

English Learner Master Plan

Konocti Unified School District



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The ultimate goal of Konocti Unified School District is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. The district recognizes that this goal can be accomplished through programs that are standards based, rigorous, and well designed so that students can access the entire curriculum while acquiring English.

The purpose of the District Master Plan for English Learners is to serve as a guide to schools in the ongoing development, implementation, and assessment of programs for English learners. With a common staff understanding of the goals and procedures, English learners will receive consistent, high-quality services designed to meet their academic and linguistic needs.

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner fluency in English as effectively and rapidly as possible and to develop mastery of the core curriculum comparable to native English speakers. Districts must ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the district will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide on-going, high-quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program

The Konocti Unified School District is committed to developing in English learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the District community.

Initial Identification



Home Language Survey

At the time of enrollment, all parents fill out a Home Language Survey (HLS), to determine the primary language of the student. This survey is on file for each student in the district at the school site in the cumulative folder and in the student's English Learner folder. The home language survey is available in English and Spanish. All students, including English-only students, must have a completed HLS on file. Each completed HLS must include a parent's signature and date.

If the first three responses on the HLS indicate a primary language other than English, the student is assessed within 30 days if enrolled after the beginning of the school year in English listening, speaking, reading, and writing. The results of these assessments enable site personnel to determine the English language proficiency level of the student. If the person administering the HLS has a reasonable suspicion that the form is completed incorrectly or that there may actually be a home language other than English present (e.g. the parent addresses the child in a language other than English), the school must continue with the identification process regardless of parent opinion.

For placement purposes while cumulative student records are in transit, the scores are requested from the previous school's CELDT administration for the current year (see Appendix pg. 28). If the CELDT has not been administered at the previous school, the student shall be assessed for English language proficiency through the CELDT as explained below. Upon the receipt of student transfer records, the student's language status as determined by the originating district shall be honored.

English Language Assessment

The state-approved instrument used for language assessment is the California English Language Development Test (CELDT). The test assessment determines the student's English language proficiency level (1, 2, 3, 4 or 5). The CELDT test should be given only once for initial identification, and each year thereafter for annual progress monitoring.

The speaking portion of the CELDT is designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually and it is scored as the student responds to each item. The test proceeds with the reading and writing assessment which can be administered in groups less than 20 students each or 20+ with a proctor. Students within the same grade span and utilizing the same assessment may be tested together (2nd grade, 3-5th grade, 6th-8th grade and 9th-12th grade). The assessments are hand scored prior to submission **to the CELDT assessment center** for formal scoring to ensure immediate placement of the students into the appropriate learning environment.

The reading, writing and listening assessment scores are combined with the oral language proficiency score to determine the designation of the student as either an English Learner or Fluent English Proficient (FEP). The assessment shall be conducted by district qualified personnel. All proctors must be re-trained annually to administer the CELDT and be familiar with each school site that they will serve. Proctors report to the district's Superintendent or designee of English Learner Services.

Test results are recorded on the Assessment Information Sheet (online scoring tool). The proficiency level is entered and recorded in the Student Information System (SIS) database by the English Learner Office. Upon completion of testing, site administrators and coaches share the current assessment results with all school staff to ensure that students needs are met.

Initial CELDT Testing

Initial CELDT testing for English proficiency will occur within 30 days of initial enrollment and prior to class placement when possible. CELDT results report one of five proficiency levels listed in the chart above (beginning, early intermediate, intermediate, early advanced, advanced). Those levels inform placement, instruction, and possible further assessment. Students new to Konocti USD without evidence of CELDT testing in another California District will have their tests scored immediately for the purpose of appropriate placement. These preliminary proficiency levels are also sent to teachers. Official results will be used to confirm or change the preliminary levels. Official CELDT results indicating LEP or I-FEP status will be placed in the students' cumulative files.

Konocti Unified uses the definition of "English proficiency" approved by the CA State Board of Education: A score of Early Advanced or Advanced overall on CELDT, with no subskill score below Intermediate.

Overall Initial Identification for English Proficiency

Grade	CELDT overall	English Language Proficiency
K-12	1, 2 & 3	Limited English Proficient (LEP)
	4 - 5	Initial Fluent English Proficient (I-FEP)

Annual CELDT Testing

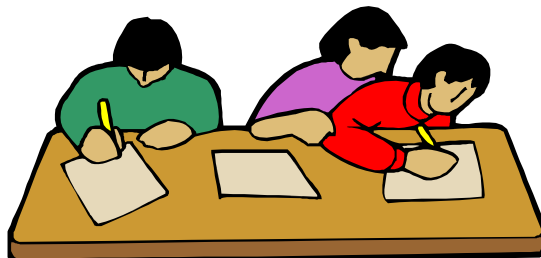
All students that have not been determined to be Initial Fluent English Proficient (I-FEP) will be tested annually on the CELDT and monitored until reclassification requirements are met.

Overall Annual English Language Proficiency

Grade	CELDT overall	English Language Proficiency
K-12	1 & 2	Less than reasonably fluent
	3 (scale score mid-range proficient or below)	Less than reasonably fluent
	3 (scale score above mid-range proficient)	Reasonably fluent
	4 - 5	Reasonably fluent

EL 1: Parent Notification of Assessment Results

Parents are notified in writing, in a language they can understand (and orally, if they are unable to understand written communication), of the results of the initial language assessment within 30 days of initial enrollment. The parent notification includes test results of English language proficiency, the programs offered in the District, and the student's initial placement. The notification is provided in English and in Spanish (see Appendix pg. 30). The law requires that when 15% or more of the student population at a given school site speak a common language, all relevant parent notification be available in that language.



Placement of Students

The State of California has adopted English Language Development (ELD) standards that provide a description of student expectations for each grade level and proficiency level.

Grade	CELDT Overall score	English Language Proficiency
K-12	1	Beginning
	2	Early Intermediate
	3	Intermediate
	4	Early Advanced
	5	Advanced

California law governing programs for English Learners requires that all English Learners be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program. (An exception is Special Education where an IEP team determines placement.)

Placement in SEI (Structured English Immersion)

Placement for students in the Konocti Unified School District with less than reasonable fluency in English is:

Grade	Proficiency Level	Recommended Placement
K-12	Beginning	SEI
	Early Intermediate	SEI
	Intermediate (lower scale score)	SEI

Placement in ELM (English Language Mainstream)

Placement for students in the Konocti Unified School District with reasonable English language fluency (good working knowledge) is:

Grade	Proficiency Level	Recommended Placement
K-12	Intermediate (upper scale score)	Mainstream English
	Early Advanced	Mainstream English
	Advanced	Mainstream English

Alternative Program

English Learners whose parents have been granted parental exception waivers are placed in an Alternative Bilingual Program. (See *Appendix pg 29* for program and waiver process descriptions.)

Program Options

Notification of Programs and Waiver Option

All parents of English learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children. They must also be provided with a full written description of programs, including educational materials used in these programs, and their entitlement to request an alternative program. The information must be provided in a language the parents understand. Such a notification shall accompany the parent notification of assessment results within 30 days of the beginning of the school year.

All English learners must be placed in English language classrooms unless a signed parental exception waiver (see Appendix page 29) is annually submitted (with the exception of students in Special Education). The Individual Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency. Students with active IEPs do not need to submit a parental exception waiver.

The district's program options for English learners include:

Option 1 - Structured English Immersion (SEI):

This instructional model is designed for English Learners whose English language proficiency is between the beginning and low intermediate levels. The program goal is to develop English language proficiency as rapidly and effectively as possible, provide developmental access to the core curriculum through English using ELD, SDAIE* (Specially Designed Academic Instruction in English) strategies when appropriate, and through instructional modifications to text, teacher language, and other strategies designed to make instruction comprehensible to a non-English proficient students. It should be understood that students in this program may not fully master the grade level content standards until they achieve English proficiency. Please refer to pg12 for information on the district's Catch-Up Plan. Characteristics of the Structured English Immersion program include:

- Teachers hold appropriate certification (CTEL, CLAD or equivalent)
- The instructional focus is on:
 - a. Developing proficiency in English through ELD
 - b. Providing increasing access to the core curriculum through EL Pedagogy (specially modified instruction for non-English proficient students)
 - c. Differentiated assessments to ensure that students can provide comprehensible output of their learning
 - d. Support in the primary language (Spanish) provided as appropriate



Under California Education Code 300-340, English Learners are to be instructed "overwhelmingly" in English. Primary language is used for clarification, support and reinforcement. The goal of the Structured English Immersion Program is for the English Learners to demonstrate "reasonable fluency" in English while learning most of the grade-level content standards in the core curriculum areas.

Program Requirements:

- Parents must be notified of the placement of their child in a Structured English Immersion program and must also be informed of the opportunity to sign a Parental Exception Waiver to participate in an Alternative Bilingual Program should one exist.
- Core subject instruction in language arts, math, science, and social science is "overwhelmingly" in English through EL Pedagogy with primary language support and SDAIE strategies.
- It is recommended that primary language support be provided as appropriate for equitable access to core content.
- All English Learners receive daily ELD instruction for a minimum of 30 minutes at each student's specific level of proficiency with the District-adopted curriculum by an appropriately certified teacher (CTEL/CLAD/BCLAD).
- An integration component that includes structured activities in the following areas: art, music, and physical education.

Staffing:

- All teachers must be appropriately certified, i.e. CTEL, CLAD, BCLAD

Materials:

- District-adopted English language materials are available for the instruction in the core subjects. EL students will have access to both, English and Spanish versions when available.
- ELD core materials: K-8 Pearson Reading Street, 9-12 READ 180 Lbook
- Supplementary materials: K-12 Rosetta Stone, 3-5 Read Naturally (Customs & Idioms)

Option 2 - English Language Mainstream Program:

English learners who have been assessed as having attained a good working knowledge of English (upper Intermediate - Advanced) may be placed in Mainstream English Program classrooms. For most students, the regular English program represents a continuation of the Structured English Immersion Program, or students may be placed in this program by parent waiver request. The ELD focus of the program for students at CELDT levels 4 and 5 is academic language, and linguistic and literacy gaps typically found in students at these proficiency levels. English learners in this program receive English Language Development support from the classroom teacher focusing on domain weaknesses and academic content achievement until they are reclassified as English proficient. English is the language of instruction for all subjects with no primary language support.

Characteristics of the English Language Mainstream program include:

- Parents must be notified of the placement of their child in an English Language Mainstream English Program and must also be informed of the opportunity to sign a Parental Exception Waiver to participate in an Alternative Bilingual Program should one exist.
- Students have been identified as “reasonably fluent” in English
- The ELD focus is for students at levels 4 and 5.
- The instructional focus is access to grade-level core curriculum through the use of SDAIE strategies.

Students may be placed in this program based on achievement on the CELDT assessment or by parental request. For English Learners placed in Mainstream Programs by parental request who have not met program criteria, ELD will be provided daily at the student’s specific level of English proficiency.

Program Requirements:

- Core instruction in language arts, math, science and social science is taught in English using district-adopted materials and SDAIE methodology
- All English Language Learners receive daily ELD instruction based on the district-adopted program from an appropriately certificated teacher. Instruction addresses the ELD standards in listening, speaking, reading and writing.

Staffing:

- All teachers must be appropriately authorized, i.e., CLAD or equivalent.

Materials:

- District-adopted materials are used for all core subjects.



Option 3 - Alternative Bilingual Program:

Currently a bilingual program does not exist for Konocti Unified School District. Upon the required interest in such a program, it will be pursued.

Waiver Process

The District letter describing the parental program selection process shall be provided annually to parents of all English learners (see Appendix pg 29.) Parents unable to visit the school site may submit, along with their waiver, an affidavit of inability to fulfill the requirement to visit the school site. Otherwise, in order to submit a waiver, parents must personally visit the school. At that time, the school must provide:

- A written (oral, if requested) description of the educational opportunities available to their children (see above)
- A description of the educational materials used in the programs
- An explanation of the program selection process
- An explanation of the process for parents to appeal if a waiver is denied

All waivers, approved or denied, will be filed at each school site and at the District **English Learner Office**.

Waiver Appeal Process

If parents wish to appeal a waiver denial, they may submit a request for a review of the denial to the Superintendent. If they are not satisfied with the decision of the **Superintendent**, they may request a review by the District's Board of Trustees. Such a request to the Board should be submitted at least three weeks prior to the meeting.

Parent Exception Waiver Guidelines (EC310 and 311)

- Parent must visit school to apply for a waiver.
- Parents will receive a written (and oral, if necessary) description of the following:
 - a. Structured Immersion Program
 - b. Mainstream English Program
 - c. Alternative Bilingual Program
 - d. All educational opportunities
 - e. Instructional materials to be used in the different program options
- The District Superintendent or designee must approve the waiver pursuant to guidelines established by the school board.
- Exception Waivers shall be granted under one of the following circumstances:
 - a. Children already know English and possess good English language skills. EC311(a)
 - b. Children are 10 years or older and it is the informed belief of the school principal and the educational staff that an alternate course of educational study would be suited to the child's rapid acquisition of basic English language skills. EC311(b)
 - c. Children with special needs. EC311(c)
It is the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological or



educational needs that an alternative course of educational study would be better suited to the child's overall educational development. Placement in a structured English Immersion class for 30 calendar days is required.

A written description of these special needs will be provided and any such decision is to be made subject to the examination and approval of the Superintendent or designee under guidelines established by the school board.

- Parental exception waivers shall be granted unless the school principal and educational staff have and provide substantial evidence that the Alternative Program requested by the parent would not be better suited for the pupil.
- Parents shall be fully informed of their right to agree to or refuse a waiver.
- Parents will be informed in writing of the reasons for denial of a parental exception waiver and will be advised of any procedure available to appeal.
- All parental waivers shall be acted upon with 20 instructional days of submission to the school principal.

Instructional Program

All students must have access to grade-level core curriculum. Instructional programs for English learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- English language development
- Appropriately modified English language instruction
- Primary language support



Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum.

EL 12: English Language Development (ELD)

English Language Development is a part of each English Learner's instructional program. Each program includes a portion of every day (minimum of 30 minutes daily) when the focus of instruction is ELD and is geared towards each student's language proficiency level. In K-8, in order to teach at the proficiency level of each student, teachers combine or divide their students into groups with other teachers. In 9-12, students are placed in level-specific ELD sections. Students will be served in groups of no more than 2 proficiency levels and groups will remain flexible dependent upon student academic progress. Student proficiency levels will determine grouping but instruction will be focused on the standards for the next higher level of language acquisition.

This focused ELD time occurs outside of the language arts block. ELD is taught daily for 30 minutes or one period. The curriculum is based on the California English Language Development Standards and the following instructional **core** materials: Pearson Reading Street **(K-8)** and READ 180 L Book.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. By the end of the early advanced proficiency level, students are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the CELDT. Additional assessments obtained from the ELD curriculum, the ELD /ELA matrix and teacher observation are considered to determine progress aligned to the Catch-Up Plan according to the following benchmarks in the development of English language proficiency.

EL Students in the Konocti Unified School District are expected to make 1 proficiency level of growth annually as they progress toward reclassification and academic progress at the same successful level as their English Only peers.

“Catch-Up” Annual Benchmarks for English Learners

This “Catch-Up” Plan reflects the progress of the average English Language Learner. Time in program / language level may be longer or shorter depending on individual student needs and academic background.

CELDT Levels	Beginning	Early Interm	Intermediate		Early Adv	Advanced	RFEP
	1	2	3		4	5	4 or 5
Timeline toward reclassification based on language level at time of first CA enrollment	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	6 th
		1 st year	2 nd year	3 rd year	4 th year	5 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year	4 th year
				1 st year	2 nd year	3 rd year	3 rd year
California Standards Test (CST): English Language Arts	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic	Proficient	Proficient
California Standards Test (CST): Math	Far Below Basic	Below Basic	Below Basic	Basic	Basic	Proficient/Advanced	Proficient/Advanced
K-8 District Benchmarks: ELA & Math	1	1/2	2/3	3/4	4	5	4 or 5
9-12 District Benchmarks: ELA & Math	Far Below Basic	Below Basic	Below Basic	Basic/Proficient	Proficient	Advanced	Proficient/Advanced
CAHSEE-ELA	275-300	300-329	33-349	350+	350+	350+	350+

Students not meeting the district timeline should be participating in intervention programs and monitored for academic deficiencies. Each student will need interventions specified on their intervention plan.

Students meeting these established annual benchmarks are not in need of academic interventions.

Access to Core Content Instruction

The District's programs for English Learners are designed to enable English learners to acquire English and learn grade-level academic content. Students enrolled in any of the

program models are expected to master the ELD standards and eventually meet grade-level standards in the core academic subject areas, within a reasonable amount of time, as defined by the Catch-Up Plan.

English Language Development

Daily English Language Development instruction to improve students' proficiency in the English language is provided using board adopted curriculum and supplementary instructional materials aligned to the ELD Common Core standards. Emphasis is on improving English literacy skills, academic vocabulary, and sentence structure. CELDT assessment results and publisher's diagnostic and placement test results are used to ensure that instruction is differentiated by each student's level of proficiency and directly targeted to the student's specific linguistic needs. Systematic instruction in grammar, vocabulary, reading fluency and comprehension, analysis of informational and literary texts, writing strategies, listening, and speaking skills includes ample practice. Ongoing curriculum embedded assessments provide information that informs instruction and ensures that each student is making adequate progress toward English language proficiency outlined in the "Catch-Up" Annual Benchmarks table.

Instructional Support, Catch-Up Plan

Programs for English Learners will be monitored by the school principals to ensure that each English learner receives daily English Language Development differentiated for his/her language proficiency level, is placed in an appropriate program of instruction taught by an authorized teacher, and that his/her progress is being monitored.

In Structured English Immersion and English Learner Mainstream settings, instruction in core academic subjects occurs in English, with the use of Specially Designed Academic Instruction in English (SDAIE) strategies, so that English learners can access core content and meet challenging state academic standards. SDAIE authorized teachers use many strategies to make instruction comprehensible to students, including:

- Contextualized instruction including visual support materials, realia, graphic organizers, and oral amplification to help students construct meaning
- Language modification such as pacing, pause time, repetition, and highlighting
- Culturally sensitive content teaching
- Activities that encourage students to actively use language
- Emphasizing major ideas and organizing principles of the content
- Frequent checking for understanding

Observations of teachers by principals, instructional coaches, district office administrators, and trainers include documentation and feedback regarding their use of SDAIE strategies.

Teachers use curriculum-embedded assessments to monitor the progress of English learners towards the end-of-year goals identified in the Catch Up/Annual Benchmarks table. Teachers use the formative assessment information to plan and provide instruction targeted to each student's level of English language proficiency and academic achievement. Samples of formative assessments include:

- Repetition/choral response
- Read-aloud sentence frames
- Draw/write on white boards
- Monitoring oral language in pairs/groups
- Complete sentence stems
- Random selection

Teachers plan and continue to revise their common core lessons with scaffolding, differential instruction, and Universal Design of Learning. Technology curriculum provides additional options for differentiating instruction. Multiple methods of content presentation, including audio, video, illustrations, graphic organizers and varied levels of complexity also increase access to core content.

Progress Monitoring

The Student Learning Team, which includes the teacher and school principal, reviews twice per year the academic performance of English learners to ensure that students are progressing towards the district's content and performance standards in academic core subjects at a reasonable rate, as listed on the Catch-Up /Annual Benchmarks chart. For students achieving less than a 3 on a standards based K-8 report card, or a C on a 9-12 grade report card in a core content area, assessments are reviewed (CST/SBAC, publisher, teacher-made, and alternative tests defined in IEPs) to verify recouping of academic deficits and areas of appropriate academic achievement, and to identify the skill areas requiring additional support and intervention.

Students who are not making sufficient progress are identified as needing additional support and academic intervention, and a Catch-Up Plan is developed. The Catch-Up Plan is embedded in the Student Learning Plan and outlines additional resources and interventions that will be provided in the next trimester/semester. These could include before or after school tutoring, summer school, or other intensified instruction. Progress is monitored through publisher and teacher formative assessments, and adjustments to the interventions and targeted instructional support are made as needed. The Student Learning Team, which includes the teacher and school principal, reviews the Catch-Up plan results at the end of the semester to determine next steps. If the student continues to make inadequate progress during the second year of intervention, he/she is referred to a Student Study Team for a more comprehensive examination of needs and planning of an appropriate program.

English Learners in Special Education

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English learner whose IEP indicates that instructional services will be provided through an Alternative

Program. The IEP will clearly articulate the expectation for reclassification and whether any alternative reclassification procedures will be implemented. The IEP will also clearly articulate any testing accommodations/modifications or alternative assessments that will be offered during the CELDT administration.

Elements of Catch-Up Plan/Curriculum/Intervention

Elements of Catch-Up Plan – Core, Core/ELD, Curriculum, Interventions			
General Ed Core	ELD Core	Accommodations/ Interventions	Ongoing Monitoring
<u>Standards based Core Materials</u> <ul style="list-style-type: none"> • CCSS units (K-12) • CCSS exemplar literature (K12) • Scholastic News (K-8) <u>Supplemental</u> <ul style="list-style-type: none"> • Read Naturally (1-8) • Standards Plus (K-8) 	<u>Standards based ELD Materials</u> <ul style="list-style-type: none"> • Reading Street (K-12) • READ 180 L Book (9-12) <u>Supplemental</u> <ul style="list-style-type: none"> • Read Naturally 3-5 (US Customs & Idioms) • Rosetta Stone (K-12) 	<u>ELD Differentiated Instruction</u> <ul style="list-style-type: none"> • Differentiation by ELD level • CCSS ELD standards <u>ELD Intervention</u> <ul style="list-style-type: none"> • Rosetta Stone (K-12) • READ 180 (9-12) • SES (K-12) • Summer School (K-12) • Tutoring (4-12) • Para in class (K-8) 	<u>Formal</u> <ul style="list-style-type: none"> • CCSS unit assessments (K-12) • Publisher's assessments (K-12) • CELDT (K-12) • CELD (K-8) • CST/SBAC (2-12) • CAHSEE (10-12) <u>Informal (K-12)</u> <ul style="list-style-type: none"> • Observations • Work samples • Checklists & surveys • Publisher's assessments • Formative assessments – whiteboards, presentations, etc.



Staffing Authorizations

Under the management of the Superintendent, Konocti Unified School District takes an active role in the recruitment and staffing of authorized personnel for all English learner programs and makes it a priority to hire CTEL, CLAD and BCLAD teachers. The District seeks CTEL, CLAD and BCLAD teachers by working closely with the Lake County Office of Education, at universities by attending job fairs and career days, and through a variety of job announcements. The District prides itself in having over 98% of its teaching staff hold CLAD or BCLAD certification.

- Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.
- Teachers providing instruction in Structured English Immersion programs who do not provide primary language instruction shall be appropriately authorized to provide core content and ELD instruction via a CLAD, SB1969, CTEL, or equivalent authorization.

Teachers not currently authorized but who are serving English learners shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The District will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.



Professional Development

The District Office and the site administrators work jointly to provide on-going professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators and administrators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, district program designs, district curriculum expectations, the Catch-Up Plan, district processes and services for English Learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- ELD strategies, techniques, monitoring and assessments
- SDAIE strategies techniques and monitoring
- Differentiated instruction
- District Catch-Up plan training
- District program designs (site accountability)
- Coaching
- CELDT for **content and** ELD teachers

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through on-site trainings, district **staff development**, education conferences, and site staff meetings.

Participant attendance is monitored through sign-in forms **and training evaluations**. Training attendance is then reported to school principals to ensure that **all** teachers assigned to provide specialized services to English learners are appropriately trained. Sign-in forms are collected and filed.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English, be reclassified as Fluent English Proficient (R-FEP). Konocti Unified School District recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including: 1) teacher evaluation of the student’s classroom performance, 2) objective assessment of the student’s English language proficiency (CELDT), 3) core content achievement as measured by the California Standards Tests (CST) and 4) Parent approval.

Reclassification Criteria

The State Board of Education’s Reclassification Guidelines serve as the foundation for Konocti Unified School District’s reclassification criteria. The goal is to have English Learners achieving at the level of Native English Speakers. Minimum scores required for each of the reclassification criteria are:

Grades K-2: CELDT results, district benchmark assessments, teacher evaluation, parent consultation, and other locally available assessment results.

Grades 3-12: CELDT results, CST/CMA results, district benchmarks assessments/grades, teacher evaluation, parent consultation, and other locally available assessment results.

Evaluation	Minimum Scores
CELDT (grades K-12)	Level 4 or 5 (early advanced/advanced), overall for 3 consecutive years no domain score less than 3
CST or CMA (grades 3-12) <ul style="list-style-type: none"> • English Language Arts 	Proficient or higher for 2 years (2 years does not have to be consecutive)
SBAC (grades 4-12)	Standards for proficiency are still in the developmental stage
Teacher and administrator Input and Observation (grades K-12)	Grade Level Achievement of Core Curricular Standards

Parent input (grades K-12)	Parents are provided an opportunity to participate in the reclassification process
** CAHSEE (grades 10-12)	passage of CAHSEE with a score of 350

**If a student has passed the CAHSEE with a score of 350 or higher and scored basic on the CST in ELA one time they will be reclassified as a high school student.

Reclassification process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall; however, the process may be initiated by the classroom teacher, administrators, or parents at any time.

Site administrators or EL designee collects objective assessment data and disseminates to each site administrator a list of English Learners who meet the CELDT and CST criteria, after the official CELDT results have been released for the current school year. The English Learner designee distributes to the administrator who shares with the appropriate teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in the core content areas, 2) assess the student's oral English proficiency (ELD teacher or ELA teacher), and 3) recommend or deny the student's reclassification to fluent English proficient. This is completed in the fall.

Consultation with the student's parents will be done by at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone. A face-to-face conference with the student's parents or guardians is the optimum and desired method of consultation. A certificated teacher holding a credential authorizing instruction of English Learners, the Administrator, and the language arts teacher must review and sign the Student Reclassification Worksheet. The signed documentation must be placed in the student's cumulative file and noted in the School Information System by the EL office.

Monitoring of reclassified students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The Director of Curriculum, Instruction & Assessment supervises the process of monitoring reclassified students. School staff will use the CST/SBAC, multiple measure scores from benchmark assessments, and teacher assessments, and observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months after reclassification. Student performance shall be reviewed at least at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need (please see pg. 13-15, Catch-up Plan Interventions). This monitoring of R-FEP students is recorded and filed in each student's cumulative file until the student scores proficient or advanced on the CST/SBAC in ELA twice.

Accountability and Evaluation

Program Implementation and Monitoring

In order to ensure that English Learners are receiving a program of instruction in accord with parent choice and district design, Konocti Unified School District conducts regular monitoring of classroom instruction. This monitoring is intended to result in consistent program implementation across individual school sites and across the district. District staff will train all school principals in the following areas:

- ELD curriculum, monitoring, assessments and instruction
- SDAIE strategies and monitoring
- Differentiated instruction and assessing
- District designs for SEI, Mainstream, and Alternative Bilingual programs

School principals and/or designees perform regular observations of all classes which include English Learners. These observations are conducted with the use of a checklist to ensure that teachers: 1) daily provide ELD CCSS instruction, 2) follow the district's ELD curriculum and assessments, 3) make use of appropriate SDAIE strategies, and 4) provide differentiated instruction targeted to specific linguistic needs. Copies of these observation checklists are reviewed during management team meetings. In addition, site documentation for each EL program compliance area is reviewed during semi-annual visits to schools. These semi-annual visits include a review of the procedures and expectations delineated in this document.



Program Evaluation and Modification

California has been working on Common Core State Standards and Common Core ELD standards to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of common core standards. The Konocti Unified School District provides clearly defined

CCSS standards and assessments for student learning and has a primary goal that all students will meet the District's CCSS standards.

Through the District's assessment program, staff carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, the District is able to determine to what degree English Learners are achieving English proficiency and meeting district academic achievement goals.

DISTRICT-WIDE ASSESSMENT		
Assessment Instrument	Target Population	Purpose
Language Arts Multiple Measures	All students, grades K-12	District Accountability
Mathematics Multiple Measures	All students, Grades K-12	District Accountability
California English Language Development Test (CELDT)	All English learners Gr. K-12	Articulation District Accountability Reclassification

The District's assessment practices with respect to English Learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL program option by disaggregating results for each program
- Assess academic achievement **in English**
- Assess the strengths and weaknesses of each instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed and reported annually to all stakeholders. This report is then analyzed to produce a set of suggested program modifications which are then shared with the local Board of Trustees, principals, district administrators, and DELAC members.



Parent Advisory Committees

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the District. Through such committees, Konocti Unified School District can:

- Include parents and community members in the decision-making, planning and evaluation of programs for English Learners.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents, community members and the District.

Translation Services:

Pursuant to NCLB Title III and EC section 51101.1(b)(3) as defined by EC section 48985, Konocti Unified School District will provide training and materials in the home language of the parent members of advisory committees. These translations will not be funded out of Title III.

English Learner Advisory Committee (ELAC)

Each school with 21 or more English learners must establish a school-level advisory committee (ELAC). Parents or guardians of English Learners elect parent members of the school committee. All parents of English Learners will be provided the opportunity to vote. Parents of English Learners not employed by the District must constitute a majority of the committee. Each school-level advisory committee shall elect at least one representative to the District English Learner Advisory Committee.

The committee advises (reviews and comments) the principal and School-site Council (SSC) on the development of the components of the school's Single Plan for Student Achievement, which impact education services for English Learners. The ELAC must certify that it has provided advice to the SSC regarding the Single Plan prior to its formal approval. In addition, the ELAC advises the principal on at least following:

- Development and results of the school's needs assessment

- Ways to make other parents aware of the importance of regular school attendance

District English Learner Advisory Committee (DELAC)

Konocti Unified School District, having more than 51 English learners, must establish a District English Learner Advisory Committee (DELAC). Parents and/or guardians of English learners who are not employed by the District shall constitute a majority of the committee. The percentage of parents of English Learners must be at least the same as that of English Learners in the District. Each school committee shall have the opportunity to elect at least one parent member of the District English Learner Advisory Committee.

Responsibilities of DELAC:

Advise the local board on at least each of the following:

- The development of the District plan for English Learners.
- The District-wide needs assessment.
- The setting of district goals for English Learner education.
- The District plan to meet teacher certification requirements.
- Written parent notification of initial enrollment.
- The reclassification process.
- A District waiver request to the State Board of Education which may affect programs or services for English Learners.

The district/school administration shall:

- Notify parents/guardians of all English Learners of the opportunity to elect ELAC members and/or participate as a member
- Establish a functioning ELAC/DELAC
- Plan and provide training in consultation with ELAC/DELAC members
- Publicly announce ELAC/DELAC meetings at least 72 hours in advance with agenda posted
- Provide all relevant information, documentation, and training regarding school programs and services for English Learners, including but not limited to:
 - A draft, prior to its formal approval, of the Single Plan for Student Achievement
 - School budgets and planned expenditures which may impact English Learners
 - A draft of and results of an annual school needs assessment
 - Goals and objectives for each program offered at the school for English Learners
 - Information on the on-going achievement of program goals and objectives
 - Evaluations of each program offered at the school for English Learners

Each parent committee must:

- Develop and adopt its own agendas and develop its governance structure
- Choose whether to develop and adopt its bylaws
- Determine the manner of its functioning, including the recording of minutes
- Determine its meeting times, dates, and location
- Determine the manner for its provision of advice to the site administration and school-site council (ELAC) or local governing board (DELAC)
- Provide feedback to the site/district administration as to the coordination and provision of training

Parent committees (as a whole) do not have the authority or legal entitlement to demand any of the following:

- Being included in the selection process of new school staff
- Being included in the evaluation of existing school staff
- Reviewing school staff credentials
- Monitoring program implementation (classroom observations)
- Changing the administration of programs, school calendar, or assignment of staff
- Changing the content of an SSC-approved Single Plan for Student Achievement

Funding



Sufficient General Funds

Adequate basic general fund resources are available to provide each English learners with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts, including primary language texts in Alternative Bilingual classes, and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the district.

Appropriate use of Categorical Funds

STATE Funding: EIA and LCAP

The Economic Impact Aid-Limited English Proficient (EIA-LEP) carryover funds are used to meet the academic needs of the English Learners, but do not supplant the District's general funds, as well as any other categorical funds the District receives. Each school site continues to have carryover EIA funds in amounts that correspond to the total amounts described in the District's Consolidated Application to the California Department of Education. Carryover EIA-LEP funds are spent for supplemental services and materials including, but not limited to, the following:

- Staff development for instructing English Learners
- Supplementary materials for English Learners
- ELAC/DELAC meetings
- Bilingual paraprofessionals (classroom use only)
- Parent education, training, and involvement

LCFF (Local Control Funding Formula) funds are utilized based on the LCAP plan. This plan is designed to give more local control over this funding as well as more parent and stakeholder input.

Federal Funding: Title 1, Title II, & Title III

Title 1 funding is used as compensatory funds to supplement the cost of education for students that are economically disadvantaged. Title II funds are allocated for professional development and technology. Title II funds are for supplementing the English Learner program above the regular and English Language Development core instruction.

The English Learner requirements continue to remain in place and will be addressed through the use of general funds, EIA carryover, LCAPP and Federal Title I, II, and III.



Appendix:

- 28. CELDT score request form
- 29. Parent waiver
- 30. Parent score notification letter
- 32. RFEP form



Request Form

California English Language Development Test (CELDT) Score

To: CELDT District Coordinator

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

Receiving School's Information

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

Requestor's Name _____ District _____

Phone _____ Fax _____ E-mail _____

Mailing Address _____ City _____ Zip Code _____

Student Information

Last Name _____ First _____ Middle _____ Other Name Used (Last, First, Middle) _____

Birth Date (mm/dd/yy) _____ Current Grade _____

Previously Enrolled School District _____ Current Enrolling School Site _____

Previous Enrolled School District _____ Current Enrolling School Site _____

Phone: _____ Phone: _____ Fax # _____

CELDT Score

Has student taken the CELDT? _____ No _____ Yes **SSID #:** _____

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

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

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

Comments: _____

School District _____

Signature (Previous Enrolled School Site Representative) _____ Printed Name _____ Date _____

Konocti Unified School District
PARENTAL EXCEPTION WAIVER
EDUCATION CODE 31 1(C): Children with Special Needs

Name: _____ Grade: _____

School: _____ Date of Birth: _____

Language Designation: _____

I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Check all that apply and provide a brief statement.)

____ Educational Needs ____ Physical Needs ____ Emotional/Psychological Needs

Therefore, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have personally visited the school to apply for the waiver.

[] I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the Superintendent pursuant to Board-established guidelines (applicable if child is under 10 years of age).

I have been provided with a description of the intent and content of the structured English immersion program, the mainstream English program, and an alternative course of study offered by the District and the educational materials to be used in the *different* educational program choices.

I understand that I must request that this waiver be reconsidered annually.

Parent/Guardian Signature: _____ Date: _____

Address _____

City _____ State _____ Zip _____

Telephone Number _____

For School Use Only

Waiver Granted / Denied (Circle One) Date _____

Signature _____ Title _____



Konocti Unified School District/Distrito Escolar Unificado
Konocti

INITIAL/ANNUAL LANGUAGE ASSESSMENT RESULTS PROGRAM
PLACEMENT

NOTIFICACION INICIAL/ANUAL DE LOS RESULTADOS DE ASESORAMIENTOS
DEL LENGUAJE Y COLOCACION DE PROGRAMAS

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

Date/Fecha: _____

Dirigido al Padre/los Padres o Guardián (es) de:

DOB: Primary Language: School: Grade: Teacher:
Fecha de Nacimiento Lengua Materna Escuela Grado Maestro(a)

Pursuant to California law, our school district is required to assess the English and primary language proficiency of any child with a Home Language Survey indicating a language other than English. This form is to notify you of the results of these assessments, and recommend instructional program placement and the options that are available to you and your child according to state law. **De acuerdo con el arreglo establecido por la legislación del Estado de California, para los estudiantes con una Encuesta del Idioma del Hogar que indica un idioma no ingles, nuestro distrito escolar es obligado de hacer asesoramientos del dominio de su propio lengua y de la lengua inglesa. Este formulario es para informarles de los resultados de estos asesoramientos, recomendar un programa de instrucción, e informarles de las opciones disponibles.**

Most Recent Language Assessment Results Resultados mas Recientes de Evaluaciones del Lenguaje

CELDT - English Proficiency Level: _____ 1 = Beginning (Principiante)
Prueba del Desarrollo del Ingles de California Nivel de Dominio 2 = Early intermediate (Intermedio
Bajo)
3 = Intermediate (Intermedio)
4 = Early Advanced (Competente)
5 = Advanced (Avanzado)

Native Language Assessment / Asesoramiento en el Idioma Nativo
(for new students to the District/ para estudiantes nuevos en el distrito)
Test/Prueba _____ Date/Fecha _____ - Proficiency Level/Nivel de Dominio: _____

Based on your student's CELDT Test scores, the program placement recommended for your child is marked below /
Basado en las puntuaciones de la prueba CELDT, la ubicación de programa recomendado para su hijo/a esta marcada abajo.

Structured English Immersion (SEI) Program / Programa de Inmersión en Ingles Estructurada:

State law mandates that students identified as English Learners (with an overall CELDT level of Beginning, Early Intermediate, or Intermediate) be placed in a Structured English Immersion (SEI) Program. La ley del estado manda que los estudiantes identificados como Aprendices de Ingles (con una puntuación total en la Prueba CELDT de Principiante o Intermedio Bajo) estén ubicados en un programa de Inmersión en Ingles Estructurado.

- Instruction is overwhelmingly in English. **La instrucción esta presentada mayormente en ingles.**
- Homework is in English. **La tarea es en Ingles**
- Students are taught the district's curriculum. **Los estudiantes aprenden el currículo del distrito.**
- All instructional materials are in English. **Todos los materiales están en ingles.**
- Daily English Language Development (ELD) lessons lead to the acquisition of English language proficiency. **Lecciones diarios de Desarrollo en el Idioma Ingles (ELD) llevan el estudiante a la competencia en ingles.**
- Access to core curriculum is through specially designed academic instruction in English (SDAIE). **Acceso al currículo central es por medio de instrucción académico en ingles especialmente diseñada (SDAIE).**
- Primary language support may be provided to assist the student in understanding academic concepts. **Se puede proveer apoyo en el idioma nativo para ayudar el estudiante con la comprensión de conceptos académicos.**
- Supplemental support may be provided by the ELD teacher or an instructional aide. **Se puede proveer apoyo suplementario de un maestro de ELD o de un ayudante de instrucción.**

English Language Mainstream (ELM) Program / Programa de Idioma Ingles Dominante: *English Learners (with an overall CELDT level of Intermediate or higher) and Fluent English Proficient (FEP) students are placed in an English Language Mainstream Program. Aprendices de ingles (con una puntuación total en el CELDT de intermedia o mas alta) están ubicados en un Programa de Lenguaje Ingles Dominante.*

- All instruction is provided in English. **Toda la instrucción esta presentada en ingles.**
- Homework is in English. **La tarea esta en ingles**
- Students are taught the district's curriculum. **Los estudiantes aprenden el currículo del distrito.**
- All instructional materials are in English. **Todos los materiales de instrucción están en ingles**

- Primary language support may be provided to assist students in comprehending the lesson(s). **Se puede proveer apoyo en el idioma nativo para ayudar estudiantes con la comprensión de las lecciones.**

Alternative Education California state law gives parents the option to place the child in this program. Certain requirements must be met. The services of this program would include a bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program. To place your child in an alternative program, you must sign a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days and has special needs that may be met in the alternative program. **La ley de California permite que los padres tengan la opción de matricular a sus hijos en este programa. Hay ciertos requisitos. Los servicios de este programa incluirían un programa bilingüe para la adquisición del idioma inglés para alumnos en el cual la mayoría o toda la instrucción, los libros, y los materiales de enseñanza son en el idioma nativo de los estudiantes. Si los padres de 20 o más estudiantes en el mismo grado en la misma escuela piden el programa alternativo, se requiere que la escuela provea el programa. Para que su hijo/a este ubicado en el programa alternativo, hay que firmar una Petición para el Programa de Educación Alternativa (abajo) y entregarla a la escuela de su hijo/a cada año, y el/ella debe de cumplir con uno de los siguientes criterios a) sabe inglés y su rendimiento académico esta por lo menos al nivel del 5º grado b) tiene 10 años o mas, o, c) es un estudiante menor que 10 años y fue ubicado/a mas que 30 días calendarios en un salón de clase en el lenguaje inglés, y tiene necesidades especiales los cuales se puede satisfacer en el programa alternativo.**

If you have any questions please contact your school or the English Language Learner Office at 994-4710. **Si tiene alguna pregunta favor pónganse en contacto con su escuela o con la oficina para Aprendices del Idioma Inglés (ELLs) al 994-4710.**

.....

* PARENTS: PLEASE - MARK ONE OR MORE OF THE FOLLOWING THREE OPTIONS, SIGN AND RETURN THIS PORTION OF THE FORM TO YOUR CHILD'S SCHOOL: * **PADRES: POR FAVOR - MARQUE UNO O MAS DE LAS SIGUENTES TRES OPCIONES, FIRME, Y DEVUELVE ESTA PORCION DE LA FORMA A LA ESCUELA DE SU HIJO/A:**

I agree with the recommendation for program placement of my child. **Estoy de acuerdo con la recomendación del programa para mi hija/o**

I have read the information on this form and would like to schedule a conference to learn more about these programs in further detail. **He leído la información en este formulario y deseo una conferencia para aprender más de estos programas en mayor detalle.**

Alternative Education-Parental Exception Waiver Form Request **Formulario de Petición para el Programa de Educación Alternativa**

I request a parental exception waiver form which will allow my child to be instructed in his/her primary language with ELD through the Alternative Education Program. I understand that I will be contacted by the school to learn more about the requirements and to sign the request form. **Solicito un formulario de excepción cuyo permitirá que mi hija/o toma su instrucción en su idioma natal con el desarrollo del inglés, dentro del Programa de Educación Alternativa. Entiendo que la escuela se pondrá en contacto conmigo para aprender más de los requisitos y para firmar el formulario de petición.**

Parent/Guardian/**Padre/tutor:** _____ Date/Fecha: _____ Phone/Teléfono: _____

Student Name/Nombre del Estudiante _____ School/**Escuela:** _____

Konocti Unified School District
RFEP

Change of status from English Language Learner to Redesignated Fluent English Proficient

Student Data

Student Name _____ DOB _____

Parent Name(s) _____

School Site _____ Grade _____ Phone Number _____

Date of ELL Identification _____ Primary Language _____

Date of RFEP Initiation _____

CELDT DATA (minimum of 4 or 5 overall and no score below 3)

Listening _____ Speaking _____ Date of most recent CELDT _____

Writing _____ Reading _____ Overall score/language level _____ / _____

Academic Achievement in English

CST/ELA SCORES for two years

Date _____ Score/Proficiency level (2 years) _____

CAHSEE Overall Score _____ **Pass Date** _____

Teacher Input

Are the writing skills at parity with peers whose primary language is English? Yes _____ No _____

Current Grades in the Content Areas

English _____ History _____ Science _____ Math _____

Current Benchmark Scores (K-*) or GPA (9-12) _____

Additional Writing Sample Scores

Score	Date	Grade	Instrument Used
-------	------	-------	-----------------

We the undersigned agree that the student has successfully attained basic skills equivalent to those of a native English Speaker. Yes _____ No _____

Administrator	Date	Parent	Date	Parent	Date
---------------	------	--------	------	--------	------

Teacher	Date	Student Services Director	Date
---------	------	---------------------------	------

Data Analyst has input new student status information: _____
Signature _____ Date _____

Revised 1/18/13 - A

