum mastery
- c. Parental opinion and/or consultation during reclassification process

- d. Assessment of performance in basic skills: Basic level on the California Standards Test (CST) or the California Modified Assessment (CMA)-English Language Arts
- e. For high school students, passing score on the CAHSEE-English Language Arts
- f. Academic performance that meets or exceeds the objective criteria below

An EL may be recommended for reclassification by the following: parent/guardian, classroom teacher, EL specialist, EL coordinator/literacy coach, administrator and/or counselor.

Criteria for Reclassification

Area of Reclassification	Grades	Criteria
Listening, speaking, reading and writing in English	1-12	Overall CELDT score at Early Advanced or Advanced with no sub-skill below Intermediate
California Standards Test-ELA, CMA-ELA or CAHSEE-ELA	2-12	Basic level or better on CST-ELA and CMA-ELA; passing score on the CAHSEE-ELA
Academic Achievement Progress Reports	1-12	Students need to obtain a grade of “S” or “C” or better in all academic areas: English/Reading, Math, Science and History/Social Studies.

Criteria have been developed for reclassifying first and second graders. See reclassification form on page 50 for a copy of the form and the criteria that must be met.

Follow Up Procedures

The academic progress of newly reclassified students will be monitored annually for 2 years using the FOLLOW-UP FORM/LANGUAGE RECLASSIFICATION. The Follow-up Form will include a review of the student’s oral language proficiency, reading and writing skills, and overall academic progress. The form will be completed at 1 year and at 2 years after reclassification.

If, after reclassification, the student is not performing academically commensurate with English-only peers, or if the student, based on test scores, is not meeting grade level standards, an SST will be convened to determine the appropriate instructional program/changes. Documentation of these decisions and actions shall be placed in the student’s cumulative folder.

Roles and responsibilities for Reclassification

Principals	Follow reclassification procedures. Ensure that parents are contacted regarding reclassification using the Parent Notification Letter~English Learner Reclassification .
School Office Staff	Organize and keep supply of all reclassification forms.
Classroom Teachers	Follow procedures for reclassification.
Assessment Coordinator	Ensures that site administrators and classroom teachers have information available regarding the CELDT and other assessment information required for reclassification.
Assistant Superintendent of Academic Advancement and Director of Special Assignments	Work with EL coordinator to expedite the reclassification of students.
School Site Council/English Learner Advisory Committee	Review the reclassification forms and procedures.
Student Study Team/Action Team	Review progress of students to be reclassified. Review the progress of RFEPs.
English Learner Coordinator/EL Literacy Coach	Acts as a resource in the reclassification process.

RECLASSIFICATION FORM

Vacaville Unified School District • English Learner Program • 401 Nut Tree Road • Vacaville, CA • (707) 453-6145

Change student's English Learner status to Fluent-English-Proficient status. Directions for completing this form are available in the Projects Office.

Student Data

Name _____ DOB _____ Age _____
School _____ Grade _____ Counselor/Teacher _____
Primary Language _____ Parent/Guardian _____ Phone _____
Date first identified as English Learner _____ Date Reclassification initiated _____
Initiated by: ___ English Learner Specialist ___ Administrator ___ Teacher Other _____

Criteria for Reclassification

English Language Proficiency – California English Language Development Test (CELDT):

Date of Test: _____

CELDT Overall Proficiency level: <i>(Circle level achieved)</i>		EARLY ADVANCED	ADVANCED
CELDT Listening/Speaking level: <i>(Circle level achieved)</i>	INTERMEDIATE	EARLY ADVANCED	ADVANCED
CELDT Reading level: <i>(Circle level achieved)</i>	INTERMEDIATE	EARLY ADVANCED	ADVANCED
CELDT Writing level: <i>(Circle level achieved)</i>	INTERMEDIATE	EARLY ADVANCED	ADVANCED

Performance in Basic Skills

California Standards Test Result (CMA for Special Education Students) or CAHSEE English-Language Arts:

English-Language Arts _____ or CAHSEE-ELA _____ Date of Test: _____
(Basic SS 300 or higher) (SS 350 or higher)

Teacher Evaluation

GRADES: > "C" or Satisfactory

Reading/English _____

Math _____

History/Social Studies _____

Science _____

(Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.)

NOTES:

RECOMMENDED CLASSIFICATION: RFEP (Reclassified fluent English proficient) _____ EL (English Learner) _____

Parent Opinion and Consultation:

Date Parent/Guardian notified of reclassification process: _____

Parent/Guardian requests a meeting to discuss reclassification: YES NO If yes, date of meeting _____

Parent/Guardian requests that a copy of the reclassification form be mailed home: YES NO

Signatures: _____
Administrator Teacher or Counselor

Parent _____ English Learner Specialist/Coordinator _____

Distribution: Original-CUM, Yellow-Parent, Pink-Projects Office

RECLASSIFICATION FORM – First and Second Grade

Vacaville Unified School District • English Learner Program • 401 Nut Tree Road • Vacaville, CA • (707) 453-6145

Change student’s English Learner (EL) status to Reclassified to Fluent-English-Proficient (RFEP) status
(Directions for completing this form are available in the Special Assignments Office)

Student Data

Name _____ DOB _____ Grade _____

School _____ Grade _____ Counselor/Teacher _____

Primary Language _____ Parent/Guardian _____ Phone _____

Reclassification date _____

Initiated by: ___ English Learner Specialist ___ Administrator ___ Teacher
Other _____

Criteria for Reclassification

ENGLISH LANGUAGE PROFICIENCY – CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (CELDT):

DATE OF TEST: _____

CELDT Overall Proficiency Level: <i>(Circle level achieved)</i>		EARLY ADVANCED	ADVANCED
CELDT Listening level: <i>(Circle level achieved)</i>	INTERMEDIATE	EARLY ADVANCED	ADVANCED
CELDT Speaking level: <i>(Circle level achieved)</i>	INTERMEDIATE	EARLY ADVANCED	ADVANCED
CELDT Reading level: <i>(Circle level achieved)</i>	INTERMEDIATE	EARLY ADVANCED	ADVANCED
CELDT Writing level: <i>(Circle level achieved)</i>		EARLY ADVANCED	ADVANCED

Performance in Basic Skills

First Grade Fall Benchmark Scores	DRA _____ 16 or higher	BPST _____ 60 or higher	High Freq Wds _____ 80 or higher	Fall Writing Benchmark _____ 3 or higher
Second Grade Fall Benchmark Scores	BRI _____ 2A or 2B or 2C	BPST _____ 70 or higher	High Freq Wds _____ 80 or higher	RLA #1 _____ Proficient or Advanced

Comments: _____

Parent Opinion and Consultation:

Date Parent/Guardian notified of reclassification process: _____

Parent/Guardian requests a meeting to discuss reclassification: (circle one) YES NO If yes, date of meeting: _____

_____ A copy of reclassification form was mailed home.

Signatures: _____

Administrator

Teacher or Counselor

Parent

English Learner Specialist (Secondary only)

Distribution: Original to Parent Pink to Cum Yellow to English Learners Office

Directions for Completing the Reclassification Form

The secretary must create a multi-level data report to show the student's CELDT scale scores and proficiency levels and the CST-ELA scale score/level in the following order: CELDT Overall scale score/level, CELDT Listening scale score/level, CELDT Speaking scale score/level, CELDT Reading scale score/level, CELDT Writing scale score/level, and then the CST-ELA scale score/level. ***This report must be provided for the person doing the reclassification.***

1. Fill in the required information to complete the "Student Data" section.
2. Fill in the required information to complete "Criteria for Reclassification".
3. CELDT date/scores can be found in the following locations: student CUM records, Aeries data-base. The Overall score on the California English Language Development Test (CELDT) must be at the Early Advanced or Advanced level; the sub-skill area tests (listening, speaking, reading and writing) must be at the Intermediate level or higher.
4. Performance in Basic Skills: The CST-ELA (CMA-ELA or CAHSEE-ELA) score/date can be found in the CUM and/or in Aeries. The CST-ELA score must be at Basic or higher (300 points or higher).
5. Teacher Evaluation: For students at the elementary level, use the most recent trimester grades. At the secondary level, the most current grades can be found in Aeries.
6. Notes: This is an area that can be used to explain any information relevant to the student. This area may be left blank.
7. Notify parent/guardian of the reclassification process by sending home the Parent Notification Letter~English Learner Reclassification one week before you distribute the reclassification form. If parent/guardian requests a meeting to discuss the reclassification, indicate this and the date of the meeting. If parent does not request a meeting, and the reclassification form was mailed home, indicate this in the space provided. Collect the required signatures: administrator, teacher or counselor, parent (if parent attends meeting), EL specialist (if available).
8. Distribute copies as per the distribution at the bottom of the form: Original to parent, Pink to CUM, Yellow to the English Learners office in Academic Advancement/Educational Services Center.

The EL office will change the student's designation from English Learner (EL) to reclassified to fluent English proficient (RFEP); the EL office will also add the reclassification date and the 1-year and 2-year follow-up dates.

Vacaville Unified School District
FOLLOW-UP FORM- LANGUAGE RECLASSIFICATION

Student Name _____ Grade Level _____ Date of Reclassification ____ / ____ / ____

Achievement Summary

California Standards Test English-Language Arts Level: _____ Date: _____
Other Assessments (if applicable) _____

Teacher Observations

1. Oral Language Proficiency: Does the student demonstrate proficiency in English oral language?

YES _____ NO _____ If "NO", area/s of concern: _____

2. Reading Skills:

Does the student demonstrate satisfactory English reading skills, substantially equivalent to those of native English proficiency?

YES _____ NO _____ If "NO", area/s of concern: _____

3. Writing Skills:

Does the student demonstrate satisfactory English writing skills, substantially equivalent to those of native English proficiency?

YES _____ NO _____ If "NO", area/s of concern: _____

4. Academic:

Is the student maintaining a "C" in all academic areas of Math, English, Science, and History/Social Science?

YES _____ NO _____ If "NO", area/s of concern: _____

Teacher Recommendation (Check one)

_____ The student language designation and placement is appropriate to meet student's present needs.

_____ The following change(s) / intervention(s) might be more appropriate to meet the student's present needs.

Date: ____ / ____ / ____

Check one:

_____ 1-Year follow up

_____ 2-Year follow up

TEACHER'S SIGNATURE: _____

PRINCIPAL'S SIGNATURE: _____

Directions for Completing the Reclassification Follow-Up Form

1. Fill in school name, student name, grade and date of reclassification.
2. Achievement Summary: fill in CST-ELA level and date; add other assessments if applicable (example: CAHSEE scores)
3. Teacher Observations: the teacher fills in areas 1-4.
4. Teacher Recommendation: teacher checks-off one of the 2 options and dates the form.
5. Check-off if this is the 1 year follow-up or the 2 year follow-up.
6. Teacher and principal sign on the appropriate lines.
7. Form is distributed as per the distribution at bottom of form: *Original* to parents, *Pink* to student CUM, *Yellow* to English Learners Office in Special Assignments/Central Office

XIII. Staffing

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program. Teachers assigned to provide English language development or access to core curriculum instruction for ELs are appropriately authorized or are actively in training for an appropriate EL authorization.

On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

([U.S. Code 20 USC 6826\[c\]](#); Education Code [EC 44253.1](#), [EC 44253.2](#), [EC 44253.3](#), [EC 44253.10](#); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011)

Recruitment and Retention

It is the policy of the Vacaville Unified School District that English Learners receive English Language Development (ELD) instruction and access to the core curriculum from teachers who possess proper certification through CLAD or BCLAD (or equivalent) credentials or [AB2913](#) (formerly [SB395](#)) authorization. Annually, the Human Resources Department sends a letter to all certificated staff who do not have an EL authorization informing them of their responsibility in obtaining authorization to teach English learners.

The Human Resources Department as well as the school administrator will keep records of each certificated staff member's credentials in regard to English learner certification/authorization. It will be the responsibility of the site administrator, as well as the Human Resources Department, to monitor the progress of all staff in training to ensure that all requirements are completed in a timely manner.

Before assigning students for the upcoming semester/trimester, site administrators and counselors will review the current list of staff members authorized or in training to become authorized to teach EL students. This list will be provided by the Human Resources Department. Students will be assigned to classes of appropriately authorized teachers. If it becomes necessary to assign an EL to a class of a teacher who is not authorized, the teacher will receive a letter explaining that his/her assignment is an interim position until all certification requirements are met. The site principal and the Human Resources Department will also review and update the records of teacher certification. The principal will provide a report to the Assistant Superintendent of Human Resources that lists the following:

- English Learners
- Teacher
- Teacher's certification
- In training
- Type of training
- When training will be complete
- Date of monitoring conference

Upon receipt of these reports, the Assistant Superintendent of Human Resources will issue the appropriate letters to certificated staff failing to meet timelines. Copies of these reports will be sent to the Special Assignments Director when complete.

Appropriate credentialing or authorization will be a condition of hiring. When no appropriately credentialed or authorized teacher can be hired, an exception can be made. However, the newly hired teacher will have to immediately enter training to secure a CLAD credential. The newly hired teacher will have until March 15 of their second year with the district to complete the certification. The Human Resources Department and the site principal will monitor this.

Staff Development

Certificated: All certificated staff will be informed of available options to obtain the necessary authorization to teach English learners in and near the Vacaville area. Staff will be reimbursed for training costs and receive stipends as outlined in the Memorandum of Understanding with the Vacaville Teachers Association.

In addition to CLAD, BCLAD and [AB2913](#) training, a Guided Language Acquisition Design (GLAD) training has been provided beginning with Title I schools and extending to all certificated staff as additional funds become available.

Classified: The English Learner Coordinator will do a yearly staff development needs assessment for English Learner Instructional Assistants. A program designed to meet the needs of staff will be implemented. This will revolve around CELDT testing, supporting students in primary language, and roles and responsibilities.

Administration: Administrators are informed through the CPM process of their responsibilities in carrying out the Education Code requirements. Each year the Director of Special Assignments, with the assistance of the English Learner Coordinator, will provide inservice and information to all administrators at Elementary Instructional Council Meetings, Local Educational Agency Plan Meetings, Administrative Leadership Team Meetings and other meetings as needed. The Director of Special Assignments, with the assistance of the English Learner Coordinator, will also visit sites each year and by prearranged agreement visit classrooms and observe curriculum delivery to English Learners. The Director of Special Assignments and the English Learner Coordinator will provide feedback to staff and administrators about instructional strategies.

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

- (a) Designed to improve the instruction and assessment of ELs ([20 USC 6825\[c\]\[2\]\[A\]](#))
- (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for ELs ([20 USC 6825\[c\]\[2\]\[B\]](#))
- (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills ([20 USC 6825\[c\]\[2\]\[C\]](#))
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom ([20 USC 6825\[c\]\[2\]\[D\]](#))
(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

XIV. Professional Development

Recruitment, selection, training, assignment and retention ensure well-qualified staff

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

- (e) Designed to improve the instruction and assessment of ELs ([20 USC 6825\[c\]\[2\]\[A\]](#))
 - (f) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for ELs ([20 USC 6825\[c\]\[2\]\[B\]](#))
 - (g) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills ([20 USC 6825\[c\]\[2\]\[C\]](#))
 - (h) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom ([20 USC 6825\[c\]\[2\]\[D\]](#))
- (Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011)

Recruitment and Retention

It will be the policy of the Vacaville Unified School District that English Learners receive the English Language Development (ELD) instruction and access to the core curriculum from teachers who possess proper certification through CLAD or BCLAD (or equivalent) credentials or [AB2913](#) (formerly [SB395](#)) authorization. The Assistant Superintendent of Human Resources sent a letter to all certificated staff informing them of their responsibility in obtaining authorization to teach English learners, winter 2002.

The Human Resources Department as well as the school administrator will keep records of each certificated staff member's credentials in regard to English learner certification/authorization. It will be the responsibility of the site administrator, as well as the Assistant Superintendent of Human Resources, to monitor the progress of all staff in training to ensure that all requirements are completed in a timely manner.

Before assigning students for the upcoming semester/trimester, site administrators and counselors will review the current list of staff members authorized or in training to become authorized to teach EL students. This list will be provided by the Human Resources Department. Students will be assigned to classes of appropriately authorized teachers. If it becomes necessary to assign an EL to a class of a teacher who is not authorized, the teacher will receive a letter explaining that his/her assignment is an interim position until all certification requirements are met. The site principal and the Human Resources Department will also review and update the records of teacher certification. The principal will provide a report to the Assistant Superintendent of Human Resources that lists the following:

- English Learner
- Teacher
- Teacher's certification
- In training
- Type of training
- When training will be complete
- Date of monitoring conference

Upon receipt of these reports, the Assistant Superintendent of Human Resources will issue the appropriate letters to certificated staff failing to meet timelines. Copies of these reports will be sent to the Special Assignments Director when complete.

Appropriate credentialing or authorization will be a condition of hiring. When no appropriately credentialed or authorized teacher can be hired, an exception can be made. However, the newly hired teacher will have to immediately enter training to secure a CLAD credential. The newly hired teacher will have until March 15 of their second year with the district to complete the certification. The Human Resources Department and the site principal will monitor this.

Staff Development

Certificated: All certificated staff will be informed of available options to obtain the necessary authorization to teach English learners in the Vacaville area. Staff will be reimbursed and receive stipends as outlined in the Memorandum of Understanding with the Vacaville Teachers Associations.

In addition to CTEL and BCLAD training, the district continues to provide staff development for ELD as well as for effective strategies for educating ELs. A Guided Language Acquisition Design (GLAD) training has been provided beginning with Title I schools and extending to all certificated staff as additional funds become available.

The site administrators will determine individual staff development and appropriate steps will be taken at the site level.

Classified: The English Learner Coordinator will do a yearly staff development needs assessment for English Learner Instructional Assistants. A program designed to meet the needs of staff will be implemented. This will revolve around CELDT testing, supporting students in primary language, and roles and responsibilities.

Administration: Administrators are informed through the CPM process of their responsibilities in carrying out the Education Code requirements. Each year the Director of Special Assignments, with the assistance of the English Learner Coordinator, will provide in-service and information to all administrators at Elementary Instructional Council Meetings, Local Educational Agency Plan Meetings, Administrative Leadership Team Meetings and other meetings as needed. The Director of Special Assignments, with the assistance of the English Learner Coordinator, will also visit sites each year and by prearranged agreement visit classrooms and observe curriculum delivery to English Learners. The Director of Special Assignments and the English Learner Coordinator will provide feedback to staff and administrators about instructional strategies.

Staffing and Professional Development

The district shall ensure that all teaching personnel assigned to provide instruction are qualified to provide the instructional services to English learners.

VUSD Procedures: Teachers' certification will be monitored by site administrators and the Human Resources Department. The Human Resources and Special Assignments Departments serve as resources to provide information to staff regarding the availability of CTEL, BCLAD and SB395 training. Principals will track certification along with the Human Resources Department.

Many staff members have received SB1969, [SB395](#) or [AB2913](#) training through CTA, the San Joaquin County Office of Education, and UCLA online extension. The CTA training ended August 31, 2002. The district provides information about CTEL training to prepare teachers to take the CTEL test.

A Memorandum of Understanding between the Vacaville Teachers Association and Vacaville Unified School District outlines stipends and reimbursements for staff (see below).

Appropriate credentialing or authorization will be a condition of hiring. When no appropriately credentialed or authorized teacher can be hired, an exception can be made. However, the newly hired teacher will have to immediately enter training to secure a CLAD credential. The newly hired teacher will have until March 15 of their second year with the district to complete the certification. The Human Resources Department and the site principal will monitor this.

TEACHER TRAINING FOR CLAD / AB2913

	BTTP-13 (Bilingual Teacher Training Program)	USD (University of San Diego) (expired)	SJCOE (San Joaquin County Office of Education)	UCLA (University of California at Los Angeles)
CTEL (CTEL=California Teacher of English Learner)	<ul style="list-style-type: none"> - \$300 per teacher - Cost reimbursed by District upon completion of training. - 60 hrs. of training preparing teachers for CTEL examination - \$325 stipend 	<ul style="list-style-type: none"> - 4 Video classes @ \$295 per course plus one book @ \$50 - No examination - \$325 stipend - \$500 district reimbursement towards cost of classes 		<ul style="list-style-type: none"> - 5 Online Extension classes - Total cost of all 5 classes, \$2,220 - No exam - \$325 stipend - \$500 district reimbursement towards cost of classes
AB2913 For experienced teachers <i>(This training option expired January 1, 2008)</i>			<ul style="list-style-type: none"> - \$495 per teacher - 45 hrs. of training - Test at the end of training - \$500 district reimbursement towards cost of classes - \$150 stipend 	

Teachers assigned to provide English-language development or access to core curriculum instruction for English learners are appropriately authorized or are actively in training for an English learner authorization. On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage.

XV. Student Placement

Notification of Initial and other Assessment Results and Recommended Placement

After EL students are assessed for English Language Proficiency, parents/guardians shall receive (within 30 days after the start of the school year) written notification of the results and, if their child is identified as an EL, they will also receive written notification of services and program options available. The notification letter includes the following:

- a. The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program.
- b. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
- c. Methods of instruction used in the program, and methods of instruction used in other available programs. Must include how programs differ in content, instructional goals and the use of English and a native language in instruction.
- d. How the program will meet the educational strengths and needs of the child.
- e. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- f. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children and the expected rate of graduation from secondary school for such program.
- g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child.
- h. Information pertaining to parental rights that includes written guidance detailing the right that parents have in removing their child immediately from such program and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction if available.

Parents will also be informed about their rights to a waiver.

Placement of Students

All English learners shall be placed in English language classrooms unless a parental waiver has been granted for an alternative program.

Students who do not speak English and who have been enrolled in California public schools less than 180 days are offered the opportunity to enroll in the District's Structured English Immersion (SEI) program. This program is offered to newcomer students in grades 7-12. They remain in the program until they have acquired reasonable fluency in English. Most often this is one year, but placement is based on assessed needs.

English learners with less than reasonable fluency in English have been placed in structured English Immersion for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English fluency at the end of the transitional period, they may be re-enrolled unless the parents or guardians object. (Education Code [EC 305, 306\[d\]](#); California Code of Regulations [5 CCR 11301](#); Code of Federal Regulations [34 CFR 300.300](#))

English learners with less than reasonable fluency (those at the Beginning and Early Intermediate levels of English proficiency as determined by the Overall CELDT score), and who are not "newcomers", will also receive Structured English Immersion instruction. This SEI instruction will be provided in a mainstream classroom by an authorized teacher.

Criteria for Determining Reasonable Fluency

Reasonable Fluency: An Overall CELDT score of Intermediate (Level 3) or higher.

English learners with reasonable fluency in English have been placed in an English-language mainstream classroom. The district has established criteria to determine when English learners have acquired reasonable fluency (a good working knowledge) in English.

At any time, including during the school year, a parent or guardian of an English learner may have his or her child moved into an English-language mainstream classroom. (Education Code [EC 305](#), [306\[c\]](#); [5 CCR 11301](#); [Code of Federal Regulations 34 CFR 300.300](#))

For definition of “reasonable fluency”, see above criteria. At any time, a parent of a newcomer student may request that his or her child be moved into an English-language mainstream classroom. This also means that parents/guardians may refuse initial placement of their child/children in the SEI program. These requests are documented and kept on file in the EL Education office.

The district has defined “overwhelmingly in English” to mean that students are taught in English and that clarification and support in the primary language is made available where possible.

English learners who have granted parental exception waivers are offered an alternative program. Individual schools in which 20 or more students of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the students to transfer to a public school in which such a class is offered. (Education Code [EC 305](#), [310](#), [311](#); [California Code of Regulations 5 CCR 11303](#); [34 CFR 300.300](#))

The district grants waivers to parents who apply for them. The parents receive copies of descriptions for alternative programs that are offered in the district. When a school site receives fewer than 20 waivers requesting the alternative program, the parents who are requesting the alternative program are provided information regarding inter-district or intra-district transfers to a site that offers the program.

Place students in the most appropriate program based on the results of assessment.

All teachers assigned to teach English Learners will have the appropriate authorization.

Elementary (K-6) program descriptions and options

Structured English Immersion: The Structured English Immersion (SEI) program provides newcomers with the opportunity for acquisition of English and core content instruction presented in English. Academic support is provided in the student’s primary language as needed and if available. Teachers have been trained in the implementation of English for primary language speakers.

Dual Immersion: The Dual Immersion Program offers Vacaville students at the elementary level the unique and exciting opportunity to become bilingual/bi-literate in Spanish and English at the end of seven consecutive years. The program is offered at Edwin Markham Elementary School. English-only students may only enter the program before the beginning of first grade.

English learners, who are native Spanish speakers, may enter the program at any time from kindergarten to sixth grade (K-6). English learners must be enrolled in a Mainstream English Language Program for at least 30 calendar days prior to entrance into the program as outlined in [Title 5 of the California Code of Regulations](#). An annual waiver, signed by the student's parent/guardian and the principal, is required to participate in this program. A copy is sent to each parent and copies are kept on file at the site and at the Central Office in the Special Assignments Department. All teachers in this program are BCLAD certified.

Mainstream English Language Classroom: All instruction in the mainstream English classroom program is provided in English. The core content is made accessible through the use of Specially Designed Academic Instruction in English Strategies (SDAIE), and students receive an English language development (ELD) program from the classroom teacher; support in the primary language is offered where feasible and appropriate.

Secondary (7-12) program descriptions and options

Structured English Immersion Program: The Structured English Immersion (SEI) Program provides newcomer students with the opportunity to develop English proficiency. Instruction is presented in English. Academic support is provided in the student's primary language, if appropriate and feasible. Each student is placed in two periods of structured English immersion (or ELD I), and in history, science and mathematics with CLAD/SDAIE authorized teachers.

Students who desire more challenge may use a waiver to opt out of one or more periods of SEI at the high school. This allows students, for example, to take math at a more appropriate level based on previous experience in math instead of retaining them in the Algebra I class which only teaches General Math and Pre-Algebra. Students in SEI who request alternative classes must obtain a waiver from the school site. It must be signed by the guardian and approved by the principal. Students may also use a waiver to repeat any of the SEI program classes as needed.

Mainstream English Language Classroom: All instruction in the mainstream English classroom is presented in English, and English Learner students receive an English language development (ELD) program. At the high school, ELD II and III classes are available after exiting from the SEI program. Students may repeat any level of ELD as needed. Students at more advanced levels of proficiency are placed in mainstream, grade-level English classes where they receive ELD instruction from qualified teachers. Placement in the ELD classes is determined CELDT scores and by teacher recommendation based on student performance in reading and writing assignments. When feasible, academic support in the primary language is offered. The core content is made accessible through the use of Specially Designed Academic Instruction in English Strategies (SDAIE). Teachers in mainstream English language classrooms have the certification required for instructing English learners as outlined in the law.

XVI. Alternative Program/Waivers

Dual Immersion:

The Dual Immersion Program offers Vacaville students at the elementary level the unique and exciting opportunity to become bilingual/bi-literate in Spanish and English at the end of seven

consecutive years. The program is offered at Edwin Markham Elementary School. English-only students may only enter the program before the beginning of first grade. English learners, who are native Spanish speakers, may enter the program at any time from kindergarten to sixth grade (K-6). English learners must be enrolled in a Mainstream English Language Program for at least 30 calendar days prior to entrance into the program as outlined in [Title 5 of the California Code of Regulations](#). An annual waiver, signed by the student's parent/guardian and the principal, is required to participate in this program. A copy is sent to each parent and copies are kept on file at the site and at the Central Office, Special Assignments office. All teachers in this program are BCLAD certified (or equivalent).

Parent Exception Waivers

Parents and guardians of all English Learners are notified in writing of the opportunity to apply for parental exception waivers if they are not satisfied with their child's placement. (All children in the dual immersion program will have parental waivers signed each year they are placed in the program. These waivers will be signed by the principal, a copy kept at the site and a copy kept in the Special Assignments office.)

VUSD Procedures: The district grants waivers to parents who apply for them. The parents receive copies of descriptions for alternative programs that are offered in the district. When a school site receives fewer than 20 waivers requesting the alternative program, the parents who are requesting the alternative program are provided information regarding inter-district or intra-district transfers to a site that offers the program.

Parental Exception Waivers

The district has established procedures for parental exception waivers, which include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The district provides full descriptions of the different educational program choices and of all the educational opportunities available to the student as well as descriptions of the educational materials to be used. The different educational program choices offered may not consist exclusively of courses taught only in English.

Parents and guardians of English learners are notified of the placement of their children in either a structured English-immersion program or an English-language mainstream program on a yearly basis and are provided full descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers. The three types of waivers are:

- a. Children who already know English
- b. Older children (10 years and older)
- c. Children with special needs (physical, emotional, psychological, or educational) ([EC 305, 306, 310, 311, 48985](#); [California Code of Regulations 5 CCR 11303](#); [34 CFR 300.300](#); Opinion of Attorney [General 83 Ops. Cal. Atty. Gen. \(2000\) 40, 42-43](#))

The district shall act on all parental exception waivers by following the district's policy and procedures, which include:

- a. *Timelines that are consistent with state regulatory provisions.*
- b. *Availability of alternative program(s), which do not exclusively consist of courses taught only in English.*
- c. *Reason for denials, which must be in writing and individually determined.*
- d. *Appeal of denials.*

A district's policy and procedures must ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement. ([EC 305](#), [306](#), [310](#), [311](#); [California Code of Regulations 5 CCR 11303](#); [34 CFR 300.300](#); [83 Ops. Cal. Atty. Gen. \(2000\) 40, 43-44](#))

VUSD Procedures: District waivers

- 311a) Children who already know English
- 311b) Children 10 years and older
- 311c) Children with special needs

The district shall act on all parental exception waivers, following the district's policy and procedures, which include:

- a. Timelines
- b. Availability of alternative program(s)
- c. Reason for denials
- d. Appeal of denials (EC 305, 306, 310, 311; 5 CCR 1103; 34 CFR 300.300)

XVII. English Language Development (ELD)

Goal: To provide structured, leveled ELD (based on student's level of proficiency) 30 minutes per day using core instructional materials.

The instructional program, based on the state standards, ensures that all students have access to challenging curriculum at all grade levels and are able to achieve academic success in a mainstream setting. English Language Development instruction is provided to promote academic achievement while students are developing English fluency as rapidly and effectively as possible.

ELD: Two Focus Essential Standards at-a-glance Grades K – 12

(ELD Standards selected as a focus in K-12 ELD Pacing Guides)

Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<i>Listening & Speaking</i>			
Speak to be Understood- Make oneself understood when speaking using consistent standard English.	Speak to be Understood- Make oneself understood when speaking using consistent standard English.	Speak to be Understood- Make oneself understood when speaking using consistent standard English.	Speak to be Understood- Make oneself understood when speaking using consistent standard English.
Retell Stories and Narrate Events- Retell stories including characters, setting and plot. Paraphrase an event or school-related activity.			
<i>Writing Strategies & Application</i>			

<p>Write Narratives- Write short narratives that describe the setting, characters, objects and events.</p> <p>Use Elements of Discourse-Write one or two simple sentences. (B-EI only)</p>	<p>Write in Different Genres-Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. Write a persuasive composition.</p> <p>Use the Writing Process-Create simple sentences or phrases with some assistance. (B only)</p>	<p>Write Expository and Persuasive Compositions-Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.</p>	<p>Write Persuasive Compositions-Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.</p>
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Core and Supplementary Materials

Grades	Core Text	Supplementary Materials
Grades K-6	<i>CA Treasures ELD-Macmillan/McGraw-Hill</i>	Step Up to Writing CELD Practice and Mastery
Newcomers (grades 2-6)	<i>CA Treasures ELD Language! EL Kit (Speaking & Listening to the English Language)</i>	IDEA Kit Guided Reading/Leveled readers CELD Practice and Mastery
Grades 7-8	Prentice Hall with the EL Version of the Reader's Companion	<u>Making Connections</u> <u>Voices in Literature</u> IDEA Kit WRITE Institute CELD Practice and Mastery
Grades 9-12	Prentice Hall with the EL Version of the Reader's Companion	<u>Visions</u> WRITE Institute CELD Practice and Mastery CSU Expository Reading & Writing Course IDEA Kit

Examples of Instructional Strategies:

- Language Experience Approach
- Shared Reading, Shared Writing
- Guided Reading
- Writers Workshop, including interactive writing, writing process
- Teacher reading to students (Read Aloud/Think Alouds)
- Comprehensible input using pictures/photos/realia/manipulatives
- Cooperative learning
- Flexible groups
- I do, we do, you do
- Graphic Organizers
- G.L.A.D.
- Structured Language Practice
- Explicit Direct Instruction (EDI)
- Higher Order Thinking Skills (HOTS)
- Video clips
- PowerPoint with graphics
- Experiments
- Projects

Growth in meeting standards over time will be measured by CELDT, assessment components of ELD materials, teacher observations and other district and state assessments. Results will be used to guide instruction.

ELD instruction promotes acquisition of listening, speaking, reading and writing skills, as outlined in the district's ELD focus standards. English-language development instruction helps EL students to develop proficiency in English as rapidly and as effectively as possible. Academic content mastery is enhanced by the use of content-based ELD and SDAIE methodology and, when appropriate, clarification of content in Spanish for Spanish speaking EL students.

Each English learner receives a program of instruction in English language development in order to develop proficiency in English as rapidly and as effectively as possible. (EC [305](#), [306](#), [310](#), [62002](#); former EC52161; [California Code of Regulations 5 CCR 11302](#); [20 USC 1703\[f\]](#); *Castaneda v. Pickard* [5th Cir. 1981], 648 F 2d 989, 1009-1011; *Gomez v. Illinois State Board of Education* (7th Cir. 1987), 811 F 2d. 1030, 1041-1042)

VUSD Procedures: English Language Development (ELD) instruction is tailored to meet district expectations for English acquisition. English learners are expected to make one level of growth annually on the CELDT until they reach the Early Advanced Level (Level 4) or Advanced Level (Level 5) on the overall CELDT results (combination of listening, speaking, reading and writing). We expect that this will take approximately 5 years for students with adequate schooling. For EL students with interrupted schooling, becoming proficient in English may take longer. (See Criteria for Reaching Grade Level)

Teachers will use the VUSD ELD Pacing Guides to help with the organization and delivery of ELD. These pacing guides can be found in the VUSD Document Locker.

Students who speak little or no English and who have been enrolled in California public schools for less than one year will receive a program of Structured English Immersion (SEI) for newcomers. These ‘newcomer’ students learn English and grade-level academic content simultaneously. After a year of SEI instruction, these students are placed in English-only mainstream classrooms with an ELD/SDAIE authorized teacher. They continue to receive ELD and academic support from the English Learner staff and the classroom teacher.

VUSD Procedures: V.U.S.D. provides ELD instruction and grade-level academic content instruction simultaneously – see Criteria for Reaching Grade Level.

XVIII. Access to Core Curriculum

No Child Left Behind Act of 2001

Title III – Language Instruction for Limited English Proficient and Immigrant Students

Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act

The purposes are the following:

Helps ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;

- a. Assists all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
- b. Assists State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;
- c. Streamlines language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;
- d. Holds State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring –
 - i. demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - ii. adequate yearly progress for limited English proficient children, including immigrant children and youth;

- e. Provides State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

Provide high quality curriculum and instruction

The instructional program, based on the state standards, ensures that all students have access to challenging curriculum at all grade levels and are able to achieve academic success in a mainstream setting. English Language Development instruction is provided to promote academic achievement while students are developing English fluency as rapidly and effectively as possible. In 2006-2007, the district also adopted a replacement program, *Language!*, for students in grades four through nine.

Access to the Core Curriculum

We will provide access to the core curriculum through Specially Designed Academic Instruction in English (SDAIE) and other methodologies appropriate for English Learners. Instruction of grade level core curriculum is in English and is specially designed for speakers of other languages. SDAIE is most appropriate for students who have reasonable English fluency to benefit and succeed in rigorous content instruction. SDAIE, with primary language support, is also used with English Learners who have less than reasonable fluency.

The purpose of SDAIE is to develop knowledge in content areas. SDAIE incorporates a variety of instructional strategies and methods to help make grade level core academic instruction in English understandable for English Learners. There are specific characteristics that define the SDAIE approach. These include but are not limited to:

- a. A culturally sensitive, low anxiety environment characterized by careful planning of instruction, assessment and materials
- b. Teacher delivery that contextualizes content using comprehensible input and uses techniques such as rephrasing and paraphrasing, Total Physical Response (TPR)
- c. Selection of scaffolds to assist students' engagement and performance (social-affective, linguistic, cognitive-academic, meta-cognitive, meta-linguistic)
- d. Facilitating a connection to concepts by accessing students' prior knowledge, experiences and need to know
- e. Continuous observation, monitoring and assessment leading to modifications in instruction, including extra time for processing and determining of next steps, that will lead to greater student autonomy
- f. Cooperative and thematic learning
- g. Use of hands-on materials, manipulatives, audio-visuals, gestures, cognates (two words that are almost identical in two language, e.g., *grade/grado*, *program/programa*, *class/clase*), real or plastic objects (i.e., fruits and vegetables) and other contextual clues.
- h. Access to native language materials and support when possible
- i. Emphasis on vocabulary
- j. Use of preview/review strategy with native language support if available
- k. Use of few idiomatic expressions