INFORMATION SHEET 06/19/2017 TRUSTEES' MEETING

To: Jim Bridges, Superintendent

For: Board of Trustees

From: Sarah Steen

Re: Revisions to the Jefferson School District English Learner Plan

The Jefferson District English Learner Advisory Committee (DELAC) met on May 11, 2017 and approved revisions to the current English Learner Plan which includes reclassification criteria of EL Students. In the revision process we also updated: District background data, services, procedures, assessments, staff training and roles.

Recommended Action: Please approve the revised EL Plan as approved by JSD DELAC.

Jefferson Elementary School District
English Learner Plan

Approved by the
District English Learner Advisory Committee – May 11, 2017

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Jefferson School District Background

MISSION STATEMENT

The mission of the Jefferson School District is to provide a safe, equitable, engaging and rewarding environment where students, teachers and parents partner in student programs that emphasize academics, physical fitness and the arts. The result of this effort is to challenge students to be life long learners that are positive and productive citizens, prepared for life beyond Jefferson School District who themselves care about education.

VISION

The Jefferson School District will deliver a quality education, providing the academic foundation for students to become lifelong learners as well as moral, ethical and compassionate people. A partnership of staff, students, parents and the community will prepare students to be engaged, responsible citizens and productive members of our global community.

CORE VALUES

· We believe our impact on today's student affects tomorrow's society.
· We believe the best interest of students should come first in our decision making as a district.
· We believe in setting and supporting high expectations for learning and challenging students to achieve their ultimate success.
· We believe in personal accountability.
· We believe we should provide an education that is well rounded in both academics and extra-curricular options for students, parents and teachers to engage.
· We believe in planning for the future without forgetting the past.
· We believe the best education is provided with a fully participating community.
· We believe in creating a desirable work place where people are valued, respected and challenged.
· We believe we are responsible to ensure a safe environment for our students, staff and families.

DISTRICT BACKGROUND

Our community takes great pride in our schools. We value high academic expectations and personal growth for all students. The district believes a high quality educational program is achieved through a shared responsibility among Trustees, staff, families, students and community members. We are located in south Tracy in San Joaquin County. The district has four schools with an enrollment of over 2,361 Transitional Kindergarten through eighth-grade students. We continue to be among the top academic institutions in San Joaquin County, an outstanding accomplishment and a reflection of the dedication and talent of our students, parents and staff.

PURPOSE

The District Plan for Services to English learners has been revised in order to provide the educational staff and community up to date information regarding the legal requirements for English learner programs including: Structured English Immersion, English Mainstream with Support, Mainstream, English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and Primary Language Support. This plan explains and guides the placement, assessment, reclassification, and monitoring practices for English learners. It addresses the programmatic needs of staffing, staff development, parent involvement committees, and implementation of instruction and curriculum. A common understanding of goals, definitions and procedures helps to ensure that English learners receive consistently implemented services designed to meet their linguistic and academic needs.

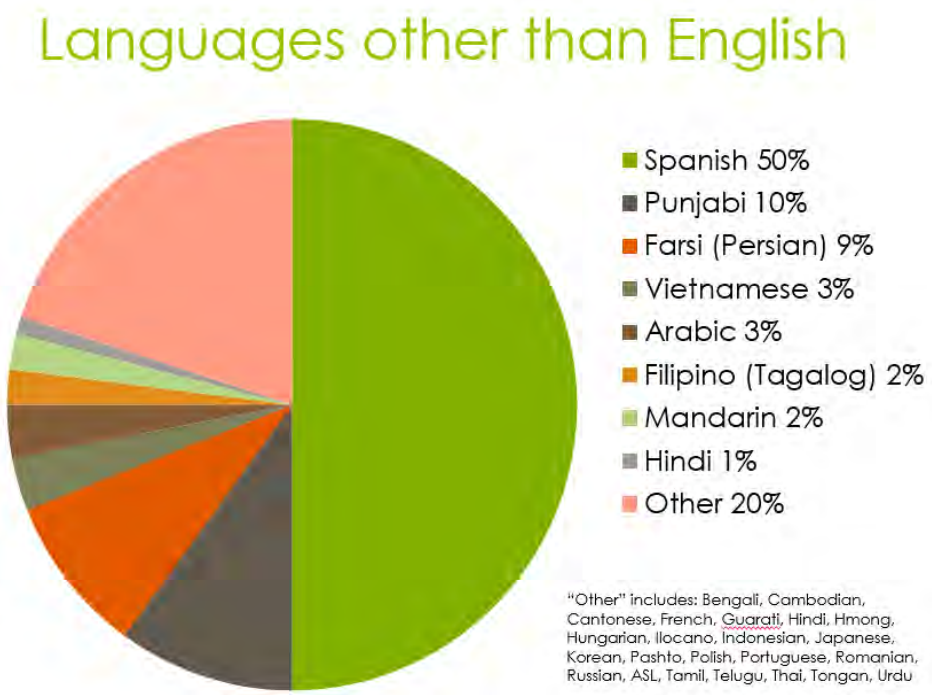
The current plan was developed through the joint efforts of staff including members of the District English Learner Advisory Committee, district and site administrators and submitted for comment and approval to the Jefferson School District Board. This working draft is intended to be reviewed by teachers and administrators and updated annually as subject to changes in state and federal law.

2016-2017 Data:

Number of English learners by site:
Jefferson 42 (10%)*
Monticello 70 (17%)*
Hawkins 113 (28%)*
Traina 177 (44%)*
*(percent of ELs in the District)
District Total 402 Students or 17% of our total JSD student population

District Totals by CELDT Level: % based on total ELs tested

Grade	TK/K	1	2	3	4	5	6	7	8	Totals
Advanced (5)	1	8	4	1	12	16	19	21	18	100 (25%)
Early Advanced (4)	10	16	21	12	17	31	17	15	15	154 (38%)
Intermediate (3)	16	16	9	16	16	9	13	4	1	100 (25%)
Early Intermediate (2)	11	5	5	1	0	0	3	1	0	26 (6%)
Beginning (1)	11	1	1	2	3	1	1	1	1	22 (5%)
Total Tested	49	46	40	32	48	57	53	42	35	402



Jefferson School District 2016-2017 Reclassification Criteria:

1. Demonstrate language proficiency with an overall CELDT Score of 4 or 5.
2. Demonstrate academic proficiency by earning a score of 70% or more on the District ELA Benchmark Assessments.
3. Demonstrate academic proficiency in classroom by achieving a grade of C or better in all core academic subjects.
4. Teacher and Principal recommendation. Parent consultation.

2016-2017	64 Students		2015-2016	47 Students
Monticello	9		Monticello	16
Jefferson	1		Jefferson	16
Hawkins	21		Hawkins	0
Traina	33		Traina	15

Section 1: Policy

District English Learner Policy
(5 CCR, 11301)

The goal of programs that serve English learners is to effectively, efficiently and rapidly develop English Language proficiency and ensure academic success. All English learners shall be provided explicit instruction designed to develop proficiency in English (in comprehending, speaking, reading and writing).

In order to provide equal opportunity for academic achievement and prevent any substantive academic deficits, English learners shall receive instruction in the core curriculum via one or more of the following settings:

- **Structured English Immersion-** English learners will receive specific curriculum to acquire English as a second language (ESL). Newcomer curriculum is for English learners who have California English Language Development Test (CELDT) scores indicating level 1 or 2.

- **English Language Mainstream-** A program with native English speakers for English learners who have acquired some fluency in English as measured by the California English Language Development Test (CELDT) level 3 - 5. English Language Learners receive all instruction in English with SDAIE and ELD techniques.

- **Mainstream-** A program with native English learners for English learners who already have acquired reasonable fluency in English as determined by the CEDLT levels 4 and 5. Instruction is entirely in English with ELD or SDAIE techniques.

- **English Language Development (ELD)**- A program in which instruction promotes the acquisition of comprehending, speaking, reading and writing skills at the English Learner's level of English proficiency.

- **Specially Designed Academic Instruction in English (SDAIE)** – Instruction is provided in two or more core classes, which is taught to English Learners deigned to increase the comprehension of that core content.

- **Primary Language Support (PLS)**- Program is designed to support students in comprehension when or if needed. Instruction in all programs is predominantly in English and that is the primary reason for PLS.

Site administrators are responsible for insuring that all English learners receive the appropriate instructional services. All student placements will be based upon parental choice, language assessment and previous educational experience. Parental involvement in any decisions regarding the education of their children is critical to the students' academic success.

English Learner Staffing and Professional Development
(5 CCR, 11985)

All teachers assigned to provide instruction to English Learners shall meet or be in training to meet qualifications established by the California Commission on Teacher Credentialing (BCLAD, CLAD, or SB1969 authorization). A maximum of three years is allowed for a non-CLAD teacher to receive authorization. The Director of Human Resources shall oversee the BCLAD, CLAD and SB1969 process *(CCR EL Item 6).*

All personnel who work with English Learners, including administrators, teachers, and paraprofessionals shall receive professional development in the areas of ELD, SDAIE and the district master plan for English learners. JSD is implementing Guided Language Acquisition Training (GLAD) training for school staff. Professional development will be arranged by the site principals. Staff Development days as well as other professional growth opportunities may be utilized.

Section 2: Student Identification & Assessment

Each student enrolled in the school district must be assigned in one of the following categories: 1) native English speaker (EO), 2) English learner (EL), 3) Fluent English proficient (FEP), or 4) reclassified fluent English proficient (R-FEP). The following procedures and guidelines are used to determine the official classification of each student *(5 CCR, 11511).*

Home Language Survey

The parent completes a Home Language Survey (see appendix) for each child upon registration at any of the district's schools. The school secretary is responsible for giving a copy of the registration form to the English learner coordinator and entering the home language information into the district student database.

Any response other than English to questions 1, 2, and/or 3 on the survey means that the student lives in a home where a language other than English is spoken and is considered a "potential English Learner." The student must be tested for English proficiency.

If English is the only language reported on the Home Language Survey the student is designated "English only" and no further language assessment is required.

If a language other than English is reported on the Home Language Survey, question 4, (Name the language most often spoken by adults at home), then the student is assessed for appropriate language support.

Initial English Assessment

The California English Language Development Test (CELDT) is used to assess English proficiency. Fall 2017 will be the last time LEAs administer the CELDT. In Fall of 2018, the new Initial Assessment will be operational. The new assessment is called the English Language Proficiency Assessments (ELPAC) Initial Assessment. More information will be provided and the DELAC will update the JSD EL plan to reflect changes to testing.

- There are four parts to the CELDT for grades 2-8: listening, speaking, reading and writing. English learning students in grades K-1 are tested only on listening and speaking proficiency.
- All personnel who administer the CELDT must be formally trained.
- Trained personnel hand score the listening and speaking portions.
- The CELDT is sent to Educational Data Systems (EDS) for the scoring of the reading and writing portions.
- Trained personnel may informally score the reading and writing portions before sending the tests to EDS in order to expedite program placement.
- After October 31st of each school year the District will send tests monthly to be scored by EDS.
- For students who are identified as English learners CELDT assessment results are placed and recorded in the student's English Language Learner folder and kept in the cum folder which is located in each school office.

Program Criteria for Grades K-2:

1. Students previously identified in another school district as EL are designated EL in the school district.
2. In kindergarten, students with CELDT oral English proficiency levels of 4 and 5 are designated as FEP.
3. Students with CELDT oral English proficiency level 1, 2, 3 are designated as EL.

Program Criteria for Grades 3-8:

1. Students previously identified in another school district as EL are designated EL in the school district.
2. EL students previously reclassified in another school district will continue R-FEP status in the school district.
3. Students with CELDT levels 1-3 are designated EL and will receive Structured English Immersion.

4. Students with a CELDT level of 3 - 5 are designated EL and will receive English Mainstream with Support.
5. Students with CELDT level of 4 or 5 must be further assessed using the District Reclassification Criteria, in order to be reclassified as R-FEP. Otherwise, they will remain EL.

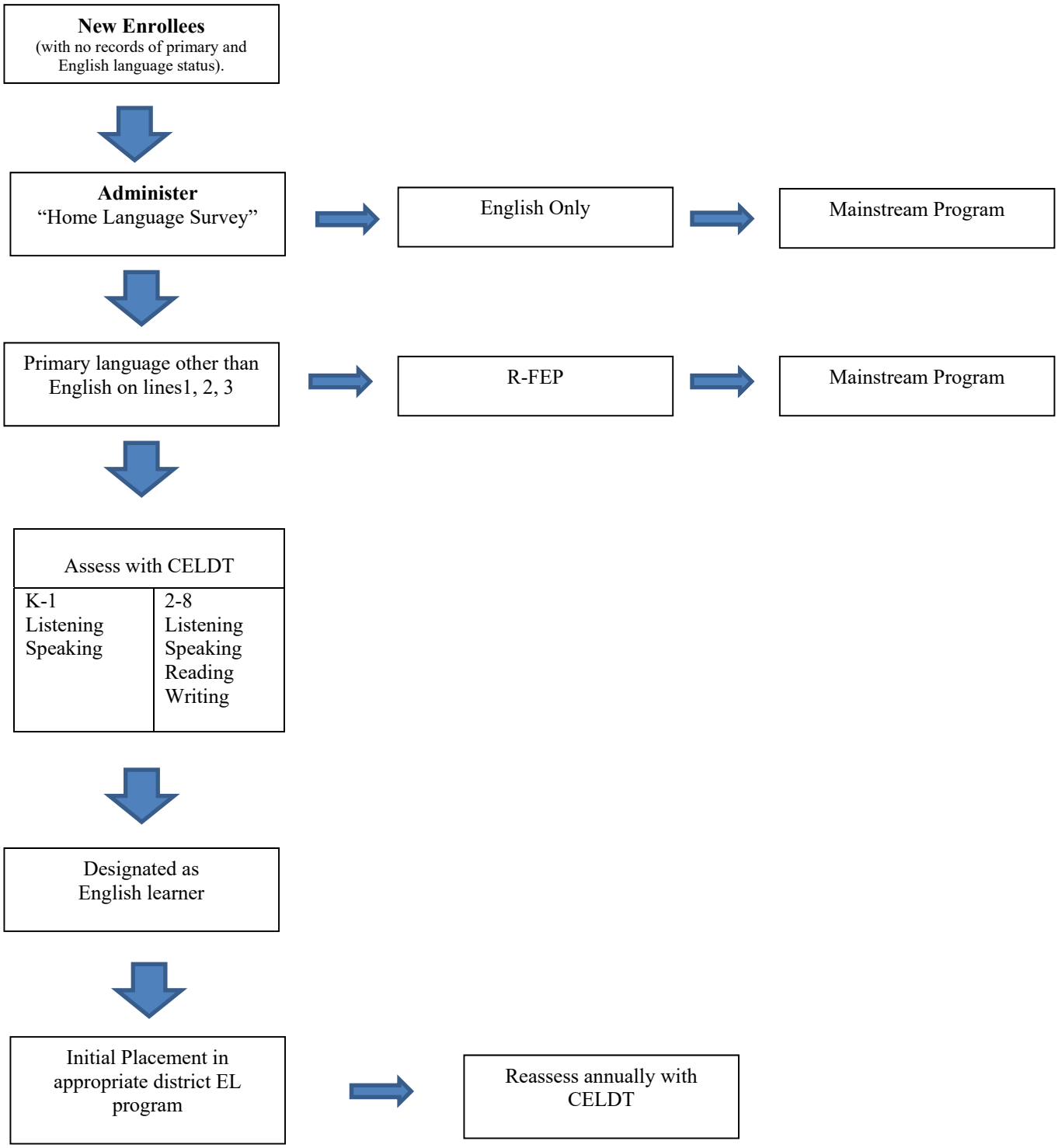
Annual English Assessment

The CELDT will no longer be administered to all English learners in the fall of each school year. The CELDT is being replaced by the English Language Proficiency Assessments (ELPAC) in California. The ELPAC Summative Assessment will be operational in the Spring of 2018. All English learners will take the ELPAC summative assessments in the Spring until reclassification takes place.

Parent Notification of Initial Testing

Parents must be notified of their child's initial identification test results each year. The District Office shall prepare parent notification letters with student test scores. Site administration will be provided a copy of the student score to be filed in the student CUM. The letters inform parents of their child's test results and designation after testing is completed.

Student Identification



Section 3: Appropriate Student Placement

(5 CCR, 11302)

Each English learner identified in the school district will receive special instructional assistance to help develop English proficiency and promote academic success. The California Education Code mandates that all English learners are to be placed in an English language setting unless a parental exception waiver has been granted. All schools will provide two types of English Language programs. Students with less than reasonable fluency in English (levels 1 and 2) will receive a Structured English Immersion Program. English learners who have intermediate or early advanced fluency skills (Levels 3-5) will receive English Mainstream with Support program. All of these programs must provide the appropriate level of ELD and SDAIE instruction to each student. These common components are described in greater detail below.

Common Components

Each English learner will receive English Language Development (ELD), using appropriate instructional strategies and state adopted ELD curriculum appropriate to each student's level of proficiency. Teachers will use the state adopted ELD standards to guide them in planning their ELD lessons. Quality ELD instruction is imperative to the scholastic success necessary for achieving native-like English fluency and for transition into the mainstream English program.

Students are diagnosed in three areas in order to determine the appropriate level of ELD instruction. These three key areas are: 1) oral English skills as measured by the CELDT, 2) English reading comprehension, and 3) English writing skills as measured by district and classroom assessments. ELD strategies should be integrated into class lessons in order to differentiate instruction. Effective use of SDAIE techniques makes the content of each lesson understandable to the students without lowering learning expectations.

Quality instruction in a SDAIE lesson should reflect the following:

- A low anxiety environment
- Use of audio-visuals, gestures, cognates, realia and other context clues
- Determination of student's prior knowledge
- Simplification of the input to the student (slower speech, clear enunciation, controlled vocabulary, controlled sentence length, etc.)
- Emphasis on vocabulary including multiple meanings, context clues and building on personal experiences
- Initiating cooperative language learning strategies
- Use of cognitive academic language learning strategies
- Use of a variety of techniques to check for understanding
- Use of preview/review strategies with ELL support staff
- Use of few idiomatic phrases and expressions
- An environment for developing successful and positive self-image
- Community based education, field trips, etc.

Programs

Structured English Immersion

Description: The Structured English Immersion Program is taught in English using specific strategies to promote English language development with Specially Designed Academic Instruction in English (SDAIE) in the content areas. The purposeful use of a student's native language may be used for (but not limited to): 1) clarifying content, 2) utilizing preview activities, and 3) monitoring student comprehension. Using a student's home language is beneficial, but all English learners must learn to manipulate the English language successfully. Therefore, direct instruction in English is a major component of the program. Classes should be balanced as much as possible to prevent the segregation of English learners as well as to encourage positive cross-cultural attitudes and provide native English speaking role models.

Goal: To ensure rapid acquisition of English and academic success using SDAIE and ELD strategies, with the primary focus on redesignation. English Learner Levels: CELDT 1-2

Staffing: BCLAD, CLAD, SB1969 authorized or teachers in training for authorization (not to exceed three years) and EL Paraprofessionals / Aides.

Evaluation of Instructional Program: Yearly objectives as outlined in this plan will be analyzed to determine program success. Site and district administrators will be responsible for collecting and disseminating data. Site administrators will be responsible for on-going evaluation of programs. This may include 1) regularly scheduled meetings with staff serving EL students, 2) regular collection of data, 3) review of report card grades/district testing results, 4) review of promotion/retention results, and 5) parent input.

English Mainstream with Support Program

Description: The mainstream program is taught in English using effective teaching strategies together with an ELD component. Teachers conduct all instruction in English. Teachers in the mainstream program will use Specially Designed Academic Instruction in English (SDAIE) in the content areas when necessary in order to deliver understandable lessons to their English learners. EL students are provided with additional and appropriate services based on individual student needs.

Goal: To ensure rapid acquisition and academic success comparable to their native English speaking counterparts with the primary focus on reclassification. English Learner Levels: CELDT 3 - 5

Staffing: Requires teachers appropriately certified with Bilingual Cross-Cultural Language and Academic Development (BCLAD), Cross-Cultural Language and Academic Development (CLAD), SB1969 or in training for authorization, not to exceed three years.

Evaluation of Instructional Program: Yearly objectives as outlined in this plan will be analyzed to determine program success. Site and district administrators will be responsible for collecting and disseminating data. Site administrators will be responsible for on-going evaluation of programs. This may include 1) regularly scheduled meetings with staff who serves EL students, 2) regular collection of data, 3) review of report card grades/district testing results, 4) review of promotion/retention results, and 5) parent input.

Parental Exception Waiver
(5 CCR, 11309)

- **Parents and guardians of English learners are notified of the opportunity to apply for a waiver**: Annually and/or upon enrollment, parents must be informed of their right to apply for a waiver for their child. In grade levels with less than 20 approved waivers or schools with no bilingual programs, parents must be provided the opportunity to transfer to another school district with a bilingual class (depending on available space).

- **The Parental Exception Waiver must be requested annually**: Each spring, prior to the end of school, the school sites will send a letter to parents of bilingual students notifying them of the opportunity to reapply for a waiver. Waivers for the following school year may be signed in May or June.

- **Parents must personally apply for the waiver**: Teacher and other bilingual staff may assist parents with completion of the waiver if requested by parents.

- **Description of educational opportunities or materials**: Each school site must provide parents with information explaining the state approved English Learner programs and District adopted materials used in each program.

- **Waiver acceptance/denial timeline**: Schools are to collect and process the waivers in the first thirty days of enrollment. Parents are to be notified of the program placement for their child.

- **Explanation of waiver denial**: Parents who have had their child's waiver denied must be informed in writing of the reason for the denial.

Section 4: Reclassification of EL Students

(5 CCR, 11303)

English learners will be reclassified to Fluent English Proficient (R-FEP) status when they demonstrate the English oral and academic skills necessary to succeed in the school's regular instructional program. To be considered for redesignation in 2017-2018, students must meet the following requirements:

1. Demonstrate language proficiency with an overall score of 4 or 5 on the CELDT.
   CDE guidelines allow for 2016-2017 CELDT scores to be used in 2017-2018 if the CELDT criterion is an overall score of Early Advanced or higher. If needed, LEAs can re-administer the 2016-2017 Edition CELDT in 2017-2018 to obtain more current ELP assessment results.
2. Demonstrate academic proficiency in classroom work, by achieving a grade of "C" or better in all core academic subjects.
3. Teacher and Principal recommendation. Parent opinion and consultation.
4. Demonstrate academic proficiency with earning Standard Met (level 3) or Standard Exceeded (level 4) on the CAASPP ELA annual state summative assessment (3rd – 8th grade).

<u>The Reclassification Process</u>

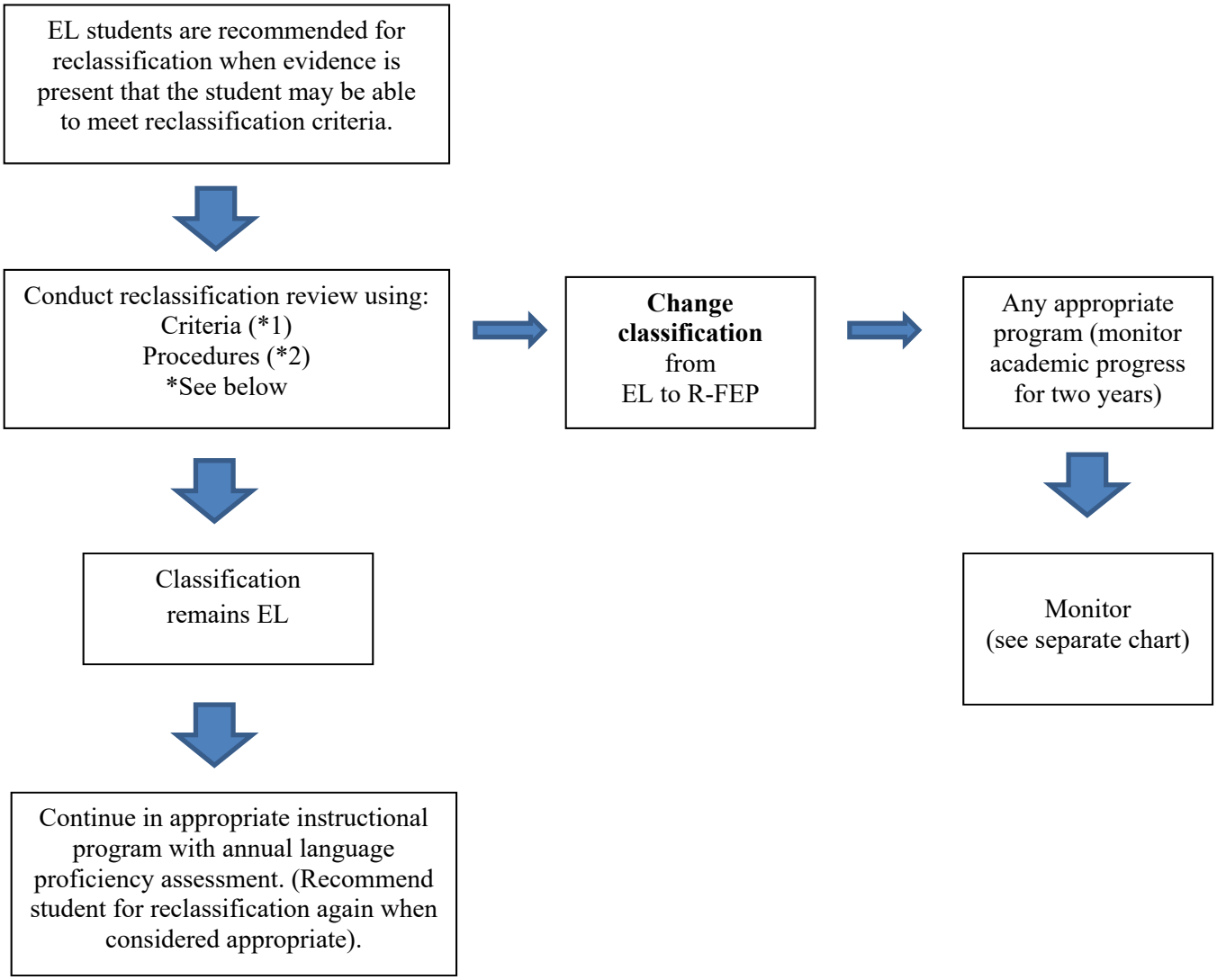
- The reclassification process has typically occurred annually in the Fall of each year. Due to changes to the state testing requirements (CELDT being replaced by the ELPAC) the reclassification process will transition to the Spring.
- Reclassification is initiated and conducted by the EL Paraprofessional / Aide and site administration. The redesignation of newly enrolled EL students may take place throughout the year.
- The EL Paraprofessional / Instructional aide will initially screen potential students for reclassification by identifying those meeting or exceeding the proficient status on the CELDT and CAASPP assessments. The EL Paraprofessional / Aide will send the student's teachers a district redesignation form asking for current grades.
- The decision to reclassify is made by the team which can include the: classroom teacher, instruction aide, principal/vice-principal, parents and student. Reclassification forms should be filed in the EL folder.

The Reclassification Follow-Up Review

Students who have been reclassified to R-FEP status have their academic performance monitored for two years. The follow-up process is conducted by the bilingual instructional aide and involves the review of achievement through scores and grades at a level equal to the average English-only student population.

Reclassified students not maintaining academic progress retain their R-FEP status, but must be provided additional remedial instruction available to students in the regular program in order to alleviate the specific areas of underachievement. They shall be provided opportunities for interventions such as bilingual resource assistance, extended day, and/or summer school, as appropriate and available.

Student Reclassification



*(1) District criteria include: CELDT overall score at early advanced or advanced, teacher evaluation of student's academic progress in the classroom; state mandated assessment of reading, writing, and language arts; with parental consultation.

*(2) District procedures include a language appraisal team; a provision for assessment, documentation, and record keeping for student follow-up; a provision for parent notification in advance of reclassification review and of the test results; and a reasonable effort to ensure parent participation in the process.

Monitoring Procedures

Students reclassified to Fluent English Proficient will be monitored for two years to assure their continued success at grade level or better in the core curriculum and in English. The school site will maintain evidence of appropriate reclassification and monitoring of English Learners using the district approved criteria, policy and procedures including, but not limited to:

1. A list of former EL students reclassified within the last 24 months.

2. Improvement on standardized tests

3. Academic achievement (teacher evaluation see attachment)

The District will report on the following and other analyses:

Data developed from student records:

- An ongoing comparison of reclassified students to native English-speaking peers in meeting district standards and achievement.
- The percentage of students reclassified to FEP each year.
- The average number of months in the ELD program based on Proficiency Level at entry, by grade, by home language, by program, by family statistics as available.
- Year to year comparisons of reclassified students by percentage of students reclassified, by home language survey, by grade level, by program type, by length in program, by time since reclassification.
- The average score gain on standardized tests.

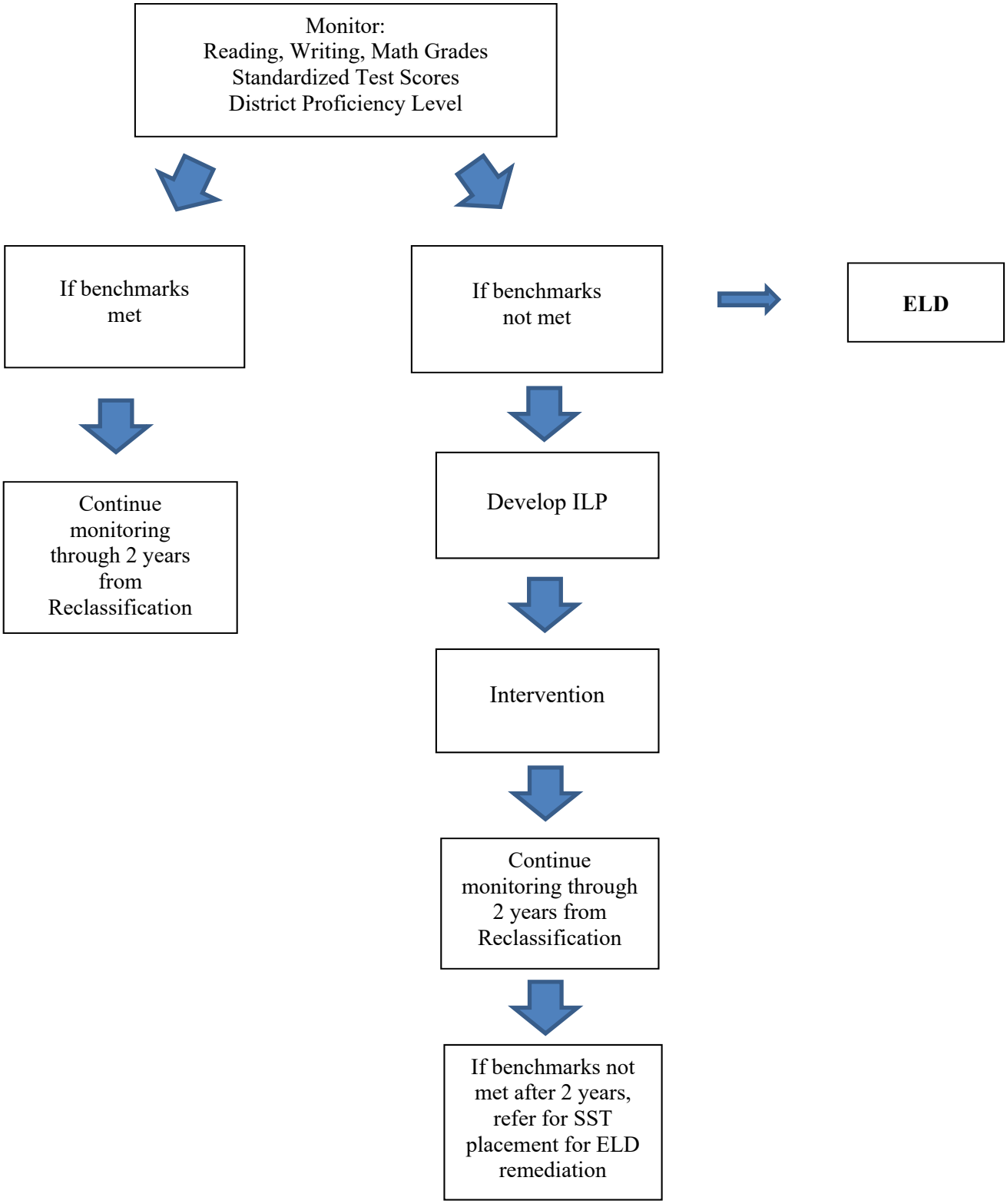
Reports developed from teacher records will include:

- In-service and schedules for teachers and paraprofessionals.
- Teachers qualified for ELD and SEI.
- Number of qualified teachers available.
- Number of qualified teachers needed.
- Plan to assist any shortage in instruction.
- Copies of forms to notify teaching staff.
- Instructional aide will provide evidence to the DELAC of appropriate reclassification and monitoring.
- DELAC will present the reclassification evidence to principals.
- Principals will present site information to the ELAC and teachers.

What to do if monitoring criteria are not met:

1. Follow intervention procedures to place student in appropriate program.
2. The Student Study Team will develop an Individual Learning Plan for intervention in reading, math, language and/or oral proficiency, including the possibility of providing ELD for remediation in order to catch student up to grade level within one year.

School District
Monitoring Procedures



Program Evaluation and Objectives

The goal of program evaluation is to collect and disseminate student performance data. Each site is responsible for monitoring the program and analyzing student data to determine the program's effectiveness. Site administration will collect student results and analyze student progress on an annual basis. This will include student academic achievement and their progress toward proficiency in English. District staff will also monitor the redesignation process to ensure it is done in a timely manner, using appropriate procedures and assessments. Annually, schools will report student results to parents and the school community in the School Accountability Report Card. The District English Learner Advisory Committee (DELAC) will review results and make recommendation for the following year and district or site administrators will report those results to the Board of Education.

1. Programs serving English learners will demonstrate that 80% of EL students are advancing one level for every year in the ELD program, until Level 5 is reached.
   -Data Source: CELDT test

2. Programs serving EL students will demonstrate that after three years in school district 80% of EL students are making one years' growth each year in the content areas of reading, math and language as measured by scores.
   -Data Source: CAASPP

3. Programs serving EL students who have been in the district since first grade will demonstrate that after three years in school district, 80% of EL students are meeting grade level benchmarks.

4. Programs serving EL students will demonstrate 100% of EL students (those with minimum of 80% attendance) will be reclassified R-FEP after 6 years.
   -Data Source: CELDT, CAASPP

Section 5: Parent Involvement

Active parental involvement benefits students by increasing their academic achievement, improving behavior, lowering absenteeism, instilling positive school attitude and improving work habits. Parents of EL students need to be informed of their student's academic program and assist school staff in developing the best environment for his/her success. Each school will convene an annual meeting to which all parents of EL students will be welcomed and informed of the school's programs. Regular communication is very important. Correspondence should be in the parents' home language. School district notices shall be translated into Spanish or other languages as needed. Interpreters will also be provided as needed for conferences, SST's and IEP meetings.
(5 CCR, 11308)

School English Learner Advisory Committee (ELAC)

Each school with 21 or more EL students shall establish a School ELAC which is legally constituted by an election of members. The site administrator is designated as the coordinator of the ELAC. The elected president will conduct the meetings. The parents of EL students may, by majority vote of those present at the meeting, designate the School Site Council to represent EL students in lieu of the ELAC. This designation must be renewed annually. The mission of the ELAC shall be to assist in the formulation, implementation and monitoring of the English Learners' instructional program for the school. It will also provide parent education opportunities and parent trainings to become effective parents in their child's education.

District English Learner Advisory Committee (DELAC)

A DELAC shall be established whenever 51 or more English learners are enrolled in the school district. One representative from each school ELAC shall be selected to serve on the DELAC. The mission of DELAC shall be to assist in the formulation, implementation and monitoring of the overall district English learner instructional program.

Proposed Calendar for ELAC Meetings

September	Election of members and new officers
October	Review and plan annual calendar and elect district representative (s). Training of legal responsibilities.
November	Overview of services for ELs (Coordinate with SSC and other committees.)
January	Plan activities to make parents aware of the importance of regular school attendance.
February	Conduct a comprehensive school needs assessment (Coordinate with SSC and other committees.)
March	Review and discuss the language census.
April	Review and revise the plan for English learners as described by the district
May	Review and revise the plan for English learners as described by the district

Section 6: Instructional Support

Safety Nets

A variety of safety nets, when offered, shall be available to all English learners in order that each student has additional opportunities outside regular classroom instruction to successfully meet grade level standards. In addition to remedial instruction, intervention programs should be available to English Learners. The following is a partial list:

- **Student Success Team (SST):** Parents, student and staff members meet to discuss the student's strengths and weaknesses, as well as, to provide parents and classroom teacher with additional strategies and identify actions to be taken.
- **Extended Day Classes**: Students who are "red-flagged" as at risk for retention or not meeting grade level benchmarks are provided with small group instruction before or after school.
- **Summer School**: Students, not meeting grade level standards or recommended for retention must attend classes during the summer, when available.
- **Conditional Promotion**: EL students not meeting standards who have exhibited growth and who in the opinion of the school would be best served through promotion to the next grade level, can be conditionally promoted. They will receive appropriate interventions each year that they are conditionally promoted.

EL Para Paraprofessional / Instructional Aides

As an additional safety net, it is vital that EL students who are at risk of not meeting grade level standards have access to the support of EL Paraprofessional / Instructional Aides. EL Paraprofessional / Instructional Aides include, but are not limited to the following:

- Assist students individually or in small groups to help insure academic progress.
- Provide primary language support under the guidance and supervision of a certificated teacher.
- Assist in the administration of the CELDT.
- Interpret at Parent/Teacher Conferences, Back-to-Night, Open House and SST meetings as needed. (if bilingual in students' home language)
- Assist in home/school communications.

Jefferson School District EL Services Accountability

Ultimately, it is the responsibility of the site administrator to see that appropriate services are provided and documented.

District EL Service Coordinator Responsibilities:

- Oversee CELDT exams
- Use flow chart for new students
- Input designation into Aeries with principal's secretaries
- Monitor candidates for reclassification, reclassification paperwork and year after follow-up
- Communicate with site administrators, teachers, and EL Paras/Aides
- Congratulate and award students who are reclassified
- Monitor the use of curriculum
- DELAC committee member

Administrator Responsibilities:

- Create Individual Language Plans (ILP) and make sure all signed each year
- Monitor CLAD/SADIE authorizations
- Maintain documents to verify compliance
- Assign teachers with appropriate credentials for EL students
- Monitor implementation the EL students ILP's
- Congratulate and award students who are reclassified
- Meet with EL support provider to evaluate student test results and make placement decisions
- Notify parent of student placement, ILP
- DELAC/ELAC committee member

Teacher Responsibilities:

- Review student's progress report prior to first day of instruction
- Be aware of EL student's fluency, designation and ILP
- Communicate the ILP to parent and get them to sign it
- Use ELD materials (or direct paraprofessional) and SADIE techniques when appropriate
- Document student progress on ILP progress report at each trimester
- Be aware of California ELD standards and use them in differentiating instruction and evaluating their English Language Development
- Submit lesson plans to EL Paraprofessional /Instructional Aide

EL Paraprofessional / Instructional Aide:

- Administer testing
- Attend training for new test, acquire certificate
- Complete the initial ILP progress report form for each child receiving services
- Provide instruction and instructional support for EL students
- Translate when necessary (if bilingual in student's home language)
- Meet with site administration to evaluate student test results and make placement decisions
- Maintain EL folder in student's cum
- DELAC/ELAC committee member

Section 7: APPENDICES

Please Circle One:

Jefferson **Hawkins**

Monticello **Traina**

Jefferson School District

1219 Whispering Wind Drive
Tracy, CA 95377

Home Language Survey

Student Last Name	***Student First Name***	***Middle Initial***
Date of Birth	***Grade***	***School Year***

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.
As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

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

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1. Was your child born in the United States? _____ Yes _____ No

   If your child was not born in the United States, when did he/she first come to the U.S.? _____ (month/date/year)
2. When did your child first enter/start school in the United States? **(Do not include pre-school)** _____ (month/date/year)
3. When did your child first enter a public school in California? **(Do not include pre-school)** _____ (month/date/year)

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

_____ Signature of Parent or Guardian

_____ Date

Jefferson School District
Notification for Initial Identification of English Learners Students as Fluent English Proficient (IFEP)

DATE

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, _____ was given the CELDT test. These test results have identified him as Initially Fluent English Proficient (IFEP). This means that your child will be assigned to a regular academic program and will not need to participate in an English language instructional support program.

You are encouraged to be involved in your child's education. If you have any questions regarding your child's instructional placement or CELDT results, please contact the district office at 209-836-4531.

Please sign below and return in the enclosed self-addressed stamped envelope.

Teacher _____

Principal _____

Parent _____

ELL Coordinator _____

California Department of Education

Jefferson School District
ANNUAL PARENT NOTIFICATION LETTER
Individual Language Plan (ILP)
Federal Title III and State Requirements

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

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 *United States Code* sections 7012 and 6312[g][1][A]; California *Education Code,* Section 48985; and Title 5 of the *California Code of Regulations* , Section 11309[a][b][1])

Your child's current English proficiency level is _____, according to the most recent California English Language Development Test (CELDT) results.

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

- ☐ **English learner (EL)** with **less than reasonable fluency in English** and assigned to the Structured English Immersion Program.
- ☐ **English learner (EL)** with **reasonable fluency in English** and assigned to the English Language Mainstream Program.

Check if applicable:

- ☐ **Individualized Education Program (IEP) on file**
  A description of how your child's recommended program placement will meet the objectives of the IEP is attached.

Academic Achievement Results

Skill Area	California Standards Tests	Other measure	Performance Level
English Language Arts			
Mathematics			
History-Social Science			
Science			

[**Note to districts:** Customize this table according to measures used in your district.]

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver."

English Language Proficiency Levels		Program Placement
Advanced	Reasonable fluency	English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver
Early Advanced		
Intermediate		
Early Intermediate	Less than reasonable fluency	Structured English Immersion or an Alternative Program with an approved Parental Exception Waiver
Beginning		
		Other Instructional Setting based on IEP

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

Description of Program Placement Options and Goals for English Learners

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

- **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. **(District inserts full description of their alternative program(s) and process to obtain a Parental Exception Waiver.)**

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program. Parents of ELs have a right to decline or opt their children out of school district's EL program or out of particular EL service(s) within an EL program *(20 United States Code Section 7012(a)(8), and 5 CCR Section 11301[b])*. However, LEAs are still obligated to provide the student with language acquisition services *(5 CCR Section 11302)* until the student is reclassified.

Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program.

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

Reclassification (Exit) Criteria

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

Required Criteria (California Education Code Section 313[d])	LEA Criteria
English Language Proficiency Assessment (CELDT)	Overall score of 4 or 5 on CELDT
Comparison of Performance in Basic Skills	Standard Met (level 3) or Standard Exceeded (level 4) on CAASPP ELA Summative Assessment
Parental Opinion and Consultation	Parental Opinion and Consultation
Teacher Evaluation	Demonstrate proficiency in classroom work by achieving a grade of "C" or better in all core academic subjects
	Optional: Other district multiple measures

Please telephone the school if you would like to schedule a parent conference to discuss your child's options for program placement.

California Department of Education
April 2015

Jefferson School District
INITIAL PARENT NOTIFICATION LETTER
Individual Language Plan (ILP)
Federal Title III and State Requirements

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

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to test your child's English. The results of this test are used to decide the best program placement for your child. We are required to inform you of the test results, our program recommendation, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. (20 *United States Code*, Section 7012; California *Education Code* sections 52164.1[b]; and Title 5 of *California Code of Regulation* sections 11307[a] and 11511.)

Language Assessment Results

Domain	California English Language Development Test (CELDT)* Performance Level (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced)	Primary Language Proficiency Level** Test: Date Administered:
Listening		
Speaking		
Reading		
Writing		
Overall		

*A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor.
** Optional

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

- ☐ **English learner (EL)** with **less than reasonable fluency in English** who will be placed in the Structured English Immersion Program.
- ☐ **English learner (EL)** with **reasonable fluency in English** who will be placed in the English Language Mainstream Program.
- ☐ **Initial Fluent English proficient (I-FEP) student** who will be placed in the district's general program.

Check if applicable:

- ☐ **Individualized Education Program (IEP) on file**
  A description of how your child's recommended program placement will meet the objectives of the IEP is attached.

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver".

English Language Proficiency Levels		Program Placement
Advanced	Initial Fluent English Proficient (SBE approved criterion, May 2001)	District's General Program
Early Advanced		
Intermediate	Reasonable fluency	English Language Mainstream or an Alternative Program with an approved Parental Exception Waiver
Early Intermediate	Less than reasonable fluency	Structured English Immersion or an Alternative Program with an approved Parental Exception Waiver
Beginning		
		Other Instructional Setting based on IEP

INITIAL PARENT NOTIFICATION LETTER
Federal Title III and State Requirements

Description of Program Placement Options and Goals for English Learners

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

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- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. **(District inserts full description of their alternative program(s) and process to obtain a Parental Exception Waiver.)**

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program. Parents of ELs have a right to decline or opt their children out of a school district's EL program or out of particular EL service(s) within an EL program (20 United States Code Section 7012(a)(8), and 5 CCR Section 11301[b]). However, LEAs are still obligated to provide the student with language acquisition services (5 CCR Section 11302) until the student is reclassified.

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

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

Reclassification (Exit) Criteria

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

Required Criteria (California Education Code Section 313[d])	LEA Criteria
English Language Proficiency Assessment (CELDT)	Overall score of 4 or 5 on CELDT
Comparison of Performance in Basic Skills	Standard Met (level 3) or Standard Exceeded (level 4) on CAASPP ELA Summative Assessment
Parental Opinion and Consultation	Parental Opinion and Consultation
Teacher Evaluation	Demonstrate proficiency in classroom work by achieving a grade of "C" or better in all core academic subjects
	Optional: Other district multiple measures

Please telephone the school if you would like to schedule a parent conference to discuss your child's options for program placement.

Jefferson School District
Invitation for Reclassification

DATE

This letter is to inform you that your child has obtained a level of fluency in English which would classify them as proficient (orally and academically.) Your student is eligible to be reclassified on school records from the designation of English learner to Fluent English Proficient (R-FEP) based on results from the California English Language Development Test Scores, academic proficiency in class work, California Standards Test Scores or district assessments and teacher recommendation. This is a great accomplishment!

Students who have been reclassified to R-FEP status will be monitored for two years to ensure they can maintain academic success and progress. You may communicate academic needs concerning your child to the school at any time.

If you agree to the reclassification of your child, please sign below and return it as soon as possible. On behalf of the Jefferson School District, I would like to congratulate you and your student for his/her accomplishment.

If you have any questions please call Sarah Steen at 836-4531.

Teacher _____

Principal _____

Parent _____

ELL Coordinator _____

RECLASSIFICATION OF EL STUDENTS

STUDENT'S PERSONAL INFORMATION:

NAME: _____

STUDENT ID: _____

DATE OF BIRTH: _____

GRADE: _____

TEACHER: _____

To be considered for redesignation, students must meet all of the requirements:

1. Demonstrate language proficiency with an overall score of 4 or 5 on the CELDT.
2. Demonstrate academic proficiency in classroom work, by achieving a grade of "C" or better in all core academic subjects.
3. Teacher and Principal recommendation. Parent opinion and consultation.
4. Demonstrate academic proficiency with earning a Standard Met (level 3) or Standard Exceeded (level 4) on the CAASPP ELA annual state summative assessment (3rd – 8th grade).

STUDENT'S ACADEMIC INFORMATION:

CELDT Scores (Ca English Language Development Test)

Testing Date: _____

Overall Score: _____

Listening: _____

Reading: _____

Speaking: _____

Writing: _____

CAASPP ELA Summative Test Scores

Testing Date / Score: _____

Testing Date / Score: _____

Testing Date / Score: _____

Report Card Grades

Trimester/Year: _____

Math: _____

ELA: _____

History/Social Studies: _____

Science: _____

Trimester/Year: _____

Math: _____

ELA: _____

History/Social Studies: _____

Science: _____

Other Information: _____

_____

Teacher's Comments: _____

_____

Signature: _____ Date: _____

Principal's Comments: _____

_____

Signature: _____ Date: _____

Parent's Comments: _____

_____

I ☐ agree ☐ disagree with the decision to reclassify my child as R-FEP

Signature: _____ Date: _____

STUDENT SERVICES FINAL DECISION:

☐ **R-FEP** (Reclassified Fluent English Proficient) ☐ **I-FEP** (Initial Fluent English Proficient) ☐ **EL** (English Learner)

Signature: _____ Date: _____

Revised: May 2017

Jefferson School District

ELL Student Progress Report

STUDENT'S INFORMATION :	CELDT INFORMATION and SCORES:
Student's Name: _____ School: _____	CELDT Test Date: _____ CELDT Coordinator: _____
Grade: K 1 2 School Year: _____	Listening: _____ Speaking: _____
Teacher: _____	Reading: _____ Writing: _____
Date Enrolled: _____	Overall: _____ Placement Level: _____
Student's ID#: _____	

Grade Explanations: + √ N X

+ Exceeds Expectations √ Meets Expectations N Additional Practice Needed X Not Evaluated at this time

Listening	Trimester			Reading	Trimester		
	1	2	3		1	2	3
Beginning				**Beginning**			
*Distinguishes beginnning consonant sounds				*Matches pictures to familiar words/phrases			
*Responds to simple directions/questions				*Knows sounds/name of alphabet out of sequence			
*Matched pictrues to events				*Matches pictures to familiar words/phrases			
*Draws or points to objects as named				*Uses illustrations to predict story outcomes			
Early Intermediate				**Early Intermediate**			
*Dramatizes short stories using appropriate gestures				*Responds orally to simple stories by answering factual questions using phrases or simple sentences			
*Distinguishes consonants sounds in all positions							
*Categorizes nouns related to thematic content				*Can read simple words pronouncing beginning, middle and final sounds			
				*Reads aloud using clues			
				*Reads simple vocabulary/sentences in context			
				*Points out basic book features			
Intermediate				**Intermediate**			
*Listens to information and identifies key concepts using verbal and nonverbal responses				*Uses the content of stories to read aloud to draw inferences			
*Responds to a lesson on familiar topics				*Decodes familiar multi-syllable words			
*Identifies basic story elements verbally/non-verbally				*Uses reading content to understand unknown words			
*Distinguishes long vowel sounds in all positions				*Identifies sequences of events in a familiar story			
Early Advanced				**Early Advanced**			
*Listens to information and verbally identifies key concepts				*Reads books independently at appropriate fluency level			
*Participates in classroom discussions using pictures				*Properly uses simple antonyms, synonyms, suffixes, prefixes and multiple meaning words			
*Identifies main idea after listening to a story				*Responds to comprehension questions			
*Distinguishes between short vowel sounds				*Identifies story elements: plot, setting and characters			
Advanced				**Advanced**			
*Listens to information on new topics and identifies both orally and in writing key concepts				*Prepares an oral or written summary to demonstrate understanding of grade level text			
*Follows complex oral directions				*Reads aloud with fluency			
*Participates in all classroom discussions				*Reads and identifies beginning, middle and end of story			
*Demonstrates understanding of idiomatic expressions by responding appropriately (e.g. "Give me a hand")				*Reads a variety of stories independently at appropriate fluency level			

Jefferson School District
ELL Student Progress Report

Speaking	Trimester			Writing	Trimester		
	1	2	3		1	2	3
Beginning				**Beginning**			
*Expresses basic needs				*Writes and draws personal information			
*Participates in group recitations				*Copies words/simple sentences correctly			
*Responds to simple questions				*Writes using mostly signs/words/phrases/lists			
*Names familiar items				*Draws/labels using known words			
				*Writes his/her name beginning with a capital letter			
Early Intermediate				**Early Intermediate**			
*Begins to be understood when speaking with some inconsistent use of standard English (e.g. plurals, pronouns, simple past tenses)				*Writes common words correctly			
				*Copies words/simple sentences correctly			
				*Writes using mostly signs/words/phrases/lists			
*Recites familiar rhymes, songs and simple stories				*Draws/labels using known words			
*Ask/answers questions using short phrases				*Writes his/her name beginning with a capital			
*Retells a simple known story							
Intermediate				**Intermediate**			
*Talk on an expanding variety of topics				*Expands written responses on a familiar topic			
*Talks with others on topics of shared interest				*Writes short stories with beginning, middle and end			
*Asks and answers questions about classroom lessons				*Uses correct punctuation in short paragraphs			
*Retells a known story using longer phrases or sentences				*Revises writing with teacher/peer assistance			
Early Advanced				**Early Advanced**			
*Participates in spontaneous conversation				*Writes on a topic with descriptive language			
*Has few errors in conversation				*Writes using conventional spelling			
*States and defends opinions				*Revises writing independently to correct sentences and punctuations			
*Answers how/why questions with more detail							
*Retells a story with a wide range of grade level vocabulary							
Advanced				**Advanced**			
*Uses appropriate ways of speaking that vary based on purpose, audience, and/or subject matter				*Writes appropriately to the topic			
				*Uses grade level vocabulary			
*Participates in extended classroom discussions				*Creates writing that is individualistic			
*States opinion on a given topic				*Revises writing to add more detail			

Grade Explanations: + √ N X

+ Exceeds Expectations √ Meets Expectations N Additional Practice Needed X Not Evaluated at this time

Additional Notes / Comments:

Jefferson School District

ELL Student Progress Report

STUDENT'S INFORMATION :	CELDT INFORMATION and SCORES:
Student's Name: _____	CELDT Test Date _____ CELDT Coordinator: _____
School: _____	
Grade: 3 4 5 School Year: _____	Listening _____ Speaking _____
Teacher: _____	Reading _____ Writing: _____
Date Enrolled: _____	Overall _____ Placement Level _____
Student's ID#: _____	

Grade Explanations: + √ N X

+ Exceeds Expectations √ Meets Expectations N Additional Practice Needed X Not Evaluated at this time

Listening	Trimester			Reading	Trimester		
	1	2	3		1	2	3
Beginning				**Beginning**			
*Distinguishes beginning consonant sounds				*Reads and orally responds to simple text by answering factual questions			
*Responds to simple directions							
*Matched pictures to events				*Knows sounds/name of alphabet out of sequence			
				*Identifies beginning, middle and end of story			
Early Intermediate				**Early Intermediate**			
*Recognizes basic English sentences				*Reads and orally identifies relationships between written text and personal experience using simple sentences in a sequential manner			
*Dramatizes short stories							
*Distinguishes phonetic elements by identifying words that sound the same				*Answers factual comprehension questions			
				*Reads simple vocabulary/sentences			
				*Describes story elements			
Intermediate				**Intermediate**			
*Listens attentively to information and identifies key concepts using verbal and nonverbal responses				*Reads and uses detailed sentences to identify main idea/supporting details and uses them to make predictions			
*Distinguishes fact and opinion				*Answers questions with detailed sentences			
*Retells a simple story after listening to a prompt				*Reads orally with some errors at appropriate fluency level			
*Uses a variety of verb forms in response to picture prompts				*Compare/analyzes story elements			
Early Advanced				**Early Advanced**			
*Listens to information on new topics across content areas and identifies main points / details				*Reads independently on topics of personal interest			
*Demonstrates understanding of idiomatic expressions by responding appropriately (e g "It's raining cats and dogs ")				*Uses dictionary to increase vocabulary			
				*Draws conclusions from classroom reading selections			
*Identifies main ideas in a story/lesson				*Analyzes story characters			
*Takes appropriate notes while listening to discussions							
Advanced				**Advanced**			
*Listen to more complex information on new topics across content areas and identifies main points/details				*Makes prediction and inferences on all topics			
				*Understands elements of poetry			
*Follows complex oral directions				*Evaluates author's purpose			
*Responds to subtle humor				*Summarizes various types of texts in oral or written form			
*Identifies main ideas and points of view in broadcast and print media							

Jefferson School District
ELL Student Progress Report

Speaking	Trimester			Writing	Trimester		
	1	2	3		1	2	3
Beginning				**Beginning**			
*Produces common greetings				*Writes personal information			
*Participates in simple dialogues				*Organizes ideas using graphic organizers			
*Produces short responses				*Uses punctuation and capitalization			
*Names familiar items							
Early Intermediate				**Early Intermediate**			
*Responds in complete sentences				*Produces simple paragraphs			
*Restates main ideas				*Uses word banks in writing			
*Follows multiple step directions				*Continues to develop writing conventions			
Intermediate				**Intermediate**			
*Produces conversation with peers				*Summarizes to write a brief report			
*Answers questions about lesson content				*Answers questions with complete sentences			
*Delivers short presentations				*Uses verb tenses with some errors			
				*Uses learned vocabulary in writing			
Early Advanced				**Early Advanced**			
*Uses consistent English grammatical forms sounds, intonations, pitches and modulation with some errors				*Revises independent writing			
				*Writes in other content areas			
				*Uses verb tenses correctly			
*Produces organized oral presentations				*Writes compositions for a variety of purposes			
*Orally produces view points and opinions							
*Uses a wide range of vocabulary							
Advanced				**Advanced**			
*Participates in extended classroom discussions				*Follows all steps of writing process			
*Orally produces persuasive arguments				*Writes using a persuasive style			
*Properly uses idiomatic expressions (e.g "Its pouring outside.")				*Produces independent writing with a clear thesis			
*Uses consistent English grammatical forms sounds, intonations, pitches and modulation				*Uses basic conventions of writing appropriate to grade level			

Grade Explanations: + √ N X

+ Exceeds Expectations √ Meets Expectations N Additional Practice Needed X Not Evaluated at this time

Additional Notes / Comments:

Jefferson School District

ELL Student Progress Report

STUDENT'S INFORMATION:	CELDT INFORMATION and SCORES:
Student's Name: _____	CELDT Test Date: _____ CELDT Coordinator: _____
School: _____	
Grade: 6 7 8 School Year: _____	Listening: _____ Speaking: _____
Teacher: _____	Reading: _____ Writing: _____
Date Enrolled: _____	Overall: _____ Placement Level: _____
Student's ID#: _____	

Grade Explanations: + √ N X

+ Exceeds Expectations √ Meets Expectations N Additional Practice Needed X Not Evaluated at this time

Listening	Trimester			Reading	Trimester		
	1	2	3		1	2	3
Beginning				**Beginning**			
*Demonstrates comprehension of oral presentations through nonverbal responses				*Reads and orally responds to simple text by using key words/phrases			
*Responds to simple directions				*Recognizes and produces most English sounds comprehensibly in oral reading			
*Matches pictures to events							
*Distinguishes beginning consonant sounds				*Uses graphic orgnizers to identify characters, settings, and sequence of events			
				*Demonstrates use of text (e.g. table of content, index, beginning, middle and end)			
Early Intermediate				**Early Intermediate**			
*Restates in simple sentences the main idea of oral presentations				*Reads and identifies the basic elements of literature			
				*Begins to monitor and self correct miscues in reading			
*Answers questions using phrases in simple sentences				*Answers factual comprehension questions			
				*Reads simple vocabulary/sentences			
*Differentiates between blends				*Describes character thoughts and actions			
Intermediate				**Intermediate**			
*Identifies main idea and key concepts of oral presentations and subject matter content				*Reads and uses detailed sentences to identify main idea/supporting details and uses them to make predictions			
*Distinguishes fact and opinion				*Answers questions with detailed sentences			
*Retells a story				*Reads only with some errors			
				*Compare/analyzes story elements			
Early Advanced				**Early Advanced**			
*Listens attentively to information on new topics and identifies key concepts using verbal responses				*Reads independently on topics of personal interest and summarizes in writing or orally			
				*Uses dictionary to increase vocabulary			
*Demonstrates understanding of idiomatic expressions by responding appropriately (e.g. "Its raining cats and dogs ")				*Draws conclusions from classroom reading selections			
				*Analyzes story characters			
*Identifies main ideas in a story/lesson				*Uses knowledge of literature and content to understand unknown words in reading			
*Takes appropriate notes while listening to discussions							
Advanced				**Advanced**			
*Listens to more complex information on new topics across content areas and identifies main points/details				*Makes prediction and inferences on all topics			
*Follows complex oral directions				*Understands elements of poetry			
*Responds to subtle humor				*Evaluates author's purpose			
*Identifies main ideas and points of view in broadcast and print media				*Summarizes various types of texts in oral or written form			

Jefferson School District

ELL Student Progress Report

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*Participates in simple dialogues				*Organizes ideas using graphic organizers			
*Produces short responses				*Uses punctuation and capitalization			
*Names familiar items							
Early Intermediate				**Early Intermediate**			
*Responds in complete sentences				*Produces simple paragraphs			
*Restates main ideas				*Uses word banks in writing			
*Follows multiple step directions				*Continues to develop writing conventions			
Intermediate				**Intermediate**			
*Produces conversation with peers				*Summarizes to write a brief report			
*Answers questions about lesson content				*Answers questions with complete sentences			
*Delivers short presentations				*Uses verb tenses with some errors			
				*Uses learned vocabulary in writing			
Early Advanced				**Early Advanced**			
*Uses consistent English grammatical forms sounds, intonations, pitches and modulation with some errors				*Revises independent writing			
				*Writes in other content areas			
*Produces organized oral presentations				*Uses verb tenses correctly			
*Orally produces view points and opinion				*Writes compositions for a variety of purposes			
*Uses a wide range of vocabulary							
Advanced				**Advanced**			
*Participates in extended classroom discussions				*Follows all steps of the writing process			
*Orally produces persuasive arguments				*Writes using a persuasive style			
*Properly uses idiomatic expressions (e.g. "Its pouring outside.")				*Produces independent writing with a clear thesis			
*Uses consistent English grammatical forms, sounds, intonations, pitches and modulation				*Uses basic conventions of writing appropriate to grade level			

Grade Explanations: + √ N X

+ Exceeds Expectations √ Meets Expectations N Additional Practice Needed X Not Evaluated at this time

Additional Notes / Comments: