English Learner Master Plan

Pleasanton Unified School District

Master Plan for English Learners

Board Approved
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Pleasanton Unified School District
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We are grateful for the passion and dedication of all of those who provided guidance, insight, support and endless time in developing a plan that supports all English learners.

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The Pleasanton Unified School District English Learner Master Plan is the guiding document for improving the delivery and implementation of programs for our English Learners.

PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN

WE BELIEVE...

* With guidance and support all students can reach their greatest potential;

* All students and staff have the right to a safe and respectful learning environment that fosters positive connections;

* Public education should focus on the whole child, provide equitable opportunities for all students and create socially responsible individuals with character and integrity;

* In ensuring a culture and climate that promotes a highly-skilled, dedicated, and passionate educational team;

* In providing learning that is innovative, irresistible, creative, relevant and rigorous;

* It is our responsibility to inspire curiosity and a passion for life long learning.

MISSION

Our students will make a better world.

VISION

Every student will be a resourceful, resilient, responsible and engaged world citizen.

CURRICULUM & INSTRUCTION	LEARNING ENVIRONMENT	PERSONAL GROWTH	FISCAL STEWARDSHIP
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students and staff are provided a high-quality physical environment that facilitates teaching and learning.	Empower all students to develop character, compassion, civility, and community consciousness.	Students will be central to all fiscal decisions.
Optimize student learning by utilizing innovative technologies.	Every student and staff will feel safe, respected, and enjoy positive connections.		Ensure fiscal health through investing in today while planning for tomorrow.

Introduction

The Pleasanton Unified School District's vision is to ensure that every student will be a resourceful, resilient, responsible, and engaged world citizen. This vision is actualized through the District's Strategic Plan.

Pleasanton Unified School District is dedicated to an ethnically, culturally and linguistically diverse learning environment that strives to meet the unique needs of its approximately 15,000 students. English learners comprise about 10% of the student population in 2015-16. English Learner enrollment has been increasing approximately 1 to 2% each year, from just 5% in 2011-12, to the almost 10% in 2015-16.

Pleasanton Unified is proud to have over 43 languages represented in our student body. Approximately, 20% of our enrollment are Fluent English Proficient (FEP), either Initially-Fluent English Proficient (I-FEP) or Reclassified-Fluent English Proficient (R-FEP). The top minority languages represented in Pleasanton Unified in 2015-16 are:Mandarin; 5.84%, Spanish; 4.54%, Korean; 3.10%, Hindi; 1.94% Telugu; 1.62%, Cantonese; 1.38%, Tamil; 1.32% and Russian 1.00%. Below shows the number of English Learners in the district over time.
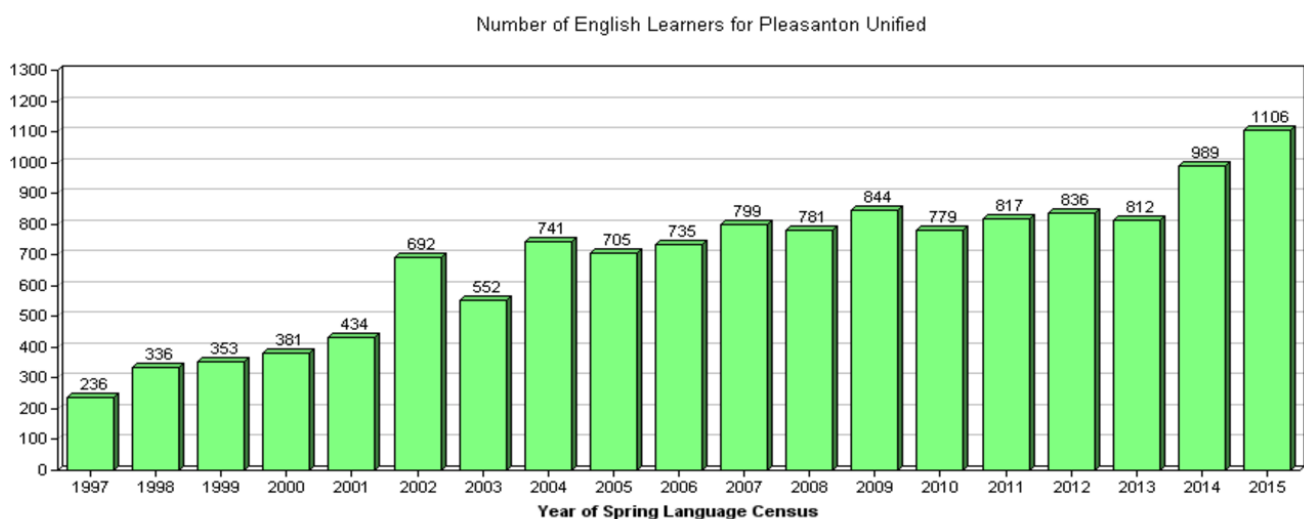
We recognize and value the importance of all students becoming proficient in English. Students with a home language other than English will have access to the core curriculum through the use of appropriate teaching strategies and materials. Utilizing trained staff that value cultural diversity, English Language Learners will develop self-esteem and high expectations, encompassing feelings of pride in their languages and their cultures.

All district staff is accountable for ensuring that programs for English Learners are optimally effective and are expected to follow the procedures specified in this plan. The EL Master Plan serves as an operational guide for all district personnel as we implement outstanding programs for all students. The plan describes how Pleasanton Unified School District identifies, serves and supports English Learners to ensure access to the core curriculum and acquisition of the English language. This plan is based on state and federal laws, district board policies, research, and the input from stakeholders who worked to ensure that the very best pedagogy, practice and procedures will be used.

Goals of English Learner Program

1. Ensure that all English Learners (ELs) access and master the core curriculum.
   Responsibility: It is the responsibility of the district and school site staff to ensure students are in the appropriate classroom for an adequate amount of time.
   Evaluation: All students have access to district adopted textbooks/school supplies, materials, technology, and necessary support to achieve academic success.
   Assessment: Timely reports are sent home, teacher conferences are held as needed, improvement is monitored through state and local assessments.

2. Validate and value the home language and culture of English Learners to bolster self-image, leadership opportunities and cross cultural understanding.

3. Design curriculum and experiences to foster positive leadership and self-esteem of English Learners.

4. Provide relevant parent education to ensure active participation of parents of English Learners and Reclassified English Proficient (RFEP) students in their children's academic success.

5. Increase participation of English Learners in Advanced Placement, Honors, GATE, and promotion/graduation rates.

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Chapter One: Identification, Assessment, and Program Placement

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IDENTIFICATION, ASSESSMENT AND PROGRAM PLACEMENT

Pleasanton Unified School District (PUSD) has policies, procedures and practices in place to serve students who have a primary language other than English. Students must be tested, placed appropriately, monitored, and have progress documented and reported while they are identified as an English learner and for two years beyond reclassification.

Identification During Enrollment

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign and date a **Home Language Survey** (HLS) [(See HLS in the Appendix)](#) for each of their school aged children.

Home Language Survey & Primary Language Questionnaire

The HLS is part of Pleasanton Unified School District's (PUSD) registration. The HLS assists schools in providing appropriate instruction for all students. If the answers to item 1, 2 or 3 on the HLS are only "English", the child is classified as *English Only* (EO). All students whose HLS indicates a language other than English on questions 1, 2, or 3 are required to be assessed for English language proficiency. All identified English Learners are assessed for primary language proficiency at the time of enrollment by having parents complete a **Primary Language Questionnaire**. When applicable, primary language support will be provided to support language acquisition.

Interpreter services are available in most languages to assist the parent or guardian to complete the registration form. Oral translations may be provided by phone, by calling AT&T Language Line, or the school arranges for bilingual staff or volunteers to assist.

The registrar at each school site is responsible for completing the procedures for enrolling new English Learners. This includes ensuring parents complete all forms, including the Home Language Survey (HLS). The site personnel in charge of enrollment makes sure the information is entered in our student data system, "Q" and provides a copy of the HLS to the site English Learner Liaison, ensuring that the appropriate codes are tagged in the district's accountability database systems (OARS and in Q). Tagging these students correctly, Initial Limited (IL), qualifies the student for resources, and the district for appropriate funding specifically for English Learners. At the state and federal levels, funding allocations are determined by formula, based on data pulled from the student database systems by California Longitudinal Pupil Achievement Data System (CALPADS). The original form is filed in the student's Cumulative (CUM) Folder. The Assessment Analyst will access Calpads data for students transferring from within California to determine current English fluency as appropriate.

Parents/Legal Guardians are notified of the assessment results and are given an explanation of the placement options open to the student, by the school site. An alternate opportunity at time of enrollment is for parents to apply to participate in the district's Dual Immersion (DI) program.

Newly Enrolled English Learner Students From Other Districts

For **Newly Enrolled English Learners from Other Districts,** the registrar at each school will request records from the previous school district . The CELDT/ELPAC coordinator will test the new student and give the preliminary results to the EL Liaison, who will forward them to the student's teachers.

At the beginning of the year, EL Liaisons will be provided a list of all enrolled English learners with their language levels, by teacher. Providing teachers with language levels allows them to incorporate appropriate strategies that support language acquisition and access California Common Core State Standards (CCSS). Students enrolling in PUSD from another school district who have been reclassified as fluent, will be monitored for English proficiency based on the Fluent Reclassified and Monitoring chapter in this section.

ASSESSMENT

State and federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve (called CELDT/ELPAC). Parents cannot "opt out" of the testing because the English language proficiency assessment is both a Federal (NCLB Title I. section 1111[b][7] and Title III, 2002) and State Requirement (*EC* 313). The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

English Language Proficiency Assessment

The state **English Language Proficiency Assessment** for students who have a primary language other than English is currently the California English Language Development Test (CELDT) and will be changed to English Language Proficiency Assessments for California (ELPAC). The test must be administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification by certified test administrators. The CELDT is a criterion-referenced test based on the ELD Standards which assesses students' English language proficiency in listening, speaking, reading and writing. The student receives a CELDT/ELPAC score for each section of the test, as well as an overall score.

[California Code Regulation Title 5 Education](#): **Article 2. Administration §11511. Initial and Annual Assessments.**
(a) Initial assessments shall be administered as follows:
(1) Any pupil whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency with the test within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.
(b) Annual assessments shall be administered as follows:
     The English language proficiency of all currently enrolled English learners shall be assessed by administering the test during the annual assessment window.
(c) Both Initial and Annual assessments shall be administered in accordance with the test contractor's directions, except as provided for in Sections 11516, 11516.5, and 11516.6.

The CELDT/ELPAC is also administered annually to all English Learners who are currently enrolled during the state's annual assessment testing window. Parents are notified of CELDT/ELPAC annual assessment results within 30 days of receipt of official scores from the state test contractor, usually in January.

The identification process for the English learner begins with Initial Limited identification (IL). Once official CELDT results are returned, the student is identified either Initial Fluent English Proficient (I-FEP) or an English Learner (EL). The EL student remains identified as an EL until Reclassified Fluent English Proficient (R-FEP). Unofficial scores are used to place students pending release of the official scores.

Annual Measurable Achievement Objectives (AMAOs)

Annual Measurable Achievement Objectives (AMAOs) provide an opportunity for English Learners to be monitored in language acquisition. Federal funding, Title III Grant, provides funding to support English Learners (ELs) and Immigrant students with additional support. Local Education Agencies (LEAs) receiving funds must meet 3 AMAOs each year as measured by the Language Acquisition Assessment, currently the California English Language Development Test (CELDT). In the future it will be the English Learner Proficiency for California (ELPAC):

- AMAO 1 requires EL students to show progress in attaining English proficiency annually.
- AMAO 2 requires EL students to demonstrate reaching proficiency in English on the Language Acquisition Test (CELDT/ELPAC)
- AMAO 3 requires the EL subgroup to meet California Common Core Standards. This AMAO has been on hold as we further develop the new Accountability System for California.

To date, PUSD has consistently met the targets for the Annual Measurable Achievement Objectives (AMAOs) as required. If a district does not make progress on AMAOs, the district will inform parents/guardians of English Learners no later than 30 days after such notification from the state.

Transitioning from CELDT to ELPAC

California is in the process of transitioning from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). The CELDT will continue to be administered until the ELPAC becomes operational. The table below shows a brief comparison between the CELDT and the ELPAC as of now. Additional changes may be made before implementation of the ELPAC.

Table 1.1

CELDT	ELPAC
Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12
Five performance levels	Four performance levels
Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing

Alternative English Language Assessment for Special Education Students

Students are not required to take the CELDT/ELPAC test if they have an IEP or 504 Plan where it is documented by the Student Study Team that they are using an Alternative Assessment for English Language proficiency. The Special Education office staff will notify the Assessment Analyst when they have a student with this circumstance. The Assessment Analyst will change the language proficiency in the Student Data System Q to AA (Alternative Assessment) .

Initial English Learner (EL) Program Responsibility Chart

Table 1.2

Principal	1) Responsible for ensuring the Home Language Survey (HLS) is part of the registration process at the school. 2) Ensures that EL students are placed in the appropriate program with CLAD/BCLAD teachers. 3) Serves as site CELDT/ELPAC coordinator or supervises a designee.
Coordinator of Special Projects	1) Oversees procedures and provides support for personnel district-wide
Attendance Clerk/Registrar	1) During the registration process the Registrar will share the district's EL program options to aid in determining program placement (Tables 4.1, 4.2, 4.3 and 4.4). 2) Ensures HLS, country codes, and the US School entry date is completed as part of the registration process and submitted to the EL LIaison and Assessment Analyst at the district office. 3) Ensures student has been entered in Q. 4) Assists EL Liaison and the CELDT/ELPAC coordinator to coordinate meetings with parents and students as needed. 5) Assists with copies and filing documents in cum.
Reading Specialist, EL Liaison, or counselor	1) Assists with explanations, requests, and arranges for translators as needed, makes recommendations for classroom placement. 2) Responsible for tracking, distributing and collecting forms. 3) Facilitates parent conferences as needed.
Assessment Analyst	1) Collects HLS and related forms from schools, enters data in Q. 2) Provides reports and materials for EL liaisons and language testers. Mails official CELDT/ELPAC Language Acquisition Assessment reports, initial and annual letters and test results to parents/guardians.
CELDT/ELPAC coordinator or other trained staff (CELDT/ELPAC)	1) Attends official training for certification to administer the Language Acquisition Assessment 2) Administers the CELDT/ELPAC test, scores exams for new students and as needed, shares preliminary results with sites and D.O., sends tests to EDS for official scoring. 3) Assists with data entry.

Governing of English Language Educational Services

The law **governing the educational services** for English Learners is varied and consists of both state and federal requirements. Federal law clearly takes precedence over state law if there is a conflict. Therefore, districts must ensure that they comply with all federal requirements while also implementing state requirements. Applicable legal citations referenced are included, as appropriate. All ELs must receive additional and appropriate educational services, English Language Development, until they are reclassified (EC 305, CCR, Title 5, sections 11301 and 11302).

An English language classroom is the placement for ELs in California, unless a parental exception waiver is granted for an Alternative Program. There are two types of English language classrooms: Structured English Immersion (SEI) and English Language Mainstream. SEI classrooms are designed for students with less than "reasonable fluency". An English language mainstream classroom is designed for students with "reasonable fluency" or a "good working knowledge of English". Typically, ELs scoring at the beginning to intermediate levels on the CELDT are considered to have less than "reasonable fluency" (California Education Code [EC] Section 305) and should be enrolled in an SEI classroom.

An EL shall be transferred from a SEI classroom to an English language mainstream classroom when the pupil has acquired a reasonable level of English proficiency (EC 305). At any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom (California Code of Regulations [CCR], Title 5, section 11301). However, school districts are required to continue to provide additional and appropriate educational services to English Learners until they have done the following: demonstrated English-language skills comparable to that of the district's average native English Language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum (CCR, Title 5, section 11302). Even though parents/guardians may request that their children be exempted from a specific instructional setting (CCR, Title 5, section 11301 (b)), districts still have an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction (Castañeda v. Pickard, 1981).

Services must continue until ELs meet objective reclassification criteria (EC 313). This means that EL students <u>must be provided with ELD and SDAIE,</u> as needed, and/or primary language instruction until they are redesignated as fluent English proficient (FEP). The law does not require a specific number of minutes of ELD for all ELs, but the California County Superintendents Educational Services Association recommends 30 - 60 minutes of ELD instruction per school day. Each district has the discretion to determine the amount of time appropriate for students at different English language proficiency levels. The district should have a rationale for the scheduling and amount of ELD students are receiving that bears relation to progress in English (Castañeda v. Pickard, 1981). Districts receiving Title III funds are required to monitor students for two years after redesignation (NCLB, Section 3121[a][4]).

ENGLISH LANGUAGE PROGRAM PLACEMENT

English Learners (ELs) face the daunting task of learning the academic curriculum and a new language concurrently. They need to learn English quickly enough and fluently enough to participate in academic work, and like all children, learn grade level mathematics, reading/language arts, social studies, and science.

Choices of Instruction & Criteria for Placement

There are many factors to consider when placing English Learner students in their educational program: English language fluency (CELDT/ELPAC Levels), primary language proficiency, prior program placements, years of schooling and special educational needs. Determining if a student has 'reasonable fluency' in English using the Language Acquisition Assessment (CELDT/ELPAC) is the first step. The level of English fluency is key in determining placement of English Learners in either the Structured English Immersion (SEI) or in the English Language Mainstream (ELM) program. While considering the previously described information, Principals, in collaboration with parents, EL Liaison, ELD instructional staff and counselors place students in the most appropriate instructional setting to support academic and language success. Self contained classes at the elementary level provide a lot of flexibility, allowing students to successfully acquire English and access Common Core State Standards. At the secondary level, Master schedules are designed so that all ELD, Sheltered English, and Core English classes are offered during the same periods of the day. This provides flexibility so that

as students progress in their language acquisition they can move into the next level of support immediately. The ELD curriculum is an accelerated program, it is not uncommon for students to move within a semester.

Movement within the ELD Program

When a teacher believes that his/her EL student is showing growth and is ready to move up in ELD coursework, the teacher will provide data/evidence for the incoming teacher to review. Both teachers will collaboratively determine if a move is appropriate by:
1. Analyzing a recent first draft writing sample
2. Furnishing the student's score on one or more of the following assessments: 1.Core Maze Assessment (Grades 2-9; 10th grade assessment appropriate for 10th, 11th, and 12th graders), National Geographic Placement Test.
3. If appropriate, recent CELDT/ELPAC scores might be considered as an *additional* measure.
4. Additional Language Acquisition Assessments (TBD)

Structured English Immersion (SEI)

If students score as <u>less than reasonably fluent</u> in English, usually considered a CELDT 1, 2, or 3/ELPAC Expanding or Emerging, then their best opportunity for success is to be placed in the SEI classroom. This will provide accelerated English language acquisition through the use of specialized English Learner curriculum and Special Designed Academic Instruction in English (SDAIE) strategies.In order for students to master California Common Core State Standards (CCSS), it is crucial that students first have a strong foundation in the English language.

English Language Mainstream (ELM)

Students who score <u>reasonably fluent</u> in English are placed in the ELM classroom, usually considered a CELDT/ELPAC 4/Bridging, where Special Designed Academic Instruction in English (SDAIE) strategies are used to provide access for students in obtaining mastery of the California Common Core State Standards (CCSS).

In both classrooms, certified staff will not only provide Specially Designed Academic Instruction in English (SDAIE) strategies support, but will also utilize additional research-based instructional strategies such as Guided Language Acquisition Design (GLAD), Total Physical Response (TPR), Instructional Routines, Academic Vocabulary ToolKit/3D instruction, etc.

Alternative Program

The final placement option is an Alternate Program. This is considered when a parent completes the Parent Exceptional Waiver (see appendix). The waiver process to enter the Alternative Program is further discussed in Chapter 2, Parent Involvement and Notifications.

Chapter Two: Parent Engagement and Notifications

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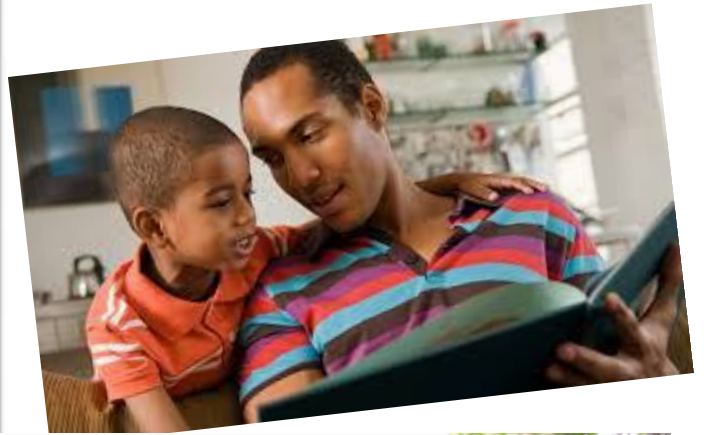
PARENT ENGAGEMENT & NOTIFICATIONS

Pleasanton Unified School District (PUSD) is committed to promoting strong parent, family and community support for our programs. We strive to actively promote the development of parent and community leaders who can learn more about our educational system, become involved in the education of their children, and advocate effectively for English Learners.

Parent Engagement

PUSD sends notice of, and holds regular meetings for the purpose of formulating and responding to parents' recommendations. For parents of English Learners, this is accomplished primarily through our English Learner Advisory Committees at the school sites and our District English Learner Advisory Committee (see chapter 3 for a description of both) at the district. Interpreter services are provided for families whose primary language is other than English when requested.

PUSD informs parents on how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency
2. Achieve at high levels in core academic subjects
3. Meet challenging state academic standards expected of all students to make them college and career ready

At each school, parents receive a district and site specific Parent/Student Handbook, as well as other materials that invite them to become involved participants in their child's education. One of the first areas of involvement is in deciding their child's educational program. Parents/guardians of English Learners are informed of the district EL program options during registration: Structured English Instruction (SEI), English Language Mainstream (ELM) and the Alternative Program, Dual Immersion (DI) Program so that they may make an informed decision regarding their child's educational opportunities.

Support Services for Parents

Our staff fosters ongoing, relationships with in-house and outside programs. We provide resources and information in order to involve and engage parents in their students' education. Since Spanish is our dominant second language, our support services staff provides highly competent bilingual/bicultural oral and written services, interpretations and translations. In order to promote parents' better understanding of the educational system and the many ways to support their children's academic efforts, the District English Learner Advisory Committee (DELAC) at the district level and English Learner Advisory Council (ELAC) at the school site, district staff, and Parent Liaisons present and facilitate committees and meetings that support parents.

Parents have access to various parenting educational programs and parent forums.
Examples include:
- Orientations are held to support 5th grade students transitioning to middle school and 8th grade students transitioning to high school
- Family literacy programs
- District and community-based academic support programs (e.g. Loving Solutions/Parent Project);
- District and community-based health and nutrition wellness information (e.g. Youth Development Specialist for Foster and Kinship students/families, school social workers, district/school nurses and Parent Liaisons);
- State and district policies (e.g. SARB process and intervention meetings);
- Socio-emotional development, prevention and support (e.g. Loving Solutions/Parent Project);
- Parent leadership skills development at ELAC, DELAC and Board of Education meetings;
- Individual interventions at the district level (e.g. Youth Development Specialist for Foster and Kinship students/families, school social workers, Bilingual/Bicultural Parent Liaisons and our Extended Day Academic Intervention Programs Coordinator);

Schools can access the School/Parent Handbook in English and Spanish languages readily. Student-related district policies and procedures are also available in English and Spanish on our district websites and interpreted in other languages upon request.

Parent Notification

Parents of English Learners receive two formal notifications each year to advise them of their child's progress in meeting English Language Development (ELD) Standards. The Annual Placement Notification in October and the Annual California English Language Development Test (CELDT) Notification in January-February provide information on their EL's language proficiency and program placement.

Initial Assessment Results

Parents whose children speak a language other than English must be notified no later than 30 calendar days after the beginning of the school year (or during the school year, within two weeks of the child being placed in a program) of their child's initial English proficiency and program placement recommendation. Initial assessment results, as well as other notifications are shared with parents/guardians in English and in any primary language that represents 15% or more at a school site. Interpreters can communicate the results for other languages upon request. These results are used to place students in the most appropriate instructional setting. Parents/Guardians of I-FEP students are informed of the results and given the same program options as those given to English Only (EO) students. The parent may request enrollment in the Dual Immersion (DI) Program by completing a waiver (See Appendix). Placement is made on the same basis as for EO students (see chapter 4).

Annual Assessment Results

Annually, parents/guardians of English Learners are formally notified of their child's progress in English language development within the first 30 calendar days of the school year. The annual notifications, as well as other notifications are mailed to parents in English and in any primary language that represents 15% or more at a school site. Interpreters can communicate the results for other languages upon request. These results are the official scores released annually in January by the state. Parents are advised of their child's progress in ELD and core content areas on four quarterly report cards in Grades 6-12. Parents of ELs in Grades K-5 receive three report cards and participate in one parent/teacher conferences each year. Parents of elementary students at-risk of not meeting standards will participate in student improvement plans, interventions, student study teams, and an at-risk meeting in January to develop a plan that addresses their needs.

PARENTAL EXCEPTION WAIVER TO PARTICIPATE IN AN ALTERNATIVE (ALT) PROGRAM (DUAL IMMERSION PROGRAM)

When parents/guardians want to enroll their child in the Dual Immersion Program, currently at Valley View Elementary, a Parental Exception Waiver must be signed by the parents/guardians and a copy filed in the student's cumulative (CUM) record. A Parental Exception Waiver provides the opportunity for an exemption from state law that requires that English Learners are to be provided instruction "overwhelmingly" in English. This form must be completed for all English Learner students participating in this program and must be signed annually. The school site will change the student's enrollment code in the student data system, Q , to reflect participation in the Dual Immersion program and forward a scanned or hard copy of the signed and dated waiver to the Accountability Analyst in the Assessment Department.

Process for Parental Exception Waiver

When a School receives a Parental Exception Waiver request, the principal will approve or deny the waiver. An annual report from each school site will be provided to the Special Projects Department. The report will include the number of approvals, denials and the reasons for denying a waiver. The Special Projects Department provides support and guidance in modifying programs as needed. The appeal process provides parents/guardians an opportunity to present their request to the Assistant Superintendent of Educational Services for further consideration.

Guidelines Regarding Parental Exception Waivers

With the passage of Proposition 227, Sections 305, 306, 310 & 311 of the California Education Code requires that English Learners receive their instruction "overwhelmingly in English". This requirement may be waived by a parent/guardian request and need to comply with the following guidelines:

1. All districts are required by the State of California to provide an Alternative Program and a waiver procedure for parents/guardians who desire to have their child taught in a bilingual program. The waiver requirement progress is not mandated for English Only or Fluent English Proficient, nor for special education students who have it stipulated in their Individual Educational Plans (IEPs).
2. Parental Exception Waivers are not required when students are provided primary language support within the SEI & ELM programs as long as the instruction is "overwhelmingly" in English.
3. English Learner parents/guardians have the right to be notified of their child's placement and all educational opportunities available to them, including the waiver process. All English Learner Advisory Committees (ELAC) and District English Learner Advisory Committees (DELAC) are trained in the Parental Exception Waiver guidelines and will serve to advise district staff and the Board of Trustees on curriculum and program development.
4. All Pleasanton Unified staff are trained in the Parental Exception Waiver process and are supported by the Special Projects Department.
5. Each waiver request will be considered on its individual merits. Denial of the waiver occurs when the school principal and educational staff determines there is sufficient evidence that the Alternate Program is not best suited for the overall educational development of the student. The school will advise parents/guardians of said reasons.
6. Parents/guardians may appeal the denial using the district's grievance process as described in Board Policy (UCP Process).
7. Once approved, the student is enrolled at the Alternate Program site which then becomes the student's Home School. For newly enrolled students, participation in the Structured English Immersion (SEI) program (First 30 days of English instruction) can happen at the Home School or at the Alternative Program site, which is determined by administration
8. The Home School files the approved or declined Parental Exception Waivers in the EL Blue Folder within the CUM and distributes a copy to the parents . If approved, the CUM is then forwarded to the Alternative Program site.

Table 2.1 **Parental Exception Waivers Prerequisites, Conditions & Time Frame**

Waiver Type: English Learners	Prerequisites	Conditions	Time Frame*
English Learners	Student must: Show some foundational knowledge of English by scoring at grade level on local or state standardized tests	English Language Development (ELD) strategies are provided	Enactment of the waiver within 20 instructional days. Newcomers must receive 30 days of instruction in the SEI program prior to entering Dual Immersion Program
Older Students	10 years or older	Principal and teachers agree that the Alternative Program can provide sufficient accelerated English Language acquisition opportunities	Enactment of the waiver within 20 instructional days
Students with Disabilities	Under 10 years old and have completed the required 30 days of instruction in a Structured English Immersion (SEI) program	Principal and teachers agree that the Alternative Program can provide sufficient accelerated English Language acquisition opportunities and approved by both the Special Projects and Special Education administration	Enactment of the waiver within 20 instructional days after the 30 day SEI program placement
*Parents/Guardians may request removal from the Dual Immersion Program at anytime. Students are then placed into the ELM classroom. The school is still required to provide ELD instruction and all needed support to ensure English Language proficiency, as well as academic progress in core curriculum			

Table 2.2 **Initial Enrollment Procedures for Parent Notification Parental Exception Waivers**

Students Under 10 Years Old	Students 10 Years and Older
Process: 1. Program visit by parent a. Parents are informed that their child must first be assigned to the Structured English Immersion (SEI) Program for a minimum of 30 calendar days (First year of enrollment only) and that the prerequisites must be met to be considered for the program 2. Student is assigned to the Structured English Immersion program and assessed for prerequisites	Process: 1. Program visit by parent 2. Student is assigned to the Structured English Immersion program and assessed for prerequisites, but may receive bilingual instruction once the waiver is approved 3. Parents are informed that the school will respond to the Parental Waiver Request within 20 instructional days after submission to the school principal

3. Parents are informed that the school will respond to the Parental Waiver Request within 20 instructional days after submission to the school principal a. Enactment of the waiver follows the required 30 calendar day placement in English if approved	
**Any parent who applies for a waiver may request that the State Board of Education review the District's process	

PARENT INVOLVEMENT

There are many ways that parents/guardians are involved in their child's education. These six areas have proven to be successful:

A. **Parenting:** Families are the foundation for a child. They provide basic supports for their health, growth and development. Schools assist by providing information to aid parents in better supporting developmental ages and stages from preschool through high school. Some district/school sponsored events that distribute information are:
    a. Back-to-School and Open House Nights
    b. District & Site sponsored parent trainings and workshops
    c. School Site Councils
    d. District & site English Learner Advisory Committees
    e. Adult Education courses
    f. District & site family events
    g. Bi-monthly School Board meetings
B. **Communication:** Two-way communication is crucial for student success. Communication from the school or district to parents and from parents to the school and or district. Providing the communication in primary languages when 15% or more of a school's student population speaks the same language is required of all of our school sites. Here are some events that focus on informative two-way communication:
    a. Parent Communication Council
    b. School Site Council
    c. District & Site English Learner Advisory Committees
    d. Site parent involved events such as: Welcome Breakfasts, Coffee Clubs, Literacy Nights, Science Explorations etc.
C. **Volunteering:** Both the district and sites provide opportunities for parents and the community to volunteer. Some activities are:
    a. Parent Teacher Association (PTA)/Parent Teacher Organization (PTO)
    b. School-wide functions
    c. Classroom volunteering
    d. Event planning
    e. Career Days
D. **Learning at Home:** Parents provide the time and a location for students to focus on their learning. Districts provide guidance and materials needed for learning. Parents monitor the learning, and provide feedback to their child or classroom teacher. Activities that encourage learning at home:
    a. Homework/reading logs
    b. Family Literacy, Math & Science Nights
    c. Student led parent-teacher conferences

E. **Decision Making and Advocacy:** Educators and parents work as a team when developing educational opportunities for the students of the district. Educational decision making occurs in many ways, but formally in committees such as: LCAP, DELAC, ELAC, SSC and other specific committees

F. **Relationship Building/Collaborating with the Community:** Establishing a welcoming school environment, celebration events and activities create positive relationships among and between families and school staff, as well as our community. Pleasanton Unified continues to build strong collaborative relationships with its families and community at large.

Pleasanton Unified continues to provide professional development to all staff members on how to work with parents and diversity awareness so that all families are welcomed and able to participate in their child's education. Our Local Control Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA) contain goals that focus on parent engagement and involvement.

Chapter Three: Parent Advisory Committees

3

English Learner Advisory Committee (ELAC)

Schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC). The committee advises the Principal and staff on the following legal requirements:

1. Development of the school's Single Plan for Student Achievement (SPSA)
2. Consults on the school's program for English Learners
3. Develops the school's Needs Assessment; analyzes student data, finds of areas of strength and growth based on mastery of academic content
4. Monitors and provides input on student needs to accelerate language acquisition
5. Supports efforts in increasing student attendance and decreasing student truancy and dropouts

These **legal requirements and membership guidelines** are followed in order to establish and retain an ELAC at each school site:

1. **Elections:** Requirements for ELAC elections include:
    a. Parent/guardians of English Learners elect parents to the ELAC Board. Representative(s), must be a parent with an EL student in school. They are responsible for attending all ELAC meetings. They present information received at the DELAC meetings to ELAC and SSC when necessary. They are an acting advocate for English Learner needs at their site. Roles and responsibilities include:
        i. President: The president shall preside at all meetings of the committee. The president will provide leadership to the committee, in consultation with the school principal and/or EL Liaison. The president must be an English Language Learner parent with a child in attendance at that school.
        ii. Vice-President: Will assist the President in the planning and organization of meetings and activities of the committee, and function as President in her/his absence.
        iii. Secretary: Works in collaboration with the EL Liaison. Records the minutes of the meetings, making sure to include any actions voted upon. Retains a roster of the committee members,

registers the attendance at each meeting using the sign-in sheet, and communicates the meeting schedule to parent members.

    iv. DELAC Representative: The DELAC Representative is responsible for attending DELAC meetings in order to report on the activities of their ELAC committee and vice-versa. Elections for the ELAC Board are held by September 30th, each year.

    b. All EL parents/guardians are provided the opportunity to vote for Board members.

    c. Each school's ELAC shall elect at least one member to the District English Learner Advisory Committee (DELAC) at the first ELAC meeting, but no later than September 30th.

    d. Meeting dates, location and time is established in collaboration with administration at the first ELAC meeting, but no later than mid-October.

    e. Principals are required to report student progress and SPSA implementation regularly to the ELAC committee. Specifically, focus will be given to all EL Programs and progress students are making towards reaching language acquisition goals.

    f. Typically, Board members serve 2 year terms (see English Learners Advisory Committee Manual for detailed information) and each election appoints an alternate in case a member cannot fulfill their term

2. **Composition Requirements:** The principal and staff work diligently to ensure that parents of English Learners attend ELAC meetings. Staff membership will be fewer than the number of parents. Parents of English Learners are to constitute at least the same percentage of the committee membership, as their children are represented in the student body.

3. **Formation:** To announce the first ELAC meeting of the school year, the school sends out written invitations to EL and RFEP parents and often makes telephone calls to parents/guardians of English Learners. Letters are also sent in other primary languages when 15% or more of a school's student population speaks the same language. At the first meeting, the role and function of the ELAC is discussed. In addition, there is a request for parent/guardian volunteers to run for President, Vice President and Secretary (see English Learners Advisory Committee Manual). An election is held through a take home ballot in which all parents/guardians of English Learners have an opportunity to vote. Parents are strongly encouraged and supported in order to hold these positions.

3. **Major Function:** The purpose of the ELAC is to advise the principal and school staff on programs and services for ELs and in the development of the Single School Plan for Student Achievement. It is strongly encouraged and good practice to have a member of the school ELAC also be a member of the SSC. The ELAC is a great way to inform parents about school processes, strategies to increase students' academic performance, home/school communications, testing, becoming involved in the life of the school and developing leadership skills.

4. **Training:** The district shall provide for all ELAC members:
    a. Appropriate training and materials to assist each member to carry out his or her legally required advisory responsibilities.
    b. Inform members in how the district's LCAP Supplemental Funds are used to support English learners in meeting college/career requirements and provides monitoring opportunities throughout the year
    c. Encourages parents/guardians to share ideas and ask questions about the educational system and how they can access support for their child

5. **School Site Council:** The ELAC advises the School Site Council (SSC) on the development of the Single School Plan for Student Achievement (SPSA). This activity is documented in the minutes of the ELAC meeting at which this involvement occurs.

6. **DELAC:** Parents/guardians elect one or two members per school site to the District English Learner Advisory Committee (DELAC)

7. **Monitoring:** The Coordinator of Special Projects (or their designee) and principal continually review the implementation of ELAC responsibilities to ensure that all requirements are met

8. **Meetings:** ELAC meetings are to be held regularly at a time and day voted on as most convenient for the ELAC Board and its members so that attendance is optimized. A minimum of 4 meetings will be held each year in order to cover the required topics and additional meetings can be scheduled by the ELAC Board. ELACS need to cover the General Plan of Education for English Learners, Needs Assessment for English Learners, Annual Language Census and school attendance. See the [English Learners Advisory Committee Manual](#) for more topic details. Agendas are to be developed with input from the membership and posted no less than 72 hours prior to the meeting in English and other languages as required. When possible, the ELAC secretary will record all minutes during the meeting and submit completed minutes no later than a week after the ELAC meeting. Minutes must be approved by the Board at the next scheduled ELAC meeting. Childcare should be provided to increase the opportunity of attendance.

9. **Documentation:** All site ELAC documentation (calendar of ELAC dates, flyers, agendas, minutes) are archived at the site. Records are retained for no less than three years. ELAC agendas are developed or copied to Google Docs or an equivalent program, and shared with the EL Coach and Coordinator of Special Projects.

The establishment and proper functioning of ELAC is the responsibility of the site principal or his/her designee. An administrative designee may be determined if needed. The designee, the EL Liaison and the elected ELAC Board will coordinate the ELAC meetings for the site. Most ELACs in PUSD have Bylaws, but the creation and implementation of Bylaws is optional, though highly encouraged. Members of the ELAC will serve two years when possible and will be elected before the October DELAC meeting each year. The ELAC membership composition must reflect the percentage of English Learners at the school.

District English Learner Advisory Committee (DELAC)

District English Learner Advisory Committees are required for districts that have more than 51 English learners. DELAC advises the governing board on the English Learner programs and services. One or two parents from each site are elected from ELAC to represent their site on the District English Learner Advisory Committee (DELAC). These elected representatives serve a two-year term when possible. DELAC responsibilities include, but are not restricted to:

1. Development and monitoring of the EL Master Plan
2. Retain focused accountability on including actions in the LCAP that address English Learner goals and objectives based on student outcomes
3. Provide accountability by reviewing data that analyzes student outcomes. They will also account for services that address students' needs, which are included in the LCAP and in site SPSA
4. Provide feedback on notifications to parents
5. Review and improve the district Reclassification Process and procedures

Pleasanton Unified School District has 51 or more English Learners enrolled; therefore, regulations require the establishment of a functioning District English Learner Advisory Committee (DELAC), which provides advisement on programs and services for English Learners.

These **Legal requirements and membership guidelines** are followed in establishing and retaining a DELAC:

1. **Elections:** Requirements for DELAC elections include:
   a. Meeting dates and times that are established in collaboration with district staff at the first DELAC meeting held in October.
   b. District staff will report student progress based on local and state assessments to the DELAC committee. Specific focus will be given to EL Programs and progress obtained towards reaching language acquisition goal and academic proficiency.

c. Representative(s), must be an ELAC Board member of their site and are responsible for attending all ELAC and DELAC meetings. They present information received at the DELAC meetings to the school ELAC and SSC when necessary. They are an acting advocate for their school site and the English Learner needs from their site at the DELAC meetings.

d. Board members serve 2 year terms when possible (see English Learners Advisory Committee Manual for detailed information) and have an alternate member in case they are unable to attend a DELAC meeting.

2. **Composition Requirements:** Parents or guardians of English Learners not employed by the district, must constitute a majority membership (51% or more) of the committee.

3. **Elections:** Each school English Learner Advisory Committee (ELAC) must have the opportunity to elect at least one member to the DELAC no later than mid-October and serve for 2 years when possible. The DELAC President presides at all DELAC meetings and is responsible for signing all letters, reports, and other communications of the committee. In the event of the President's absence, resignation, or inability to perform his/her duties, the Vice President shall assume these duties.

4. **Major Function:** The purpose of the DELAC is to advise the Superintendent and School Board on programs and services for English Learners by communicating through the Coordinator of Special Projects. Once a year, the DELAC members may be requested to present an oral Annual Report to the Board of Trustees and the Superintendent. DELAC representatives are the liaison between the district and the school site. They are responsible for providing two-way communication between the district and ELAC members, as well as the SSC members if needed

5. **Meetings:** DELAC meetings are to be held regularly at a time and day voted on as most convenient for the DELAC Board and its members so that attendance is optimized. A minimum of 4 meetings will be held each year in order to cover the required topics, additional meetings can be scheduled by the DELAC Board if needed. See English Learners Advisory Committee Manual for detailed information about the topics covered. Agendas are to be developed with input from the membership and posted no less than 72 hours prior to the meeting in English and other languages as required. The DELAC secretary will record all minutes during the meeting and submit completed minutes no later than a week after the ELAC meeting. Minutes must be approved by the Board at the next scheduled DELAC meeting. Childcare should be provided to increase the opportunity of attendance

10. **Documentation:** All site DELAC documentation are archived at the district. Records are retained for no less than three years. DELAC agendas are developed or copied to Google Docs or an equivalent program, and shared with the DELAC Board

Table 3.1 ELAC/DELAC Guidelines

Timeframe	Training Topic

September : Getting Started	1)　At the first meeting, follow the guidelines for **electing parent members to ELAC.** Remember that only parents or guardians of English Learners elect parent members. 2)　Be sure to **elect at least one representative to DELAC** at your first ELAC meeting. <u>It is recommended that your first meeting occur before October 10.</u> Your DELAC representative(s) need to attend the first DELAC meeting. 3)　**District Policies and Procedures** need to be introduced, explained, and/or reinforced at every ELAC meeting. 4)　At your first ELAC meeting, **review** with parents the **language proficiency designations**: EO (English Only), EL (English Learner), I-FEP (Initial Fluent English Proficient), and RFEP (Reclassified Fluent English Proficient). 5)　At every meeting, reinforce the training topic of **the importance of regular school attendance**. 6)　At every meeting, use the district-developed **ELAC Sign-In Sheet**, which shows if the parent's child is EL, EL, RFEP, or I-FEP.
October-November: School Plan	**The School Plan regarding English Learners' Programs**. Use the Single School Plan and the Master Plan for English Learners to discuss/explain how English Learners are identified, assessed, instructed, and ultimately reclassified.
December-January-February-March: Regular School Attendance.	Efforts to make parents aware of the importance of regular school attendance. Plan to have a speaker, parent testimonials, tips, suggestions, etc. to reinforce this topic.
April-June: Needs Assessment and R-30 Report	Survey written and copied by the District Office for EL parents. The survey will obtain input about the school's program for English Learners. In addition, you can survey the ELAC parents to determine their needs and interests. This is an ideal way to determine your list of ELAC topics and Guest Speakers for the upcoming school year. Demographic data for each site is shared with parents at ELAC and DELAC meetings. The data consists of percentage of students by ethnicity and language levels, including our reclassification rate

Chapter Four: Instructional Program

4

INSTRUCTIONAL PROGRAM

Pleasanton Unified School District is committed to providing an English Learner Program, which assures all children equal educational opportunities. It is essential that English Learners access:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction. Instruction is provided in English, and in the primary language when applicable and appropriate. Instruction includes Specially Designed Academic Instruction in English (SDAIE) as a delivery model.
2. Structured activities designed to develop multicultural proficiency and positive self-esteem. In addition to adopted curricula, such activities can be found in character education, conflict resolution, and anti-bullying programs.

Administrative support is essential for a quality program that facilitates the successful academic and linguistic development of English Learners. Quality programs require support and collaboration among teachers. Articulation between grade levels is critical for assuring a strong academic program as well as the successful acquisition of English.

Instructional Settings for English Learners

The district offers the following three options: K-12 Structured English Immersion (SEI), K-12 English Language Mainstream (ELM) and the Dual Immersion (DI) Program. A student's language acquisition level determines the appropriate instructional classroom setting.

1. The **K-12 Structured English Immersion (SEI)** model provides instruction for all subjects in English for students with _less than reasonable fluency_ in English. The goal of the SEI program is for English Learners to _develop_ a reasonable level of proficiency in English. Students are taught "overwhelmingly" in English and receive leveled English Language Development (ELD) instruction daily to accelerate language acquisition. Teachers utilize strategies that are specifically designed for children who are learning the English language.
   a. Access to the CCSS is accomplished through instructional strategies such as Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) techniques, enabling ELs to gain access to grade level subject matter in Mathematics, Language Arts, Social Studies, Science and other required academic subjects.
2. The **K-12 English Language Mainstream (ELM)** model is designed for students who are _reasonably fluent_ in English. This model is taught in English and provides additional services when needed. All ELs receive English Language Development (ELD) that is integrated into the English Language Arts instruction until students have acquired proficiency in English. This model is best for students scoring CELDT levels 4 or 5, or at the Bridging level on the ELPAC. Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) are key techniques featured in this program, as it provides access to core subjects by making the content comprehensible to students.
3. The **Dual Immersion (DI** or **Alternative Program)** is a program model for: Spanish speaking students at all levels of English proficiency, Native English speakers, and bilingual students of other languages who are fluent in English. Parents may request a waiver to participate in the DI program. The goal of this program is to develop academic language proficiency in Spanish and English. The DI program is designed to teach all students the California Common Core State Standards in Spanish and English. Students receive daily leveled ELD instruction and teachers utilize SDAIE strategies. English Learners and English Only/Fluent English Proficient students are mixed within the same classroom and receive instruction in both languages. Subjects are taught with increasing levels of English each year. At the secondary level, students will maintain and continue to develop Spanish through at least one academic subject taught in Spanish (6th- 8th grade core course (i.e. history, science, social science etc.) and 9th-12th Spanish for Spanish Speakers or AP Spanish.)
4. **Primary Language Support & Primary Language Instruction**; Spanish Primary Language Support (SPLS) is provided when available, in the SEI and ELM programs. It may be provided by a bilingual teacher, trained paraprofessionals or even cross-age bilingual tutors. This support is a means of increasing access to core

curriculum taught in English and in assisting students to tap into their prior knowledge, transfer skills, use cognates etc. SPLS is used to motivate students, clarify, direct, support, or explain concepts. It is different than Spanish Primary Language Instruction (PLI) as SPLI consists of using primary language, direct instruction, assignments, assessments and curriculum. SPLI is used in the DI Program.

Overview of English Language Development (ELD)

English Language Development (ELD) is required for all English Learners in all programs, to develop proficiency in English as rapidly and effectively as possible. The ELD Program is research-based and recognizes that the acquisition of English as a second language is a developmental process. No two students will develop proficiency at the same rate.

English Language Development (ELD)

English Language Development lessons are leveled by identified language proficiency and build on the English Language Development Standards. ELD lessons reflect curriculum, materials and approaches that are designed to promote English Learners' acquisition of listening, speaking, reading and writing skills. ELD progress is measured by the CELDT/ELPAC annually, AMAO 1, but is monitored throughout the year with curriculum and vocabulary assessments. The expectation is that every student will progress to the next language stage each year. ELD is designed to accelerate linguistic competencies that native English speakers possess. ELD must be part of a daily program for every English Learner. The law requires that each EL receive ELD instruction as part of their core curriculum. ELD must be a planned, specific, intentional and an explicit component of the total education of each English Learner. There is no maximum amount of time required for ELD, but Pleasanton Unified is committed to providing equitable opportunities for all students and supports a minimum of 20-30 minutes a day or 100-150 minutes per week, K - 5, (see table 4.4) and one class period for all secondary students with a second period as core support and vocabulary building (see tables 4.1, 4.2, and 4.3).

Academic Growth

English Learners will gain English proficiency and mastery of the California Common Core State Standards (CCSS). The annual language growth goal is to have students show progress toward mastery of the California CCSS each year, AMAO 2. The academic progress is measured annually by the state assessment, SBAC (only for students). Throughout the year, teachers monitor growth with district benchmarks, curriculum assessments and teacher observation. Students are enrolled in Sheltered Core Classes that provide the needed support structures to master common core state standards. English Learners will develop high self-esteem and cross-cultural understanding while learning English, while validating and valuing home language and culture.

Conditions that Support Language Acquisition

Language is comprehensible to English Learners when:
1. The language is taught in context
2. Input is comprehensible through contextualization (e.g. the use of real objects or "realia", props, visuals, facial expressions, and/or gestures)
3. Prior knowledge of the content is activated
4. Background knowledge is accessed and developed
5. The affective filter, or stress level, is low
6. Risk-taking and approximations are encouraged
7. Direct instruction in grammatical features are taught and assessed
8. Errors are accepted as part of the acquisition process
9. Opportunities to speak are implemented with daily instructional routines and sentence frames

The ELD standards are designed to supplement the English Language Arts (ELA) standards to ensure that English Learners develop proficiency in both the English language and in the concepts and skills contained in the ELA standards. The ELD standards integrate listening, speaking, reading and writing and create a district pathway to reading in English rather

than delaying the introduction of reading. ELD progress is monitored through ELD assessments such as Curriculum embedded, teacher created, CELDT/ELPAC and district benchmark assessments.

Instructional Support System for English Learners

Pleasanton Unified School District is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is part of the standards based system of instruction, assessment, monitoring, and evaluation provided for all students.

Five essential elements of this system include:

1. District Adopted Curriculum Standards-All English Learners are held to the same district adopted curriculum and performance standards in the core curricular areas as all other PUSD students.
2. Curriculum and Instruction aligned with District Standards - All English Learners participate in a program of curriculum and instruction that is aligned to the district and state standards, designed to reduce all language barriers. There are three program models for English Learners in the district:
   - Sheltered English Immersion (ELD and SDAIE content along with primary language support when possible and appropriate)
   - Mainstream (ELD and SDAIE content)
   - Alternative Program (ELD and primary language content)
3. Assessment and Reporting – This third component includes a district-wide assessment (CELDT/ELPAC, SBAC/ELA, and benchmarks) and reporting process of student academic achievement for all students (K-5 standards based report cards, 6-12 report card), including English Learners. The use of multiple measures, the disaggregation of student achievement data, and the regular reporting of student achievement data at school sites are integral components of the district-wide assessment and reporting process.
4. District and Site Level Supplemental Support Services - These services include the following (budget permitting):
   a. EL summer school classes for students who receive a D or F in ELD, and SDAIE content area classes. Emphasis on ELD instruction and English Language Arts.
   b. The use of the district community liaisons to assist families and students with health, welfare, attendance, behavioral, and parenting issues.
   c. Registration and placement of English Learners first in the Master Schedule. English placement for all EL 6th and 9th graders is based on previous school recommendations, CELDT/ELPAC, benchmarks, and other information.
   d. Provide all English Learners in ELD with an additional support class.
   e. Develop and formalize an individual plan of available resources for students that are not meeting district EL benchmarks through the Student Study Team (SST) process.
   f. Identify students who are not meeting EL benchmarks by completing PK-80 at risk of retention form and PK-81 documenting the intervention plan.
   g. Provide parent education during the year to give parents strategies to assist their child with academics. English as a Second Language classes offered through Adult Education.

   These interventions may not address the needs of all struggling English Learners. Of particular concern are EL students who may demonstrate very limited gains in English language proficiency after a number of years in the EL program. There is a need to develop a cohesive process for identifying and serving such students. This process might involve district efforts to gain increased background knowledge on the socio-emotional, family and cultural factors that impact student progress; the implementation of additional, more intensive EL interventions; and additional professional development for administrators, teachers, and instructional aides.

5. Evaluation- Classroom teachers should regularly assess students. The site administrator will evaluate the success of students reaching benchmarks.

What are BICS and CALP?

Language development can be broken into two stages; Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS appear long before CALPs as they encompass the language used in daily activities and for expressing basic needs. CALPs take time, and direct explicit instruction of academic language. It may take ELs seven or more years to achieve academic English proficiency comparable to native English speakers.

Grouping English Learners for Instruction

Students are provided ELD instruction based on proficiency levels both at the elementary and secondary levels. The optimum placement is one ELD level per class. Whenever possible, no more than two levels of ELD are combined in one class, except where there are few English Learners. In this situation, multi-level/multi-grade combinations may be necessary. Flexible instructional grouping is used when designing ELD instruction, as students need the opportunity to move fluidly into language leveled instruction based on student progression throughout the year.

At the **secondary level**, English Learners arrive with diverse needs. In order to be well-served multiple approaches are needed. It is the intent of the district to frequently update the professional understanding of students' strengths and needs to adapt the instructional program to meet individual needs of students. All EL students receive priority placement. In addition, EL students at the secondary level have their English classes scheduled during the same periods in order to ensure easy movement within the program.

Period one is designated as ELD instruction. This allows student movement into higher language levels easily without disrupting class schedules when they show progress. Pleasanton Unified School District provides substantial ELD time for English Learners. To place English Learners in specific ELD courses, school counselors use CELDT/ELPAC scores, research proven assessments, curriculum assessments and additional information, such as grades from prior schooling, samples of student work, standardized assessment results, and teacher recommendations. The tables below shows Pleasanton's English Learner Pathway for all secondary site:

English Language Development (ELD) Schedule, Assessments & Curriculum Chart

Table 4.1 ELD Program at Hart and Harvest Park Middle Schools (Grades 6-8)							
CELDT Levels	Placement Criteria	Period	Period	Period	Period	Period	Multiple Periods
Beginning C1	National Geo. Placement Test _____ CELDT	**ELD** *Inside (based on placement results)*: -Inside the USA (6 week newcomer program) -Fundamentals Vol.2 or -Level A	**ELD** *Inside (based on placement results)*: -Inside the USA (6 week newcomer program) -Fundamentals Vol.2 or -Level A	**Math** Strategies used: *SDAIE *GLAD *Instructional Routines	**Science** Strategies used: *SDAIE *GLAD *Instructional Routines	**Sheltered History** Strategies used: *SDAIE *GLAD *Instructional Routines	**P.E./ Elective**

Early Intermediate C2	National Geo. Placement Test _____ CELDT	**ELD** *Inside (based on placement results)*: -Fund. V2 or Level A Supplement: AVT 1	**ELD** *Inside (based on placement results)*: -Fund. V2 or Level A Supplement: with AVT 1	**Math** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Science** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Sheltered History Strategies used** *SDAIE *GLAD *Instructional Routines	**P.E./ Elective**
Intermediate C3	National Geo. Placement Test _____ CELDT	**ELD** **English 3D** -AVT 2 (optional)	**ELD** **Inside Level C** -AVT 2 (optional)	**Math** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Science** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Sheltered History Strategies used** *SDAIE *GLAD *Instructional Routines	**P.E./ Elective**
Early Advanced C4	National Geo. Placement Test _____ CELDT	**ELD** **English 3D** -AVT 2 (optional)	**ELD** **Inside Level C** -AVT 2 (optional)	**Math** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Science** **Strategies used** *SDAIE *GLAD *Instructional Routines	**History Strategies used** *SDAIE *GLAD *Instructional Routines	**P.E./ Elective**
Advanced C5	National Geo. Placement Test _____ CELDT	**Core English w/ELD** _____ ELM Classroom	**Elective**	**Math**	**Science**	**History**	**P.E./ Elective**

Table 4.2 ELD Program at Pleasanton Middle School (Grades 6-8)		
Students:	**Textbook**	**What is it?**
CELDT 1	**System 44**	A foundational reading program for our most challenged readers in Grades 3–12+. "The *System 44* School Continuation Plan provides your students with 20 days of phonics, decoding, reading, and writing skills practice for 60 minutes per day. Resources include Phonics and Syllabication Practice, Decodable Reading and After Reading Response,

		Handwriting Practice, downloaded paperbacks for Independent Reading, and Reading Response worksheets" (Kinsella)
CELDT 2 & 3	**Read 180**	**ELD Replacement Program** **"Read 180** is a Blended Learning program for Struggling Readers in Grades 4–12" (Kinsella). The program that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life.
CELDT 4 & 5	**English 3D**	**ELD Replacement Program** *English 3D* is a powerful English language development program designed to help students accelerate English language proficiency and develop the academic language skills they need for success in college and career. The program builds students' competence and confidence through consistent instructional routines for academic vocabulary, discussion, writing, and more.

Table 4.3 ELD Program at Amador & Foothill High Schools (Grades 9-12)							
CELDT Levels	**Placement Criteria**	**Period**	**Period**	**Period**	**Period**	**Period**	**Period**
Beginning C1	National Geo. Placement Test _____ CELDT/ ELPAC	**ELD English** **Nat Geo:** Inside the USA (6 week program) **Edge:** Fund. V2 Make repeatable English Grad Credit= yes (Not UC) Course Code: 654099	**ELD Support** Complete ELD lesson from prior period 25% Support for other classes: Homework Frontload **Strategies used** *SDAIE *GLAD *Instructional Routines Make repeatable Elective credit = yes Course Code: 654035	**Math** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Science** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Sheltered Social Studies** **Strategies used** *SDAIE *GLAD *Instructional Routines	**P.E./ Elect**

Early Intermediate C2	National Geo. Placement Test _____ CELDT/ ELPAC	**ELD English** **Edge Level:** Fund. V2 or Level A Make repeatable English Grad Credit= yes (Not UC) <u>Course Code</u>: 654099	**ELD Support** Complete ELD lesson from prior period 25% Support for other classes: Homework Frontload **Strategies used** *SDAIE *GLAD *Instructional Routines Make repeatable Elective credit = yes <u>Course Code</u>: 654035 Elective Credit	**Math** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Science** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Sheltered History** **Strategies used** *SDAIE *GLAD *Instructional Routines	**P.E./ Elective**
Intermediate C3	National Geo. Placement Test _____ CELDT/ ELPAC	**Sheltered English (P)** [English 3D](#) (Use ELD curriculum NOT core) Supplement with AVT **Strategies used** *SDAIE *GLAD *Instructional Routines *Not Repeatable* English Credit *Course* 654025 If a second year is needed use English 654030 (Not UC)	**ELD Support** <u>Edge Curriculum</u> Level C 25% Support for other classes: Homework Frontload **Strategies used** *SDAIE *GLAD *Instructional Routines *Not Repeatable* Elective Credit *Course #654035*	**Math** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Science** **Strategies used** *SDAIE *GLAD *Instructional Routines	**Sheltered History** **Strategies used** *SDAIE *GLAD *Instructional Routines	**P.E./ Elective**

Early Advanced C4	CELDT/ ELPAC	**Sheltered English (P)** English 3D (Using ELD curriculum NOT core) **Strategies used** *SDAIE *GLAD *Instructional Routines *Not Repeatable English Credit Course #654025 If a second year is needed use English 654030 (not UC)*	ELD Support **Edge Level C** (Using ELD curriculum NOT core) 25% Support for other classes: Homework Frontload **Strategies used** *SDAIE *GLAD *Instructional Routines *Not Repeatable Elective Credit Course #654035*	**Math** (Clustered) **Strategies used** *SDAIE *GLAD *Instructional Routines	**Science** (Clustered) **Strategies used** *SDAIE *GLAD *Instructional Routines	**History** (Clustered) **Strategies used** *SDAIE *GLAD *Instructional Routines	**P.E./ Elective**
Advanced C5	CELDT/ ELPAC	**Core English w/ELD integrated** **Core English curriculum** **Strategies used** *SDAIE *GLAD *Instructional Routines English Credit based on Grade level English course	**ELD Academic Support Class:** 25% Support for other classes: Homework Frontload **Strategies used** *SDAIE *GLAD *Instructional Routines Elective Credit	**Math*** (Clustered) **Strategies used** *SDAIE *GLAD *Instructional Routines	**Science*** (Clustered) **Strategies used** *SDAIE *GLAD *Instructional Routines	**Social Studies** (Clustered) **Strategies used** *SDAIE *GLAD *Instructional Routines	**P.E./ Elective**

*As applicable

In order to facilitate ELD instruction at the **elementary level**, the best practice is for English Learners to be grouped homogeneously, according to their language proficiency levels. A span of language levels may be allowed to include one other language level. ELD groupings should be composed of English Learners with not more than a two grade level difference.

Table 4.4: Recommendations for ELD in Grades K-5 Grade		
Grade:	**Minimum Time:**	**Adopted Text:**
K - 5	30-40 minutes a day 100-150 minutes a week by a teacher (excluding P.E. and Science specialists)	District-adopted ELD Curriculum and EL Supplementary Materials

All English Learners are required to remain in the EL program until the State and District criteria for reclassification are met, see Chapter 6. Placement will be based on CELDT/ELPAC scores. In the case of the Dual Immersion, a Parental Exception Waiver is required.

Long Term English Learners

Characteristics of Long Term English Learners include:
- 6 or more years in U.S.
- Reading and writing proficiency levels are well below grade level
- Mismatch between student perception of achievement (high) and grades (low)
- Sometimes grades are satisfactory, yet state test scores are Basic and below
- Often lag behind in meeting grade level standards

Long-Term English Learners (LTEL) are students who have had uninterrupted schooling in the United States who often have high oral fluency in English, and in some cases have attained "reasonable fluency", but have not yet achieved the academic criteria to qualify for Reclassification. To determine program placement for these students, it is crucial to first identify the student's academic and linguistic needs, as well as their educational history. Such as:
- How many years have they been in U.S. schools?
- Has schooling been interrupted due to moves?
- What has been the quality and consistency of ELD?
- Did they have access to standards-based academic instruction?

To prevent students from becoming LTELs, students at the elementary level are assigned to formal interventions that address both language and academic needs.

Students in secondary need the following:
1. Accelerated ELD that builds on both language and literacy skills
2. SEI or ELM classroom settings that provide core instruction with strong SDAIE/GLAD instruction
3. Monitoring of student placement in the appropriate courses
4. Intervention support such as Summer School, night-time tutoring, and specialized curriculum for ELs

Each year the Assessment Analyst generates a list of Long Term English Learners by teacher that is disseminated to the site principal, who will pass on the information to the student's teachers. Knowing who the students are will allow site administration in charge of ELs, school site counselors, and instructional staff make educational decisions that best fit the students' needs. As needed, Student Study Team (SST) meetings can be held to determine the student's needs. During SST meetings, the student's Cumulative File will be evaluated to discover why an EL student has not been able to be reclassified. The team will generate a plan of support for English Learners to address, specifically. Part of the intervention support, may be to assign formal interventions that address both linguistic and academic needs. This plan will be shared with the Director of Special Projects, the Response to Intervention Coach, and the English Language Learner Coach.

ACCESSING THE CORE CURRICULUM IN CONTENT AREAS

English Learners are provided access to well-articulated, standards-based core curriculum. English Learners access the core curriculum through classes that "shelter" or "differentiate" instruction by using strategies that scaffold the curriculum. The success of sheltered English instruction depends largely on two integrated factors. First, the teacher must provide modified instruction in English without oversimplifying the content. All students, including ELs, are held to the same high expectations of achievement and must demonstrate that they meet content standards. Second, to avoid fossilization of language skills at the conversation level, the teacher must engage the student in a constant, concerted effort to develop and enhance academic language. In other words, teachers must first simplify their discourse to make class content comprehensible and then gradually make their language more complex, without sacrificing the quality of instruction or depth of comprehension in the process. In Pleasanton Unified teachers utilize many different scaffolding strategies and academic vocabulary programs.

Sheltered Instruction & Professional Development

Sheltered instruction is an approach to teaching English language learners. While not a program in itself, sheltered instruction extends the time in which students participate in instruction that explicitly provides language support, as well as standards-based content instruction using the core adopted program that is CCSS aligned. Sheltered instruction also teaches ELs how to perform academic tasks, such as writing outlines and making presentations. This focus on building knowledge of academic language, content, and performance helps prepare English learners for non-sheltered classes, in which they will be expected to achieve high academic standards alongside their English-speaking peers.

A prepared teacher knows what to teach, how to teach and has command of the subject matter being taught. In California all teachers are CLAD or BCLAD certified. This certification incorporates professional development in sheltered English instruction to meet the educational needs of English learners. Content-area teachers have the acquired skills necessary for sheltered English instruction through this certification. Many practice the instructional strategies involved, but some need to explicitly incorporate the strategies into their daily lessons. Essential to sheltered instruction are teacher willingness and capacity to learn about and incorporate the prior knowledge of ELs into instruction, to understand second language acquisition and address the linguistic needs of ELs, to deliver comprehensible yet rigorous input, and to use spiraling and scaffolding techniques whereby every piece of information learned and every skill acquired provides the next-level substructure for building higher-order knowledge for all students. To the extent possible, teachers also need to learn about students' culture and community and how these contexts affect students' ways of learning. Pleasanton Unified is committed to building cultural diversity as a tool to fostering learning for all students.

In Pleasanton Unified, a strong focus on Professional Development provides a systematic, capacity building approach to student support. Two instructional approaches that utilize scaffolding and/or instructional strategies that are focused on district-wide are; Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE). Sheltered English instructional classrooms rely heavily on the use of these scaffolds as a way to make content comprehensible for the English language learners (ELs). Building these practices into all core classrooms is an area of growth as a district. By implementing these instructional approaches and providing Sheltered English Immersion English classrooms, ELs study alongside their English-speaking peers and are held accountable to the same curriculum standards, and take the same high-stakes tests. Sheltered English instruction utilizes a set of practices valuable to all teachers in helping ELs learn English, and at the same time, learn content material from the core curriculum. Sheltered English instruction is an instructional approach that engages ELs at language levels above the beginning language acquisition level as it develops grade-level content-area knowledge, academic skills, as well as increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to the EL students' prior knowledge, requires collaboration among students, and that spiral through curriculum material, offer ELs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

Within each sheltered lesson the teacher seeks to ensure that students have sufficient background knowledge to tackle new curriculum material. Teachers modify their speech and, when necessary and feasible, content text so that English language learners can grasp important content concepts, facts, and questions. Teachers explicitly teach learning strategies – from teacher-centered to peer-supported to student centered – so that students develop a toolkit for accomplishing difficult learning tasks. Teachers also provide ample opportunities for students to interact in the target language around purposeful tasks that are meaningful to them.

Guided Language Acquisition Design (GLAD) strategies incorporates many research-based and highly effective instructional strategies. GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach that benefits all students through the use of high-level thinking and academic language, as well as cross-cultural skills. Students taught in a GLAD classroom are prepared to be effective, literate citizens of a global society.

Specially designed academic instruction in English (SDAIE) is a teaching approach intended for teaching various academic content, such as social studies, science or literature, using the English language for students who are still learning English. SDAIE requires the student possess intermediate fluency in English, as well as mastery of their native language. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language when possible and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

All of the approaches above can be used simultaneously and require collaboration and planning time. Although there is never enough time, implementing the Late Start Wednesdays, providing Prep Periods and Summer Professional Development Institutes does allow for focused instructional planning by our highly trained and professional staff to incorporate these instruction approaches into every lesson. Beyond Professional development approaches/strategies, Pleasanton Unified continues to provide Professional Development for teachers in understanding the latest research-based ideology of Language acquisition and student development. Table 4.5 shares areas of focus.

Table 4.5: Professional Development Focus Areas for Teachers	
Focus Areas	Lesson Purpose, Content and Organization
ELD Standards	Leveled ELD - Purpose: Develop a solid English language foundation - Content: Follows a scope and sequence of language skills in functional contexts
Language Arts Language Arts lesson focuses on reading standard (decoding or comprehension) and/or writing standard (applications or conventions) and is separate from ELD lesson	Frontloading Language Arts - Purpose: Ensure access to content instruction taught in English by pre-teaching for upcoming language demands - Content: Determined by language purposes, teaches sentence structures and vocabulary needed to engage in content skills or concepts - Organization: Lesson is prior to content lesson and is in addition to GLAD and SDAIE and SDAIE strategies provided during actual content lesson
Content Areas (Math, Science, Social Studies, etc.)	Purpose: Provide access to grade level content instruction

	- Content: Grade level content objectives and standards - Organization: Scaffolding (often strategies used to teach ELD) are integrated into lesson to ensure that "language demands" do not interfere with student's ability to access grade content material

Commitment to Special Education Services

English Learners have access to Special Education services just as all other students in the district. Careful review by the Student Study Team (SST) of all referrals takes place first. This review includes filling out proper forms, modifications and interventions, a written language goal according to the student's language proficiency level, results of district assessments, review of student records, and primary language assessment (when deemed appropriate). This review is required to determine if Special Education assessment is needed and to determine if student performance is reflective of expected patterns of the student's second language acquisition based on schooling, time in this country, and that growth is being made.

When it is determined that an English Learner needs to be assessed, whether it be speech, academic, or cognition, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisitions status must be described in the Individual Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives (LAGOs) are written based on the student's needs. The IEP will include goals that address English Language Development, as well as goals that support access to the content areas through primary language support when appropriate.

English Learners in grades K-12 with an IEP, as reflected on CELDT/ELPAC sub-scores in listening, speaking, reading and/or writing, continue to receive ELD and instructional strategy support in conjunction and collaboration with the general education teacher. Special Education staff, including Special Day Class staff, will receive the same training as general education staff in working with English Learners. In SDC classes, the Special Education staff provides ELD instruction to the English Learner.

Chapter Five: Monitoring of Student Progress

5

MONITORING OF STUDENT PROGRESS

Assessment Use in the District

Student progress is monitored at least annually, based on a set of district-adopted and state-mandated assessments. The assessments are used to determine students' English language proficiency in English, as well as academic performance. Assessment results are maintained in electronic form in the Online Assessment Reporting System (OARS). This allows for rapid access to results in a variety of formats for instructional planning.

The use of the assessment data is what drives instructional decisions and advances students' understanding. Reflecting on student outcomes during collaboration allows staff to design instructional lessons which account for all students' needs while focusing on the California CCSS and ELD standards. Implementing a systematic way to analyze student

outcome data provides an efficient way to plan and utilizes the strengths of all staff members. It optimizes the time needed to develop an instructional lesson that addresses the needs of all students.

The following protocol is one structure that when collaborating and developing lessons will provide a strong structural approach:

1. Reflect upon and summarize student data based on data analysis
2. Teachers reflect on the students in the class. They consider what specific needs should be addressed in the instructional delivery. Think about who, what, and why an instructional decision is being made
3. Teachers brainstorm ways to support and expand on students interests and backgrounds within the lesson. Make a list of all ideas that come up. Create a "menu" to choose from as the lesson is finalized. Different classes may have different needs
4. Teachers consider all challenges and experiences as they plan what to do in the classroom
5. Implement proactive considerations. Reflecting on the students in the class, what could happen? This process helps refine and plan how to set up a successful experience for the class.
6. What materials and supports will be needed to support learning experiences for all students?
7. Which Common Core and English Language Development standards will be addressed? Explicitly tell students what the expected outcomes will be.

Chapter Six: Reclassification Process

6

Overview of Reclassification

Pleasanton Unified School District has developed an instructional program that supports students becoming proficient in English. English Learners shall be reclassified as Fluent English Proficient (R-FEP) when they demonstrate oral English and academic proficiency. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The reclassification criteria includes meeting specific standards in the areas of English listening, speaking, reading and writing. School site personnel notify parents of when their child qualifies for reclassification. District Office and Instructional staff review students' progress bi-annually, when state assessment data is released and when CELDT/ELPAC data is released and compare student scores against the reclassification criteria. If the criteria is met, the students teachers, English Learner Liaison/Principal and Special Projects verify the student's work is that of a peer and that they support the action to reclassify. Once students are reclassified, the district and school monitor their progress to ensure they are being successful in their current program placement formally for four years. At any time, a parent may choose to withdraw their student from the ELD "Block Scheduling" by completing this form withdrawal form (see Appendix). However, regulation mandate that English Language Development (ELD) services must be provided until the student meets the reclassification criteria.

An approval of the Withdrawl form only removes the student from the designated "block scheduling". English Learner federal requirements mandate that all English Learners MUST receive daily ELD instruction until the student meets Reclassification criteria. Students receiving ELD instruction in a ELA core class will receive instruction using the same approved ELD curriculum that is used in the "block classroom".

English Learner Reclassification Process

Background Information:

The steps for reclassifying students as Fluent English Proficient (R-FEP) in the Pleasanton Unified School District:
 STEPS
1. California English Language Development Test (CELDT)/ English Learner Proficiency Assessment for California (ELPAC):
    - ❏ **Overall** score at Early Advanced (4) or Advanced (5)/Bridging Level.
    - ❏ Reading, Writing, and Listening domains at Intermediate (3) or higher/ELPAC equivalent
    - ❏ Writing domain at **upper range** of Intermediate (3) or above/ELPAC equivalent

2. Smarter Balanced Assessment Consortium (SBAC) for EL students enrolled in school in the United States for more than 12 months: **Overall** achievement level at Standard Met (3) at mid to upper scale score range or Standard Exceeded (4)
3. Local Measures: See Grade Level Matrix (below)
4. Teacher recommendation from:
    - Elementary teachers
       or
    - ELA, History, and Science teachers in secondary grades 6-12

If these steps indicate a student is prepared to be reclassified to R-FEP, the following steps are:
5. Parent notification
6. File documents in the blue EL folder in student Cumulative File and update student database to reflect new status

Table 6.1: Reclassification Criteria

Grade	1. Proficiency on CELDT /ELPAC Bridging	2. Demonstration of "Basic Skills"		3. Teacher Evaluation	4. Parent Notification
		Local Measures	*SBAC ELA*		
1	-**Overall** score at Early Advanced (4) or Advanced (5)/LPAC Bridging. -Reading, Speaking, and listening domains at Intermediate (3) or higher -Writing domain at **upper range** of Intermediate (3) or above	*Scoring proficient at benchmark on DLA (District Literacy Assessment) BAS3 (Benchmark Assessment System 3)*	Not applicable	*Teacher Recommendation from Elementary teachers will be sought. Teachers may include data from DLA and Benchmark Data, as well as other systemic data, as factors in their determination of student readiness for reclassification.*	✔
2	*Same as above*	*Same as above*	Not applicable	*Same as above*	✔
3	*Same as above*	*Same as above*	**Overall** achievement level at standard met (3) at mid to upper scale score range or standard exceeded (4)	*Same as above*	✔
4	*Same as above*	*Same as above*	*Same as above*	*Same as above*	✔
5	*Same as above*	*Same as above*	*Same as above*	*Same as above*	✔
6	*Same as above*	*Student has passed English, History and Science at 70% or higher* ***or** by teacher recommendation*	*Same as above*	*Teacher: Recommendation from ELA, History, and Science teachers will be sought. Teachers will include Benchmark Data, as well as other systemic data, as factors in their determination of student readiness for reclassification.*	✔

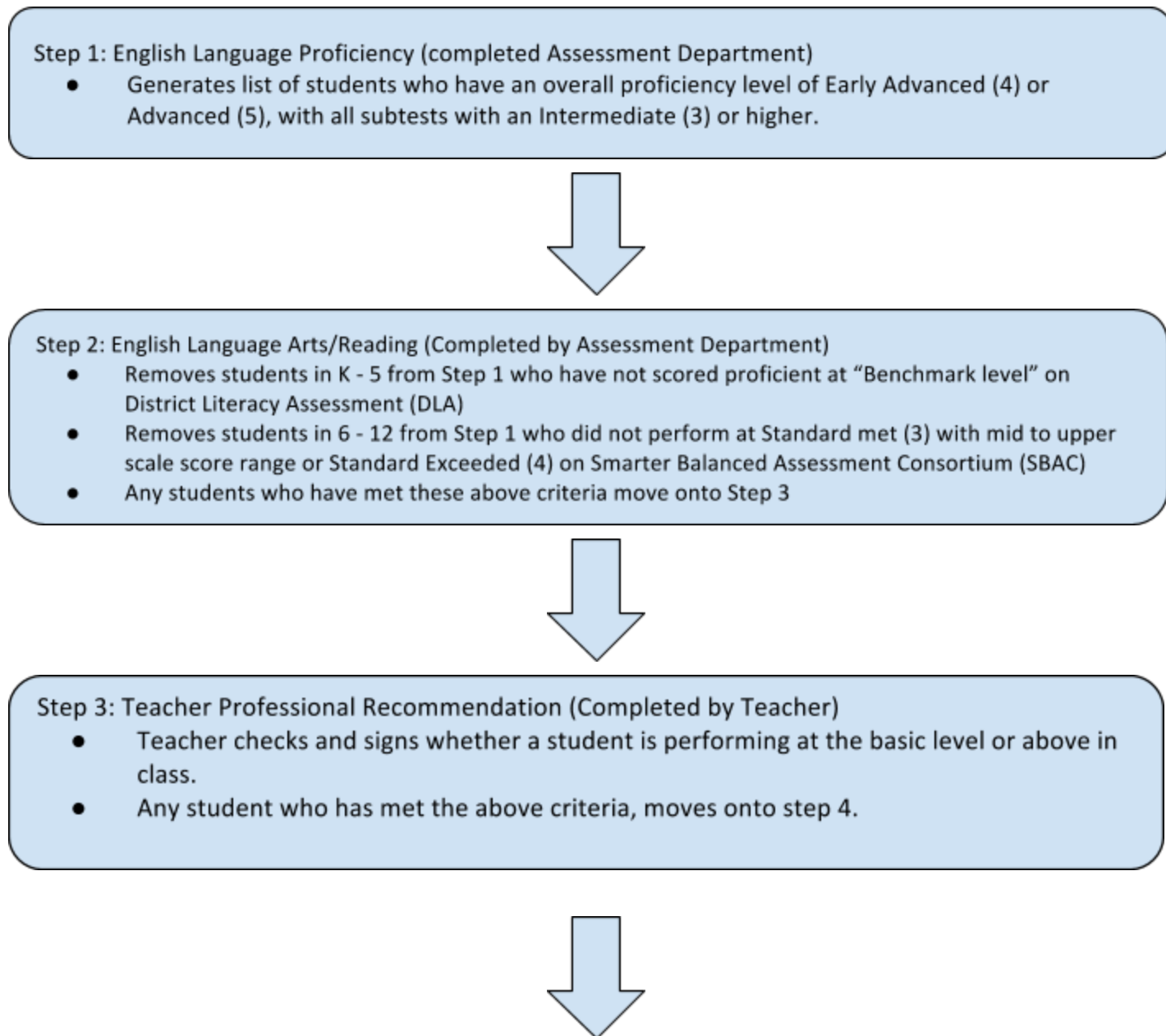|					
				(In the future,consider ELD assessment for exit criteria. Common criteria for each level)	
7	Same as above	Same as above	Same as above	Same as above	✔
8 - 9	Same as above	Same as above	Same as above	Same as above	✔
10 - 11	Same as above	Same as above	*Grade 10:* SEM1 Benchmark scores *Grade 11:* (2014-15) CAHSEE ELA Proficiency - "Passed" (2015-16) CAASPP or EAP grade 11 standard met or standard exceeded	Same as above	✔
12	Same as above	Same as above	*Overall Achievement Level on at Standard Met (3) at mid to upper scale score range or Standard Exceeded (4)*	Same as above	✔

Steps to Reclassification

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

1. The Assessment Department generates Reclassification Letters for all students who meet the Reclassification criteria once the official EL student data is released.
2. The process for student identification for reclassification begins once the CELDT/ELPAC student data is released and analyzed by the Assessment Analyst.
3. The reclassification forms for potential candidates are created and distributed to each site/English Learner Liaison after the Assessment Analyst completes the student demographics and section 1 & 2.
4. The site liaison coordinates with teachers to collect all necessary paperwork and teachers complete Section 3 of the form, verifying criteria met or not.
5. Once necessary paperwork is collected, the site EL Liaison reviews the forms with a site administrator. The EL Liaison or Administrator completes Section 4 and sends the forms to Special Projects for final approval.
6. Special Projects completes Section 5 and sends to Assessment Department to generate Parental Notification Letters and the Assessment Analyst changes codes in Illuminate & Q and enters R-FEP date.
7. Special Projects sends Parent Notifications to parents.
8. Assessment Analyst returns Reclassification Forms to the sites. The liaison ensures the original reclassification form is placed in the student's blue EL Folder in the CUM and updates the EL sticker indicating the date of

reclassification. A sticker is placed on the outside of the student's cumulative folder marked "R-FEP" with the date.

9. Sites work with any parents who request to meet and explain the student's educational placement and progress as needed. The student is placed in the mainstream program, for secondary they are moved out of the ELD block and into an ELA core course. While placement may occur at anytime, the normal procedure is to make the placement at a natural instructional break.

Table 6.2: Reclassification Process

Step 1: English Language Proficiency (completed Assessment Department)
- Generates list of students who have an overall proficiency level of Early Advanced (4) or Advanced (5), with all subtests with an Intermediate (3) or higher.

Step 2: English Language Arts/Reading (Completed by Assessment Department)
- Removes students in K - 5 from Step 1 who have not scored proficient at "Benchmark level" on District Literacy Assessment (DLA)
- Removes students in 6 - 12 from Step 1 who did not perform at Standard met (3) with mid to upper scale score range or Standard Exceeded (4) on Smarter Balanced Assessment Consortium (SBAC)
- Any students who have met these above criteria move onto Step 3

Step 3: Teacher Professional Recommendation (Completed by Teacher)
- Teacher checks and signs whether a student is performing at the basic level or above in class.
- Any student who has met the above criteria, moves onto step 4.

Step 4: Recommendation (Completed by EL Liaison/Principal)
- If student has successfully met criteria for steps 1, 2, and 3, they are reclassified from English Learner to Fluent English Proficient.
- EL Liaison or principal sign and date the document, which is then sent to Special Projects.
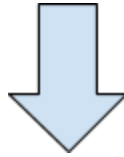
Step 5: Special Projects
- Once all paperwork from has been verified, the Coordinator of Special Projects will create. Parent/Guardian Notification letters, which will be mailed.
- The date and time of the mailing will be noted on the English Language Proficiency Reclassification Form. The student is now reclassified

Reclassification Ceremony

Students who are reclassified can participate equally with native speakers in the regular instructional program. This is an important academic accomplishment for students who enter school limited in the English language. Each year, the Pleasanton Unified School District will hold a ceremony for students who have been reclassified. The purpose of the ceremony is to recognize students who were English learners and have now demonstrated English proficiency comparable to their English only counterparts. Students will receive a certificate of accomplishment and a medal, just as English only students who acquire Spanish speaking skills and dual language requirements, receive a biliteracy seal of proficiency.

Seal of Biliteracy

The Seal of Biliteracy is an award given by a school, district, or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

The State Seal of Biliteracy (SSB), codified in California Education Code (EC) sections 51460–51464, provides recognition to high school students who have demonstrated proficiency in speaking, reading, and writing in one or more languages in addition to English. As a district we are required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student.

Per EC Section 51461(a), to qualify for the SSB, high school graduates must meet all of the following criteria:

- Completion of all English Language Arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.

- Passing the California Standards Test in English Language Arts administered in grade eleven at the Proficient level or above. (Interim eligibility requirements for this criterion are on the California Department of Education [CDE] SSB Web page at http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.)

- Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:

  1. Passing a foreign language Advanced Placement (AP) examination with a score of 3 or higher

  2. Successful completion of a four-year high school course of study in a foreign (world) language and attainment of an overall grade point average of 3.0 or above in that course of study.

  3. Passing the Scholastic Assessment Test II Foreign Language Examination with a score of 600 or higher.

Per EC Section 51461(b), if the primary language of a pupil in any of grades nine through twelve (inclusive) is other than English, he or she shall do both of the following in order to qualify for the SSB:

1. Attain the early advanced proficiency level on the California English Language Development Test (CELDT). For the purpose of determining SSB eligibility, a participating school district may administer the CELDT test an additional time as necessary.

2. Meet all the criteria listed above in EC sections 51461(a)(1)(2) and (3).

Monitoring Procedures

Students who have been reclassified as Fluent English Proficient receive follow-up monitoring for two years after reclassification. If the student's grades fall below grade level in any academic class or any of the teachers have a concern, the EL Liaison and Administration provide access to the appropriate interventions. The Student Study Team (SST) process may be used to determine the best academic supports. If a non-achieving R-FEP is referred to the Site Study Team, the team will:
1. Identify the area of concern.
2. Devise interventions to meet the specific needs of this R-FEP.
3. Use one of the district's Response to Intervention forms to identify targeted interventions.
4. Establish target dates by which the student will meet the established goals.

Examples of appropriate intervention measures recommended may include but are not limited to any of the following:

- Student/teacher/parent conference
- Specialized academic assessment
- Specialized reading, writing or math instruction
- Additional English Language Development instruction
- Enrollment in Sheltered classrooms
- Placement in reading, writing or math support class
- After school academic support programs
- Summer School

The progress of ELs and reclassified students will be examined annually in comparison with the data of the average native English speakers. A process of evaluating the effectiveness of program elements will be used to examine the impact of programs on student learning.

The EL Liaison (or counselor) will distribute copies of forms as follows:

1. one copy in the EL Liaisons monitoring files;
2. one copy in the student's EL Blue Folder (stapled to the R-FEP paperwork);
3. one copy to Special Projects

Just as the school monitors the progress of all students, it is the school's responsibility to monitor each R-FEP's progress and institute appropriate interventions if the R-FEP is struggling.

Table 6.3: Roles and Responsibilities for Reclassification and Monitoring Process Personnel Responsibility	
Personnel	**Responsibility**
Special Projects	- Assists Department of Curriculum and Assessment in generating data to compile documents - Final Approval of Reclassification - Monitors needs of EL Program - Monitors Professional Development needs - Continues to build EL Pathways DI Program
Assessment Analyst	- Compiles all necessary documentation for reclassification candidates and distributes to school sites - Coordinates and monitors the District's reclassification/monitoring process - Collects and maintains a list of approved reclassified students for each school site - Oversees collection and analysis of data regarding reclassified students - Ensures that R-FEP codes have been updated in District Student Information System - Ensures that new R-FEP data is reported in Q and OARS
Site Administrator	- Oversees process and procedures at school - Assists with the monitoring of reclassified students within the 2-year cycle
EL Liaison	- Assists staff with all EL procedures such as sorting student registration forms, organizing and labeling blue folders, filing reports in cumulative folder. - Monitors the reclassification process at the school site - Collects necessary documentation from classroom teachers for reclassification process - Contacts and consults parents on reclassification procedures - Assists with the monitoring of reclassified students within the 2 year cycle
General Education Teachers ● **Primary: main teacher** ● **Secondary: English, History,Math, and Science teachers**	Evaluates student work and makes recommendation for reclassification

Chapter Seven: Program Effectiveness and Accountability

7

Monitoring Effectiveness

Working in concert with administrators, teachers, support staff, district staff, community members, parents, and students, Pleasanton Unified School District is committed to developing effective instructional programs for English Learners which are evaluated regularly. Upon evaluation, individual student programs are modified, and any deficits incurred by students in the overall program are remedied by providing interventions. Evaluation is built into our daily interactions with students by teachers. We are all accountable for ensuring that EL Programs are implemented effectively.

Further, our district is committed to closing the achievement gap for all students, including English Learners. Our English Learners receive ongoing support through our cycle of instruction, assessment, monitoring, and evaluation. By monitoring student achievement through on-going analysis of achievement data of English Learners, academic needs are addressed, instructional strategies are identified and implemented, and program effectiveness is continually evaluated.

English Learner Committee

The EL Committee is the district's advocating team for English Learners. The committee actively supports the needs of all English Learners. The Committee ensures that the district's English Learner Program supports English Language Development, Academic progress, supports the Dual Immersion Program and monitors professional development for staff. The committee conducts the annual evaluation of programs and services for English Learners and the committee considers curriculum, programs, strategies, ideas and suggestions that are presented for consideration within the district. Eight Goals are monitored:

1. **English Learner programs are fully implemented as described in the Master Plan or as refined**
   a. Are English Learner programs fully and consistently implemented in ways that meet or exceed requirements of the state and federal law?
   b. To what extent is the EL Master PLan useful to teachers, administrators and parents as a tool to meet the needs of English Learners?
2. **English Learners have full access to core curriculum**
   a. Are English Learners given full access to core curriculum?
   b. Are English Learners receiving daily ELD leveled instruction?
3. **All English Learners master the English language as efficiently and effectively as possible and implements the Reclassification Celebration**
   a. Do we have sufficient ELD benchmarks?
   b. Are English Learners making adequate progress on ELD benchmark assessments?
   c. Do our English Learners meet annual AMAOs?
   d. Are English Learners reaching "reasonable fluency" in less than 5 years?
   e. Are 10% of English Learners (minimum) being reclassified every year?
4. **English Learners will achieve academic success comparable to English Only Students**
   a. Are English Learners making adequate progress on benchmark assessments in content areas (ELD, ELA, Math, Social Science, & Science)
   b. Are English Learners and R-FEPs in high school making expected progress toward graduation?
   c. Are English Learners and R-FEPs proportionally represented in:
      i. GATE
      ii. Special Education
      iii. Meeting UC/CSU requirements at high school graduation
      iv. Taking and passing college entrance examinations
5. **Parents of English Learners and R-FEPs participate meaningfully in their children's education**
   a. Are parents of English Learners and R-FEPs as likely as parents of English Only students to participate in school activities?
   b. Is the rate of parent engagement increasing?
6. **Rates for English Learners and R-FEPs in categories indicating risk for school failure are no greater than those for English Only students**

a. Are English Learners over represented in any of the following:
      i. Special Education
      ii. Excessive absences
      iii. Suspensions or expulsions
      iv. Retentions
      v. Dropout
7. **Students enrolled in the Dual Immersion Program will master language skills in English and Spanish**
   a. What percent of students in the program (ELs, I-FEPs, R-FEPs, EOs) score proficient in Spanish Language Arts & English Language Arts?
   b. Are Dual Immersion students properly represented in specialized programs such as GATE and Special Education?
8. **Supports and organizes the induction of The Seal of Biliteracy for the district**
   a. How many students qualify for the Seal of Biliteracy?

Program Evaluation

The two purposes of evaluation of the English Learner Program are:

1. It provides a way to demonstrate that the program(s) for EL students produce, within a reasonable period of time, (a) English language proficiency comparable to that of average native speakers of English in the district and (b) academic results indicating that EL students have achieved and sustained parity of academic achievement with students who entered the district's school system already proficient in English.
2. It serves as an ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English Learner achieves proficiency in English and academic success.

Providing support in the following areas ensures that all schools in the district have effective and compliant programs for English Learners. The monitoring process is designed to:

1. Establish high expectations for all students
2. Promotes full involvement of all staff
3. Provides for high levels of coordination between district-level and site-level improvement efforts
4. Ensure that program evaluation is an integral part of the school improvement initiatives and activities

Monitoring consists of:

1. Principal Assurances: School principals are responsible for the daily, site-level implementation of the EL Master Plan. Special attention will be given to monitoring ELD instruction through monitoring EL progress.
2. Instructional Schedule Reviews: All schools will turn in ELD instructional schedules, class rosters and Master Schedules to Special Projects in order to assure ELD instruction and access to core for English Learners
3. Walk-throughs both site and district, will monitor the implementation of English Learner support strategies such as, but not limited to GLAD & SDAIE

EL Program Goals

The District establishes the following three goals for evaluation of the English Learner Program as determined by State and Federal requirements (See Table 7.1):

1. Achieve English Proficiency: Officially measured by the CELDT/ELPAC, AMAO 1. District and ELD curriculum assessments monitor progress throughout the year
2. Achieve Academic Success: Officially measured by SBAC for EL students enrolled in school in the United States for more than one year, AMAO 2. District, curriculum embedded and teacher generated assessments monitor progress throughout the year

3. Develop High Self Esteem and Cross-Cultural Understanding: Officially measured by the California Healthy Kids Survey (CHKS). Schools will be sampled to provide ongoing data on students' academic self-concept as measured by the District survey.

Table 7.1: Program Evaluation Design

Evaluation Question	Student Data Source	Data Collection Timeframe	Data Analysis	Report Dissemination	Personnel Responsible
Goal 1 & 2: Achieve English Proficiency-AMAO 1					
Are all EL students acquiring English language proficiency as effectively and efficiently as possible?	~CELDT/ELPAC, ~Oral Production ~Reading/Writing ~Core Reading MAZE	August-October	AMAO 1 & AMAO 2	Executive Cabinet, Principals, Teachers, ELAC, DELAC Board of Education	District Administrators, Principals, EL staff, Coordinator of Special Projects
	SBAC ELA/Math results	State Testing Window in the Spring	AMAO 3		
	Reclassification Rate	March (Language Census)	AMAO 2 10% or more		
	# of years from entry to reclassification	Spring	AMAO 1 & 2 Enrollment history		
Goal 3: Develop High Self-Esteem and Cross-Cultural Understanding					
Are EL and FEP students developing high self-esteem?	Attendance, suspensions, and expulsions	On-going	Comparisons between EL, FEP, and EO students; further disaggregated by grade and ethnicity	Executive Cabinet, Principals ELAC, DELAC, Board of Education	Directors of Primary and Secondary Educational Services
	School Climate Survey	Every other Spring			
Do Pleasanton schools reflect cross-cultural understanding?	Participation rates in extra-curricular activities	Spring	Comparisons between EL, FEP, and EO students		
	School climate survey	Every other Spring			
	Participation in music and art programs	Spring			
	Participation in GATE and college-prep courses	Spring			

Table 7.2: Description of Annual Measurable Achievement Objectives (AMAOs)		
AMAO	Objective	Measurement Data
#1	Percentage of English Learners making annual progress in learning English	CELDT/ELPAC
#2	Percentage of English Learners attaining language proficiency ● 5+ years in EL Program ● Less than 5 years in EL Program	CELDT/ELPAC
#3	Annual Yearly Progress requirement for English Learner subgroup	SBAC

Chapter Eight: Staffing

8

Recruitment and Retention of Staff

The Pleasanton Unified School District ensures that all teaching personnel shall hold appropriate certification to provide necessary instructional services to English Learners. Indeed, in an effort to remedy the shortage of teachers serving English Learners and to comply with requirements, a concerted recruitment and staffing effort takes place in the district.

1. In the spring of each school year, schools are informed about the need for adequate numbers of qualified teachers to fully implement all elements of the English Learner Programs at the school: English Language Development, Content Instruction with Sheltered English.
2. A proposed staffing plan for each school is reviewed by District personnel each spring, and vacancies are posted, as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations to implement instruction for English Learners. Working together, district Human Resources staff and site administrators assign properly-credentialed teachers to specific programs requiring their specialized expertise.
3. Job Announcements are sent to:
   - Educational placement centers with teacher training programs at private, UC, and CSU campuses
   - Major educational organizations including those associated with language minority students (Directory from California Department of Education)
   - County Offices of Education
   - Colleges/universities identified as having a pool of potential bilingual teacher candidates. At such universities, the following departments will be contacted: Teacher Education, Chicano/Latino and Asian Studies, Bilingual Education Studies, and the offices of Teacher Internship.
   - County libraries

Teachers are required to implement appropriate ELD and SDAIE strategies, when appropriately trained use GLAD strategies based on the needs of the EL students in their classroom.The District's data collection process and Teacher Evaluation process will be used to monitor program implementation and program effectiveness.

Bilingual Paraprofessional Staffing and Recruitment

Pleasanton Unified School District employs highly qualified bilingual instructional aides. There is a pre-employment AA degree level proficiency test given as an entrance requirement. In addition to this testing process, the bilingual instructional aides are also given a written and oral examination to test their proficiency in the language before they are considered for employment.

Pleasanton Unified has hired English Learner Literacy Support Paraprofessionals to support elementary sites in providing additional support to English Learners in language acquisition and academic core access.

Site administrators and staff plan staffing of instructional aides based on the need for primary language support. Factors that must be considered when making staffing decisions are the number of English Learners, site and district categorical budget, and the need for primary language support services at the school. Bilingual instructional aides may also provide support with intake, assessment, and instructional services at the school sites, as well as, district-wide interpreting and translating support.

Hiring announcements indicate that Pleasanton Unified School District is seeking bilingual instructional aides in the language most represented and needed in order to better serve Pleasanton's multilingual and multicultural community.

Appropriate Use of Bilingual Instructional Aides

Bilingual instructional aides contribute specialized skills to help meet the needs of English Learners. The bilingual paraprofessional works with the CLAD teacher to provide primary language support to motivate, clarify, direct, support and explain facts and concepts to the English Learner. It is essential, therefore, that the bilingual paraprofessional be

assigned to classrooms to work with ELs of greatest need during core content instruction in English/Language Arts, Math, Social Studies, and Science. They support the classroom instruction in many ways, including, but not limited to:

- Previewing and reviewing lessons in primary language
- Providing one-on-one or small group follow-up and/or reinforcement of English instruction

Instructional Aides are not responsible for English Language Development (ELD) instruction.

It is the responsibility of every classroom teacher to guide, inform, and oversee bilingual instructional aides that are assigned to his or her classroom. Classroom teachers may involve instructional aides in the following:

- Lesson plans
- Instructional methodology
- Instructional materials
- Test data
- Curriculum
- Student progress data

Instructional aides may assist with a variety of language needs outside the classroom, including but not limited to:

- Parent-Teacher Conferences and notifications
- ELAC and DELAC meetings
- CELDT/ELPAC testing
- Primary language testing
- Interpretations and translations when appropriate

Roles and Responsibilities of EL Liaisons

EL Liaisons are an integral part of the success of the EL program for Pleasanton Unified School District. Each school must have an EL Liaison. Teachers and counselors assuming this position will be paid a stipend. Responsibilities include:

- Acting as the site liaison between the district, site staff and parents regarding EL requirements and in understanding the needs of English Learners, as well as language test results
- Initiate language assessments by notifying assessment when the site front office notifies them of newly enrolled "potential" English learners based on Home Language Survey results
- Recruit parents to join ELAC. Provide support in developing the ELAC meeting agendas, monitoring that all annual required topics are presented to parents and train parents in Chairing the ELAC meetings
- Forwarding preliminary CELDT/ELPAC results to the student's teachers
- Facilitate the Reclassification process at the site
- Manage the Blue EL Folder in all English Learner CUMS. Met all timeline requirements for documentation and place all required forms in the folder as needed
- Attend all district EL Liaison meetings in order to provide two-way communication between the site and the district office
- Act as an EL advocate and perform other reasonable duties related to English Learners as needed

Chapter Nine: Professional Growth

9

Pleasanton's Commitment

Pleasanton Unified School District is committed to providing focused staff development to all teachers and staff (including special education staff) to empower them with the skills and attitudes needed to work effectively with the specialized needs of our English Learners.

Every year, an extensive program of workshops and inservices is available for administrators, teachers, counselors, classified personnel and instructional aides, as well as community members and parents. Our district offers, supports, sponsors, and/or publicizes professional development opportunities that include, but are not limited to:
- Specialized training on the California State Standards and the California English Language Development Standards
- Workshops directly related to services and instructional strategies for English Learners
- Grade-level networks with suggested strategies for teaching English Learners
- English Language Development (ELD)
- G.L.A.D. (Guided Language Acquisition Design)
- Structured English Immersion (SEI)
- Specially Designed Academic Instruction in English (SDAIE)
- Leadership Academy—programs for current and aspiring administrators
- TV/TIP Program—formal and informal inservice programs structured to provide Best Practice discrete and integrated instructional methodologies to K-12 teachers
- Literacy Emphasis—workshops for K-12 teachers and administrators in a variety of venues focusing on language development
- Text-specific training from publishing company consultants and district staff on our district-adopted ELD programs.
- Teacher informal mentoring at each school site
- School site training with ELAC members or staff
- Classroom planning for differentiation of instruction
- Cross-cultural understanding
- Classroom management strategies
- Character development
- Data Analysis and evaluation
- Student Information System and Enrollment Procedures
- Intervention strategies for longtime English Learners
- AVID strategies

Further, we provide staff development to ensure understanding of all elements of the district's EL Master Plan for the English Learners program:
- Training on EL issues is provided as a part of New Administrators' Training and as a part of other trainings conducted throughout the year in conjunction with regularly scheduled leadership meetings
- New teachers receive specific training relating to the Master Plan for English Learners through our TVTIP collaboration
- Training sessions for Bilingual Instructional Aides are designed, organized and delivered by district staff and/or trainers from the Alameda County Department of Education
- CELDT training for test administrators and teachers
- Data input for our OARS system for office personnel
- Reclassification trainings for English Learner Coordinators at each site
- EL monitoring
- ELAC and DELAC trainings via Principals' and EL Liaison Meetings
- ELD and SDAIE Course Scheduling for Counselors (notifying counselors of where they should place EL students)
- R-FEP Monitoring Data input for counselors

Follow Up and Monitoring

The Assistant Superintendent, Human Resources, Directors of Primary and Secondary Education, and Special Projects Coordinator regularly review the logs of teacher/staff participation in staff development opportunities to ensure that all persons working with English Learners are investing a good-faith effort in receiving ongoing training and support.

Every teacher in PUSD is required to hold an authorization to teach English Learners. Teachers on interim assignments are required to obtain specialized training. Thus, appropriate ELD and SDAIE instruction can be provided to each English Learner. The combination of holding the proper authorization plus accessing the multiple professional development opportunities available, yields a teacher who is both competent and confident with the ability to provide the specialized instruction each EL needs.

Chapter Ten: Funding

10

Funding

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed at the time. The LCFF funds are allocated based on the district's Local Control Accountability Plan (LCAP) which is developed with input from administration, instructional staff, parents, students and the community at large. The LCFF funds are allocated to district in three different funding sources:

LCAP Base Fund:

- Provides a uniform base grant for each school district and charter school per unit of average daily attendance (ADA), based on the grade span of the pupils, i.e. kindergarten through grade 3 (K-3), grades 4-6, grades 7-8 and grades 9-12.
- Provides an adjustment of 10.4 percent on the base grant amount for K–3. As a condition of receiving these funds, school districts are required to make progress toward an average class enrollment of no more than 24 pupils in K-3 classes, unless the district has collectively bargained an annual alternative average class enrollment in those grades for each school site. Charter schools do not have to comply with this condition.
- Provides an adjustment of 2.6 percent on the base grant amount for grades 9-12; there are no compliance requirements associated with this adjustment.

LCAP Supplemental Fund:

- Provides a supplemental grant equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English learners (EL), meet income requirements to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

LCAP Concentration Fund:

- Provides a concentration grant equal to 50 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55 percent of a local educational agency's (LEA) enrollment.
- Guarantees a minimum amount of state aid to school districts and charter schools based on the amount of state aid they received in 2012-13. The calculation is adjusted for changes in local revenue and ADA.

Funding from the federal government is granted to districts as "Title" funding. Districts must apply for the funds using the Consolidated-Application (Con-App) and the local School Board provides the guarantee that all restrictions and regulations will be adhered to by the district. The restrictions and requirements are monitored by the state, on behalf of the federal government through Federal Program Monitoring (FPM) audits. Below are the Federal Grants received by the district:

Federal Grants

Federal Title I:

- Provides supplemental funds to help improve instruction in high poverty schools to ensure all students meet academic standards. Qualifying students are students who are performing below proficient and qualify for free or reduced-price meals (FRPM). Some examples of expenditures that are appropriate use of Title I* are:
  - Extended day/year for targeted students
  - Supplemental instructional materials that support standards and core program
  - Specialized and targeted interventions

  *All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased achievement

Federal Title II:

- The purpose of Title II is to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

Federal Title III Funds (LEP & Immigrant):

- Provides funds to improve the education of English Learners by assisting them in learning English and meeting state academic standards. Some appropriate expenditures are; provision of "high quality language instruction programs", professional development for classroom teachers, principals and administrators and supplemental instructional materials.

Appropriate and careful monitoring of funds ensures that financial plans and practices meet legal requirements and that programs operate to achieve District's priorities and goals for student success. The core program is supported by the LCAP Base fund. LCAP Supplemental funding, Title I & III are used to increase services and provide additional supports. Services range from individual additional supports to extended day/year, and include supplemental materials and resources.

General fund resources provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries and other district services, as well as support systems for monitoring program implementation and student progress, including program evaluation. Core materials in Language Arts and Mathematics provide Universal Access to help ensure that English Learners have access to the core curriculum. The base program also includes district adopted ELD program materials. The district provides primary language instructional materials for students enrolled in bilingual alternative programs, Dual Immersion.

Federal categorical funds, Title I, II & III, are used to support programs and services for all qualifying students. Title I & III funds are used to supplement the base program, while Title II is used to provide professional development for staff. Materials that are supplemental to the core program (i.e., workbooks, manipulatives, handheld dictionaries) may be purchased through Title I & III funds. Additionally, bilingual instructional aides, before or after school tutoring, parental involvement activities, translation services, childcare, etc. are all considered supplemental services.

English Learner supports are developed within the district's Local Control Accountability Plan (LCAP) and each site's Single Plan for Student Achievement (SPSA). They are monitored by School Site Councils (SSC) and the English Learner Advisory Committee (ELAC). The district monitors these budgets through the Department of Curriculum and Instruction and the Business Services Division.

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

1. The School Board approves the District's Superintendent's Goals and Objectives. This plan is developed to meet the needs of all students.
2. The Superintendent's Cabinet identifies and priorities needs, based on the Superintendent's Goals and Objectives and data analysis, and allocates funds and other resources to support those needs.
3. Categorical funds are allocated based on the Consolidated Application. Principals allocate site categorical funds based on student needs through the SPSA process and are approved by the Board of Trustees.
4. The principal coordinates development of the SPSA and prioritization of needs based on data, meets with the SSC and ELAC before submitting their plans to the Board of Trustees.
5. Site and District Advisory committees take the following roles:
   a. The SSC develops the school site plan and annually reviews and updates it
   b. ELAC members advise and give input on the school level plan.
   c. DELAC gives input on the district plan, LCAP.

Each fall, the district and site budgets are shared with parents through the DELAC and site ELACs. In the spring, in preparation of each school's SPSA and the district's Title III plan, information on anticipated allocations is provided to the DELAC, site ELACs and SSCs.

The Master Plan for English Learners will be aligned programmatically and fiscally to major policy, planning and budgeting documents used at the district and at the site level, include but are not limited to:

1. Pleasanton Unified School District Board Policies
2. District Board and Superintendent Goals
3. Local Education Agency (LEA) Plan
4. Single Plan for Student Achievement (SPSA)
5. Federal Program Monitoring (FPM) regulations
6. Other relevant federal, state and local directives

Appendix

List of Acronyms & Terms

A

Access to Core
Providing English Learners with simultaneous access to both ELD and the core content, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology

Alternative Program
A program option for English Learners whose parents choose to waive the requirement to participate in a program that is taught overwhelmingly in English. The Alternate Program model for Pleasanton Unified is the Dual Immersion Program

(AMAO) Annual **M**easurable **A**cademic **O**bjective
An accountability measure related to the education of English Learners. AMAO targets, having to do with progress in acquiring English fluency and academic achievement as measured by the state assessment and by the language acquisition assessment

B

(BCLAD) Bilingual, **C**ross-Cultural **L**anguage and **A**cademic **D**evelopment
Certificate which authorizes the holder to provide ELD, SDAIE and primary language instruction

(BICS) Basic **I**nterpersonal **C**ommunication **S**kills

Basic Interpersonal Communication Skills are language skills needed to interact in social situations, for example, when speaking to a friend on the telephone. BICS refers primarily to context-bound, face-to-face communication, like the language first learned by toddlers and preschoolers, which is used in everyday social interaction. We use this language skill in face-to-face interactions, rather than in dealing with academic tasks. This term is often credited to Jim Cummin's research related to language acquisition and learning. The other term that is often used in conjunction with this term is cognitive academic language proficiency (CALP).

C

(CALPADS) California **L**ongitudinal **P**upil **A**chievement **D**ata **S**ystem
A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting and formula based funding in California's public schools.

(CELDT) California **E**nglish **L**anguage **D**evelopment **T**est
A state assessment given to initially identify English Learners in California public schools and to assess growth in English language proficiency on an annual basis. CELDT subtests include Listening, Speaking, Reading and Writing

(CLAD) Certificate: **C**ross-Cultural **L**anguage and **A**cademic **D**evelopment
A state certificate which authorizes the holder to teach ELD and provide SDAIE instruction to English Learners

(CALPS) Cognitive **A**cademic **L**anguage **P**roficiency
Cognitive Academic Language Proficiency refers to the highly abstract, decontextualized communication that takes place in the classroom, especially in the later elementary grades. CALP involves the "language of learning", which enables children to problem-solve, hypothesize, imagine, reason and project into situations with which they have no personal experience. It is a prerequisite for learning to read and write and for overall academic success.

(CAPA) California **A**lternate **P**erformance **A**ssessment
A State-approved exam designed to access those students with significant cognitive disabilities who cannot participate in the annual state assessment (SBAC)

(CDE) California **D**epartment of **E**ducation
Oversees the public school system in California and enforces education law, regulations and school improvement programs

(CCSS) California **C**ommon **C**ore **S**tate **S**tandards
Common Core State Standards provide clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning

(COE) County **O**ffice of **E**ducation

Core Curriculum
Curriculum designed to facilitate teaching and learning of California Common Core State Standards & English Language Development Standards in core subject areas including English Language arts, mathematics, science, social studies & English language development

(CTC) California Commission on Teacher Credentialing
A commission which oversees the certification of all teachers in the state of California

Cultural Proficiency
The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings

Cycle of Inquiry
A standardized process for reviewing student data for the purpose of informing instruction and creating intervention or enrichment plans to meet student need

D

(DELAC) District English Learner Advisory Committee
A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for English Learners

Differentiated Instruction
Instruction using different methods or strategies designed to meet the wide range of educational needs of all students

(DLI) Dual Language Immersion Program
An Alternate Program in which the goal is acquisition of academic proficiency in two languages. Pleasanton's program is English & Spanish, together with mastery of academic Common Core Standards and cultural proficiency for all participating students. This program is held at Valley View Elementary and feeds to Pleasanton Middle School and finishes at Foothill High School, where chosen Core classes are taught in Spanish.

(DO) District Office
The main office of Pleasanton Unified School District referred to as "The District Office". The offices of Human Resource, Business, Educational Services and the Superintendent are located there, as well as the Board Room

E

(EL) English Learner
A classification used to identify a student who is not currently proficient in English and whose primary language is not English. An EL is referred to as a Limited English Proficient [LEP] student in federal law.

(ELA) English Language Arts

A core subject area which includes instruction in English (reading, writing, listening and speaking)

(**ELAC**) **E**nglish **L**earner **A**dvisory **C**ommittee
A school site-level committee that advises the principal and school staff on programs and services for English Learners

(**ELD**) **E**nglish **L**anguage **D**evelopment
Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as English Learners

EL Blue Folder
In Pleasanton USD, a folder that contains all relevant information regarding the language and academic progress of English Learners. Stored in the student's Cumulative Record folder at the school of student attendance

EL Support Specialist
A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language

(**ELM**) **E**nglish **L**anguage **M**ainstream Program
An instructional model, designed for English Learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with a minimum of 30 minutes of daily leveled ELD

(**EO**) **E**nglish **O**nly
A student with a primary language of English, and no other language

F

(**FEP**) **F**luent **E**nglish **P**roficient
Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students

Formative Assessments
When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction.

(**FPM**) **F**ederal **P**rogram **M**onitoring
School districts that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report of findings that informs the school, district, or county office how to correct the findings.

G

(GLAD) Guided **L**anguage **A**cquisition **D**evelopment
GLAD strategies are used to make grade level content accessible to English Learners within all classrooms. GLAD strategies are used to introduce core material where students apply or practice concepts previously developed. The content taught should initially be limited to those aspects that can be fully supported with rich contextual clues and practical examples.

H

(HLS) Home **L**anguage **S**urvey
A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student

I

(IEP) Individual **E**ducation **P**lan
This plan specifies the goals, objectives and programs for special education student and identifies the learning disability and/or handicapping condition(s)

(I-FEP) Initially **F**luent **E**nglish **P**roficient
A language classification given to students with a primary language other than English who demonstrated fluency in English when initially tested l

(IL) Initial **L**imited
The code used in Pleasanton's student data system, "Q" and the electronic accountability system, "OARS" when students enter school as English Learners

L

(L1) Primary Language=**L**anguage **1**
The language that has been identified as the student's native or home language

(L2) Second Language=**L**anguage **2**
The second language that students acquire; usually refers to English

Language Acquisition
A natural process, processing through predictable stages, whereby language is acquired

(LEA) Local **E**ducation **A**gency
Usually refers to a school district, Pleasanton USD), but may also refer to a County Office of Education

Less Than Reasonable Fluent

A level of fluency in English when a student's overall language acquisition score is less than Early Advanced/Advanced or Bridging

(LCAP) Local Control Accountability Plan
The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

(LTEL) Long-Term English Learner

M

Master Plan for English Learners
A comprehensive plan which articulates state and district policies and procedures for the proper identification, reclassification, program placement and services for English Learners; to support parental involvement; and to ensure academic achievement for all English Learners

N

Native English Speaker
A student whose native language is English

Newcomer
A student who is a recent immigrant to the United States (U.S.), in the US less than 12 months

O

(OCR) Office of Civil Rights
Office of Civil Rights, U.S. Department of Education

P

Paraprofessional
A person who assists teachers in the classroom. A bilingual paraprofessional has passed the District-approved assessment and is fluent in both English and another language

Parental Exception Waiver
A form which is requested and signed by parents or legal guardians of English Learners annually to waive the requirement to be placed in an instructional program that is "overwhelmingly" in English

Parent Engagement
The engagement of parents in the education of their children including: parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community

(PLI) Primary Language Instruction

Consists of directed lessons, student participation, in and through the primary language. Primary language curriculum is used for instruction. This support is used in the Dual Immersion Program

(PLS) Primary **L**anguage **S**upport
Providing primary language support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills and use cognates. Lessons are not taught in the primary language.

Primary Language Questionnaire
A series of questions used to assess home language proficiency level for English Learners

(PUSD) Pleasanton **U**nified **S**chool **D**istrict

Q

(Q) Ae**q**uitas Solutions
The student data system used by PUSD

R

(R-30**) Language Census Report**
Each year the state collects demographic information of each TK-12 public school which reports the numbers of EL and FEP students by primary language, reclassifications, instructional programs and services. This information is no longer collected on the R-30 form, but the data is still referred to as "the R-30 report" and is now provided by the California Longitudinal Pupil Achievement Data System (CALPADS)

Reasonable Fluency
A level of proficiency in English when a student's overall language acquisition test score is at the "high-intermediate(or higher)/Bridging level within each domain (listening, speaking, reading and writing)

Reclassification
When a student has met all district criteria, s/he is reclassified from EL to R-FEP. This change in language classification also often involves a change in the student's instructional program placement

(R-FEP) Reclassified **F**luent **E**nglish **P**roficient
A classification given to students who were once identified as English Learners who have met all of the criteria to be considered Fluent English Proficient (FEP)

S

(SBAC) Smarter **B**alanced **A**ssessment **C**onsortium
A consortium of 15 states, one territory, and the Bureau of Indian Education. These members work together to determine how the Smarter Balanced assessment system is developed and improved. Members have the flexibility to use the system to meet their individual needs.

(SSC) School **S**ite **C**ouncil
The school site council is a group of teachers, parents, classified employees, and students (at the high school level) that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are elected by their peers.

(SDAIE) Specially **D**esigned **A**cademic **I**nstruction in **E**nglish
SDAIE is a methodology used by teachers who possess the comprehensible to English Learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners

(SEI) Structured **E**nglish **I**mmersion Program
An instructional model, designed for English Learners with less than reasonable fluency in English. Core content is taught in English using SDAIE methodology along with a minimum of 30 minutes of daily leveled English Language Development (ELD)
Spanish for Native Speakers
Foreign language courses offered at the middle school or high school level to students who have basic speaking and literacy skills in Spanish

(SPSA) Single **P**lan for **S**tudent **A**chievement
A plan informed by ELAC and approved by the SSC, which outlines the goals, actions, timelines and resources for continuous school improvement

(SSC) School **S**ite **C**ouncil
A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, monitoring, approval and implementation of the SPSA

(SPO) Special **P**rojects **O**ffice
Is a department in the district office in charge of the EL program

Standards for English Language Development (ELD)
Standards established by the State of California for expected learning at each of the established English proficiency levels in four domains (Listening, Speaking, Reading & Writing)

(SST) Student **S**tudy **T**eam
A team consisting of the classroom teacher, parent/guardians, principal, resource teacher and school psychologist (as needed) to discuss academic and/or social concerns and interventions for individual students

Summative Assessments
Summative Assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

T

Title I

A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards using scientifically-based research and data that verify actions resulting in increased student achievement

Title III
Title III supplemental funds are used to ensure that all limited-English proficient (LEP) and Immigrant students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students

Misc

504 Plan
The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Home Language Survey

PLEASANTON UNIFIED SCHOOL DISTRICT REGISTRATION FORM

Page 1 of 2

Entry Date	Student ID No.	School	Grade	Teacher/Counselor

FILL OUT FORM COMPLETELY - BOLD HEADINGS ARE REQUIRED BY THE STATE AND MUST BE FILLED OUT

STUDENT NAME First	Middle	Last

STUDENT ALSO KNOWN AS First	Middle	Last

RESIDENT ADDRESS Street	City	Zip Code	VERIFICATION	Move-in Date

MAILING ADDRESS (if different)	City	Zip Code

Residence - where is your child/family currently living? (federally mandated by NCLB) - Please check appropriate box:

- ☐ In a single family permanent residence (house, apartment, condo, mobile home)
- ☐ Doubled-up (sharing housing with other families/individuals due to economic hardship or loss) (11)
- ☐ In a shelter or transitional housing program (10)
- ☐ In a motel/hotel (09)
- ☐ Unsheltered (car/campsite) (12)
- ☐ Other (15) (please specify) _____

DATE OF BIRTH	VERIFICATION	PLACE OF BIRTH / CITY / STATE / COUNTRY	HOME/CELL PHONE	SEX	GRADE	CITIZENSHIP

WHAT IS YOUR CHILD'S ETHNICITY? (Please check one):
☐ Hispanic or Latino   ☐ Not Hispanic or Latino

WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories):
The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

- ☐ American Indian or Alaskan Native (100)
- ☐ Chinese (201)
- ☐ Japanese (202)
- ☐ Korean (203)
- ☐ Vietnamese (204)
- ☐ Asian Indian (205)
- ☐ Laotian (206)
- ☐ Cambodian (207)
- ☐ Hmong (208)
- ☐ Other Asian (299)
- ☐ Hawaiian (301)
- ☐ Guamanian (302)
- ☐ Samoan (303)
- ☐ Tahitian (304)
- ☐ Other Pacific Islander (399)
- ☐ Filipino/Filipino American (400)
- ☐ African American or Black (600)
- ☐ White (700)

HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student.

1. Which language did your son/daughter learn when he/she first began to talk? _____
2. What language does your son/daughter most frequently use at home? _____
3. What language do you most frequently speak to your son/daughter? _____
4. Name the language most often spoken by the adults at home. _____

SCHOOL STUDENT LAST ATTENDED	DATE LEFT	DATE FIRST ENTERED A PUBLIC CALIFORNIA SCHOOL	DATE FIRST ENTERED U.S. SCHOOL

SCHOOL ADDRESS (Street, P.O. Box)	City	State	Zip Code

HAS YOUR CHILD EVER ATTENDED SCHOOL IN THIS DISTRICT BEFORE? ☐ Yes ☐ No IF YES, WHICH SCHOOL: WHEN:	DOES YOUR CHILD HAVE A MEDICAL CONDITION? ☐ Yes ☐ No IF YES, PLEASE SPECIFY

DOES YOUR CHILD HAVE A CURRENT IEP (INDIVIDUAL EDUCATION PLAN)?
☐ Yes ☐ No   IF YES, PLEASE SPECIFY
☐ Special Day Class   ☐ Speech/Language   ☐ Resource   ☐ Other

IS YOUR CHILD ENROLLED IN ANY OF THESE PROGRAMS/CLASSES?
☐ Yes ☐ No   IF YES, PLEASE SPECIFY
☐ Reading Specialist   ☐ 504 Plan   ☐ English Lang. Dev. (ELD)   ☐ Gifted

STUDENT RESIDES WITH: (Check One)
☐ Both Parents   ☐ Father only   ☐ Legal Guardian   ☐ Father/Stepmother   ☐ Non-relative
☐ Mother only   ☐ Foster Parent   ☐ Mother/Stepfather   ☐ Relative
Joint Custody ☐ Yes ☐ No   Is there a restraining order in effect? ☐ Yes ☐ No

PARENT EDUCATION LEVEL
(Check the response that describes the education level of the most educated parent)
☐ Not a high school graduate   ☐ College graduate
☐ High school graduate   ☐ Graduate school/post graduate training
☐ Some college (includes AA Degree)   ☐ Declined to state or unknown

FATHER/GUARDIAN (full name) that student resides with	MOTHER/GUARDIAN (full name) that student resides with

RELATIONSHIP (if other than parent)	RELATIONSHIP (if other than parent)

EMPLOYER/BUSINESS NAME	PHONE	EMPLOYER/BUSINESS NAME	PHONE

EMPLOYER/BUSINESS ADDRESS	EMPLOYER/BUSINESS ADDRESS

OTHER CHILDREN LIVING AT HOME	OTHER CHILDREN LIVING AT HOME

Name	Birthdate	School	Name	Birthdate	School

I UNDERSTAND THAT DUE TO ENROLLMENT CHANGES, MY CHILD MAY NOT BE ABLE TO ATTEND THE NEIGHBORHOOD SCHOOL, OR CLASS ASSIGNMENTS MAY NEED TO BE ADJUSTED.

I hereby authorize Pleasanton Unified School District personnel to arrange for the doctor, dentist named on the emergency card and/or nearest hospital emergency facility to treat my child in case of emergency accident or illness in the event that I cannot be contacted to receive or give information concerning my child.

FALSIFICATION OF REGISTRATION INFORMATION JEOPARDIZES ENROLLMENT IN PLEASANTON UNIFIED SCHOOL DISTRICT

FOR SCHOOL USE ONLY

I verify all the above to be true and accurate.

RECORDS REQUEST (Date)

_____
Signature of Parent/Guardian   Date

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DISTRIBUTION: CUM FILE

Student's Name _____

School _____

1. **Enrollment:**

   I understand that due to enrollment changes, my child may not be able to attend the neighborhood school, and/or class assignments may need to be adjusted.

2. **Immunization:**

   The California Health and Safety Code, division 105, part 2, chapter 1, sections 120325-120380, title 17, division 1, chapter 4, sections 6000-6075, requires that every child entering a California school be immunized against polio, diphtheria, tetanus, pertussis, measles, mumps, rubella (MMR), hepatitis B, and chickenpox vaccine (varicella) or a health care provider-documented varicella disease or proof of immunity.

   I. If student is transferring from one public school within California to another public school in California, you have 30 days to provide the proof of immunization. After 30 days with no valid immunization, you will receive a "Notice of Exclusion From School Attendance".

   II. If student is entering Kindergarten, transferring from a private school, transferring from out-of-state or out-of-country, you must present the immunization record **before** entry into a California school. All immunization must be up to date **before** student can start school.

   III. A student entering from out of the country will need a current TB (tuberculosis) skin test or chest x-ray stating the student is free from communicable TB.

3. **Discipline:**

   Please answer the following YES or NO:

   _____ Has your child ever been recommended for an expulsion?

   _____ Is your child in the process of being expelled?

   _____ Has your child been expelled?

   If yes, please answer the following:

   Name of school district:

   _____

   School year of expulsion:

   _____

   Was your child readmitted to the school district?

   ☐ Yes ☐ No

I have read and fully understand the above.

_____   _____
Signature of Parent/Guardian   Date

FALSIFICATION OF REGISTRATION INFORMATION JEOPARDIZES
ENROLLMENT IN THE PLEASANTON UNIFIED SCHOOL DISTRICT

Updated 2/16

PLEASANTON UNIFIED SCHOOL DISTRICT
Special Projects Office
WITHDRAWAL from Structured English Immersion

Dear Parent/Guardian of _____ School _____

When you registered your child, you indicated that a language other than English is spoken at home. When a language other than English is indicated on the **Home Language Survey**, schools are required to assess the student's English proficiency and offer whatever services are necessary to assist that student to become fluent in English and to be successful academically.

State and Federal laws require all school districts in California to give a state test to these students. The name of this test is the **California English Language Development Test (CELDT).** Its purpose is to determine how well each student tested can speak, listen, read and write in English. The CELDT test must be administered annually until the student is classified fluent English proficient. In order to be considered for fluent English proficient classification, students must score *advanced* or *early advanced* **overall** level on the CELDT and *intermediate* or above on all sub-tests. The law does not allow waivers for this test.

If available, your child's scores on the most recent CELDT test were: √

Proficiency Level	Listening	Speaking	Reading	Writing	Overall
Advanced					
Early Advanced					
Intermediate					
Early Intermediate					
Beginning					

Students in grades K and above are further assessed for English fluency classification by comparing their performance in basic skills and academics:

1. **Smarter Balanced Assessment Consortium (SBAC):**
   ➢ **Overall** achievement level is at **Standard Met** (3); mid to upper scale score range or **Standard Exceeded** (4)
2. **Local Measures:**
   ➢ Grades K-5: Student scored proficient at benchmark on DRA (Fluency and Reading   Comprehension)
   ➢ Grades 6-12: Student scored 70% or higher in English, Science and History classes

☐ **Parent Request:** The decision to withdraw from Structured English Immersion classes is being made by the student and his/her parents and may not, in staff's view, be in the student's best interest for his/her success. (Withdrawal from ELD, 23)

☐ **Staff Recommendation:** The student has a good working knowledge of English as outlined in the *Definition of Reasonable Fluency* and is recommended by staff to be scheduled in English Language Mainstream classes. A CELDT overall score below 5, or the lack of CELDT test results should not be the reason for placement in Structured English Immersion classes for this student. (Student meeting criteria, LC)

Parents/guardians: You have the option of declining the opportunity for your child to participate in Structured English Immersion by signing your name to the statement below.

The rationale, content, and benefits of Structured English Immersion (SEI) have been clearly explained to me. I wish to take responsibility for withdrawing my child from SEI and have him/her placed in mainstream classes.

_____   _____   _____
Student Name   *ID #*   *School*
_____   _____

Credentialed Staff	_Date_	Was an interpreter used to explain SEI? Yes No
Principal	_Date_	
Parent/Guardian	_Date_	